

**THE INFLUENCE OF PERCEIVED MATERNAL REJECTION,
PERCEIVED PATERNAL REJECTION AND FATHER
INVOLVEMENT ON YOUNG WOMEN'S PSYCHOLOGICAL
ADJUSTMENT AND DEPRESSION**

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The Influence of Perceived Maternal Rejection, Perceived Paternal Rejection and Father Involvement on Young Women's Psychological Adjustment and Depression

Anne Red Algısı, Baba Red Algısı ve Baba Katılımının Genç Kadınların Psikolojik Uyum ve Depresyonu Üzerindeki Etkisi

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- 3) Father involvement
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- 5) Depression

STATEMENT OF AUTHORSHIP

This thesis contains no material which has been accepted for any award or any other degree or diploma in any university or other institution. It is affirmed by the candidate that, to the best of her knowledge, the thesis contains no material previously published or written by another person, except where due reference is made in the text of thesis.

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ABSTRACT

Interpersonal relationships are important for individuals' psychological functioning and development. When personal relationships are taken into consideration, parent-child relationship is the most important one among the others. Parental attitudes toward the child may have an impact on the child's psychological adjustment throughout her life. Warmth and affection from both mother and father may promote positive adjustment in individuals.

The purpose of the present study was to investigate the relationship of perceived maternal rejection, perceived paternal rejection and father involvement with young women's psychological adjustment and depression. 122 female students whose ages ranged from 19 to 26 ($M= 21.09$, $SD=1.34$) were selected from Istanbul Bilgi University as subjects. Correlation analyses and regression analyses were conducted to evaluate the influence of perceived maternal rejection, perceived paternal rejection and father involvement on young women's psychological adjustment and depression. The results indicated that only perceived maternal and perceived paternal rejection were found to be significant contributors to young women's psychological adjustment and depression. Perceived maternal rejection was found to be more influential than perceived paternal rejection. However, perceived father involvement was found to be not significant to young women's psychological adjustment and depression. This study provides some insight into the impact of perceived parental rejection on young women's psychological adjustment and depression.

ÖZET

Kişilerarası ilişkiler bireylerin psikolojik işlevi ve gelişimi anlamında önem taşımaktadır. Kişilerarası ilişkiler dikkate alındığında, ebeveyn-çocuk ilişkisi en önemli olanıdır. Ebeveynlerin çocuklarına karşı tutumunun, çocuğun psikolojik uyumuna hayatı boyunca etkisi olabilmektedir. Anne ve babadan gelen sıcaklık ve sevgi, bireylerin psikolojik uyumunu güçlendirmektedir. Bu çalışmanın amacı, algılanmış anne reddi, baba reddi ve baba katılımının genç yetişkin kadınların psikolojik uyumu ve depresyonu ile ilişkisini incelemektir. Yaşları 19 ile 26 arasında dağılan 122 kadın, İstanbul Bilgi Üniversitesi'nden seçilmiştir. Algılanmış anne reddi, baba reddi ve baba katılımının genç yetişkin kadınların psikolojik uyumu ve depresyonu üzerindeki etkisini değerlendirmek amacıyla korelasyon ve regresyon analizleri yürütülmüştür. Sonuçlar, yalnızca algılanmış anne ve baba reddinin genç yetişkin kadınların psikolojik uyumu ve depresyonu ile ilişkisinin olduğunu göstermiştir. Algılanmış anne reddinin, baba reddine oranla daha etkili olduğu bulunmuştur. Bunun yanı sıra, algılanan baba katılımının, genç yetişkin kadınların psikolojik uyumu ve depresyonu ile bir ilişkisinin olmadığı bulunmuştur. Bu çalışma, algılanan ebeveyn reddinin, psikolojik uyum ve depresyon üzerindeki etkisine dair bir fikir sağlamaktadır.

DEDICATION

To my dear family,

Handan Avaz, GÜNGÖR Avaz & GÜRÇAN Avaz

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CHAPTER I

INTRODUCTION

Personal relationships are important for individuals' psychosocial functioning and development. When personal relationships are taken into consideration, the literature about this issue shows that parent-child relationship is the most important one among the others (Rohner, 1994; cited in Rohner, 1998). In the context of parent-child relationship, warmth, affection, love, and nurturance influence the quality of that relationship. It has been found that parental attitudes toward the child may have an impact on the child's psychological adjustment throughout her life (Levine, Miller, & West, 1988; cited in Chen, Liu, & Li, 2000). Warmth and affection from both mother and father may promote positive adjustment in individuals.

Parental Acceptance Rejection Theory focuses on the quality of parent-child relationship by looking at perceived parental attitudes with regard to acceptance and rejection. According to this theory, children who perceive acceptance by their parents tend to have a positive self concept and tend to view the outside world as secure and warm. However, children who perceive rejection from their parents tend to develop some forms of psychological maladjustment (Rohner, 1980). According to this theory, if parents do not show warmth and affection to their child, then the child may perceive rejection from their parents. This rejection may lead the individual to develop a negative sense of self, and a negative world view. Perceived rejection, according to PART, may be associated with depression in individuals.

From this point of view, this study aimed to investigate the relations between perceived maternal acceptance rejection, perceived paternal acceptance rejection, psychological adjustment and depression in young women. Since the impact of maternal rejection on adults' psychological adjustment and depression has been studied in many studies, it was aimed to investigate also the relations between paternal rejection, father involvement and adults' psychological adjustment and depression.

1.1 Parental Acceptance Rejection Theory

Parental Acceptance and Rejection Theory (PAR Theory) attempts to predict and explain major causes, consequences of parental acceptance and rejection with regard to cognitive, emotional and behavioral development of children and personality functioning of adults within the worldwide (Rohner, 1980). This theory is based on the phylogenetic perspective which supposes that people are born with emotional needs for positive responses, warmth by significant others, especially by attachment figures such as parents (Rohner, 2004; cited in Chyung and Lee, 2008). In childhood this need refers to parental love, care, comfort and nurturance while in adulthood, this need extends in to wishes, positive regard from other people (Khaleque, 2002). When this need is not met satisfactorily, this perspective assumes that human beings have phylogenetically prone to develop psychological maladjustment. In other words, children may become aggressive, dependent or defensively independent, hostile, emotionally unresponsive, have a negative worldview or have low self esteem (Rohner & Khaleque, 2007). The questions that PAR Theory attempts to answer are

gathered in five clusters of questions with regard to parental acceptance and rejection. These questions are gathered in three sub theories called as personality sub theory (1, 2); coping sub theory (3, 4) and sociocultural systems sub theory (5).

- 1) What are the consequences of perceived parental acceptance or perceived parental rejection for children?
- 2) What are the effects of childhood rejection in adulthood and old age?
- 3) Why are some parents warm and loving while others are rejecting or unloving?
- 4) What are the main psychological, environmental and social factors that precede parental acceptance-rejection?
- 5) Why some children are better able to cope than the other children who experience rejection from their parents? (Khaleque, 2002).

Parental Acceptance-Rejection Theory is grounded on an empirical basis from both researches on major ethnic groups in United States and from worldwide cross cultural researches while attempting to answer the questions that were discussed above (Rohner, 1999). In addition to this, the concept of parental rejection has been empirically studied since 1930s and even earlier. Many documents have shown that parental acceptance and rejection have a huge impact on psychological, behavioral and cognitive development of individuals (Rohner & Britner, 2002).

1.1.1 The Warmth Dimension of Parenting

The warmth dimension of parenting is formed by acceptance and rejection. This dimension is conceptualized as a bipolar dimension in which acceptance stands at one side of it, whereas rejection takes its place on the other side. Due to the fact that individuals experience more or less acceptance at the hands of people significant to them, all people can put themselves into any point at this continuum. Acceptance is defined as the parents' feelings and behaviors toward their children with regard to warmth, affection, care and support. On the other hand, rejection is defined as the absence or neglect of these positive feelings toward the children (Rohner, Khaleque, & Cournoyer, 2005).

Acceptance which is the one end of the continuum is experienced by warmth and affection. Warmth refers to psychological state of the parents. Affection can be shown by physically and verbally. Affectionate parents may show their love through praising their children, complimenting them or saying nice things to them. In addition to these verbal behaviors, parents may also perceive to be accepted by kissing, hugging, cuddling their children. Affection or warmth can be shown not only by verbally and physically, but also it can be expressed by gestures. Cultural symbols and gestures also play an important role for understanding acceptance. For instance, in Bengali when a mother wants to show approval and affection to her child, she may give the child a peeled and seeded orange. Although the Bengali mothers do not praise their children verbally, their children can perceive that their mothers do something special for them and may feel to be

accepted (Rohner, 1994; cited in Rohner et al., 2005). These loving and supporting behaviors may help to understand the behavioral expressions of parental acceptance.

Parental rejection, on the other hand, can be experienced in different ways. Parental acceptance-rejection theory explains rejection in four clusters as cold/unaffectionate, hostility/aggression, indifference/neglect, and undifferentiated rejection. Items that are replaced left side of the slash marks (hostility and indifference) refer to the psychological states of parents, while the rest of them refer to the observable behaviors that the parents act on their emotions.

Aggression is described as a behavior in which there is an intention of hurting someone, or something. Aggression can also be expressed physically, verbally or symbolically. Physically, it can be shown through hitting, biting, scratching, shoving and the like. Verbally, aggressive individuals express their aggression through cursing, being sarcastic, saying thoughtless and cruel things to other people. Hostility, hence it is an internal state of individuals, refers to emotional feeling of anger, resentment and the like. In this sense, generally, hostility is the internal motivator and aggression is the behavior as an outcome. In other words, hostile parents may likely to be aggressive either physically, verbally or symbolically (Rohner, 2000).

Indifference is explained as a lack of concern or a lack of interest to an individual. Indifferent parents are likely to neglect their children physically or verbally. In addition to this, they may not be available to their

children when they need them. Indifferent parents may pay no attention to the physical, emotional, educational, and social needs of their children and they may see them as a burden (Rohner, 1980). They may forget their promises that they made or may spend little amount of time with them. Although it is discussed that aggression and neglect are the behavioral outcomes of hostility and indifference respectively, there is no direct connection between indifference and neglect as it is seen in hostility and aggression. In other words, neglect would not be the direct outcome of indifference, but would be a coping strategy that a parent develops in order to replace his feelings of anger toward his child (Rohner et al., 2005).

Sometimes, there is no clear behavioral indicator of parental rejection either verbally or physically, but the child still feels rejected by their parents. They think that their parents do not really love or care about them. This kind of rejection refers to undifferentiated rejection in PAR Theory (Rohner, 2000).

Parental Acceptance- Rejection Theory grounds itself on two perspectives: phenomenological perspective and behavioral perspective. Phenomenological perspective refers to an individual's own perspective or experience of others' accepting and rejecting behaviors. In other words, it gives emphasis on individuals own experiences rather than the other individuals' observations (Rohner et al., 2005). As it was discussed above, an outsider would not evaluate a Bengali's women behavior (giving a peeled orange to her son as a gift) as an indicator of parental warmth, while the child experiences his mother's behavior as a feeling of acceptance.

Behavioral perspective refers to an outsider's observation on acceptance-rejection. PAR Theory suggests that both perspectives lead to similar conclusions, but if the conclusions are different from each other, then the theory proposes that one must look at the findings of the phenomenological perspective. Although an observer fails to detect any behavioral indicator of parental rejection, the child may still feel to be rejected. Therefore, children's own perceptions of parental acceptance-rejection may give the researchers' more reliable findings (Rohner et al., 2005). As Kagan stated, "Parental rejection is not a specific set of actions by parents but a belief held by the child" (Kagan, 1978, p.61; cited in Rohner, et. al., 2005). Depending on this information, it is important to give emphasis on individuals' own experiences and perceptions while studying parental acceptance and rejection.

1.1.2 Personality Sub-theory

Personality sub theory is based on an assumption that individuals are born with an emotional need for positive response from the people who are most important to them. Individuals consciously or unconsciously need support, love, and nurturance from their significant ones. They biologically carry this emotional wish and desire. However, the need for positive response is transformed in to a more complex way in adulthood. In other words, individuals begin to seek positive regard from people most important to them (Rohner et al., 2005).

