

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL ADJUSTMENT,
BEST-FRIEND ACCEPTANCE–REJECTION, AND PEER ATTACHMENT
DURING LATE ADOLESCENCE

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DECLARATION OF ORIGINALITY

I, Mualla Oya Şakirođlu, certify that

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ABSTRACT

The Relationship Between Psychological Adjustment, Best-Friend Acceptance–Rejection, and Peer Attachment During Late Adolescence

The aim of the present study was to realize the transliteral equivalence of the “Best-Friend Acceptance–Rejection Questionnaire” (BFARQ) for Turkish population (Study I) and to study the relationship between psychological adjustment, best-friend acceptance rejection and peer attachment of late adolescents along with gender differences (Study II). To carry out the transliteral equivalence process of BFARQ for Turkish population and to test its reliability, 60 bilingual students were given the two forms in Study I. The Turkish form was found to be transliterally equivalent to the original and the reliability was found to be strong (Cronbach’s $\alpha = .87$)

The sample for the second study consisted of 441 undergraduate students. The materials for data collection were: (1) a demographic questionnaire, (2) Best-Friend Acceptance–Rejection Questionnaire (BFARQ-Turkish Form), (3) child version of the Personality Assessment Questionnaire (PAQ-Turkish Form); which measures the psychological adjustment level, and (4) Peer Attachment Scale (from IPPA-T).

The correlations between peer attachment and best friendship rejection ($r = -.546, p < .01$) peer attachment and psychological maladjustment ($r = .49, p < .01$), and best–friendship rejection and psychological maladjustment ($r = -.438, p < .01$) were significant and in the expected directions.

The results showed that, poor peer attachment was the best predictor of psychological maladjustment ($\beta = .37$) followed by best-friend rejection ($\beta = .24$).

The gender of the participants did not affect this relationship in any way analyzed in this study.

ÖZET

Geç Ergenlikte Psikolojik Uyum, En İyi Arkadaş Kabul/Reddi ve Akran Bağlanması Arasındaki İlişkiler

Bu çalışmanın amacı "En İyi Arkadaş Kabul-Ret Anketi"ni Türk kültürü ve diline uyarlamak (1. Çalışma) ve geç ergenlerde psikolojik uyum, algılanan en iyi arkadaş kabul-reddi ve akran bağlılığını cinsiyetle beraber (2. Çalışma) incelemektir. İlk çalışmada çeviri denkliğini sağlamak için İngilizce ve Türkçe bilen 60 üniversite öğrencisi ile anketin iki formuyla güvenilirliği ölçülerek ve uyarlama çalışması yapılmıştır. Türkçe form, kaynak İngilizce formla çeviri olarak denk bulunmuştur ve güvenilirliği güçlü olarak hesaplanmıştır (Cronbach's $\alpha = .87$.)

İkinci çalışmanın örnekleminde, 441 lisans öğrencisi yer almıştır. Veri toplama için kullanılan malzemeler şunlardır: (1) Demografik bilgi formu, (2) En İyi Arkadaş Kabul/Ret Anketi (BFARQ-Türkçe Form), (3) Kişilik Değerlendirme Ölçeği'nin çocuk versiyonu (PAQ-Türkçe Form) ve (4) Akran Bağlılığı Ölçeği (Türkçe IPPA-T'nin alt ölçeği).

En iyi arkadaş reddi, akran bağlılığı ve psikolojik uyumsuzlukla ilgili araştırma sorularının incelenmesi amacıyla, görüngüler arası ilişkiler korelasyonlarla; psikolojik uyum üzerinde en iyi arkadaş reddinin ve akran bağlılığının etkisinin incelenmesi ise regresyon analizi ile yapılmıştır. Akran bağlılığının en iyi arkadaş reddiyle negatif korelasyonu bulunurken ($r = -.546, p < .01$) psikolojik uyumsuzlukla pozitif korelasyonu bulunmuştur ($r = .49, p < .01$). Ayrıca, en iyi arkadaş reddinin de psikolojik uyumla anlamlı bir negatif korelasyonu bulunmuştur ($r = -.438, p < .01$).

Sonuçlar, düşük arkadaş bağılığının psikolojik uyumsuzluğun en iyi yordayıcısı olduğunu ($\beta = .37$), bunu da en iyi arkadaş reddinin izlediğini göstermiştir ($\beta = .24$). Katılımcıların cinsiyeti bu çalışmadaki incelenen ilişkileri hiçbir şekilde etkilememiştir.

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DEDICATION

To Mustafa Kemal Atatürk, the founder of modern Turkey, who gave us the right and privilege of studying, working, and thriving on this soil as an independent individual and as a woman.

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CHAPTER 1

INTRODUCTION

1.1 Adolescence

Adolescence is the period of transformation from childhood to the start of maturity. This period can be studied in three domains: (1) Psychological instability caused by rapid biological changes (Erikson, 1963), (2) Integration of adolescence period with the maturity period (Petersen & Hamburg, 1986), (3) The bio-social and cognitive changes (Malley & Bachman, 1983) during this period of life.

During this period, development of cognitive ability in the sense of identity, self-worth and puberty, and their effects are the major transitions that occur in a person's life (Lerner, 1987). Studies showed complex changes in the organization and function of the brain during adolescence; for example, developmental scientists have observed significant changes in the frontal lobes (Durstun et al., 2001). The frontal lobes are associated with a number of advanced behaviors and processes, including memory and decision-making skills (Cole, Cole, & Lightfoot, 2005). For many adolescents, those accelerated changes during adolescence may cause a big amount of stress and may have negative impact on their psychological adaptation (Seiffge-Krenke, 1995). Adolescent's emotional tone that is the degree to which adolescents experience a sense of wellbeing versus depression and anxiety is examined in previous research (reviewed in Petersen, 1988). Accordingly, the ones who cope well with these changes experience a sense of wellbeing whereas those who do not know how to cope well properly experience depression and anxiety (Compas, Connor, & Hinden, 1998).

In this study the focus is on the importance of peer attachment and perceived acceptance and rejection from the best friend for psychological adjustment and whether they have unique contributions to the psychological adjustment of adolescents.

1.2 Peer relationships: Friendship

Empirical research with regard to adolescents' peer relationships began to emerge in 1930s. Investigations focused on the structure of adolescent's peer group and the relationship between adolescent's characteristics and their status in peer groups (Ladd, 1999). Piaget suggested that peer interaction provides a context in which to analyze conflicting ideas and comments, to negotiate different perspectives and to agree or reject others' thoughts (Rubin, Chen, Complan, Buskirk, & Wojslawowicz, 2005). Like Piaget, Sullivan (1953) held that peer relationships brought mutual respect, equality, and reciprocity. He claimed that even though children were insensitive to their peers in the beginning of elementary school, they began to realize and appreciate others' personal qualities during late elementary school. Particularly, during childhood and preadolescent years, peer relations are significant due to the fact that they provide contexts for children to develop social skills such as cooperation, altruism and empathy. Likewise, Mead (1934, as cited in Rubin et al., 2005), in her theory, asserted that peers and peer interaction play a major role in self-development, particularly over the early years of life.

LaGreca and Santogrossi (1980) put forward nine social skill areas which facilitate positive peer relations, which were smiling, greeting others, participating in ongoing activities, sharing and cooperation, skills concerning conversations, extending invitations, verbal complimenting, and physical correlates. However, these social skills facilitating peer acceptance are likely to vary with age and gender.

Different kinds of behaviors may lead to positive peer relations at different ages for boys and girls.

Bekata (1980) studied same-sex-best-friendship patterns of Turkish college students and compared them to those of American students. According to the findings of this study, best friendships between Turkish late adolescents were more nurturing, with higher expectations of mutual help and mutual self-disclosure, and were including more physical and verbal expression of affection, and more intrusiveness but exercised as care and protection, as compared to Americans. Bekata (1980) stated that the differences observed in best friendship patterns were due to basic value differences between the two cultures. Data for this study was collected from the students in public universities in Ankara in Turkey and compared to data collected in two Midwestern cities in the United States. The Turkish sample of this study consisted of 320 Caucasian subjects between the ages of 17 and 25. The sample filled out questionnaires regarding their best friendships and interpersonal values. This study was the first study which showed that best friendship in late adolescence has the shared characteristics of origin in adolescence, gradual development, mutuality of attraction and affection, frequent and voluntary interaction, extensive and mutual self-disclosure, prerogatives and expectations to advise and criticize and durability in both countries. Bekata (1980) also showed the same sex differences in the processes related to best friendship are not different in both cultures. Females were spending more time just talking and they were expressing their affection for their best friend, more than males. Studies with Turkish samples have showed that friendships in Turkey were very similar to the ones in Western culture (Bekata, 1980; Hortaçsu, 1989).

Hortaçsu, Oral, and Yasak-Gültekin (1991) investigated the differences between Turkish late adolescents' relationships with their parents and friends by using Armsden and Greenberg's (1987) scales for measuring different aspects of adolescent attachment. According to the results of Armsden and Greenberg's study, it was demonstrated that the level of attachment of a university student to parents and to same-sex best friends predicts psychological adjustment and life satisfaction. Hortaçsu and colleagues stated that (1991) familial background variables, students' beliefs about relationships, and relationships with significant others were expected to be significant predictors of the attachment relationships. According to the results of this study, the background variables for measures of relationships with friends were low in comparison to the background measures of relationships with parents. One of the examples among the findings regarding the background information is that dormitory residence was related to lower reports of trust and higher degrees of communication with friends, for men. The data from this study (Nuran Hortaçsu et al., 1991) demonstrated that Turkish university students reported closer relationships for their same-sex friends compared to their relationships with their mothers and fathers.

Friendship is defined to be a voluntary interdependence between two individuals (Özen, Sümer, & Demir, 2010) which involves the exchange of resources such as intimacy and companionship (Hays, 1998). Friendships help individuals satisfy their psychological needs during important developmental transitions such as adolescence. In adolescence, a number of factors, including attachment security, prosocial behavior, social anxiety, and the quality of parental relationships was found to influence friendship quality (e.g., Markiewicz, Doyle, & Brendgen, 2001; Vernberg, Abwender, Ewell, & Beery, 1992).

Friendships also have functional value in late adolescence and in emerging adulthood (ages 18–25). College students saw close friends as primary sources of social support (Furman & Buhrmester, 1992). Forming new friendships and the quality of those friendships were associated with freshman's university adjustment (Buote et al., 2007).