Parental Acceptance Rejection Theory (PART) defines personality as individuals' internal and external way of responses toward different life

circumstances. According to personality sub theory, when children's need of positive response is not met satisfactorily by their parents, it is thought that they are prone to respond internally and behaviorally in specific ways (Rohner et al., 2005). PAR Theory proposes that when the child perceives him/herself to be rejected by his/her parents; he attempts to seek warmth and love in order to fulfill his emptiness. Due to the fact that the child seeks for affection and care, his efforts will thought to be continued up to a point and he will become dependent (Rohner, 1980). Dependence is defined as an internal wish for nurturance, love and care from attachment figures. Since this internal feeling shows itself behaviorally, children who feel rejection tend to cling to their parents and feel insecure when their parents leave them. In adulthood, this need is displayed in searching for approval and regard when the person is in stress.

As warmth dimension of parenting is a continuum, dependence is also accepted in PAR Theory as a continuum where dependence stands at the one pole of the continuum and independence at the other. Therefore, people can be placed anywhere along the continuum since people can be more or less dependent or independent. Because of the fact that rejected children cannot get warmth from their parents, they cannot learn to show affection toward other people. Although the child needs affection, he also attempts to protect himself from more emotional hurt; therefore he tries to hide his emotions. In conclusion, dependency would disappear for him. This situation would continue in to adulthood and the child –now an adult- has difficulty in forming long-lasting, warm relations with others independently.

In other scenario, the child who perceives rejection would feel anger toward their parents, but at the same time, he also would be afraid of getting more rejection from their parents. Feeling anger and fear at the same time would result in emotional withdrawal or defensive independence as it is construed in PAR Theory (Rohner, 1980). Although the child who feels rejection still needs warmth and love, he denies his feelings and does not show his emotions toward their parents. It is thought that children who are defensively independent develop counter rejection. In other words, they tend to reject people who reject them. This rejection may result in serious relation problems (Rohner et al., 2005). According to PART, in addition to the feelings of dependence and defensive independence, rejected children may also develop negative self-esteem and negative self adequacy. This belief is derived from symbolic interaction theory in which the child attempts to view himself as his significant others/ attachment figures view them. In other words, if the child perceives that his parents do not care or do not love him, he tends to develop a self-image as being unlovable and being unworthy of being cared and loved. In addition to the feelings of negative self esteem, the rejected child tends to think that he is not capable of satisfying his needs, and then he tends to develop a negative self adequacy (Rohner, 1980). If the parents display hostile behaviors toward their children, then the children tend to become hostile, aggressive or passive aggressive. If the parents do not show their aggression overtly, the rejected child may have problems with managing his hostility. The child may have problems with controlling his aggression. Feelings of hostility and aggression may come out through

symbolic ways as fantasies or dreams. Because of the fact that the rejected child feels unlovable and being unworthy of being loved, he tends to generalize his feelings to the outside world. In other words, the child who feels rejection tends to view other people as being insecure, unlovable and the world as being unpleasant to live. In other words, he tends to develop a negative world view (Rohner, 2004).

Parental Acceptance Rejection Theory examines that whether children everywhere respond in the same way when they feel rejection or acceptance from their parents. As it was discussed above, children regardless of their race, gender, and age tend to develop seven behavioral and personality dispositions as hostility, dependence, negative self esteem, negative self adequacy, emotional instability, emotional unresponsiveness and negative world view. While PAR Theory examines children's personality predispositions in the face of acceptance and rejection, it also tries to understand whether the effects of childhood rejection continue into adulthood. PAR Theory predicts that individuals who feel rejection in their childhood develop a sense of insecurity and view other people as being insecure and unlovable. Due to this, rejected individuals have difficulty in forming secure, long lasting relationships with other people. Because of the fact that their sense of self esteem is damaged, they may withdraw themselves from the others. PAR Theory assumes that individuals who perceived themselves rejected in their childhood become adults who are insecure, dependent and who have a negative sense of self esteem and self adequacy and have a negative world view. In addition to this, PAR Theory

proposes that adults who are rejected as children tend to raise their own children via showing rejection toward them. In other words, rejection repeats itself in these families (Rohner, 1980).

1.1.3 Coping Sub-theory

Coping Sub theory attempts to answer the question: “How are some rejected children and adults more able to emotionally cope with the consequences of being rejected? PAR Theory focuses on the factors that may give the answer to that question: differentiated self, self-determination and the capacity to depersonalize (Rohner, 1986). According to PAR Theory, some people have social cognitive capabilities to deal with rejection. In other words, while some people perceive rejection as a result of fate, some people try to cope with this situation. They believe that they have the power to change and to control it through their own personal characteristics. Because of the fact that some individuals have a sense of self determination, their internal resources help them to overcome damaging consequences of rejection. Depersonalization is also accepted as a way of coping with rejection. People who are able to depersonalize the events and the situations are better at coping with perceived rejection (Rohner, 2000).

According to PAR Theory, there are two groups which are able to cope: “Affective Copers” and “Instrumental Copers”. Affective copers are mentally and emotionally healthy even though they had experienced rejection in childhood. Although the mental status of affective copers is good, individuals who do not perceive rejection in childhood have a better mental health as opposed to them. Instrumental copers, on the other hand,

are defined as the people who are good at their professions or other performance based activities even though they perceive rejection in childhood. However, although their task-oriented performance is very well, and it is difficult to see any problem for them, their emotional and mental health is impaired. However, coping subtheory assumes that if rejected children have positive experiences outside their families or have satisfying relationships with other people, they are emotionally and psychologically better adjusted when they become adults (Rohner, 2000).

1.1.4 Sociocultural system models and sub-theory

Parental rejection can be understood through taking family, community and socioculture for granted. According to sociocultural system models and sub theory, parental behaviors are likely to be influenced by social institutions including family structure, political-economical organizations and the like. As it was discussed before, parental form of behaviors –acceptance or rejection- have strong impact on children’s development.

According to PART, the community expresses its psychological state through symbolic expressions such as religious, musical, folkloric traditions. In some countries where children perceive rejection, children tend to see God as hostile, unlovable, whereas children who perceive acceptance tend to see God as warmth, lovable. Since all of these factors are in interaction with each other, sociocultural system sub theory tries to explain the major worldwide effects of parental acceptance and rejection (Rohner & Khaleque, 2007).

1.1.5 Similarities between attachment theory and PART

When Parental Acceptance and Rejection Theory is taken in to consideration, it seems that parents' feelings and behaviors toward their children, in other words their parenting styles, affect their children's mental representations about themselves and affect their emotional and behavioral responses toward the outside world. The effect of parenting styles or their love related behaviors on child would remind people of Attachment Theory.

Although Parental Acceptance-Rejection Theory was developed only 20 years ago, the theory seems to have similarities, but also have differences with the Attachment Theory (Hughes, Blom, Rohner & Britner, 2005).

Bowlby defines attachment as a state and as the quality of the relationship between the mother and the infant. In other words, the relationship between the mother and the infant is formed in the infant's search for feelings of security. If the attachment figure is not sufficiently near, in other words unresponsive to the child's needs, some children may feel fear and anxiety and some of them may be dependent on or defensively independent of their attachment figures (Holmes, 1998). If the mother provides the infant's needs in the way of comfort and protection, but also encourages him to explore his environment independently, then the infant develops an internal working model of self as valued and reliable. On the other hand, if the mother ignores the infant's needs in the way of comfort and exploration, then the child develops a self as unworthy or incompetent (Bowlby, 1959). Ainsworth emphasizes the mother's sensitivity defined as the ability to perceive the infant's needs and signals and respond to them in

an appropriate way. Ainsworth's study of the relationship between attachment figures and infants resulted in the categorization of different attachment styles. Depending on the Strange Situation, infants who are satisfied by the responses of their caregivers to their needs are securely attached to their attachment figures. On the other hand, insecurely attached children would show the signs of aggression which is a major component of the initial response to threatened separation. All in all, feeling insecure leads to different outcomes such as being dependent or defensively independent, being aggressive or being hostile (Holmes, 1998).

When Parental Acceptance and Rejection Theory and Attachment Theory are compared, it is seen that the basic assumption of both theories are similar. In other words, both theories assume that individuals have biologically based tendencies to have emotional needs for positive responses from their loved ones- the attachment figures. Human beings need to develop an emotional bond with their significant others called attachment figures.

In addition to this, both theories give importance to the concept of "*internal working models*" or "*mental representations*" as discussed in PAR Theory. The internal working model of attachment theory is defined as the person's conscious and largely unconscious sets of perceptions and behaviors as oneself and others (Ainsworth, 1990; cited in Verschueren, Marcoen & Schoefs, 1996). The child's set of conscious of unconscious perceptions are derived from his early experiences and these experiences are carried in to the new relationships and new experiences by the child

(Hughes et al., 2005). Parental Acceptance and Rejection Theory also uses a similar concept that is called “mental representation”. As discussed above, mental representations also influence one’s own self perception, expectations and the way he constructs, perceives and reacts to new circumstances and the interpersonal relationships (Rohner et al., 2005).

Attachment theory also gives importance to maternal sensitivity which includes the mother’s ability to read and to respond to the infant’s signals and needs. Insensitivity, in this term, would not necessarily have to be hostile or aggressive. The main issue is the mother’s inability to respond to the child’s signals (Colin, 1997). In Parental Acceptance and Rejection Theory, the concept of insensitivity is similar to the concept of “intrusive control”. Intrusive control includes the mother’s neglect of her child’s needs. It may seem that parental insensitivity and intrusive control are similar in both theories (Hughes et al., 2005).

Another similarity between Attachment Theory and PAR Theory is the concept of *dependence*. According to Attachment Theory, when the child feels anxiety or finds himself in a threatening situation, he tries to search for proximity with the attachment figure in order to regain his feeling of security. PAR Theory also explores the concept of dependence such that when the child feels threatened or insecure, he tries to seek emotional support, comfort, guidance or other forms of positive responses from his loved ones- the attachment figures. Therefore, both theories use similar concepts and attempt to clarify the child’s relationship with his attachment figure (Hughes et al., 2005).

Although both theories have similarities in understanding the ways underlying the child's development, PAR Theory also has differences that separate from Attachment Theory. These differences can be put in order as the focus of research and methodological differences. Attachment theory mainly concerns infants; PAR Theory broadens its perspective, looking at the school aged children, adolescents and adults. In addition to this, although attachment theory focuses on the relationship between the infant and the attachment figure-mainly the mother, PAR Theory emphasizes the quality of parental care giving.

When the methodological differences are taken into consideration, it is seen that the attachment theory is based on laboratory research (Strange Situation) and behavioral observations. However, PAR Theory mainly focuses on the perceptions or experiences of individuals' subjective thoughts using self report questionnaires (Hughes et al., 2005).

1.1.6 Researches on Parental Acceptance Rejection Theory

Parental Acceptance Rejection Theory postulates that children everywhere regardless of culture, race, ethnicity, language and gender who perceive more or less rejection tend to display psychological maladjustment. In other words, rejected children tend to display a) hostility, aggression, passive aggression, management difficulties b) dependence or defensive independence, c) impaired self esteem, d) damaged self adequacy, e) emotional instability, f) emotional unresponsiveness and g) negative world view. These personality dispositions are the one which is emphasized in Part's personality sub theory (Khaleque & Rohner, 2002). Depending on a

cross cultural comparative study on 316 American boys and girls with a mean age of 9.5 and 174 Mexican boys and girls with a mean age of 11.1, it was found that approximately %46 of the variance in American children's behavioral dispositions reported above was associated with perceived parental rejection. % 41 of the variance in Mexican children' behavioral dispositions were found to be associated with perceived parental rejection. This study also investigated that regardless of culture; a large portion of behavioral dispositions is thought to be accounted for parental rejection (Rohner, Rohner & Roll, 1980).

Parental Acceptance Rejection Theory's Personality Subtheory assumes that there is a strong relationship between perceived parental acceptance-rejection and psychological adjustment. According to a meta-analysis that was conducted on a literature review based on 43 studies from 1976 through 2000, it was found that increases in perceived rejection are universally correlated with increases in psychological maladjustment. In addition to this, due to the mean weighted sizes for children and for adults respectively ($r = .51$ and $r = .46$), it was found that the relationship between perceived rejection and psychological maladjustment tends to be stronger in childhood than in adulthood. In other words, approximately %26 of the variability and %21 of variability in children's and in adults' psychological adjustment respectively is thought to be "accounted for" by parental acceptance-rejection (Khaleque & Rohner, 2002). Since the children are still under the direct influence of their parents, it is thought that adults' psychological adjustment tends to be related to the relationship between

adults and their intimate partners. In adulthood, the experience of acceptance- rejection with intimate partners in adulthood and with parents in childhood is thought to have an impact on adults' psychological adjustment (Varan, Rohner & Eryavuz, 2004; cited in Rohner, 2004).