Across cultures, during adolescence, friendships play a central role in human development (Rubin, Bukowski, & Parker, 1998). Previous research indicated that friendship quality has an impact on global self-worth, social competence, cognitive and social development, and psychosocial adjustment (e.g., Bagwell et al., 2005; Rubin et al., 2004). The quality, rather than quantity, of friendships was strongly found to be associated with psychological adjustment (e.g., Hussong, 2000). In a study conducted with college students, Demir, Özdemir and Weitekamp (2007) found that best friends contribute to well-being.

A large number of studies on friendship quality showed that positive friendship outcomes were correlated with emotion regulation and approach, satisfaction of basic psychological needs, personality and identity formation, and social skills in late adolescents and young adults (John & Gross, 2004; La Guardia, Ryan, Couchman, & Deci, 2000; Marshall, 2001). For instance, Jensen-Campbell and colleagues (2002) showed that friendship quality can be predicted by extroversion and agreeableness positively. Moreover, positive friendship experiences were positively associated with satisfaction, support and intimacy (Elliot, Gable, & Mapes, 2006; Sanderson, Rahm, & Beigbeder, 2005). Finally, gender influences both attachment styles (e.g., Feeney, 1998), and the friendship quality (e.g., Ma & Huebner, 2008). Although friendships are equally important for both sexes, males are socialized to be more autonomous, while females are socialized to be more

relationship oriented (Cross & Madson, 1997). Girls report greater attachment to friends than boys (Cross & Madson, 1997). Another study showed that peer attachment mediated the relationship between parent attachment and life satisfaction for girls, but not for boys (Ma & Huebner, 2008). Furthermore, men reject close attachment needs more than women (Gnaulati & Heine, 2001). Hence, gender should be considered in examining attachment and same-sex friendship quality.

According to Özen, Süner and Demir (2010), being high on attachment anxiety, avoidance, and Rejection Sensitivity (RS) negatively influence friendship quality. Low RS individuals reported higher levels of friendship quality than high RS individuals. Also, according to the results of this study, the combination of high avoidance and high RS was found to be associated with particularly low friendship quality. Individuals with different attachment styles significantly varied from each other on friendship quality. According to the results, securely attached people had the highest scores on friendship quality. Effect of higher levels of RS may be more detrimental for friendship quality for those with avoidant attachment than anxious attachment. The interaction between avoidance and RS decreases the friendship quality (Weimer, Kerns, & Oldenburg, 2004). Given that in Turkish cultural context, emotional interdependence and interpersonal validation are valued; attachment avoidance can be particularly maladaptive for friendships in Turkish culture (Sümer & Kağıtçıbaşı, 2010). Previous studies revealed that the securely attached adolescents reported the highest level of friendship quality; whereas fearfully attached ones reported the lowest level.

An increasing number of studies show that close attachment relations during adolescence facilitate this transitional period (Armsden & Greenberg, 1987). The biological changes that young people experience during adolescence are associated

with the changes in the way they interact with their families and peers (Brown, 1990).

During adolescence peers' interaction outside school increases to the point where they spend twice as much time with their peers compared to the time they spend with their parents (Fuligni & Stevenson, 1995). Not only does the amount of time spent with peers change, but also the nature of these interactions. This change of the nature of interactions results in important consequences for other domains in adolescents' lives. Adolescent friendships are distinguished by the importance that they place on three fundamental attributes: reciprocity, commitment and equality (Larsen, 1996). Reciprocity means the give and take of close relationships (Cole et al., 2005). It includes emotional sharing as well as sharing of interests and activities. Commitment refers to loyalty and trust. Equality means equal distribution of power among friends.

Adolescent friendships serve at least two fundamental developmental functions: 1) intimacy, and 2) autonomy (Selman, Levitt, & Schultz, 1997). Intimacy refers to the emotional connection between two individuals through some combination of shared thoughts and activities (Selman et al., 1997). Autonomy is the ability to assert one's own needs (Cole et al., 2005). Selman and his colleagues pointed out that inability to assert one's own needs might contribute to an adolescent's willingness to bow to friend pressure. However, an excess of assertiveness may cause bullying.

Through life span development the quality and the amount of time spent with same and opposite sex friends may change. In a longitudinal study analyzing age and gender differences in intimate affect and intimate behaviors in the social interactions

of 128; 9th, 10th, and 11th grade adolescents were observed in semi-structured interaction with same gender friends. Accordingly, developmental changes both in the quality and the amount of time spent with the same and opposite sex friendships were evident. Intimacy based on self-disclosure was observed among 9th and 10th graders; whereas, the capacity for sustained intimate affect increased in 11th graders. These developmental changes were the same for boys and girls. However, girls have more tendency to share intimacy through self-disclosure than boys. The boys preferred to share intimacy through shared activities. In another longitudinal experience sampling study (sampling in the fifth and the eighth grades), Crowe, Larson, Swarr, and Maryse (1998) found that thinking about the opposite sex started earlier than spending time with the opposite sex alone in early adolescents. However, the same study indicated that little change occurs in same-sex companionship over time. According to the results of this study, girls spent more time with the opposite sex and spent more time thinking about opposite- and same-sex peers, compared to males. Overall, these findings show that even within the scope of adolescence, which may be a short but important period in life, gender affects peer relationships.

1.3 Perceived acceptance–rejection

Parental acceptance–rejection theory (PARTheory) was developed by Rohner since the 1970s. With almost two thousand empirical studies, the reasons and the influences of parental acceptance–rejection for life-span development were investigated (Rohner, Khaleque, & Cournoyer, 2005; Rohner, 2004). The Parental Acceptance–Rejection Theory originated from the importance of parental acceptance, love and positive response for children from their parents (Khaleque, Rohner, & Cournoyer, 2005) because they have a long-lasting emotional tie with children, and they are not interchangeable with anyone else. By being warm and

accepting, parents raise the likelihood of their offspring's psychological adjustment, which parallels the processes described for raising resilient children (Rohner & Britner, 2002). Hence, the quality of the relationship between parents and children is significant to meet emotional needs of children for their future psychological adjustment.

In Turkey, research on the PARTheory showed that Parental Acceptance Rejection positively correlated with cohesive family environment, perceived parental democratic behavior, higher academic performance, more positive family and social relations, emotional stability, mental health, better perceived emotional status. It is also negatively correlated with depression, anxiety, marital conflict and strict discipline, drug use, and emotional maltreatment. It is also related to self-concept, attributional style of causality, maternal homemaking role (Erkman, 1992). Children and youth perceiving higher rejection from their parents reported significantly higher depression, powerlessness, anxiety, marital conflict, while they reported lower self-concept, emotional stability, mental health, grades, family cohesiveness; less democratic parental behavior, poor family, and social relations, and rejection of maternal home making role.

Until 2011, over 3,000 studies on acceptance–rejection were conducted. A sixth of these studies were about PARTheory and measures of acceptance–rejection. Researchers studied the relationship between psychological adjustment and acceptance–rejection in various domains such as parental (maternal and/or paternal) acceptance–rejection (Khaleque & Rohner, 2002; Rohner & Britner, 2002; Rohner & Khaleque, 2010; Rohner & Veneziano, 2001; Rohner, 1975a, 1986) sibling acceptance–rejection (Finzi-Dottan & Cohen, 2011; Haakvoort, Bos, Van Balen, & Hermanns, 2010; Ripoll, Carillo, & Castro, 2009; Rohner, Varan, & Koberstein,

2013); best-friend acceptance–rejection (Kemp, Scholte, Overbeek, & Engels, 2006; King & Terrance, 2008; Meeus, Branje, & Overbeek, 2004; Scholte, van Lieshout, & van Aken, 2001; Wilkinson, 2010); teacher acceptance–rejection (Birch & Ladd, 1998; Rohner, 2010; Walsh, Harel-Fisch, & Fogel-Grinvald, 2010) intimate partner acceptance–rejection in adulthood (Rohner & Khaleque, 2008; Rohner & Melendez, 2008; Rohner, 2008). Overall, these studies provided immense support for the vitality of acceptance for psychological adjustment.

1.4 Psychological adjustment according to PARTheory

The concept of psychological adjustment refers to the psychological wellbeing of an individual as opposed to maladjustment. Psychological adjustment is the ability to be contented with a sense of direction and purpose, the capacity for productive work and a sense of competence and environmental mastery, emotional security, self-acceptance, self-knowledge. Moreover, it is a realistic perception of oneself, others, and one's surroundings and it includes interpersonal adequacy, which is the capacity for warm and caring relating to others and for intimacy and respect. A supportive, unconditional relationship with at least one parent is one of the basic factors that protect psychological adjustment. Psychologically adjusted individuals are in an ongoing process of developing their potential for reacting to the environment in a healthy and effective manner (Reber, 1995).

Adolescence is an important period that predicts future psychological adjustment (Resurrección, Salguero, & Ruiz-Aranda, 2014). Adolescence sets the stage for the onset of many mental disorders including anxiety disorders, mood disorders, and substance disorders (Kessler et al., 2007). Previous research suggested risk factors and protective factors for psychological adjustment during this period. For example, moderate levels of self-esteem, well-developed social skills, coping

skills and social support, emotional intelligence can be cited as protective factors (Resurrección et al., 2014).

Psychological adjustment literature also showed evidence of contributions of perceived acceptance in significant relationships with regard to both youths' and adults' psychological wellbeing (Rohner & Britner, 2002). There is an influence of significant figures on youths' psychological adjustment, depending on individuals' gender and the specific outcomes evaluated such as depression and drug use (Kourkoutas & Erkman, 2011). Research on interpersonal acceptance–rejection advance our understanding of the relationship through which, interpersonal acceptance–rejection influences individuals' psychological functioning. Some studies focused on acceptance–rejection in educational contexts. Boulton and Smith (1994) studied rejection and social exclusion within the school context (i.e. bullying behavior). There is another study that explores the association between dimensions of parenting and youths' psychological adjustment in three ethnic groups in the United States (McLoyd & Smith, 2002). In this study, psychological adjustment, in other words psychological wellbeing, is based on the Parental Acceptance and Rejection Personality Theory (PARTheory), which suggests that individuals' wellbeing and emotional security is higher when the perception of acceptance is high and when rejection by attachment figures is low, and vice versa.

To define the concept of psychological adjustment, seven personality dispositions were used (Rohner, 2005a). These dispositions are (1) hostility and aggression, (2) self-adequacy, (3) dependency, (4) self-esteem, (5) emotional stability, (6) emotional responsiveness, and (7) worldview (Rohner, 2005a). These dispositions are in a continuum with both positive and negative ends (Rohner, 1975). Accordingly, the higher the degree of parental rejection is, the more negative the

dispositions are. Moreover, perceiving rejection from parents is highly influential on destructive psychological adjustment of children and adolescents, specifically in terms of negative worldview, dependence, emotional unresponsiveness, hostility and aggression, low self-esteem, low self-adequacy, and emotional instability (Rohner, 1975).

According to this concept, the first disposition is hostility and aggression. Aggression covers any action done to hurt someone, something or oneself. Hostility is an internal effect of resentment and anger and is the fundamental motivator to behave aggressively. Aggression is divided into three categories: (1) physical aggression like biting, pushing, hitting; (2) verbal aggression like cursing, humiliating, sarcasm; (3) symbolic aggression like rude hand gestures or facial aggression.

The second disposition is self-adequacy, which refers to judgments that people make about their own competence and the ability to meet daily needs in order to live effectively. If one is self-adequate, s/he can cope with his/her problems more efficiently and is able to do something successfully. If s/he is not, it means that s/he perceives herself/himself as incompetent.

The third disposition is dependency. It refers to a wish to receive positive responses from others and an internal wish or yearning for care, attention, approval, support, comfort and nurturance from someone who is important for the person.

Self-esteem is the fourth personality disposition. This is a global emotional judgment that the person makes about herself/himself and the value that one gives to herself/himself. If people have an adequate level of self-esteem, they are self-content and comfortable with their own existence; they accept and approve of themselves. If

they have low self-esteem, they are not self-content and they perceive their worth as low.

Emotional stability is the fifth personality disposition and it refers to a person's steadiness of mood and his/her ability to cope with difficulties, failures and stresses in an emotionally healthy way. An emotionally stable person can tolerate daily stresses without becoming upset. However, the unstable person is susceptible to unpredictable mood changes and s/he is vulnerable toward stressors.

The sixth personality disposition is emotional responsiveness, which refers to individuals' ability to express emotions openly and freely. Emotionally responsive people are comfortable and non-defensive in intimate and warm relationships. Thus, they tend to sustain personal and close relationships successfully, whereas emotionally unresponsive people have difficulty in having close and intimate relationships, become defensive and put strict limits on their relations.

And finally, worldview is the seventh personality disposition. It means an individuals' overall evaluation of life, the universe, or the very essence of existence as being negative or positive. A person with a positive worldview sees life as basically good, secure and friendly. On the other hand, if one has a negative worldview, it means that s/he sees life as insecure, bad and full of many dangers (Rohner, 2005b).

Previous research repeatedly confirmed the association between psychological adjustment and parental adjustment in adolescent populations. Along with this, individuals begin to explore close relationships that can be supportive outside their family during adolescence.

Attachment theory provides us the link between parent and child attachment style with peer-group functions and relationships. Researchers emphasized that rather than the actual availability of supporting parental relationships, it is the sense of support (the perceived quality of the relationships) that is the most crucial factor associated with the psychological adaptation of the adolescents to a new social context (Armsden & Greenberg, 1987; Nuran Hortaçsu et al., 1991).

Regardless of differences in language, culture, ethnicity, race, sex, or other such defining conditions (Rohner, 1986, 2004), perception of acceptance and rejection by attachment figures is associated with a specific form of psychological adjustment. Perceived parental rejection is universally associated with the personality dispositions that collectively form an index of psychological maladjustment (Ahmed, Rohner, & Carrasco, 2012). Moreover, the theory holds that persons who feel rejected by their attachment figures are likely to feel anxious and insecure, and to develop distorted mental representations of themselves, of significant others, and of the world around them (Ahmed et al., 2012). Several large-scale meta-analyses of the personality dispositions included in the major index of psychological adjustment consist of worldwide correlations between parental rejection and psychological maladjustment of children and adults (Khaleque & Rohner, 2002a, 2002b; Rohner & Khaleque, 2010).

An extensive number of research on the effects and consequences of parental acceptance and rejection for cognitive, emotional and behavioral development of children and personality functioning of adults was conducted worldwide (Rohner, 1986, 2004). Strong association between Parental Acceptance Rejection Questionnaire (PARQ) and Personality Assessment Questionnaire (PAQ) were found in the meta-analytic study of Khaleque and Rohner (2002b). According to this meta-

analytic study, regardless of culture, ethnicity or geographic location, parental acceptance–rejection was strongly associated with children’s psychological adjustment in childhood and throughout the lifespan covering adults’ psychological adjustment in adulthood.

Rohner (1986) stated that the relationship between parents and children determines the quality of relationships in children’s further life. A study to examine the association between recollections of parental acceptance–rejection in childhood and intimate partner acceptance–rejection in adulthood in Turkey (Varan, Rohner, & Eryüksel, 2008) was conducted. Accordingly, the perceived acceptance from both mother and father were associated with intimate partner acceptance in ongoing relationships. In another study, participants were asked whether they are satisfied with their intimate relationship or not. Findings revealed that participants satisfied with their intimate relationship perceived higher level of acceptance from their parents than dissatisfied participants. Additionally, dissatisfied individuals reported markedly lower level of acceptance from their parents than satisfied participants. To conclude, parental behaviors have an important influence not only on children, but also on their adjustment and satisfaction in later life.

Cross-cultural and intracultural studies on parental-acceptance rejection theory, mostly its personality subtheory, show that parental rejection has been associated with different forms of psychopathology, behavior problems, psychological adjustment problems, substance abuse, attachment disorders, academic problems, psychophysiological reactions, and troubled personal relationships (Rohner & Britner, 2002). In several studies conducted in United States (including ethnic groups such as Asian-Americans, African-Americans, Mexican- Americans and European Americans), Australia, China, Egypt, Germany, Hungary, Italy, Spain,

Sweden, and Turkey, depression was found to be correlated with parental rejection (Rohner & Britner, 2002).

As well as mothers' behaviors, paternal behaviors also affect adjustment of their children. Paternal acceptance was also associated with psychological health and wellbeing of offspring. Psychological adjustment problems, conduct disorder, and substance abuse were associated with unavailability of fathers. Father warmth was associated with healthy development and adjustment of the offspring (Veneziano, 2003). Affection and warmth of the fathers are associated with children's social and cognitive competence as well as psychological adjustment (Rohner, 1986). Paternal rejection was found to be associated with psychopathology in adulthood. Rohner and Brothers (1999) found that women with Borderline Personality Disorders (BPD) perceived significantly more rejection from their fathers during their childhood than undiagnosed women. Also, men perceiving their father as rejecting, critical, indifferent and hostile during childhood reported more depressive symptoms in adulthood than men who did not perceive rejection (Oliver & Whiffen, 2003).

In a study conducted with Ukrainian university students, positive self-concept and psychological adjustment was found to be strongly associated with perceived parental acceptance (Cournoyer, Sethi, & Cordero, 2005). In line with this finding, a study conducted with Colombian children and parents showed that psychological adjustment is positively correlated with maternal and paternal acceptance (Lila, García, & Gracia, 2007).

1.5 Psychological adjustment and peer relationships

The maladjustment of a child or adolescent was historically seen to be stemming from either genetic dispositions or environmental factors such as peer

relationships. Today, we know that these two groups of factors continuously interact with each other. (Ladd & Troop-Gordon, 2003; Ladd, 2003).

Behavior-continuity models argue that peer relationships maintain the existing characteristics of the individual by the reinforcement of behaviors and that genetic dispositions are not affected by these environmental factors. That is, they do not act as a separate contributor. Additive models hold that positive or negative peer relationships affect the individual by increasing or decreasing the probability of maladjustment. Mediator models conceptualize the peer relationships as a mediator of the relationship between genetic dispositions and behavioral outcomes; that is, the behavioral style of the individual is reflected on psychological maladjustment through peer relationships.

Peer belief mechanisms through adverse relationship histories affect psychological adjustment. It was found that chronic peer rejection was indirectly linked with loneliness. Peer rejection and loneliness are known to be positively correlated because rejection deprives the person, of a necessary resource for healthy psychological adjustment (Ladd, 2003).

During adolescence, friends look to each other for help in confronting situations. With the help of their friends, adolescents make sense of uncertain and often anxiety provoking situations (Cole et al., 2005). Evidence from studies (Eccles, Templeton, Barber, & Stone, 2003) reveals that healthy friendships have a positive influence on adolescents' personality development. Adolescents who perceive their friends as supportive report fewer psychological problems, greater confidence in their social acceptance by peers, and a lesser degree of perceived loneliness. Previous

research has also shown that difficulty in making friends during adolescence is a part of a poor social adjustment (Cole et al., 2005).

While friends are important both for boys and girls during adolescence, there are differences in the quality of their friendships (Cole et al., 2005). Girls have much more intense friendships than boys (Brown, Way, & Duff, 1999). The friendship circles of adolescent boys are generally larger and less intimate than those of adolescent girls (Cole et al., 2005). Girls usually reveal their self-doubts and anxieties in their friendships.

Male and female adolescents show different interactional patterns with their peers and this affects how they develop psychological adjustment or maladjustment (Rose & Rudolph, 2006). Females' peer interaction pattern helps to develop closer relationships and a lower level of physical aggression compared to males accompanied with higher vulnerability for anxiety and mood disorders. Males' interaction patterns result in a higher level of behavioral problems along with enhancing group relationships and lower levels of emotional difficulties.

1.6 Best-friend relationships and best-friend acceptance and rejection

With the onset of adolescence, peer relationships begin to be more exclusive and this exclusivity increases during adolescence; girls tend to have more exclusive relationships compared to boys and most best friends in early and middle adolescents are same sex (Branje, Frijns, Finkenauer, Engels, & Meeus, 2007).

Best friends are an important source of support for people. In a study with 103 five and six-graders, Adams, Santo and Bukowski followed the experiences of participants and collected saliva samples (2011). The results showed that the existence of a best friend increased global self-worth of the participants and also

helped them to better cope with stress, which is shown with lower levels of cortisol. In other words, the presence of the best friend acted as a protective factor.