While some studies looked at the relationship between parental acceptance and psychological adjustment, some studies investigated the effects of perceived paternal acceptance and maternal acceptance separately. According to the study that was done on 281 rural African American and European American youths whose ages range from 8 to 19, it was found that 35% of the variance in African American youths' psychological adjustment was thought to be accounted for by both paternal acceptance ($B= .41$) and maternal acceptance ($B= .27$). Since the large proportion of variability comes from paternal acceptance, it was found that maternal acceptance has an indirect role on youths' psychological adjustment. However, when European American youths' psychological adjustment was taken in to consideration, it was found that perceived paternal acceptance ($B= .41$, $p<.001$) has a significant impact on their psychological adjustment while emphasizing that maternal acceptance by itself did not make a unique effect on European American youths' psychological adjustment beyond the influence of paternal acceptance. When both results were examined, it was found that perceived paternal and maternal acceptance and youths' psychological adjustment "varied" by youths' ethnicity (Veneziano, 2000). In addition to this, Veneziano and Rohner (1998) conducted a research on 21 Black and 37 White fathers and their children; they found that perceived

paternal acceptance was significantly related to Black and White children's psychological adjustment. However, the effect of father involvement was found to be insignificant for White children's psychological adjustment. Although it was thought that paternal involvement would have an indirect effect on either paternal acceptance rejection or children's psychological adjustment, it was found that paternal involvement did not have a significant impact on White children's psychological adjustment directly or indirectly. Cross cultural and intracultural studies support PART's assumptions that there is a strong relationship between parental acceptance-rejection and individuals', especially children's psychological adjustment. In addition to the effects of parental acceptance rejection on psychological adjustment and seven personality dispositions personality sub theory postulated, evidence also supports that there is a universal relationship between parental acceptance rejection and three mental health issues: a) *unipolar depression and depressed affect*, b) *behavior problems including conduct disorder, externalizing behaviors and delinquency*, c) *substance abuse* (Rohner & Britner, 2002).

1. 2 History of Fatherhood

Social scientists on mental health have been interested in the definition and understanding of fatherhood over the last three decades. Therefore, a large body of literature has been accumulated in order to understand the impact of the role of fathers, paternal influences on child development and the relationship between fathers and their children (Lamb, 2000).

When history is taken into consideration, it is possible to see that the importance of fatherhood on children's development was disregarded, but mothers were seen as the main character for children's well being and their development. For instance, in 1700s Rousseau stated that the problems of society would be cured by the mothers' love (Kagan, 1978; cited in Rohner & Veneziano, 2001). When psychoanalytic literature is searched, Freud firstly gave emphasis on the relationship between the father and the daughter through the concept of "penis envy" (Strachey, 1931). Spieler(1984) states that girls need reliable, trustworthy, nurturing and attuned relationships with available fathers in comparison to Freud who gives importance to only the role of mother during the girl's preoedipal period. However, contemporary psychoanalytic developmental theory assumes that after the infant internalizes her mother's representation and forms an attachment to her mother, she begins to differentiate the boundaries between the self and the mother. While this differentiation occurs, the infant begins to be interested in others and the outside world (Spieler, 1984). However, after Freud, most theories of child development have been influenced by the relationship between the mother and the infant. According to these theories, the child development is affected by the relation to how well "*the child is mothered*". For instance, according to psychodynamic theory, an individual's psychological well being is mainly influenced and formed by the mother-infant relationship during the first three years of the infant's life (Ford, Nalbone, Wetchler & Sutton, 2008). Winnicott (1960) pointed out that the mother helps the infant to live and to

develop the self since the infant is not capable of understanding what is good or bad in the environment. Although Winnicott explains the parent-infant relationship, he uses the term 'parent' as it equals to the mother and he ignores the father. According to Winnicott, at the earliest stages of the infant, the mother and the infant cannot be seen as two different parts; the mother and the infant belong to each other (Winnicott, 1960). Each of these authors mainly gives importance to the presence of motherhood, whereas they leave the fathers in the periphery while looking at the presence of mother on the child's development.

Fatherhood has always been conceptualized as in different ways. Throughout the history, the role of fathers' on their children has been changed. The emphasis on the definition of fatherhood was shifted through moral guidance to an emphasis on breadwinning, then to sex-role modeling, marital support and nurturance. With the changing of the concept of fatherhood, the concept of father involvement has also been tried to understand through different ways (Lamb, 2000). Traditional orientation gives fathers an instrumental role in the family in which fathers are seen as responsible from the outside world. Mothers, on the other hand, are responsible for the needs of house. They have an expressive role in the family. Due to the ignorance of the fatherhood inside the family, researchers only gave emphasis on the impact of mothers on their children. In other words, they focused on the relationship between the mother and the child. After 1970, exploration of the role of fathers leads to examine the impact of paternal factors on child development (Eggebeen & Uhlenberg, 1985).

From Puritan times through Colonial period into early Republican times, fathers' roles were gathered in moral guiding and educating. As a moral guider, the father was responsible for ensuring the child to learn the principles of religion. As an educator, the father was also responsible for his child's education. However, this education was mainly based on learning to read the Scriptures which were also related to the principles of religion. In other words, men whose children were adapted to good Christian living and whose children were able to read Scriptures were accepted as good fathers. With the rise of industrialization, a shift occurred in the understanding of fatherhood. Instead of moral teaching, breadwinning got the main importance. This does not mean that fathers' moral guiding responsibility was disappeared. Instead, breadwinning concept became the most important characteristic of fatherhood. After breadwinning and moral guiding aspects of fatherhood, a new shift occurred in the name of sex role modeling of fathers. Fathers' relationship especially with their sons has been concerned. It was thought that fathers were not successful at doing this job (Lamb, 2000).

In America, prior to 1970s, there were two beliefs which were culturally constructed. The first belief perceived fathers as biologically not capable of rearing children and therefore they were seen ineffective at this job. On the contrary, mothers were seen as biologically suited for childrearing. The second belief was about fathers' role on child development. Parallel to the first belief, fathers' impact on child development was seen as unimportant while mothers took the whole

responsibility for the child development. Mothers were perceived as being able to meet all the needs of children in terms of their well being and healthy development (Rohner, 1998).

The beginning of interest in searching for the impact of fatherhood in terms of nurturance began in mid 1970s after the feminist movement. This movement makes fatherhood a current issue by emphasizing the equality at home and at the workplace. After feminist movement, the new father who is with their wives at birth, who is engaged in activities with their infants and who is involved in children's day to day activities has emerged (Marsiglio, 1991).

For the first time, many researchers focused on fathers' active involvement in their children's day-to-day care (Rohner & Veneziano, 2001). After mothers entered paid work outside the home, the responsibility of caring children at home is shared by mothers and fathers. Although fathers and mothers both engage in their children's care, the quality of this activity differs from each other. According to Craig (2006), mothers are more active in daily activities of child's care as preparing meal, bringing the child to have bath etc. However, fathers are found to enjoy playing activities and talking with their children.

1.2.1 Father Involvement

The definition of father involvement has been problematic since there are different definitions and different assessments for identifying and understanding father involvement. First of all, researchers mainly focused on father present versus father absent families while examining involvement

of fathers. Instead of focusing on fathers' presence, Lamb and his colleagues offered a categorization for father involvement (Parke, 2000). Involvement is described as the parents' participation in different domains of children's lives.

According to this categorization, father involvement is examined in three concepts namely, engagement, accessibility and responsibility. Engagement is defined as the father's direct interaction with his child. This time spent interaction includes helping the child with her homework, playing with her. However, staying at the same room while the child is playing with toys is not accepted as the father's engagement. This characteristic of paternal involvement includes direct interaction (Lamb, 2000). Researches only give emphasis on the direct interaction between fathers and children, the other components of this relationship are stayed at the periphery. Only recently, researchers and theorists have begun to study the other components of this relationship (Parke, 2000).

Lamb and his colleagues (2000) define accessibility as the second category of paternal involvement. This category looks at parental accessibility rather than direct interaction. In other words, accessibility includes fathers' physical availability to their children. Staying with the child while she is playing or being at the same place while the child is doing her homework is one of the examples that show accessibility of fathers. The last type of involvement is described as responsibility. It is defined as the fathers' potential responsibility for his child's well being and development. Responsibility involves all the things that the child's development needs.

Bringing the child to the hospital when she is sick, ensuring the child a good home environment to live be one of the examples for this type of involvement. Responsibility does not mean babysitting, it is more than else. Fathers' availability independent of their presence is accepted as responsibility (Lamb, 2000). Lamb's responsibility notion is correlated with Parke's concept of managerial role. In recent researches, parents' managerial role also has gained importance. Managerial role means that the parents arrange the limits of their children outside the home and arrange the child's home environment. By doing this, the children have opportunities for social contact with playmates and they can practice being sociable (Parke, 2000).

Managerial role of parents are different. From infancy through middle childhood, mothers are more engaged in child's care than fathers do. Mothers are found to set boundaries for play, to arrange day care of their children (Power & Parke, 1982; cited in Parke, 2000). However, managerial role is not limited within the home setting. It also includes children's outside world settings as arranging the children's availability to peers and playmates (Bhavnagri & Parke, 1991). According to a longitudinal study that was done on 14 children from their 1 to 2 and a half years of age, it was found that children at 30 months of age displayed a stronger preference for choosing their fathers as a playmate. The cause that lies behind this result is not the quantity of father- child relationship; it is the result of different characteristics of fathers and mothers. When fathers' and mothers' activity-choice is examined, it is found that mothers' activities are more likely

nonsocial and involve materials, whereas fathers choose physically stimulating, rough-and-tumble play that does not include any toys or materials. Due to the fact that mothers while playing with her children are more verbally stimulating, and they use toys as materials, they influence children's intellectual development. On the other hand, fathers with their physical, social, rough-and-tumble style of playing with their children have an impact on children's early independence and their intellectual competence (Clarke-Stewart, 1978). However, cultural differences also affect the role of parents. In traditional China, the reputation of the family is depended on the father and any failure in children's social or academic performance is perceived as shame for the family's prestige, so the father. The child's failure in school and social performance is perceived as to bring disgrace to the family. Therefore, the fathers in China who are responsible for the continuation of the reputation of the family play an important role for children's school performance and social competence. Although Western fathers play "peer like" role in their children's life, Chinese fathers spend little time in play activities (Ho, 1987; cited in Chen et al., 2000). It is thought that play is not essential for the child's development in Chinese culture stated as in the famous Three Character Classic "It's the father's fault if a child is not adequately educated" (Mo, 1996; cited in Chen et al., 2000).

It was found that both mothers and fathers take the responsibility of managerial role at outside. In other words, mothers are more likely to play a management role for household and child care than fathers do. However,

fathers help their wives and take care of their children indirectly (Parke, 2000).

1.2.2 Father- Daughter Relationship

Mothers and fathers are important characters in daughters' development. In both psychoanalytic theory and object relations theory, it was pointed out that mother is the first person in children's lives, both for daughters and sons. Psychoanalytic developmental theory suggests that the infant forms a singular and specific attachment to her mother. The relationship between mother and daughter is internalized by the infant (Spieler, 1984). However, it was pointed out that the infant begins to be interested with other people and the outside world after her perceptual and cognitive capacities become mature. Therefore, the role of the father in his child's life is thought to appear in that stage. According to several theorists, father is the "first stranger" in daughters' life. In other words, father is the first male character in daughters' life (Jacobson, 1964; cited in Washburn, 1994).

In psychoanalytic theory, the role of father is important in oedipal period of their daughters. In other words, Freud gave emphasis on the relationship between the father and the daughter through the concept of "penis envy" (Strachey, 1931). Fathers are thought to play an important role for their daughters' ability to solve the oedipal period. In other words, "following the oedipal conflict, the girl must establish a desexualized object-relationship to her father, enabling her later to accept the feminine role without guilt or anxiety and to give love to a young man in her peer

group” (Leonard, 1966 p.332). After the girl passes that stage, she is identified with her mother. Some theorists assume that fathers play an important role for his daughters’ identification with her mother. The father’s approval toward his daughter’s attempts to imitate her mother’s attitudes would be important in girls’ personality development (Mowrer, 1950; cited in Biller & Weiss, 1970).

Fathers and mothers play different roles in daughters’ life. Although mothers are participated in caregiving activities, fathers are found to be participated in play activities. With this role difference, the girl is thought to have different mental representations and expectations for men and women throughout her life. In other words, if fathers are available and show affection to their daughters, then it is thought that daughters form a positive mental representation about the male character. This would help her to form healthy and intimate relationships in adulthood (Spieler, 1984).