Brown and Klute (2003) indicated that previous research did not differentiate between dyadic relationships and peer cliques. Considering that attachment is historically reserved for dyadic relationships, moving attachment to a field that incorporates affiliative group processes may be questionable. Dyadic relationships on the other hand are argued to be more theoretically sound compared to taking relationships with peers as a whole (Wilkinson, 2008). Having identified this need for dissociation, Wilkinson (2008) developed a new measure (i.e., Adolescent Friendship Assessment Scale, AFAS) specifically designed for dyadic relationships based on the tenets of attachment theory. In a later study, Wilkinson employed this measure to study the effects of best friend relations and peer attachment on psychological adjustment (Wilkinson, 2010). The results showed that best-friend attachment had predictive power on depression, self-esteem, self-competence and school attitude on top of peer attachment measured with IPPA. In other words, these results indicate that best friend relations may be tapping into important dimensions in adolescents' lives that may not be achieved by IPPA, which measures attachment with a peer clique.

Ahmed and colleagues (2012) studied the extent to which perceived maternal, paternal, sibling, best friend, and teacher acceptance, made an independent, one by one, contribution to the psychological adjustment of both males and females in a sample of 249 Kuwaiti adolescents. Also, the magnitude of the total contribution to psychological adjustment of significant classes of variables for the males and the females was assessed in this research. Males reported perceiving significantly higher levels of acceptance ($M = 45.29$, $SD = 14.66$) compared to females ($M = 37.19$, $SD =$

12.83) from their best friends. To understand the relative effect of several acceptance sources (i.e., maternal, paternal, siblings, teacher and best friend) on psychological adjustment, two separate stepwise regression analyses for males and females was conducted. Analysis results indicated that only perceived sibling acceptance, best-friend acceptance, and paternal acceptance, cited in the order of magnitude, accounted for the independent portions of the variance in males' psychological adjustment. Altogether, these three significant predictors explained 48% of the variance in males' psychological adjustment (Ahmed et al., 2012). On the other hand, for females, perceived paternal, sibling and teacher acceptance, cited in the order of magnitude, contributed to psychological adjustment. However, perceived maternal acceptance and best-friend acceptance did not explain the variance in females (Ahmed et al., 2012). Paternal and sibling acceptance were significant predictors for both males and females. The best predictor of psychological adjustment for males was best-friend acceptance among all, while it did not reach to significance for girls. Therefore, one may argue that gender moderated the effect of best friend-acceptance on psychological adjustment.

Although these results may be interpreted as weakness in importance of best-friend acceptance, considering that the study included many other related constructs, one can argue the explanatory power of this dimension may have diminished. When the relationship is studied without the closely related constructs, the predictive power of best friend-acceptance in psychological adjustment is very likely to show an increase.

1.7 The statement of the problem and research questions

1.7.1 The statement of the problem

The first goal was to establish the transliteral equivalence and reliability of the Turkish version of Best-Friend Acceptance–Rejection Questionnaire.

Then utilizing this measure to assess Best-Friend Acceptance -Rejection, the relationship of best friend rejection, peer attachment and psychological adjustment during late adolescence was explored. Since previous literature showed that psychological adjustment is predicted by peer attachment and best-friend acceptance, in the present study the negative predictive quality of best friend rejection and proposed positive impact of peer attachment on psychological maladjustment in a Turkish late-adolescent sample were explored. The proposed relationship is shown in figure 1.

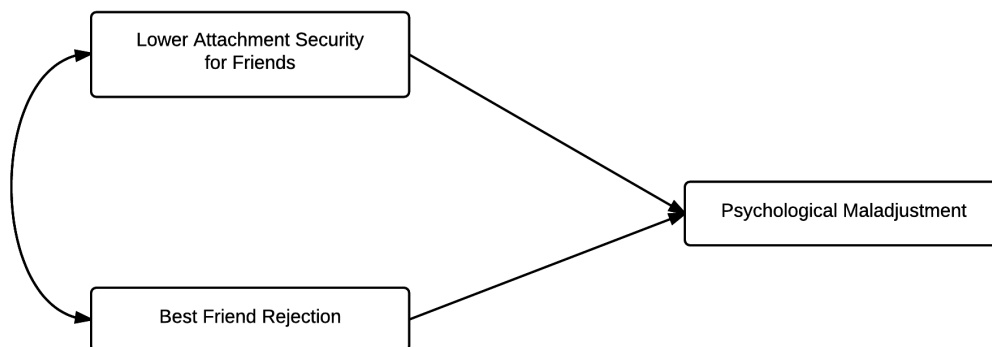


Figure 1. The relative strength of two possible predictors on psychological adjustment

Possible gender differences in peer attachment, best-friend acceptance and psychological adjustment were also explored. Relationships between acceptance, peer attachment and adjustment were investigated. Relying on previous research results presented in the first chapter, gender differences were expected in the

relationship between psychological adjustment, peer attachment, and best-friend acceptance–rejection (see figure 2).

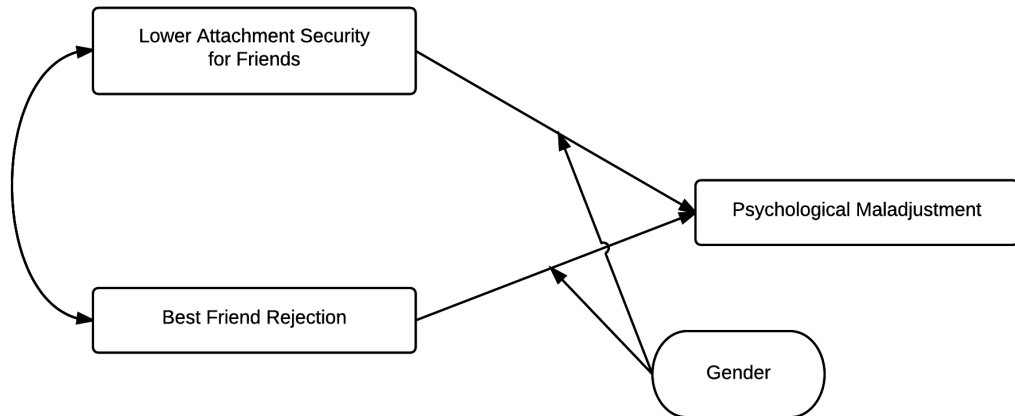


Figure 2. Gender differences in predicting psychological adjustment by best-friend acceptance–rejection and peer attachment

1.7.2 Research questions

The research questions of this study were as follows:

1. Are there any positive or negative correlations among best friend rejection, psychological maladjustment and peer attachment?
2. Is there a difference between males and females with regard to the expected relationships between peer –attachment, best friend rejection and psychological maladjustment?
3. Do peer attachment (positively) and best-friend rejection (negatively) predict psychological maladjustment in late adolescent undergraduate students?
4. Is there a difference between males and females with regard to the expected impact of peer attachment and best –friend rejection on psychological maladjustment?

CHAPTER 2

METHOD

2.1 Transliterated equivalence study

The establishment of the transliterated equivalence of BFARQ -Turkish and its reliability was aimed in this study.

2.1.1 Participants

Sixty students who were in the Guidance and Psychological Counseling Program at a public university took part in the study. Table 1 shows the minima, maxima, mean and SD for participants age (in years) in each group. For the demographic form, see Appendix A.

Table 1. Descriptive Statistics about Ages of Participants in Each Group

	Minimum	Maximum	<i>M</i>	<i>SD</i>
English first	19.32	21.91	20.81	.57
Turkish first	19.74	23.26	21.21	.93
Overall	19.32	23.26	21.02	.80

The English first group consisted of four males and 25 females (29 in total). The Turkish first group consisted of seven males and 24 females (31 in total). Both groups had a similar composition in terms of their place of residence (e.g. with their families, at dorm, or with a flat mate etc.), their family structure (mostly intact families with a comparable number of siblings), income level, and parental education.

2.1.2 Data preparation

The data received from participants were first entered into SPSS. The data were screened for any potential errors. Analyses for appropriate ranges of the variables were conducted to further investigate this kind of errors. All erroneous entries and responses were either corrected or filtered out before any statistical analyses were carried out. Students who were not in undergraduate studies (i.e., high-school students and graduate students) were excluded from the analyses. Some participants in the second study did not complete all the questionnaires. All the participants who completed at least two of the questionnaires apart from the demographic questionnaires were included. A maximum of one missing item for each questionnaire was allowed and if available for each subscale of the questionnaire. Hence, sample sizes show a minor variation in this study, maximum being 441 and the minimum being 419.

2.1.3 Instruments

In this study, the first aim of this study was to translate the original English BFARQ form into Turkish, and establish its transliteral equivalence and its reliability, and make it available for future research. As Varan, Rohner and Eryüksel (2008) conducted the validity study of the acceptance/rejection questionnaire in adolescents, there is no further need to conduct a validity study in this age group for this questionnaire, which was closely derived from the parental version.

Best-Friend Acceptance Questionnaire (BFARQ) is an adaptation of the acceptance–rejection portion of the Teacher Acceptance–Rejection Questionnaire (TARQ/Control), which was based on PARQ.

Parental Acceptance and Rejection questionnaire was developed by Ronald Rohner in 1971 within the endeavor of building his Parental Acceptance and Rejection Theory. The original questionnaire had three versions. The first version was designed for adults and in the questionnaire the subjects were asked to complete the form by considering their late childhood; namely, between the ages seven and twelve. While in the second and the third versions the subjects were asked to complete the forms considering their feelings and perceptions at the present. These scales were built for children and parents. In the child scale, children were asked about their parents. In the parent scales, parents are asked about how they treat their children at the present.

The original scales were composed of 60 items. PARQ was consisted of four subscales: (1) warmth and affection, (2) hostility aggression, (3) indifference/neglect, and (4) undifferentiated regression. The first subscale assessed the acceptance component; while the remaining three assessed the rejection component.

The initial figures for the reliability of the scale ranged between .55 and .83, with an average of .82. The reliability of this scale has been shown to be robust cross-culturally (Khaleque & Rohner, 2002b). Khaleque and Rohner (2005) showed the overall cross-cultural reliability coefficient of the scale was .89, which is rather high. The convergent and discriminant validity of the scale was assessed with two previously assessed scales: (1) Acceptance, Hostile Detachment, and Rejection subscales of Schaefer's Child Report of Parental Behavior Inventory and (2) Physical Punishment Scale of Bronfenbrenner's Parental Behavior Questionnaire. The correlations of the child version of the scale with this scales ranged between .55 and .83.

Keskiner (2012) provided a detailed analysis of reliability and validity of the Turkish version PARQ. Many studies provided support for the reliability and validity of the Turkish form of the scale (Erdem, 1990; Erkman, 2003; Polat, 1988). Like its long form, the short form of child PARQ was shown to be good in its reliability and validity (for a detailed review, see Keskiner, 2012) Keskiner also compared her reliability results with a previous study. Table 2 presents the findings of these two studies.

Table 2. Cronbach's Alpha Values of PARQ- Child Short Turkish Form in Turkey

PARQ	Yılmaz and Erkman's Study Results*		Present Study Results	
	Children (mean age 15.34)		Children (mean age 17.23)	
	Mother	Father	Mother	Father
Non-warmth	.88	.88	.86	.89
Hostility	.69	.66	.67	.78
Ind-Neg	.66	.70	.69	.70
Undif-Rej	.53	.65	.64	.76
PARQ Total	.89	.90	.87	.93

* *Yılmaz, B. & Erkman, F. (2008) Understanding Social Anxiety Through Adolescents' Perceptions of Interparental Conflict and Parental Rejection. In F. Erkman (ed.), Acceptance: The essence of peace (67-96). Istanbul: Turkish Psychological Association.*

Later, Teacher Acceptance-Rejection Questionnaire (TARQ) was developed based on Parental Acceptance-Rejection Questionnaire. In TARQ, adolescents reflect their perceived acceptance and rejection from their teachers, whereas in BFARQ, adolescents reflect on the acceptance-rejection behaviors from their best friends. In all other aspects, BFARQ is identical to TARQ.

The Teacher Acceptance/Rejection Questionnaire was developed by Rohner (2005a). TARQ/Control Short Form has 29 items and four subscales that are covered under acceptance rejection and a separate control scale of 5 items. The TARQ is actually developed based on Parental Acceptance Rejection Questionnaire (PARQ) which was developed by Rohner (Rohner, 2010a), which consistently yielded high internal reliability values ranging between .87 and .91 (For a detailed review of reliability and validity of this scale, Serbest, 2010). The four subscales are the Warmth/affection subscale with 8 items measuring the child's perceived love and affection offered by the teacher. Hostility/Aggression subscale with 6 items assess the child's perception about the level of anger of the teacher. Indifference/Neglect subscale with 6 items assesses the perception of the child about the uninterested behaviors of the teacher. Undifferentiated/Rejection subscale with 4 items measures the perceived unspecified rejection of the child from the teacher. Finally, Control Scale with five items assesses the perception of the children about their teachers as a control mechanism. From here on only the Acceptance –Rejection scale will be discussed since that is the part utilized for the present study. For the scale, the lowest score is 24 and the highest score is 96. Low scores on the acceptance and rejection portion of the questionnaire means that the teacher is perceived to be accepting (warm and affectionate, low in hostility and aggression, low in indifference and neglect, and non-rejecting in the undifferentiated form). And high scores on the teacher acceptance and rejection questionnaire means that the child perceive the teacher as rejecting, cold/ unaffectionate, hostile/ aggressive, indifferent/ neglecting, and rejecting in undifferentiated form. In six studies with TARQ, the coefficient alpha mainly ranged between .71 and .91, only one study had a value of .57 (Rohner, 2010b).

The validity and the reliability of the Turkish version of the TARQ (short version) was studied by Yıldırım and Erkman (2008). The scale was applied to 503, 4th and 5th grade pupils coming from six different primary schools and three different SES levels in İstanbul. The Cronbach's alpha value of the form was .90. The Cronbach's alpha values of the Warmth/Affection, Hostility/Aggression, Indifference/Neglect, Undifferentiated/Rejection subscales respectively were .81, .68, .74, and .67. The total test-retest value was .76. The test-retest values of the subscales were respectively .66, .60, .55, and .61.

As for BFARQ, there is not much information about its reliability and validity for general use in international research, except for Ahmed and colleagues' study in 2012. In this study, BFARQ was used the first time in a studying the relations between psychological adjustment and perceived parental, sibling, best friend, and teacher acceptance among Kuwaiti Adolescents (Ahmed et al., 2012). The coefficient alpha for males was .92 and for females it was .91.

In addition to these findings, in a personal communication with Ronald Rohner on January 15, 2013, preliminary findings of a study conducted in Greece were received. The sample consisted of 104 (61.5% female) adolescents ($M_{age} = 21.16$, $SD_{age} = 3.25$). The Cronbach's alpha for the whole scale was .95. It was .84 for the warmth and affection subscale, .88 for the hostility and aggression subscale, .83 for the indifference and neglect subscale and .85 for the undifferentiated rejection subscale. They also assessed the correlations among the subscales and the whole scale. All the correlations were significant ($p < .0005$) and ranged between .69 and .904. As for the differences between males and females, males had higher scores both in the whole scale and all of the subscales with p values lower than .025.

Similar to other acceptance and rejection questionnaires, BFARQ comprises of four subscales: (1) warmth and affection, (2) aggression and hostility, (3) indifference and neglect, and (4) undifferentiated rejection. The warmth and affection subscale comprises of eight items: 1, 3, 9, 12, 17, 19, 22, and 24. The aggression and hostility subscale comprises of six subscales: 4, 6, 10, 14, 18, and 20. The indifference and neglect subscale also comprises of six items: 2, 7, 11, 13 (reversed), 15, and 23. Finally, the undifferentiated rejection comprises of four items: 5, 8, 16, and 21. Since, except for the first subscale, all subscales assess rejection and not acceptance, reversing the items in this subscale and the 13th item (in indifference and neglect subscale) provides a measure of best-friend rejection. In this study at most one missing item response was accepted in the calculation of mean scores.

2.1.4 Procedure

To develop this new instrument in Turkish, the questionnaire was translated into Turkish by two professional translators (For English and Turkish versions, see Appendix B). Later, these two forms were back-translated into English. No major differences or incompatibilities between translations were observed.

To further investigate the validity of the translation, transliteral equivalence process was undertaken. Turkish adolescents who spoke English fluently were targeted. The subject population were all sophomores recruited from a psychological counseling class. Students were informed about the study and later they received an email explaining the details and inviting them to participate. Students received an extra course point for their participation. Participants were assigned to one of two groups. One group took the Turkish form first, and the other took the English form first. After a two-week interval, they took the form in the other language. Data were

collected online and participants were emailed three times every day for their second session, unless they responded to the second invitation.

2.1.5 Results

The means and standard deviations of English and Turkish forms of BFARQ, for females, males and both groups, can be seen in Appendix C. Table 3 shows Cronbach's alpha values for each group and each form.

Table 3. Cronbach's Alpha Values for Each Group and Each Form

	English First	Turkish First	Overall
English Form	.80	.91	.87
Turkish Form	.87	.87	.87

These Cronbach's alpha values showed that both forms had excellent reliability in both groups.

To understand the relationship between two forms, correlational analyses were conducted. Figure 3, shows the scatterplot for scores in English and Turkish forms. Scores from the Turkish and English forms had satisfactory correlation with each other (Pearson correlation coefficient $N = 60, r = .74, p < .001$; and a high Spearman's rho $N = 60, r = .70, p < .001$).

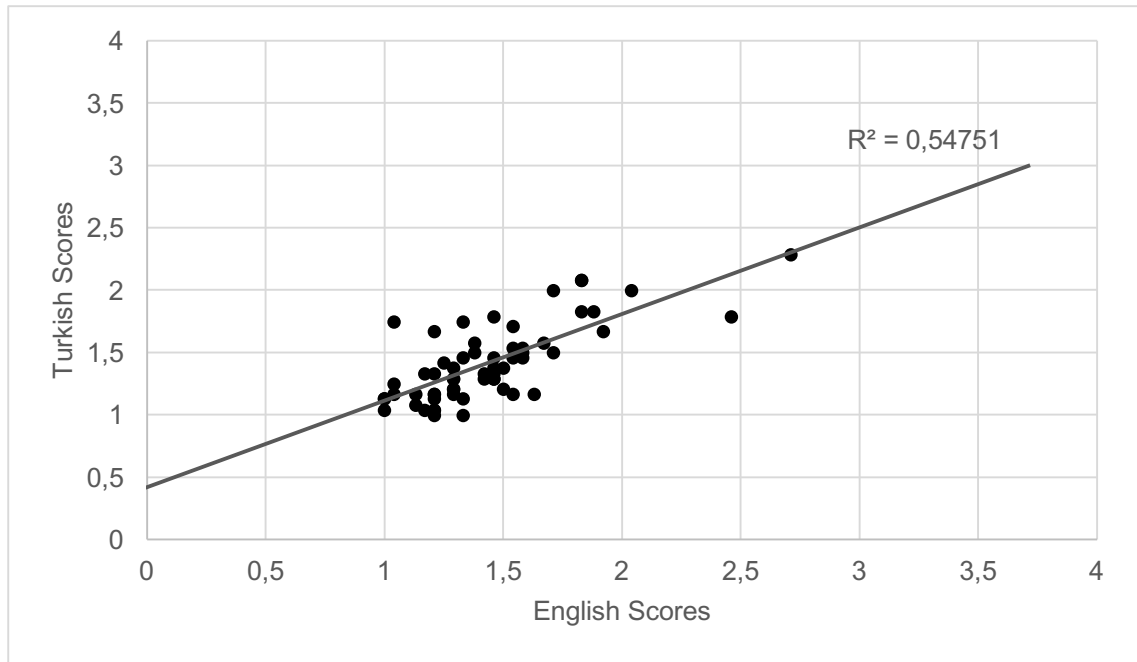


Figure 3. Scatterplot for scores in English and Turkish forms

To check for order effects and similarity of both groups in both forms, a 2 (group: English first, Turkish first) \times 2 (form language: English, Turkish) mixed ANOVA was conducted. There was no main effect in terms of language ($F(1, 58) = .45, p = .50, MS_e = .027, \eta_p^2 = .008$); neither for order of language ($F(1, 58) = .02, p = .9, MS_e = .178, \eta_p^2 < .001$). There was no interaction effect between the order (i.e., group) and language ($F(1, 58) = .01, p = .93, MS_e = .027, \eta_p^2 < .001$).