Although psychoanalytic theory mainly focuses on the impact of fathers’ role on their daughters’ psychosexual development, recent researches investigated different aspects of the fathers’ role on their daughters’ life. Recent researches showed that paternal warmth, especially paternal physical affection, influences the daughters’ self esteem. The daughters who were hugged and kissed by their fathers were found to have high level of self esteem (Barber & Thomas, 1986; cited in Rohner & Veneziano, 2001). In addition to this, in the context of marital conflict, the father-daughter relationship was found to be vulnerable (Booth & Amato,

1994; cited in Rohner & Veneziano, 2001). The other studies about the role of father will be discussed in the next section.

1.2.3 Studies on Fathers' Role:

From 1940s through 1970s, researchers looked at the impact of fathers' role on children's gender role development. From 1950s, researchers focused on the development of children in father absent families. The main emphasis was on the relationship between children's sex role development and father's presence versus absence. However, Lamb (1997) proposed that the main point is not the absence of father at home, but the degree of involvement the father provides for his child.

When father involvement is taken into consideration, in 1980s, many studies showed that children whose fathers are highly involved tend to be more cognitively and socially competent and psychologically better adjusted than children with less involved fathers. William and Finley (1997) found that when the fathers make themselves available to their children and spend time with them, children with highly involved fathers tend to be more cognitively developed and have better psychological adjustment in relation to those with less involved fathers. These findings suggest that it is not the outcome of direct interaction of fathers with their children, but it is the result of the quality of the relationship between fathers and their children. In other words, father involvement was found to be associated with the child's psychological adjustment only if the father was perceived by the child to be accepted (Veneziano & Rohner, 1998). Depending on the research that was done on adolescents whose ages range from 12 to 16 year olds showed that

perceived paternal involvement, in other words paternal warm, is a predictive of children's well being and life satisfaction as mothers' warm do (Young, Miller, Norton & Hill, 1995).

Fathers' warmth and acceptance on their children are also found to be accepted as moderators. In other words, when children perceive their mothers to be accepted, then perceived paternal acceptance is found to be no significant impact on children's cognitive capacity. However, when mothers are low in acceptance, then the degree of paternal acceptance leads to different outcomes. Children with mothers in low acceptance and with fathers in high acceptance are found to be more cognitively competent (Forehand & Nousiainen, 1993).

Studies about father importance are examined in three ways. Firstly, researches focused on the impact of father involvement on child development. Depending on this notion, it was found that father involvement has a positive effect on children's intellectual development, especially in children's academic achievement. Not only the intellectual development of children is positively associated with paternal involvement, but also paternal involvement has a positive relationship with children's social compatibility (Lamb, 1987; cited in Amato, 1994). Secondly, researches looked at the development of children in the presence of father absence. It is thought that children's cognitive ability and academic achievement are better than children with absent fathers. In addition to this, children in father absent families are more prone to delinquency and deviant behavior (Amato, 1994). The major threat to father's presence is thought to

be the divorce. In father absent families, paternal involvement is mostly involvement by interparental conflicts. Hetherington and his colleagues (1982) pointed out that when interparental conflict is high, the child may have additional strains in higher paternal contact (Hetherington, Cox, Cox, 1982; cited in Doherty, Kouneski & Erickson, 1998). Amato and Rejac (1994) found that children display less problem behavior if paternal involvement is high. However, if the relationship between parents is in conflict, then higher involvement of the father with his child leads to worse behavioral outcomes for the child. These findings show that paternal involvement should be studied not only in the context of father-child relationship, but it should also focus on the other factors as interparental conflict. In addition to this, depending on the data that was collected on grades, family background, achievement test scores for third grade boys, it was found that children with high paternal involvement were found to have superior grades, however children whose fathers are absent scored lower grades (Biller & Kimpton, 1997). The last type of researches focuses on the interviews that were done with children. According to the results, most children and adolescents feel close to their fathers and they frequently mention about their fathers as a source of practical help, advice and moral support (Amato, 1994).

Researchers also attempt to find a relation between father involvement and child mood disorders. They look at the relation between how much fathers involved in their children's lives and how this involvement affects child mental health. According to a longitudinal study that was done on 67

adolescents with major depressive disorder, it was found that the disorder persists if fathers are less involved in the lives of their children. In other words, low level of involvement was found to have an impact on the persistence of major depressive disorder in adolescents' life (Cole & McPherson, 1993). Mothers who are depressed at birth have difficulty in taking care of their children. Infants whose mothers are depressed may develop more negative emotions and may display less play behavior. However, it is thought that father involvement in this scenario may be effective. In other words, the father may be able to satisfy needs of his infant even if the mother is depressed.

Tannenbaum and Forehand (1994) found that if the relationship between the father and the adolescent is positive, then the adolescent does not show behavior problems even if the mother is depressed. In other words, positive relationship between father and the child prevents the child from displaying behavior problems when the mother is depressed. In addition to this, the presence of paternal depression at the same time with maternal depression, it is thought that children are more prone to develop psychopathology than when only one parent is depressed. Non-depressed fathers at the presence of maternal depression may play a protective role for children (Mezulis, Hyde & Clark, 2004).

Parents' playing behavior also differs from each other. While fathers' playing is more active, physical and arousal, mothers' playing is verbal, didactic and toy oriented. Because of the fact that playing with the child fills the most of the time that fathers spent with them, mothers' playing stays at

the periphery when the other domains of involvement are thought.

Therefore, fathers are more likely than mothers to be perceived as playmates (Pleck, 2007).

1.2.4 Studies on the impact of father involvement on children in Turkey

There are important studies about the impact of father involvement on children in Turkey. Evans (1997) examined Turkish fathers from low socioeconomic backgrounds with regard to their involvement patterns and their attitudes toward fatherhood. These attitudes include fathers' perception about the division of labor in the family including not only single earner families but also dual earner families. According to Evans (1997), Turkish fathers from low socioeconomic backgrounds perceived themselves as being responsible for economic provision of their family, whereas perceived their wives as being responsible for their children's physical care. In other words, taking care of children physically is seen as the mothers' job according to fathers' perception. Although physical care of children and supporting family economically were perceived as different duties that are held by mothers and fathers separately, making decision about children's education was found to be shared by both parents. In addition to this, families from low socioeconomic backgrounds were found to share the responsibility of teaching moral values equally. Evans also found that fathers from low SES were less involved with their preschool children.

Öğüt (1998) investigated Turkish fathers' engagement and responsibility toward their preschool aged children. Although Evans investigated Turkish fathers from low socioeconomic background; the data

that was collected by Öğüt was from middle and upper SES Turkish families. Öğüt's findings supported Evans' findings with regard to fathers' perception of themselves as economic provisors and mothers perceived as being responsible for children's physical care.

Yılmazçetin (2003) also focused on the impact of father involvement on preadolescent children. She conducted a research on fathers from middle and upper-middle class backgrounds whose preadolescent children's mean age was 12. All fathers in her study worked full time and 60 percent of mothers were housewives. The rest of the mothers had a job, since the number of hours fathers spent at work was higher than that of the employed mothers and most of the mothers in this study were housewives;

Yılmazçetin (2003) supposed that mothers are more available to their children than their fathers do. According to the findings, the highest part of father involvement was found to be the responsibility dimension following by accessibility and engagement dimensions. She found that the lowest involvement dimension was engagement which includes fathers' direct interaction with their children through sharing activities as play, spending spare time with them, sharing their problems and emotions. Because of the fact that her study was conducted on fathers with preadolescent children, she assumed that playing with children at preschool age is easier than finding activities for preadolescent children. She found that fathers with preadolescent children preferred to share their children's emotions, to talk about their problems and to decide which places they go together. She also found that there is no gender difference on fathers' involvement pattern on

their children. Although it is thought that boys are more prone to exhibit behavior problems than girls do, findings show no difference with regard to their gender. However, she found that the occurrence of the problem behavior differs in boys and girls. In other words, boys were found to show more external problems including aggressive and delinquent behaviors than preadolescent girls which support the information that girls are more prone to exhibit internalized problems as depression, somatic and withdrawn problems. Although fathers from low SES backgrounds were found to be less involved with their preschool children in Evans' study, Yılmazçetin argued these different findings as the fathers' involvement differs toward their children with regard to their age. In other words, she assumed that preadolescent children' activities differs from preschool children' activities. Fathers with preadolescent children are involved in making discipline rules, talking about school related issues, and deciding about children' participation to outdoor activities. These responsibilities are thought to be different from basic caregiving activities.

1. 3 The Relationship between Parental Acceptance Rejection and Depression

Researchers attempted to establish hypothesis about the genesis of mental disorders. Many of them focused on early traumatic childhood events and they tried to examine mental disorders by looking at these adverse circumstances. However, focusing on the relationship between traumatic childhood events and mental disorders has been broadened. Researchers have begun to give emphasis on a set of adverse situations

among which include anomalies in the parent child relationship. According to this view, certain parental rearing styles during individuals' childhood make them vulnerable to develop some psychopathological disorder (Moreno, Aldana, Martinez, & Carabantes, 1999).

Depression is classified as a psychopathological disorder which is also thought to have a relationship with early parent child relationship. A child's development takes its place in a family context. Family factors including parental rejection might be expected to play an important role on the development of depression (Robertson & Simons, 1989). Many longitudinal studies showed that perceived parental rejection in childhood has an impact on the development of depression in adulthood. A longitudinal study which explored the relationship between parental rejection during childhood and its impact on depression in young adulthood showed that parental rejection –especially from fathers- during childhood was significantly associated with young women's depression. The findings of this study revealed that parental rejection during childhood would be one of etiological factors for depression in adulthood (Lefkowitz & Teziny, 1984). Reports coming from a study that was conducted on depressed patients and normal adults supported the idea that depression in adulthood might be related to parental rejection during childhood. According to this study, parental behaviors along with lack of warmth, neglect, hostility and negative evaluation were found to be associated with depression in adulthood. Although findings of Lefkowitz and Teziny (1984) revealed that especially paternal rejection had an impact on young women's depression,

this study pointed out that maternal rejection was related to depression in women more than in men (Crook, Raskin & Eliot, 1981). Lindelöw (1999) examined the relationship between parent child relation in middle childhood and young women's depression. The study was based on observations of mothers' behavior toward their children, their reports about their relationship and about the relationship between the child and the father. Findings of this study showed that a lack of positive interaction between the mother and the child was the most effective predictor of young women's depression. However, fathers' interaction with their children was not found to be associated with young women's depression. Due to the fact that all reports about parental attitudes were based on maternal reports, findings about the interaction between father- child relationship and young women's depression was thought to be limited (Lindelöw, 1999). All in all, many of the studies focused on the mother-child relationship, fathers' influence has begun to be seen as important as mothers' influence in the development of depressive symptoms.

All of these studies tend to point out that parental rejection during childhood was associated with the development of depressive symptoms in adults of both genders, but somehow more often among young women than in young men.

Some of the studies also focus on the protective factors of depression. People who perceive affection, warmth and love from their parents have better psychological adjustment. They tend to view themselves as valuable and they trust other people. Due to the fact that individuals who perceive

acceptance from their parents view themselves as valuable and they gain a positive sense of self esteem. They perceive the world as a warm and loving place to live in and perceive the self as valuable. Therefore, parental warmth and parental acceptance can be thought as the protective factors for adults against depression (Rohner et al., 2005). Depending on a study that was done in Turkey, Anlı and Karlı (2010) revealed that emotional warmth was thought to be a protective factor for preventing adults to develop psychopathological disorder as depression.

Perceived parental rejection has an impact either directly or indirectly on the etiology of depression. Although perceived rejection sometimes cannot be found as a factor for the etiology of depression, it is thought that the relationship between perceived rejection and depression is mediated by other factors. However, these factors are thought to relate to perceived rejection. According to this view, impaired self esteem can be seen as an example (Baron & Kenny, 1986; cited in Rohner & Britner, 2002). Parental acceptance rejection theory postulated that individuals who perceive parental rejection in childhood tend to view themselves as worthless and they have a negative self esteem. According to PART, having a negative self esteem sometimes leads to depression. Since depression is thought to be the consequences of negative thoughts about oneself, the outside world and the future (Rohner & Britner, 2002). Beck (1967) also argued that individuals who prone to depression were influenced by their relationship with their parents. People who become depressed generally view themselves as worthless and they have doubts about the future. These negative thoughts

about the self and the outside world influence the way that the individuals process information and perceive life events (Beck, 1967; cited in Crook, Raskin & Eliot, 1981). Beck's arguments about depressed individuals have similarities with the concept of internal working models in Parental Acceptance Rejection Theory. PART postulated that individuals who experienced parental rejection during childhood tend to have negative subjective mental representations. Therefore, they tend to interpret experiences with their negative subjective mental representations. They sometimes find themselves in troubled relationships or situations hence they somehow select themselves in these situations (Rohner, 2004).

1.4 The Purpose of the Study and Hypotheses

The purpose of this study was to examine the relationship between perceived parental acceptance rejection (maternal and paternal), father involvement and psychological adjustment in young women. In addition to this, it was aimed to examine the relationship between perceived parental rejection (maternal rejection and paternal rejection), father involvement and depression in young women. With this aim, the main questions that were aimed to answer are:

- 1) a) Young women who perceive acceptance from their mothers have better psychological adjustment in comparison to those who perceive rejection.
- b) Young women who perceive acceptance from their fathers have better psychological adjustment in comparison to those who perceive rejection.

- 2) Young women with highly involved fathers in comparison to adults with less involved fathers are psychologically better adjusted.
- 3) a) Young women who perceive rejection from their mothers are more depressive than adults who perceive acceptance.
b) Young women who perceive rejection from their fathers are more depressive than adults who perceive acceptance.
- 4) Perceived paternal rejection is the predictor of depressive symptoms after removing the influence of maternal rejection.

CHAPTER II

METHOD

2.1 Sample

Data were collected from a sample of 130 female students taking PSY 213, PSY 214 and PSY 234 courses in İstanbul Bilgi University. The age of the participants ranged from 19 to 26 ($M= 21.09$, $SD= 1.34$). Additionally, eight students were dropped due to the fact that they did not fill out the entire questionnaire. Eighty percent of the participants' parents were married, five percent of the participants' fathers were not alive and fifteen percent of the participants were divorced. All of the female students except 2 of them perceive their biological fathers as the father figure, the rest of two perceive their stepfathers as the father figure.

2.2 Instruments

Five measures were used in this study: The mother and father forms of Parental Acceptance- Rejection Questionnaire, Father Involvement Scale, Personality Assessment Questionnaire and Beck Depression Inventory.

2.2.1 Demographic form

The demographic form included information about the age of the sample, the perceived father figure (biological father or stepfather) and the family situation (whether parents are living together, are divorced, whether the father is alive, deceased or absent).

2.2.2 The Parental Acceptance-Rejection Questionnaire (PARQ)

The Parental Acceptance-Rejection Questionnaire (PARQ) is constructed as a self-report instrument designed to measure individuals'

perceptions of parental acceptance-rejection. There are three versions of the PARQ which are called the Adult PARQ, the Parent PARQ and the Child PARQ, respectively. The first one, the Adult PARQ, assesses the adults' perceptions of the way their parents treated them when they were about 7-12 years old. All versions and forms of the PARQ are nearly identical except for their verb tenses (present or past tense) and the target person (mother or father).

There are two forms of the PARQ available. The standard (long) form consists of 63 items. The short form consists of 24 items. Since the short form has been only recently created, there is not extensive information about its reliability and validity. However, since it consists of items selected from the long form, its psychometric properties are expected to be excellent. In addition to this, Varan (2005) found that the internal consistency reliabilities of the PARQ for both versions are .97. The cronbach alpha coefficient of PARQ for mother version was found to be ranged from .86 to .95. The cronbach alpha coefficient for the father version of PARQ was found to be ranged from .85 to .96.

The Adult PARQ for mother version was evaluated by using undergraduate students ranging in age from 18 to 43 years ($M= 23$). 65 males and 70 females participated the data, and it was found to be no significant age or gender differences in adults' responses to the instrument. The PARQ reliability coefficients (alpha) for the mother version were found to range from .86 to .95, with a median reliability of .91 (Rohner, & Khaleque, 2005).

The warmth/ affection scale on the short form consists of 8 items, the hostility/aggression and indifference/neglect scales contain 6 items and the undifferentiated rejection scale contains 4 items. Both mother and father versions of this measure are identical, but each of them refers to father's and mother's behavior respectively. The responses are in 4-point Likert format ranging from 4 (almost always true) to 1 (almost never true). Total scores range from a low of 24 (maximum perceived acceptance) to a high of 96 (maximum perceived rejection). Some studies, such as Khaleque, Rohner & Laukkala (2008), suggest that scores above 60 indicate caregiver rejection, while those between 45 and 59 indicate "less overall perceived acceptance" and scores below 44 indicate caregiver acceptance.

2.2.3 Adult PAQ (Adult Personality Assessment Questionnaire)

The Personality Assessment Questionnaire is a self-report questionnaire which aims to measure the individuals' perceptions of themselves regarding seven personality and behavioral dispositions: (a) hostility/aggression, (b) dependence, (c) negative self esteem, (d) negative self adequacy, (e) emotional unresponsiveness, (f) emotional instability, (g) negative world view. The Personality Assessment Questionnaire and the PARQ complete each other, since the subscales (warmth/affection, hostility/aggression, indifference/neglect, undifferentiated rejection) measured by PARQ are related to the personality-behavioral constructs measured by PAQ (Rohner, 1975; cited in Rohner, 1986).

There are two versions of PAQ: Child and adult. Both of them are written in present tense and the individuals are expected to give their true perceptions

of themselves instead of the ideal. The Adult version of PAQ consists of 63 items with 9 items in each of seven scales listed above. Participants respond to the questions on a 4 point Likert type scale ranging from 4 (almost always true of me) to 1 (almost never true of me). Some items in this scale must be reverse scored in order to avoid response bias. Scores range from a low of 63 to a high of 252. Lower scores indicate better psychological adjustment, while higher scores indicate psychological maladjustment. The midpoint of the test is 157.5, and scores above this point indicate psychological maladjustment (Rohner, 1975; cited in Rohner, 1986). Cronbach's alpha reliability coefficients for the PAQ range from .73 to .85 with a median reliability of .81.

2.2.4 Father Involvement Scale (FIS)

The Father Involvement Scale which was developed by Finley and Schwartz (2004) is a child centered approach that emphasizes children's perceptions of father involvement. This approach enables us to understand the effect of the parents' behavior on children's past and the future lives. The scale aims to assess emotional, social, spiritual, physical, leisure activities, caregiving, and companionship domains (which are identified as expressive involvement), as well as ethical, career, responsibility, independence, income, protecting, discipline, and school domains (identified as instrumental domains), and intellectual, competence, mentoring, and advising (conceptualized as both expressive and instrumental domains).

The coefficient alphas for expressive involvement, instrumental involvement and mentoring/advising domains are .93, .91, and .90, respectively (Finley & Schwartz, 2004).

The Father Involvement Scale was translated into Turkish by Erkman, Gulay and Avaz in 2008. Cronbach's alpha was found to be .89, $N= 67$ (Erkman, 2009).

This scale consists of 20 items and aims to assess the respondents' retrospective perception of how involved their father was in different domains of their lives. For each domain, respondents are asked to indicate their perception on a 4 point Likert type scale ranging from 4 (almost always involved) to 1 (almost never involved). Scores range from a low of 20 to a high of 80. Lower scores indicate less father involvement (Finley & Schwartz, 2004).

2.2.5 Beck Depression Inventory (BDI)

The Beck Depression Inventory (BDI) is a scale which tries to measure affective, physiological, cognitive and motivational symptoms of depression. The aim of this scale is not to diagnose depression, but to quantify the degree of the symptoms of depression in an objective manner (Beck, Ward, Mendelson, Mock, & Erbaugh, 1961).

Each item in this scale defines a behavioral pattern specific to depression. The scale consists of 21 self evaluative sentences and each item has 4 options ranging from 0 to 3 points. The range of possible scores extends from 0 to 63. Beck categorizes scores between 0-9 points as not depressed, 10-15 points as mildly depressed, 16-23 points as moderately depressed and

24-63 points as severely depressed. The items in this scale relate to the symptoms of depression and do not project any kind of theory about the etiology of depression.

The internal consistency of this instrument was assessed in two ways by Beck et al. (1961). First, the total score on the BDI was compared to the score for each of 21 categories for each individual. Split half reliability was calculated. The Pearson r was found to be .86 and the Spearman- Brown correlation was .93. The coefficients of validity of this instrument were found to be .65 and .68.

Turkish standardization of Beck Depression Inventory was carried out with 259 university students whose ages ranged from 17 to 23 (Hisli, 1989). The reliability of the Turkish version of this scale was assessed in two ways, by factor analysis and split-half reliability. The factor analysis of this instrument was found to be .80 and the split-half analysis was found to .74. In the validity of Turkish version of BDI, the D scale of MMPI was taken as a criterion, the correlation coefficient between two instruments was found to be .50 which was consistent with the studies that were done in the West (Hisli, 1989).

2.3 Procedure

Permission was requested from the Ethical Committee of Istanbul Bilgi University before collecting the data. After the permission was received, students were informed about the study. The students were informed that participation was voluntary and their responses would be

confidential. Participants were given one credit for their participation in the study.

Respondents participated in a classroom setting and questionnaires were given in a package. The package consisted of a consent form, a demographic information form, the Adult version of PARQ (mother and father forms), the FIS (Father Involvement Scale), the PAQ (Personality Assessment Questionnaire), and the BDI (Beck Depression Inventory). It took approximately 15-20 minutes to complete the questionnaires.

CHAPTER III

RESULTS

The means of perceived maternal and paternal rejection, father involvement, personality assessment and Beck depression scores are presented in Table 1.

Table 1.

Means and Standard Deviations of Perceived Maternal Rejection (MAR), Perceived Paternal Rejection (PAR), Father Involvement (FIS), Personality Assessment (PAQ) and Beck Depression (BECK) scores

	MAR	PAR	FIS	PAQ	BECK
Mean	34.02*	36.65*	64.21**	129.96***	8.56***
Std. Deviation	10.41	12.11	11.86	25.94	7.80
Minimum	24.00	24.00	33.00	80.00	00.00
Maximum	81.00	81.00	80.00	224.00	41.00

* Higher numbers indicate higher rejection.

**Higher scores indicate higher father involvement.

*** Higher scores indicate poor mental health for PAQ and higher depression for Beck.

The mean score for perceived maternal acceptance-rejection ($M = 34$, $SD = 10.41$) indicated that young women, on the average, perceive more maternal acceptance than rejection. Only five out of 122 achieved more than a PARQ score of 56 which indicated that they experience more maternal

rejection than acceptance. Additionally, the mean score for perceived paternal acceptance rejection ($M= 36, SD= 12.11$) indicated that young women, on the average, perceive more paternal acceptance than rejection. Only 9 of them achieved more than a score of 56 which indicated that they perceive more paternal rejection than acceptance. In addition to this, the mean score for young women's perceptions of father involvement was 64, indicating that most women perceived their fathers to be involved in different domains of their lives.

3.1 Variables associated with Young Women's Psychological

Adjustment

In order to examine the relationship between the predictor variables (perceived maternal rejection, perceived paternal rejection and father involvement) and psychological adjustment, a correlation analysis was computed. Results were presented in Table 2. As shown there, perceived maternal rejection was correlated significantly with psychological adjustment ($r= .53, p<.01$). In other words, increases in the ratings of perceived maternal rejection had a significant correlation with the increases in the ratings of psychological maladjustment.

As shown in Table 2, there was a significant positive correlation between perceived paternal rejection and psychological adjustment ($r= .37, p<.01$). In other words, increases in the ratings of perceived rejection were associated with increases in the ratings of psychological maladjustment.

There was also a significant negative correlation between father involvement and psychological adjustment ($r= -.25, p<.01$) as shown in

Table 2. Due to the fact that increases in father involvement scores indicate higher father involvement, while increases in the personality assessment scores indicate poorer mental health, the negative correlation between father involvement and psychological adjustment shows that young women with highly involved fathers have better psychological adjustment in comparison to those with less involved fathers.

Table 2.

Correlations between Perceived Maternal Rejection (MAR), Perceived Paternal Rejection (PAR), Father Involvement (FIS) and Psychological Adjustment (PAQ)

	MAR	PAR	FIS	PAQ
MAR	--	.378**	-.187*	.531**
PAR		--	-.72**	.372**
FIS			--	-.254**

*Correlation is significant at the 0.05 level.