The results showed that there was no order effect for the presentation of the forms in English and Turkish; participants did not differ in their response patterns in either language. On the contrary, they responded similarly in both languages; thus, supporting transliteral equivalence of the Turkish BFARQ. Also the Cronbach's alpha values were satisfactory in all groups. Hence, the Turkish form of BFARQ can be reliably used in further research.

2.2 The Study Proper

2.2.1 Participants

Four hundred and forty-one students took part in the study. Three hundred and twenty-one of the participants were female and 120 of them were male. Two hundred and eighty-three (64.2%) were from a private university; while, 252 (57.1%) of them were from one public university and 30 (6.8%) of them were from another public university, in Istanbul. Two hundred and eighty-three (64.8%) of them took the materials on paper. One hundred and fifty-eight (35.8%) of them took the materials online, using Qualtrics. Participants who did not complete at least one of the questionnaires except the demographic form were excluded from the study. Participants who did not report their birthdate and participants who did not study in undergraduate programs were also excluded from all the statistical analyses. Participants studied in 42 universities and in 79 departments. Since online participants did not differ from the rest of the sample in critical ways apart from coming from diverse backgrounds and geographical regions of Turkey, in all the analyses, offline and online samples were analyzed together. Three hundred and eighty-three of the participants studied in grades one to three. Forty-two participants had separated or divorced parents, and 12 participants had at least one of the parents deceased; the rest of the sample came from intact families. Only 50 participants (two of them did not report this information) did not have siblings. Two hundred and nineteen (49.7%) of them had one sibling, 110 (24.9%) of them had two siblings, 44 (10%) of them had three siblings and the rest (2.9%) had more than three siblings. Three hundred and sixty-eight (83.7%) of them reported to have a middle level of income, 38 (8.6%) of them reported to have a low level of income, and 31(7%) of them reported to have a high level of income. The listwise valid sample for the

questionnaire measures consisted of 419 participants. Table 4 shows the educational status of the parents of the participants.

Table 4. Educational Status of Mothers and Fathers of the Study Proper Participants

Educational Status	Mothers		Fathers	
	<i>N</i>	%	<i>N</i>	%
Illiterate	8	1.8	1	.2
Literate	12	2.7	8	1.8
Primary School	130	29.5	83	18.8
Secondary School	46	10.4	43	9.8
High School	107	24.3	110	24.9
Vocational School	20	4.5	25	5.7
University	107	24.3	150	34
Master	8	1.8	13	2.9
PhD	1	.2	6	1.4
Missing	2	.5	2	.5
Total	441	100	441	100

2.2.2 Instruments

For data collection in this study the following forms were used: (1) Demographic form, (2) Best-Friend Acceptance–Rejection Questionnaire (BFARQ)-Turkish Form, (3) Child version of the Personality Assessment Questionnaire (PAQ)-Turkish Form; which measures the psychological adjustment level, and (4) Peer Attachment Scale (subscale of IPPA-T). Appendices A, B, C, E and F include copies of these forms.

Each form starts with its title followed by sufficient and easy-to-follow instructions in a plain language.

2.2.2.1 Demographic form

The demographic information form was prepared by the researcher. It consists of sixteen questions in total. This form asks for information about the birth date, gender, type of place of residence, marital status, current educational institution, grade level, experience of parental loss, parental marital and educational status, perceived income level and number of siblings (see Appendix A).

2.2.2.2 Best-Friend Acceptance–Rejection Questionnaire-Turkish Form (Short Form)

The BFARQ Turkish Form was developed as explained in Study I during the process of the present research. As a summary; after the translation and back translation phases, transliteral study showed that the English and Turkish Forms were transliterally equivalent and had strong reliability (Cronbach Alpha for total BFARQ-Turkish was found to be .87).

The Turkish Form is equivalent to the English form about which extensive information is already provided in Study I section 2.1.2.

2.2.2.3 Peer Attachment Questionnaire

Peer Attachment Questionnaire is a part of the Inventory of Parent and Peer Attachment (IPPA), a self-report instrument for use with adolescents. Item content of the instrument was suggested by Bowlby's theoretical formulations concerning the nature of the feelings toward attachment figures. One of the most widely used assessment device for the assessment of attachment in adolescence is the Inventory of Parent and Peer Attachment (IPPA), developed by Armsden and Greenberg (1987).

Based on Bowlby's theory, Armsden and Greenberg (1987) suggested that it is possible to evaluate internal working models of attachment figures. It would be necessary to evaluate the internalized experience of attachment. They studied two major components of attachment. The first one was the positive affective/cognitive experience deriving from the trust in attachment figures (i.e., in their accessibility and response). The second one was the negative affective/cognitive experience deriving from the anger and loss of hope due to the lack of response or inconsistency of responses from attachment figures. Capturing these elements, Armsden and Greenberg established that the quality of perceived attachment towards parents and peers could be inferred with IPPA from the scores of three independent factors referred to as 'communication', 'trust', and 'alienation'. Although in an initial version of the questionnaire, both parents were assessed together with a total of 28 items, in the revised version of IPPA the authors divided the parents' scale into two: mother version and father version. Then both scales were reduced to 25 items each, with equal wording but with the only exception of the parental figure. IPPA adequately incorporates the theoretical underpinning of attachment theory and, therefore, evaluates the perceived bonds with parents and peers in adolescence in a valid way.

Hortaçsu, Oral, Yasak-Gültekin (1991) conducted the first study with the Turkish version of this questionnaire. They identified three factors; i.e., trust, communication and alienation for fathers, mothers and peers in a very similar fashion to original scale. This study showed that the scale is suitable for research in Turkish language and culture. The Cronbach's alphas for trust, communication and alienation in items related to friends were .90, .68, and .73 respectively. However, the authors provided no data about test-retest reliability or other types of validity.

Raja, McGee and Stanton (1992) created a short form of the questionnaire by including only four items with the highest item-total correlation coefficients from each subscale. Hence, they shortened the form to 24 items for parent and peers for the three dimensions mentioned above. Cronbach's alpha for the peer scale was .80.

Psychometric properties of the Turkish Inventory of Parent and Peer Attachment (IPPA-T) were examined in a sample of 315 high-school students in middle adolescence aged between 14 and 18 years (Kocayörük, 2010). He studied the reliability and validity of a three-dimension model of adolescents' attachment to mother, father and peer were examined. In order to determine how well the identified model of the original version of the IPPA fits the Turkish adaptation of IPPA, a Confirmatory Factor Analysis (CFA) and an Exploratory Factor Analysis (EFA) were performed to understand the factor structure of IPPA-T. Test-retest reliability was conducted using a Pearson product-moment correlation coefficient over a two-week interval. Also, the validity analysis was conducted by correlating the total and subscale of IPPA-T scores with Positive and Negative Affect Scale and Self-Esteem Scale. The results of the initial confirmatory factor analyses suggested that the original factor structure of the IPPA does not fit the data for adolescents' ratings of mothers, fathers and peer on the measures. The exploratory factor analyses revealed a new three-factor structure for IPPA with a shortened scale. The second confirmatory factor analyses demonstrated that the new three-factor model provides an acceptable fit. It was concluded that the IPPA-T constitutes a useful tool for the assessment of both parent and peer attachment in adolescents.

In this study, Hortaçsu and colleagues' first adaptation was employed (see Appendix D). We used data from only 18 items which were shown to be working well in Turkish population. Items 4, 10, 11, 18, 22, and 23 were reversed by

subtracting the scores from six as it used a five-point Likert scale. Trust subscale consisted of seven items (1, 12, 13, 19, 20, 24, and 25). Communication subscale consisted of five items (3, 14, 15, 16, and 17). Alienation scale consisted of six items (4, 10, 11, 18, 22, and 23). In this study, the overall peer attachment score was calculated by taking the mean of the above-cited 18 items in the questionnaire. Since IPPA-T is a five-point Likert scale, with 18 items, the minimum score is 18 and the maximum score is 90. Even though in the original form the subscales were assessed and no total score was reported later. In assessing its reliability and validity, Kocayörük (2010) utilized total scores. Especially since the form that is utilized here is a short version subscale scores would not be meaningful; thus the total score was utilized for analysis.

Only one missing item was allowed in the calculation of the mean scores. As the subscales are already correlated and used in composition in the previous literature (Kocayörük, 2010), and the number of items were already low, we calculated the peer attachment scores by taking the mean of all the items.

2.2.2.4 Child Personality Assessment Questionnaire (Child PAQ)

Child Personality Assessment Questionnaire (see Appendix E) is a self-report questionnaire measuring psychological adjustment. Personality Assessment Questionnaire was translated into Turkish by Azmi Varan and the scale was titled Kendini Değerlendirme Ölçeği (KİDÖ) in 2000 (Varan, 2000). Erkman (2003) modified the instructions of the scale and conducted a study to evaluate the reliability and validity of the Turkish form. The sample size of the study was 1821 and the participants were children and adolescents between the ages of 10 and 14. The Cronbach's alpha values for reliability ranged between .51 and .78 in the subscales

and the value for the whole scale was .81. This relatively early study also provided empirical support for the validity of the scale in Turkish youth.

Personality Assessment Questionnaire consists of a composite of seven scales: (1) hostility/aggression, (2) dependency, (3) self-esteem, (4) self-adequacy, (5) emotional responsiveness, (6) emotional stability, and (7) worldview in 63 items. Each one of the scales is composed of six items. Sample items include, “I think about fighting or being mean” (Hostility/Aggression), “I like my parents to make fuss over me when I’m hurt” (Dependency), “I like myself” (Positive Self-Esteem), “I can compete successfully for things I want” (Positive Self-Adequacy), “It is easy for me to show my friends that I really like them” (Emotional Responsiveness), “It is unusual for me to get angry or upset” (Emotional Stability), and “I think the world is a good, happy place” (Positive Worldview). Each item is scored on a 4-point Likert-type scale from 4 (almost always) to 1 (almost never true). Firstly, reverse items are computed by subtracting the scores from five and later all scores are summed. The minimum score is 42, showing excellent psychological adjustment. The maximum score is 168, showing serious psychological maladjustment. In a meta-analysis, Khaleque and Rohner (2002b) studied nine research studies, eight of which were conducted in the US between 1991 and 2000. The mean of the weighted alpha coefficients was .83. Although this may refer to a moderately high level of reliability, since the studies were almost entirely in the US, its cross-cultural reliability and validity was questionable due to the lack of cross-cultural data. In a later study, Rohner and Khaleque (2005) provided support for the cross-cultural reliability and validity of the PAQ.