** Correlation is significant at the 0.01 level.

Although the correlations reported above showed that perceived maternal rejection, perceived paternal rejection and father involvement were all correlated significantly with psychological adjustment, they did not provide enough information to determine whether perceived maternal rejection, perceived paternal rejection and father involvement were all uniquely or independently associated with psychological adjustment. To

clarify this issue, a stepwise multiple regression analysis was carried out. Perceived maternal rejection, perceived paternal rejection and father involvement were entered into the model in this order. The regression model for perceived maternal rejection and perceived paternal rejection were significant, $F(2, 119) = 27.54, p < .001$. Only perceived maternal rejection ($B = .46, t = 5.56, p < .01$) and perceived paternal rejection ($B = .20, t = 2.45, p < .05$) were unique and significant contributors to the young women's psychological adjustment. The adjusted R^2 of .28 indicated that perceived maternal acceptance-rejection explained about 28 % of the variance in young women's psychological adjustment. However, perceived paternal acceptance-rejection added 3 % of explained variance.

However, father involvement was excluded from the model and it was found not to be significant ($B = -.05, t = -.47, ns$). Thus, father involvement was not a unique and significant contributor to the young women's psychological adjustment.

In order to see the relationship between perceived paternal acceptance-rejection and psychological adjustment thought to be moderated by perceived maternal acceptance-rejection, the interaction of perceived paternal acceptance-rejection and perceived maternal acceptance-rejection and father involvement were entered into the regression model. It was found that the regression model for MAR X PAR and perceived maternal rejection were significant, $F(2, 119) = 27.9, p < .001$. The R^2 of .32 indicated that the interaction between paternal acceptance-rejection and maternal acceptance-rejection explained about 32 % of the variance in young women's

psychological adjustment. However, only the interaction between perceived paternal acceptance-rejection and perceived maternal acceptance-rejection ($B = .32, t = 2.55, p < .05$) and perceived maternal acceptance-rejection ($B = .28, t = 2.23, p < .05$) were found to be significant contributors to young women's psychological adjustment. Perceived paternal rejection ($B = -.06, t = -.16, ns$), father involvement ($B = -.06, t = -.57, ns$) and the interaction between perceived paternal acceptance-rejection and father involvement ($B = -.07, t = -.63, ns$) were not.

3.2 Variables associated with the symptoms of Depression in Young Women

In order to see the relationship between perceived maternal acceptance, perceived paternal acceptance, paternal involvement and depression, a correlation analysis was computed. As shown in Table 3, young women's perceptions of perceived maternal acceptance did correlate significantly with depression ($r = .38, p < .05$), indicating that young women who perceive more rejection from their mothers experience depression in comparison to those with less rejection. In addition to this, as shown in Table 3, it was found that there was a positive correlation between perceived paternal rejection and depression ($r = .32, p < .05$), indicating that young women's depression varies significantly by their perceptions of paternal rejection. In other words, increases in the ratings of perceived paternal rejection were significantly correlated with the increases in the ratings of depression. However, the correlation between father involvement and depression was found to be insignificant ($r = -.167, p > .05$), indicating that

young women's depression did not vary significantly by paternal involvement.

Table 5.

Correlations between Perceived Maternal Acceptance-Rejection (MAR), Perceived Paternal Acceptance-Rejection (PAR), Father Involvement (FIS) and Depression (DEP)

	MAR	PAR	FIS	BECK
MAR	--	.378**	-.187*	.380**
PAR		--	-.72**	.324**
FIS			--	-.167

*Correlation is significant at the 0.05 level.

**Correlation is significant at the 0.01 level.

Although the correlations reported above showed that perceived maternal rejection and perceived paternal rejection were both correlated significantly with depression, they did not provide enough information to determine whether perceived maternal rejection and perceived paternal rejection were uniquely associated with depression. To examine this issue, a stepwise multiple regression analysis was used. Perceived maternal acceptance, perceived paternal acceptance were entered into the model in this order. Results of the analysis showed that R^2 of .18 is significant, $F(2, 119) = 13.26, p < .001$. This finding indicated that 18 % of the variance in depression of young women can be accounted for jointly by perceived maternal acceptance and perceived paternal acceptance. The standardized regression coefficients reflected that perceived maternal acceptance ($B =$

.30, $t = 3.35$, $p < .05$) and perceived paternal acceptance ($B = .21$, $t = 2.36$, $p < .05$) significantly influenced young women's depression. However, father involvement by itself did not make a unique contribution to the depression of young women, above and beyond the influence of perceived parental acceptance. In order to assess whether the relationship between father involvement and young women's depression mediated by perceived paternal acceptance, a stepwise regression was computed. Perceived maternal acceptance, perceived paternal acceptance and the interaction of perceived paternal acceptance and father involvement were entered into the model in this order. The regression model was found to be significant, $F(2, 119) = 13.26$, $p < .001$. However, depression was found to be explained by the influence of perceived maternal rejection ($B = .30$, $t = 3.35$, $p < .05$) and perceived paternal rejection ($B = .21$, $t = 2.36$, $p < .05$). The impact of the interaction between perceived paternal rejection and paternal involvement was not included in the model and it was found to be insignificant ($t = 1.02$, $p > .05$). This finding suggested that paternal involvement either by itself or by its interaction with perceived paternal rejection did not make a unique contribution to young women's depression.

CHAPTER IV

DISCUSSION

The aim of this study was to investigate the relations between perceived maternal acceptance rejection, perceived paternal acceptance rejection, father involvement, psychological adjustment and depression in young women. Since it has previously been shown that individuals who perceive rejection from their parents have problems with their psychological adjustment, the relations between perceived maternal rejection, perceived paternal rejection and young women's psychological adjustment were examined separately. Since the impact of maternal rejection on adults' psychological adjustment has been studied in many studies, the present study also aimed to investigate the relations between paternal rejection, father involvement and young women's psychological adjustment.

Furthermore, young women who experienced parental rejection were examined in terms of the relation of perceived rejection and depression. In addition to this, the study investigated the impact of perceived paternal rejection on young women's depression when the influence of perceived maternal rejection was controlled.

4.1 Discussion of the Findings

Young women who participated in this study reported more maternal and paternal acceptance than rejection. This finding is consistent with the structure of Turkish family. In other words, emotional closeness, warmth and affection by family members characterize the structure of Turkish family (Kağıtçıbaşı & Sunar, 2002). Erkman and Rohner (2006) pointed out

that Turkish parents generally show warmth, affection and love to their children. Therefore, the finding of this study related to young women's perceptions of their parents is consistent with the conclusions of those researchers.

The first part of the first hypothesis was that young women who perceive acceptance by their mothers have better psychological adjustment in comparison to those who perceive rejection. The results of this study support this hypothesis. With respect to all PARQ scores, perceived maternal rejection scores were found to be significantly associated with psychological maladjustment. Evidence from many cross cultural studies is in line with the findings of this study. In other words, many studies concluded that individuals who experience rejection by their significant others, especially by their parents, tend to report a specific type of psychological maladjustment (Rohner, 1975; cited in Rohner, 2004). Khaleque and Rohner (2002) used a meta- analytic procedure on 43 studies to test the relationship between perceived parental acceptance- rejection and psychological adjustment. It was found that perceived parental acceptance- rejection is associated with psychological adjustment among both children and adults.

The second part of the first hypothesis was that young women who perceive acceptance by their fathers have better psychological adjustment in comparison to those who perceive rejection. The results of this study support this hypothesis. Although correlation analyses showed that there was a positive relationship between perceived paternal rejection and

psychological maladjustment, a regression analysis was also used in order to see whether paternal rejection by itself is a unique contributor to young women's psychological adjustment. Results of regression analysis revealed that paternal acceptance was a unique contributor to their psychological adjustment. However, perceived maternal acceptance was found to explain more of the variance. In other words, the influence of maternal rejection on psychological adjustment among young women was found to be greater compared to the influence of paternal rejection. Paternal rejection by itself explained only 4 % variance in psychological adjustment. In order to see whether the relationship between perceived paternal acceptance-rejection and psychological adjustment was mediated by the influence of maternal acceptance-rejection, the contribution of the interaction of perceived maternal and paternal acceptance was evaluated. The results of the regression analysis showed that only maternal acceptance and the interaction of perceived maternal acceptance and paternal acceptance were significant. This finding would indicate that paternal acceptance has its effects through interaction with maternal acceptance, while maternal acceptance directly relates to young women's psychological adjustment. When the underlying factor for the difference between perceived maternal and perceived paternal rejection is thought, the attachment period in early childhood comes to the mind. As it is known, the basis of attachment is formed by the relationship between the child and the mother. If this relationship is healthy and the child's needs are met satisfactorily, then the child is more likely to develop a secure attachment with his mother

(Bowlby, 1973). If the child has a secure attachment with her mother, then the child is more likely to develop high self esteem and tend to have a better psychological adjustment. If mothers are the first object in children's lives and the quality of the relationship between them is important for children's well being, then the findings would not be surprising that maternal rejection would be more influential than paternal rejection on psychological adjustment among young women.

However, when early childhood experiences are thought, not only mothers but also fathers are important in the case of children's attachment. Rejection from the father may disrupt the child's sense of security which is provided by the mother. In other words, the basic needs of children are satisfied by mothers, but fathers help mothers for the emotional needs of their children. Paternal rejection would create trouble for the child's sense of security when the father is not able to meet the child's emotional needs. All in all, perceived rejection may have an impact on the child's attachment style and this may lead to low level of self esteem and psychological maladjustment in later life. The findings of this study which indicated that both perceived maternal and perceived paternal rejection had an impact on young women's psychological maladjustment and depression can be understood from that point of view.

In addition to this, most of the respondents perceived their parents as accepting rather than rejecting in this study. If respondents who perceive rejection by their parents are examined in further studies, then extensive and

accurate information about the relationship between rejection and psychological adjustment may be acquired.

The second hypothesis of this study was that young women whose fathers are more involved are psychologically better adjusted than those whose fathers are less involved. The results of this study failed to support this hypothesis. Although father involvement was found to be negatively associated with psychological adjustment, indicating that increases in the ratings of father involvement were associated with increases in the ratings of psychological adjustment, the results of the regression analysis showed that father involvement by itself is not a unique contributor to young women's psychological adjustment. Due to the fact that father involvement by itself was not a unique contributor to young women's psychological adjustment, it was thought that the relationship between father involvement and young women's psychological adjustment would be mediated by the impact of paternal acceptance. However, father involvement either directly or indirectly was not found to have a relationship with psychological adjustment.

The literature on this topic is basically divided into two different camps, some studies emphasize the quality of father involvement on individuals' psychological well being and conclude that the quality of the relationship between father and child is more important than the involvement of fathers in their children's lives, while the others conclude that involvement has an impact on the child's well being (Veneziano, & Rohner, 1998). According to a cross cultural study that was done in 32

societies, lack of paternal warmth was associated with problem behaviors in young individuals, but the amount of time fathers spent with their children was not significant. In other words, it was pointed out that paternal warmth, love and acceptance play an important role in individuals' psychological adjustment (Veneziano, 1998; cited in Veneziano & Rohner, 1998). In contrast, some researchers have emphasized the positive influence of paternal involvement on psychological adjustment (Reuter & Biller, 1973; cited in Veneziano & Rohner, 1998). This question, therefore, needs further investigation and replication. Turkish fathers from middle class are found to be less emotionally involved than mothers do. The physical and emotional needs of children are thought to be satisfied by mothers, while fathers' involvement may center on the role of family disciplinarian (Sunar & Fişek, 2005). Thus, one reason for the findings of this study might be that emotional involvement may be more influential for the psychological adjustment of young women.

The first part of the third hypothesis was that respondents who perceive rejection by their mothers would be more depressive than adults who perceive acceptance. The results of this study supported this hypothesis. With respect to all perceived maternal rejection and Beck depression scores, it was found that young women who perceive rejection by their mothers scored significantly higher on Beck depression scores, revealing that young women who perceived rejection by their mothers were more depressive than adults who perceive acceptance. The literature on this topic pointed out that early parent-child relationship and parental rearing

behaviors are important for children's psychological development in later life. When depression in young adulthood was considered, studies on the relationship between the recall of parental behavior and depression in young adulthood generally have found that parental child rearing practices were important in the etiology of depression. In other words, studies showed that depressed individuals in comparison to normals perceive their parents as rejecting and depriving (Jacobson, 1975; cited in Lamont & Fischhoff, 1976). Although these studies were conducted on a clinical sample, studies on nonclinical samples have also indicated that perceived parental rejection is associated with nonclinical subjects' higher scores on measures of depression (Johnson, Petzel, Dupont, & Romano, 1982; cited in Rapee, 1997).