Recent studies with Turkish adolescents yielded alpha values of .82 (Varan et al., 2008), .88 (Rohner et al., 2013) and .72 (Gürmen & Rohner, 2014), which shows

at least a satisfactory level of reliability of the questionnaire. In another study conducted with 427 Turkish youths, the Cronbach's alpha value was .81 (Erkman & Rohner, 2006).

In this scale, items 3, 4, 7, 10, 12, 16, 18, 21, 24, 26, 31, 34, 39, 40 and 42 were reversed by subtracting them from five as the scale employed a 4-point Likert scale. Each subscale comprised six items and a maximum of one missing item was allowed in the calculation of the scores. Hostility/aggression subscale comprised of items 1, 8, 15, 22, 29, and 36. Dependency subscale comprised of items 2, 9, 16(R), 23, 30, and 37. Negative self-esteem subscale comprised of items 3(R), 10(R), 17, 24(R), 31(R), and 38. Negative self-adequacy subscale comprised of items 4(R), 11, 18(R), 25, 32, and 39(R). Emotional unresponsiveness subscale comprised of items 5, 12(R), 19, 26(R), 33, and 40(R). Emotional stability comprised of items 6, 13, 20, 27, 34(R), and 41. Negative worldview subscale comprised of items 7(R), 14, 21(R), 28, 35, and 42(R). Emotional stability subscale was reversed and the mean of the subscales were calculated to build a measure of psychological maladjustment, without allowing any missing subscale mean scores.

2.2.3 Procedure

The study received approval from the ethical review boards of all the universities, where the data collection was conducted on paper; i.e., two public universities and a private university in İstanbul.

As indicated above, 283 (64.8%) of the participants took the forms on paper while 150 (35.8%) of them were given the forms online. In the case of the students who completed the forms on paper (i.e., offline), the study was conducted with the assistance of volunteering instructors in the institutions, which were two public and

one private university in Istanbul. Some participants were invited to participate in the study during a course hour with the permission of the instructors, while some of those who took the paper version were recruited on campus in areas such as cafés and study halls. Researcher first made explanations about the study, and answer all questions from students thoroughly. They were informed about the confidentiality of their records. Volunteer students were given two copies of the informed consent form. One form was completed by the participant and the other form was given out to the participant as a reference to be used for future contact or in case where they may ask for the exclusion of their data. After any questions about the consent form and the study that were directed to the researcher were answered, the data collection phase began. The actual data collection time took at most twenty minutes in total; ten minutes for the consent procedure and answering potential questions and the remaining duration for the completion of the tools.

As for the students who completed the forms online, in this case there was a chance to sample undergraduate students from various universities throughout the country in various departments. The completion time of the study was almost the same as the participants who took the test offline. In the online forms participants had to answer all the questions in a questionnaire, except the non-mandatory questions in the demographic form; however, they did not have to have all the questionnaires completed to receive as much data as possible.

In order to avoid order effect, a Latin square design was followed. In Latin square each treatment appears in all locations once and only once. Hence, it provides a practical way of order randomization with a minimal number of groups (Anastasi & Urbina, 1997). Since there are three forms, there were three groups of students. Participants were assigned completely at random to one of three conditions; that is

not only by their class or grade. Table 5 shows the order of questionnaires for each group. The first group comprised of 159 participants (36.1%), the second group comprised of 146 participants (33.1%); and finally the third group comprised of 136 participants (30.8%). The numbers of the groups were not equal to each other but sufficiently close as some potential participants refused to take part in the study.

Table 5. The Order of Forms for Study Groups in a Latin Square Design

	Group I	Group II	Group III
1 st form	BFARQ	Child PAQ	Peer Attachment Questionnaire
2 nd form	Peer Attachment Questionnaire	BFARQ	Child PAQ
3 rd form	Child PAQ	Peer Attachment Questionnaire	BFARQ
<i>N</i>	159	146	136
%	36.1%	33.1%	30.8%

After all consenting students filled out the forms, the researcher thanked all the students and reminded them to contact through email on the consent form if they have any further questions and/or enquiries.

CHAPTER 3

RESULTS

The scores for personality assessment questionnaire were calculated by reversing the subscale scores of psychological stability, which was the only scale measuring psychological adjustment. Hence, the scores in this scale reflect the level of psychological maladjustment (Henceforth, the scores of the PAQ will be referred to as psychological maladjustment). That is, the higher the score, the higher is the maladjustment level of the participant. The higher the peer attachment score (or PA for short), the higher is the quality of attachment of the participant to peers. BFARQ scores represent the level of perceived rejection from the best friend. That is, the lower the score, the more accepted the participant feels by the best friend. Since the scores were collected using 4- or 5-point Likert scales, all the scores were rescaled to a range of 0-100 to ensure their comparability and interpretability.

All three scores – peer attachment, best-friend rejection, and psychological maladjustment – followed a near-normal distribution in their skewness and kurtosis values, as well as having normally distributed histograms. Table 6 presents descriptive statistics of the scales used in the study.

Table 6. Descriptive Statistics of the Scales Used in the Study

	<i>N</i>	Min	Max	<i>M</i>	<i>SD</i>
BFARQ	440	34.72	100	87.53	11.01
Peer Attachment	442	7.02	100	38.06	17.72
Psychological Maladjustment	441	28.57	77.78	60.56	8.14

Table 7 presents descriptive statistics of the scales used in the study by gender.

Table 7. Descriptive Statistics of the Scales Used in the Study by Gender

		<i>N</i>	Min	Max	<i>M</i>	<i>SD</i>
Females	BFARQ	323	34.72	100	88.75	10.95
	Peer Attachment	320	7.02	100	36.62	17.68
	Psychological Maladjustment	323	28.57	77.78	60.87	7.89
Males	BFARQ	117	48.61	100	84.17	10.50
	Peer Attachment	122	7.02	100	42.95	17.07
	Psychological Maladjustment	118	34.92	76.19	59.70	8.75

The first research question was whether there were significant positive or negative correlations among the main study variables: best-friend rejection, peer attachment, and psychological adjustment. Table 8 shows Pearson correlations among these three scales.

Table 8. Pearson Correlations among the Scales

	1	2	3
1. Psychological Maladjustment	1		
2. Peer Attachment	-.49*	1	
3. Best-Friend Rejection	.438*	-.546*	1

* $p < .01$.

The results showed that there is a negative correlation between peer attachment and best-friend rejection ($r = .546, p < .01$). In other words, higher levels of peer attachment are associated with lower levels of best-friend rejection, and vice

versa that is the more positive attachment exists among peers the more acceptance is also perceived. While there is a positive correlation between perceived rejection from best friend and psychological maladjustment ($r = .438, p < .01$) that is the higher the perception of rejection from best friend the more maladjustment is also experienced. Whereas, there is a negative correlation between peer attachment and psychological maladjustment ($r = -.49, p < .01$); that is, the more positive peer attachment is the better is the psychological adjustment and vice versa. Figure 4 shows this inverse relationship between peer attachment and psychological maladjustment. As can be observed in the figure, the linear trendlines for males and females do not show a major difference. At the same time, we observed a clustering of best-friend rejection scores on the right side of the graph. This indicates that BFARQ may be suffering from a mild level of ceiling effect. Table 9 shows correlations among the scales by gender. The directions and strengths of the correlations are similar in both genders.

Table 9. Correlations among the Scales by Gender

		1	2
Females	1. Best Friend Rejection		
	2. Peer Attachment	-.55*	
	3. Psychological Maladjustment	.46*	-.5*
Males	1. Best Friend Rejection		
	2. Peer Attachment	-.464*	
	3. Psychological Maladjustment	.365*	-.443*

* $p < .001$

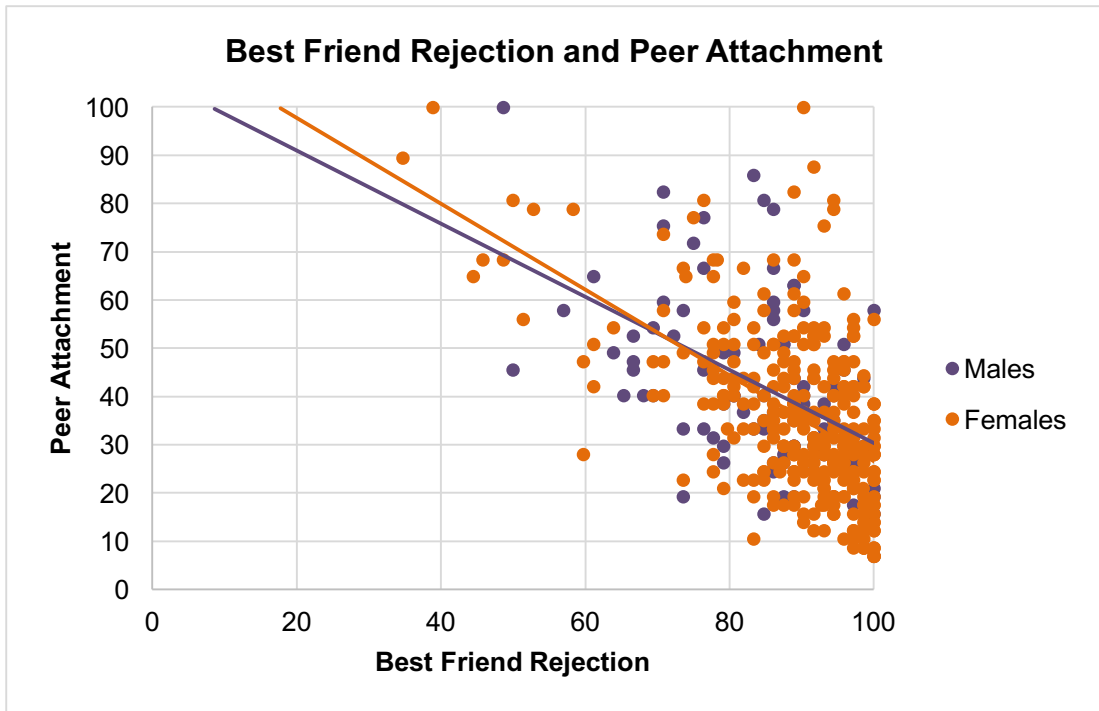


Figure 4. The scatterplot showing the relationship between best-friend rejection and peer attachment ($r = .546$)

There was a positive relationship between best-friend rejection and psychological maladjustment. Figure 5 shows the scatterplot of this relationship. Participants who reported higher levels of best-friend rejection also reported higher levels of psychological maladjustment, and vice versa. The trendlines for males and females did not indicate a difference between the two genders. This graph further confirmed the mild ceiling effect in BFAQ scores.