As the third hypothesis indicated that young women who perceive rejection by their mothers with respect to those who perceive rejection scored higher on measures of depression in comparison to those who perceive acceptance, the second part of the third hypothesis was that adults who perceive paternal rejection scored higher on measures of depression in comparison to those who perceive acceptance. The results of this study supported this hypothesis. However, the influence of maternal rejection on depression among young women was found to be greater when it was compared to the influence of paternal rejection. Object Relations Theory implies that mother is the first person, the primary caregiver in a child's life and this strong attachment may continue throughout the child's life. Bowlby (1959) explained that children who have a rejecting mother perceive

themselves as unlovable and worthless. Due to the fact that the child perceives rejection by her mother, the negative feelings come along with rejection. Thus, the child constructs a negative self concept. This negative self concept may lead the individual to experience depression. Personality subtheory in PART (Parental Acceptance- Rejection Theory) also explains the development of negative self concept with regard to parental acceptance rejection. It assumes that individuals who perceive rejection by their parents tend to develop a negative world view and a negative self concept. With this negative self concept, they tend to view themselves as unlovable and worthless and they tend to view the outside world in a negative manner. This mental representation including negative self concept and negative world view is thought to be associated with depression (Rohner & Britner, 2002). Therefore, it is thought that young women in this study who perceive parental rejection in childhood may question their own self esteem. When they were confronted with rejection, they might feel worthless and might develop a low self esteem. Therefore, it was thought that this low self esteem, as it was discussed in the studies above, might be related to depression in young women.

Moreover, if mothers are the first object in children's lives and daughters are thought to be identified with their mothers, then the findings would not be surprising that maternal rejection would be more influential than paternal rejection on depression among young women.

Moreover, cultural differences in the role of parents for child rearing would be meaningful for the findings of this study. Hierarchical and

intimate relationships are important for the structure of Turkish family (Fişek, 1995; cited in Sunar & Fişek, 2005). In other words, gender hierarchy between the parents influences the way they interact with their children. Moreover, Turkish mothers are found to interact with their children more than the fathers do. Turkish fathers, on the contrary, are found to interact with their children through interacting with their wives (Fişek, 1995; cited in Sunar & Fişek, 2005). This would be a reason for the finding of this study in which father involvement was found to be insignificant with regard to depression among young women. However, emotional closeness, especially between mothers and children, and to some extent between fathers and daughters are evident. According to Sunar (2002), Turkish middle class family is structured by warmth, affectionate relationships between parents and children. Sunar pointed out that children generally perceive their mothers as more affectionate than their fathers. However, fathers are perceived as more affectionate by their daughters than their sons. Since this study does not include the relationship between parents and sons, further studies may examine both genders.

4.2 Limitations and Implications for Future Research

There are some limitations about the generalization of this study. One important limitation would stem from its design. Due to the fact that this study is not a longitudinal study, the results of this study do not take into account the issue of causality. Conducting a longitudinal study may

help to show the causal direction of perceived parental acceptance rejection and psychological adjustment.

Gender would be another limitation for the implications of this study for future research. Because of the fact that this study was based on only young women, the findings would not give any information about the impact of perceived parental acceptance rejection and father involvement on male adults' psychological adjustment and depression. Examining both genders in future research may help to generalize the findings of this study.

This study was conducted on a private university. The sample was collected from young women generally coming from upper middle class families. Therefore, this study would not examine the impact of socioeconomic status on the findings of it. Looking at both low SES and high SES families in future researches would broaden the implications of this study.

In addition to this, many factors can be found that are thought to be associated with depression in adults. Presence of parental psychopathology in the family, psychosocial factors and presence of another psychopathological disorder may also explain the onset of depression in adults. Therefore, investigating all these issues in future researches may help to get meaningful and extensive information.

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APPENDICES

APPENDIX A

Consent form

İSTANBUL BİLGİ ÜNİVERSİTESİ

Psikoloji Bölümü

Sayın Katılımcı,

Klinik Psikoloji Yüksek Lisans tezi kapsamında kullanılacak bu ölçekler, çocukluğunuzda anne ve babanızı algılayışınız, ruhsal durumunuz ve psikolojik uyumunuz hakkında bilgi sahibi olmayı amaçlamaktadır. Vermiş olduğunuz bilgiler **gizli** kalacaktır. Bu araştırmaya katılmak, sizi herhangi bir şekilde risk altına sokmayacaktır. Ancak rahatsızlık duyduğunuz anda anketi bırakma hakkınız vardır.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır.

Ölçeklerin toplam tamamlanma süresi yaklaşık **20 dakikadır**. Ölçekteki soruların doğru ya da yanlış cevabı yoktur. Lütfen kendinize **en yakın** gelen/ kendiniz için **en uygun** olduğunu düşündüğünüz cevabı işaretleyiniz. Lütfen **soru atlamadan** ve hiçbir soru üzerinde fazla düşünmeden cevaplayınız.

Çalışma ile ilgili sorunuz olduğunda bizden yardım isteyebilirsiniz. Bu çalışmaya katılımınızla ilgili herhangi bir sorun yaşarsanız ya da anketten sonra çalışmayla ilgili bilgi almak isterseniz iletişime geçebilirsiniz. İlginiz ve desteğiniz için şimdiden teşekkür ederim.

Sena Avaz (İstanbul Bilgi Üniversitesi, Klinik Psikoloji Yüksek Lisans öğrencisi)
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Prof. Dr. Diane Sunar (İstanbul Bilgi Üniversitesi)
Doç. Dr. Levent Küey (İstanbul Bilgi Üniversitesi)

Bu uygulamaya katılmayı kabul ediyorum. ()

Bu uygulamaya katılmayı kabul etmiyorum. ()

APPENDIX B

Form of Demographic Information

KİŞİSEL BİLGİ FORMU

Takma isim (Nickname): _____

Cinsiyet: Kadın () Erkek ()
yılı: _____

Doğum

Aile durumu:

(Lütfen çizgi bırakılan yere size en uygun olan cevabı X yazarak işaretleyiniz)

() Anne- baba birlikte

() Baba vefat (Vefat ettiğinde kaç yaşındaydınız? ____ (Lütfen yaşınızı sayıyla yazınız)

() Anne-baba ayrı/boşanmış (Boşanmış ise kiminle birlikte kalıyorsunuz? _____)

Lütfen hayatınızdaki etkisinin en çok olduğunu düşündüğünüz baba figürünü işaretleyiniz

() Biyolojik babam

() Üvey babam

APPENDIX C

Parental Acceptance-Rejection Questionnaire

PARQ (Adult form)

Mother

Yetişkin EKRÖ (Kısa Form): Anne

Ronald P. Rohner, 1989, 1997

Yönerge: Bu sayfada anne-çocuk ilişkisini içeren ifadeler bulunmaktadır. Her bir ifadeyi dikkatle okuyun. Annenizin, siz **7-12** yaşları arasındayken, size karşı davranışlarını en iyi şekilde ifade edeni düşünün. Hızlı çalışın. İlk izleniminizi verin ve diğer maddeye geçin. Maddeler üzerinde çok düşünmeyin.

Her cümleden sonra 4 tane kutu çizilmiştir. Her ifadeyi okuduktan sonra o ifade annenizin size karşı davranışları konusunda ne kadar doğruysa, “Hemen hemen her zaman doğru“, “Bazen doğru“, “Nadiren doğru“ veya “Hiçbir zaman doğru değil“ şeklinde işaretleyiniz.

Unutmayın, hiçbir cümlenin doğru ya da yanlış yanıtı bulunmamaktadır. Annenizin size davranmasını beklediğiniz davranışı DEĞİL, annenizin size karşı olan asıl davranışını işaretlemeniz beklenmektedir.

Örneğin:

ANNEM	ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
1. Annem ben hiç yokmuşum gibi davranırdı	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEM	ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
1. Benim hakkımda güzel şeyler söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bana hiç ilgi göstermezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Benim için önemli olan şeyleri anlatabilmemi kolaylaştırırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hak etmediğim zaman bile bana vururdu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Beni büyük bir baş belası olarak görürdü.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Kızdığı zaman beni cezalandırırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sorularımı cevaplayamayacak kadar meşguldü.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Benden hoşlanmıyor gibiydi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Yaptığım şeylerle gerçekten ilgilenirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Bana bir sürü kırıcı şey söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ondan yardım istediğimde beni duymazlıktan gelirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Bana çok ilgi gösterirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEM	ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
14. Beni kırmak için elinden geleni yapardı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Hatırlaması gerekir diye düşündüğüm şeyleri unutturdu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Eğer kötü davranırsam benden hoşlanmadığını hissettirirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Bana yaptığım şeylerin önemli olduğunu hissettirirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Yanlış bir şey yaptığımda beni korkutur veya tehdit ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu hissederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Bana istenmediğimi belli ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Beni sevdiğini belli ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Onu rahatsız etmediğim sürece benimle ilgilenmezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Bana karşı yumuşak ve iyi kalpliydi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

Parental Acceptance- Rejection Questionnaire

PARQ (Adult Form)

Father

Yetişkin **EKRÖ** (Kısa Form): Baba
Ronald P. Rohner, 1989, 1997

Yönerge: Bu sayfada baba-çocuk ilişkisini içeren ifadeler bulunmaktadır. Her bir ifadeyi dikkatle okuyun. Babanızın, siz **7-12** yaşları arasındayken, size karşı davranışlarını en iyi şekilde ifade eden düşünün. Hızlı çalışın. İlk izleniminizi verin ve diğer maddeye geçin. Maddeler üzerinde çok düşünmeyin.

Her cümleden sonra 4 tane kutu çizilmiştir. Her ifadeyi okuduktan sonra o ifade babanızın size karşı davranışları konusunda ne kadar doğruysa, “Hemen hemen her zaman doğru“, “Bazen doğru“, “Nadiren doğru“ veya “Hiçbir zaman doğru değil“ şeklinde işaretleyiniz.

Unutmayın, hiçbir cümlenin doğru ya da yanlış yanıtı bulunmamaktadır. Babanızın size davranmasını beklediğiniz davranışı **DEĞİL**, babanızın size karşı olan asıl davranışını işaretlemeniz beklenmektedir.

Örneğin:

BABAM	BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
1. Babam ben hiç yokmuşum gibi davranırdı	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BABAM	BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
1. Benim hakkımda güzel şeyler söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bana hiç ilgi göstermezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Benim için önemli olan şeyleri anlatabilmemi kolaylaştırırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hak etmediğim zaman bile bana vururdu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Beni büyük bir baş belası olarak görürdü.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Kızdığı zaman beni cezalandırırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sorularımı cevaplayamayacak kadar meşguldü.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Benden hoşlanmıyor gibiydi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Yaptığım şeylerle gerçekten ilgilenirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Bana bir sürü kırıcı şey söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ondan yardım istediğimde beni duymazlıktan gelirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Bana çok ilgi gösterirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Beni kırmak için elinden geleni yapardı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Hatırlaması gerekir diye düşündüğüm önemli olayları unuturdu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Eğer kötü davranırsam benden hoşlanmadığımı hissettirirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BABAM	BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
17. Bana yaptığım şeylerin önemli olduğunu hissettirirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Yanlış bir şey yaptığımda beni korkutur veya tehdit ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Benim ne düşündüğüme önem verirdi ve düşündüklerim hakkında konuşmamdan hoşlanırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu hissederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Bana istenmediğimi belli ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Beni sevdiğini belli ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Onu rahatsız etmediğim sürece benimle ilgilenmezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Bana karşı yumuşak ve iyi kalpliydi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX E

Father Involvement Scale

(FIS)

BABA İLGİSİ ÖLÇEĞİ

Kullanıcı Adı (Nickname) _____

Tarih _____

Hayatınızın bu yanları ile babanız ne kadar ilgilidir? Lütfen, babanızın size karşı davranışını en yakın derecede anlatan kutuyu işaretleyiniz.

		Hemen hemen herzaman <u>ilgili</u> 4	Bazen <u>ilgili</u> 3	Nadiren <u>ilgili</u> 2	Hemen hemen <u>hiçbirzaman</u> <u>ilgili değil</u> 1
1.	Zihinsel gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Duygusal gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Sosyal gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Ahlaki/etik gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Manevi gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Fiziksel gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Mesleki gelişim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Sorumluluk geliştirme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Bağımsızlık geliştirme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Yetkinlik geliştirme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Boş zaman, eğlence, oyun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Para sağlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	ilgi ve etkinlik paylaşma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Öğretici ve yol gösterici olma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Bana bakar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Bana karşı koruyucudur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Tavsiye verir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Terbiye eden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Okul/ Ev ödevi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Arkadaşlık/dostluk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

Personality Assessment Questionnaire

(PAQ)

YETİŞKİN KİDÖ

Aşağıdaki cümleleri dikkatlice okuyun. Kendiniz için **en doğru** bulduğunuz, **en uygun** cevabı işaretleyiniz. Tüm soruları yanıtlayınız.

	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
1. İnsanlara karşı kızgınım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bir şeyde zorlandığımda, birinin bana moral vermesini isterim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Kendimden bıktım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Başarısız biri olduğumu düşünüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Yakın dostluklar kurmak ve bu dostlukları sürdürmekte zor- landığımı hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Zor sorunlarla karşılaştığımda, hemen canım sıkılır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Evreni ürkütücü, tehlikeli bir yer olarak görürüm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Öfkemi kontrol etmekte zorlanı- yorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Hasta olduğum zaman, insanların benim için üzülmesi hoşuma gider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. İyi bir insan olduğumu ve başkaları- nın saygısını hak ettiğimi düşünüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. İstediğim şeyler için başarılı bir şekil- de mücadele edebilirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Başkalarının yanında duygusal açıdan içimden geldiği gibi davranmak benim için zordur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. İşler ters gittiğinde canım sıkılır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Hemen hemen her zaman dođru	Bazen dođru	Nadiren dođru	Hemen hemen hiçbir zaman dođru deđil
14. Benim için yaşam, yani evrenin doğası, genelde iyi, güvenli ve dostçadır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Kızdığım zaman suratımı asar, somurturum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Anlayış veya teselli aramaktansa, sorunlarımı kendime saklamayı tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Kendimi gerçekten değersiz hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Yetersizlik duyguları birçok şeyimi engelliyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. İnsanlarla ilişkilerim doğal ve sıcaktır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Gün boyunca ruh halim fazla değişmez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Yaşamı doğasından dolayı güvensiz ve ürkütücü buluyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Aptalca şeyler yapan insanlarla dalga geçerim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Canım yandığında ya da hastalandığımda, arkadaşlarımla üzerime düşmeleri hoşuma gider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Kendimden oldukça memnunum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Yaptığım işlerde başarılı olduğumu düşünüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Kendimi çoğu insandan uzak ve kopuk hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Önemli bir neden olmamasına rağmen sinirli ve aksiyim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Yaşam benim için güzel bir şeydir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Hemen hemen her zaman dođru	Bazen dođru	Nadiren dođru	Hemen hemen hiçbir zaman dođru deđil
29. Alaycı olmak hoşuma gider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Üzgün olduğum zamanlar arkadaş- larımın bana anlayış gösterip, beni ne- şelendirmelerini isterim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Yeni biriyle tanıştığımda, onun benden daha iyi olduğunu düşünürüm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Çeşitli durumlarla bas etmekteki yetersizliğim beni üzüyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Sevdiğim insanlara yakınlık ve sev- gi göstermek benim için kolaydır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Önemsiz olduğunu bilmeme rağmen, bazı şeyler beni dayanılmayacak kadar sinir eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Dünyayı insana endişe veren, güven- siz bir yer olarak görüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Öyle sinirlenirim ki, bir şeyleri fırlatır ya da kırarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Başarısız olduğumda birilerinin bana moral vermesini isterim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Kendimi beğenirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Günlük yaşamın getirdiđi sorunlarla yeterince basa çıkabiliyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Gerçek duygularımı göstermekte zorlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Birçok aksiliđi sinirlenmeden veya canımı sıkmadan göđüsleyebilirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Benim görüşüme göre, dünya temelde iyi ve mutlu bir yerdir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Hemen hemen her zaman dođru	Bazen dođru	Nadiren dođru	Hemen hemen hiçbir zaman dođru deđil
43. Biri bana hakaret ettiđinde veya duygularımı incittiđinde ondan intikam alırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Başkalarından destek veya cesaretlendirme beklemek yerine, sorunlarımı kendi basıma çözmeyi tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Bir işe yaramadığımı ve hiçbir zaman da yaramayacağımı düşünüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Kendimi tanıdığım insanlar kadar yetenekli bulmadığım için kendimden memnun değilim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Hoşlandığım birine gerçek duygularımı göstermeye çalıştığımda, kendimi rahatsız ve beceriksiz hissedirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Küçük aksilikler canımı çok sıkar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Yasamı tehlikelerle dolu görüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. İçimden bir şeye veya birisine vurmak geliyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Sorunlarım olduğunda insanların bana karşı anlayışlı olmalarını isterim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Kendimi birçok açıdan başkalarının aşağısında hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Etrafımdaki birçok insan kadar yetenekli olduğumu düşünüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Gerçekten hoşlandığım insanlara karşı sıcak ve sevecenimdir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Bir an neşeli ve mutlu oluyorum, bir sonraki an keyifsiz veya mutsuz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Yasamın hoş olduğunu düşünürüm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Hemen hemen her zaman dođru	Bazen dođru	Nadiren dođru	Hemen hemen hiçbir zaman dođru deđil
57. İçimden kavga etmek veya birine bir kötülük yapmak geliyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Arkadaşlarımın bana karşı çok sevecen olmalarını isterim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Kendime olan saygımın daha fazla olmasını isterdim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Yapmaya çalıştığım birçok şeyde kendimi beceriksiz buluyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. İnsanlarla yakın ilişkilerden kaçınırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Küçük duygusal stresler karşısında soğukkanlılığımı koruyabiliyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Dünyayı temelde güvenli ve yaşaması hoş bir yer olarak görürüm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX G
Beck Depression Inventory
(BDI)

BECK DEPRESSION INVENTORY (BDI)

Aşağıda, kişilerin ruh durumlarını ifade ederken kullandıkları bazı cümleler verilmiştir. Her madde, bir, çeşit ruh durumunu anlatmaktadır. Her maddede o ruh durumunun derecesini belirleyen 4 seçenek vardır. Lütfen bu seçenekleri dikkatle okuyunuz. **Son bir hafta içindeki (şu an dahil)** kendi ruh durumunuzu göz önünde bulundurarak, size **en uygun** olan ifadeyi bulunuz. Daha sonra, o maddenin yanındaki harfin üzerine **(x)** işareti koyunuz.

1. (a)Kendimi üzgün hissetmiyorum.
(b)Kendimi üzgün hissediyorum.
(c)Her zaman için üzgünüm ve kendimi bu duygudan kurtaramıyorum.
(d)Öylesine üzgün ve mutsuzum ki dayanamıyorum
2. (a)Gelecekte umutsuz değilim.
(b)Geleceğe biraz umutsuz bakıyorum.
(c)Gelecekte beklediğim hiçbir şey yok.
(d)Benim için bir gelecek yok ve bu durum düzelmeyecek.
3. (a)Kendimi başarısız görmüyorum.
(b)Çevremdeki birçok kişiden daha fazla başarısızlıklarım oldu sayılır.
(c)Geriye dönüp baktığımda, çok fazla başarısızlığımın olduğunu görüyorum.
(d)Kendimi tümüyle başarısız bir insan olarak görüyorum.
4. (a)Her şeyden eskisi kadar zevk alabiliyorum.
(b)Her şeyden eskisi kadar zevk alamıyorum.
(c)Artık hiçbir şeyden gerçek bir zevk alamıyorum.
(d)Bana zevk veren hiçbir şey yok. Her şey çok sıkıcı.
5. (a)Kendimi suçlu hissetmiyorum.
(b)Arada bir kendimi suçlu hissettiğim oluyor.
(c)Kendimi çoğunlukla suçlu hissediyorum.
(d)Kendimi her an için suçlu hissediyorum.
6. (a)Cezalandırıldığımı düşünmüyorum.
(b)Bazı şeyler için cezalandırılabilceğimi hissediyorum.
(c)Cezalandırılmayı bekliyorum.

(d)Cezalandırıldığımı hissediyorum

7. (a)Kendimden hoşnudum.
(b)Kendimden pek hoşnut değilim.
(c)Kendimden hiç hoşlanmıyorum.
(d)Kendimden nefret ediyorum.
8. (a)Kendimi diğer insanlardan daha kötü görmüyorum.
(b)Kendimi zayıflıklarım ve hatalarım için eleştiriyorum.
(c)Kendimi hatalarım için çoğu zaman suçluyorum.
(d)Her kötü olayda kendimi suçluyorum.
9. (a)Kendimi öldürmek gibi düşüncelerim yok.
(b)Bazen kendimi öldürmeyi düşünüyorum, fakat bunu yapmam.
(c)Kendimi öldürebilmeyi isterdim.
(d) Bir fırsatını bulsam kendimi öldürürdüm.
10. (a)Her zamankinden daha fazla ağladığımı sanmıyorum.
(b)Eskisine göre şu sıralarda daha fazla ağlıyorum.
(c)Şu sıralarda her an ağlıyorum.
(d)Eskiden ağlayabilirdim, ama şu sıralarda istesem de ağlayamıyorum.
- 11.(a)Her zamankinden daha sinirli değilim.
(b)Her zamankinden daha kolayca sinirleniyor ve kızıyorum.
(c)Çoğu zaman sinirliyim.
(d)Eskiden sinirlendiğim şeylere bile artık sinirlenemiyorum.
- 12.(a)Diğer insanlara karşı ilgimi kaybetmedim.
(b)Eskisine göre insanlarla daha az ilgiliyim.
(c)Diğer insanlara karşı ilgimin çoğunu kaybettim.
(d)Diğer insanlara karşı hiç ilgim kalmadı.
- 13.(a)Kararlarımı eskisi kadar kolay ve rahat verebiliyorum.
(b)Şu sıralarda kararlarımı vermeyi erteliyorum.
(c)Kararlarımı vermekte oldukça güçlük çekiyorum.
(d)Artık hiç karar veremiyorum.
- 14.(a)Dış görünüşümün eskisinden daha kötü olduğunu sanmıyorum.

- (b)Yaşlandığımı ve çekiciliğimi kaybettiğimi düşünüyorum ve üzülüyorum.
- (c)Dış görünüşümde artık değiştirilmesi mümkün olmayan olumsuz değişiklikler olduğumu hissediyorum.
- (d)Çok çirkin olduğumu düşünüyorum.

15.(a)Eskisi kadar iyi çalışabiliyorum.

(b)Bir işe başlayabilmek için eskisine göre kendimi daha fazla zorlamam gerekiyor.

(c)Hangi iş olursa olsun, yapabilmek için kendimi çok zorluyorum.

(d)Hiçbir iş yapamıyorum.

16.(a)Eskisi kadar rahat uyuyabiliyorum.

(b)Şu sıralarda eskisi kadar rahat uyuyamıyorum.

(c)Eskisine göre 1 veya 2 saat erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.

(d)Eskisine göre çok erken uyanıyor ve tekrar uyuyamıyorum

17. (a)Eskisine kıyasla daha çabuk yorulduğumu sanmıyorum.

(b)Eskisinden daha çabuk yoruluyorum.

(c)Şu sıralarda neredeyse her şey beni yoruyor.

(d)Öyle yorgunum ki hiç bir şey yapamıyorum.

18.(a)İştahım eskisinden pek farklı değil.

(b)İştahım eskisi kadar iyi değil.

(c)Şu sıralarda iştahım epey kötü.

(d)Artık hiç iştahım yok.

19. (a)Son zamanlarda pek fazla kilo kaybettiğimi sanmıyorum.

(b)Son zamanlarda istemediğim halde üç kilodan fazla kaybettim.

(c)Son zamanlarda istemediğim halde beş kilodan fazla kaybettim.

(d)Son zamanlarda istemediğim halde yedi kilodan fazla kaybettim.

Daha az yemeye çalışarak kilo kaybetmeye çalışıyorum. Evet ()
Hayır ()

20.(a)Sağlığım beni pek endişelendirmiyor.

(b)Son zamanlarda ağrı, sıızı, mide bozukluğu, kabızlık gibi sorunlarım var.

(c)Ađrı, sızı gibi bu sıkıntılarım beni epey endişelendirdiđi için başka şeyleri düşünmek zor geliyor.

(d)Bu tür sıkıntılar beni öylesine endişelendiriyor ki, artık başka hiçbir şey düşünemiyorum

21.(a)Son zamanlarda cinsel yaşantımda dikkatimi çeken bir şey yok.

(b)Eskisine oranla cinsel konularla daha az ilgileniyorum.

(c)Şu sıralarda cinsellikle pek ilgili değilim.

(d)Artık, cinsellikle hiçbir ilgim kalmadı