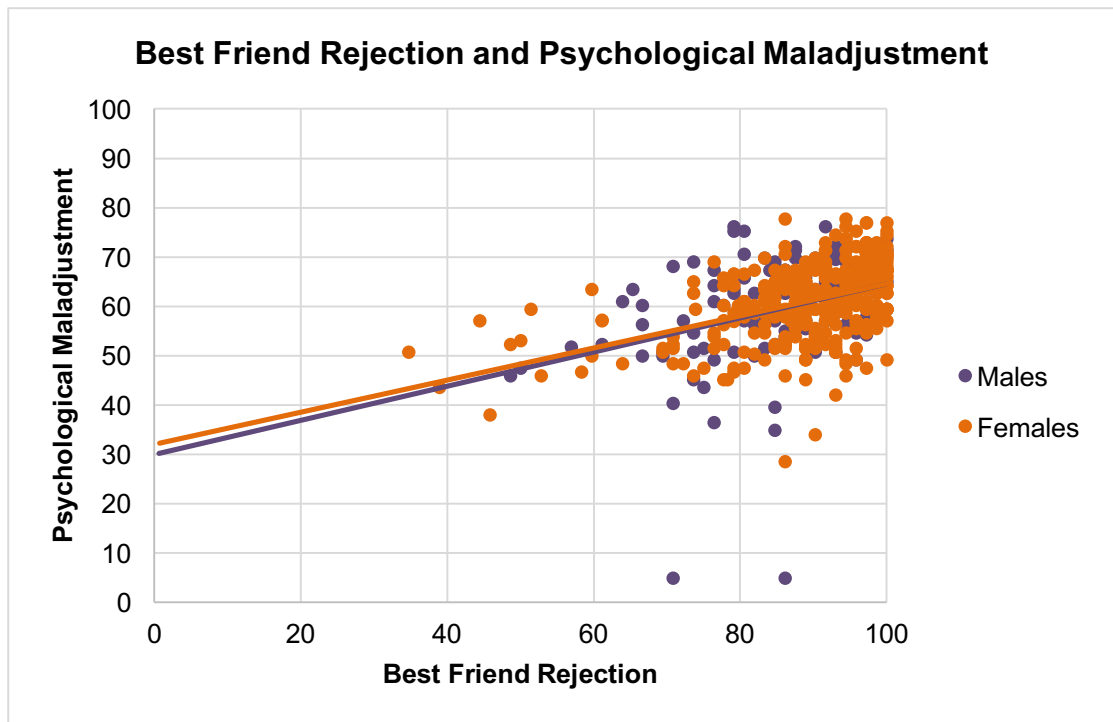


Figure 5. The scatterplot showing the relationship between best-friend rejection and psychological maladjustment ($r = .438$)

There was also a negative correlation between peer attachment and psychological maladjustment. That is, participants who reported high levels of psychological maladjustment also reported less secure peer attachment, and vice versa. Figure 6 shows the scatterplot of this relationship. The trendlines for males and females did not show a difference. In terms of the distribution of the variables, this graph showed that there was no problem in the bivariate analysis of these variables.

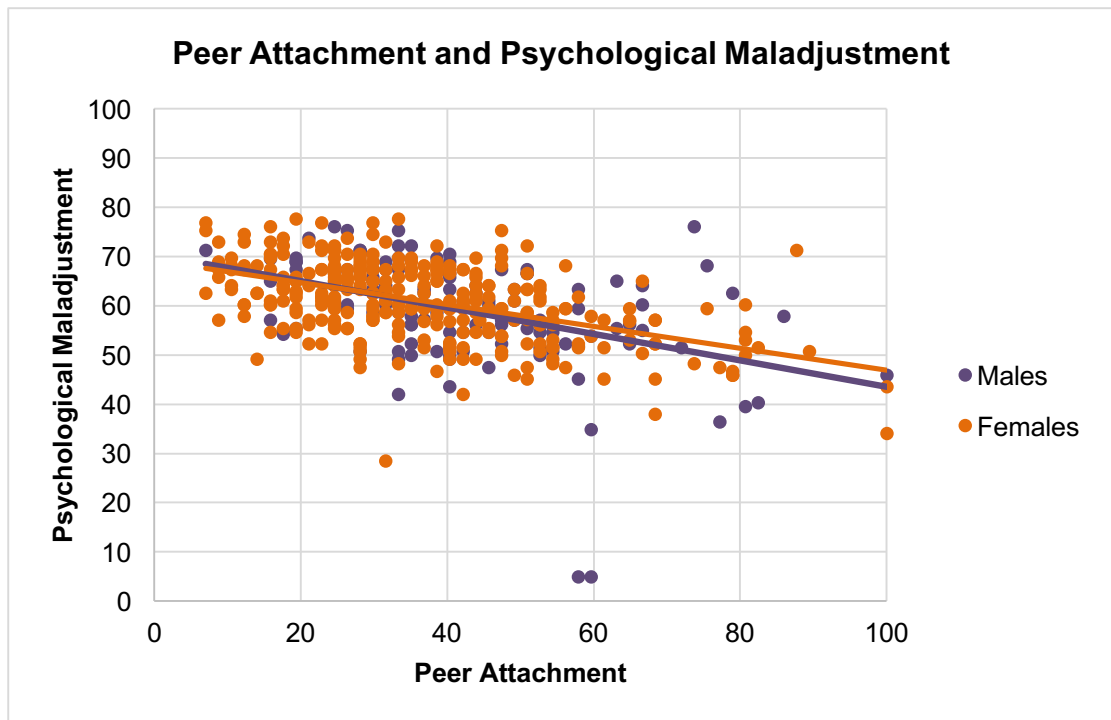


Figure 6. The scatterplot showing the relationship between peer attachment and psychological maladjustment ($r = -.49$)

The second research question was whether peer attachment and/or best-friend rejection significantly predicted psychological maladjustment. To answer this question, peer attachment and best-friend rejection scores were regressed on scaled psychological maladjustment scores. The results indicated that the dual-variable predictor model of psychological maladjustment was significant ($R^2 = .29$, $F(2, 416) = 82.83$, $MS_e = 47.26$, $p < .001$). Peer attachment ($\beta = -.37$, $t(415) = -7.38$, $p < .001$) and best-friend rejection ($\beta = .24$, $t(415) = 4.8$, $p < .001$) were found to be significant predictors of psychological maladjustment.

The third research question was whether males and females were different from each other in this predatory relationship. As for the interaction in these relationships, a regression analysis by using three models was conducted. The first model included two predictors and gender. This model significantly predicted

psychological maladjustment ($R^2 = .29$, $F(3, 415) = 55.5$, $MS_e = 47.28$, $p < .001$). In this model peer attachment ($\beta = -.37$, $t(414) = -7.42$, $p < .001$) and best-friend rejection ($\beta = .24$, $t(414) = 4.88$, $p < .001$) were still significant predictors of psychological maladjustment, while gender was not ($\beta = -.04$, $t(414) = .35$, $p = .35$).

To further analyze the potential differences between males and females in this model, two separate regression analyses for each sex was conducted. The results indicated that the dual-variable predictor model of psychological maladjustment was also significant for both males ($R^2 = .536$, $F(2, 313) = 63.22$, $MS_e = 44.16$, $p < .001$) and females ($R^2 = .503$, $F(2, 110) = 58.59$, $MS_e = 57.85$, $p < .001$). For males, peer attachment ($\beta = -.39$, $t(109) = -4.19$, $p < .001$) was a significant predictor of psychological maladjustment. Best-friend rejection ($\beta = .181$, $t(109) = 1.942$, $p < .001$) was a marginally significant predictor of psychological maladjustment. Also for females, peer attachment ($\beta = -.36$, $t(312) = -6.33$, $p < .001$) and best-friend rejection ($\beta = .244$, $t(312) = 4.27$, $p < .001$) were both significant predictors of psychological maladjustment.

The second model also included interaction terms with two predictor variables and it was significant ($R^2 = .29$, $F(5, 413) = 33.24$, $MS_e = 47.46$, $p < .001$). In this model, peer attachment ($\beta = -.42$, $t(412) = -4.39$, $p < .001$) and best-friend rejection ($\beta = .22$, $t(412) = 2.27$, $p = .02$) were significant predictors of psychological maladjustment; however, gender ($\beta = -.25$, $t(412) = -.54$, $p = .59$), the interaction of gender and best-friend rejection ($\beta = .15$, $t(412) = .36$, $p = .72$), and the interaction of gender with peer attachment ($\beta = .08$, $t(412) = .59$, $p = .55$) were not significant in predicting the level of psychological maladjustment. The third model also included the interaction term with the interaction terms of the two predictors ($R^2 = .290$, $F(6, 412) = 28.08$, $MS_e = 47.36$, $p < .001$). In this model, best-friend rejection ($\beta = .22$,

$t(411) = .23, p = .023$) and peer attachment ($\beta = -.42, t(411) = -3.39, p < .001$) were still significant predictors of psychological maladjustment; while gender ($\beta = -.81, t(411) = -1.33, p = .19$), the interaction of gender and best-friend rejection ($\beta = .72, t(411) = 1.23, p = .22$), the interaction of gender with peer attachment ($\beta = .58, t(411) = 1.51, p = .13$), the interaction of gender with the interaction term of two predictors ($\beta = -.46, t(411) = -1.39, p = .17$) were not significant.

In sum, the results showed that in all models, poor peer attachment was the best predictor of psychological maladjustment followed by best-friend rejection. Also, the fact that both BFARQ scores and peer attachment were separately significant predictors shows that they are different constructs which have independent contributions to psychological adjustment. The gender of the participant did not affect this relationship in any way analyzed in this study.

CHAPTER 4

DISCUSSION

4.1 Summary of findings

The aims of this study were twofold: (1) establishing transliteral equivalence of Best-Friend Acceptance and Rejection Questionnaire (BFARQ) for Turkish language and also establishing its reliability and (2) exploring and understanding the relationship between BFARQ, peer attachment and psychological adjustment. For the first aim, firstly BFARQ was translated and back translated and then the transliteral equivalence process was undertaken. The Turkish and English questionnaires showed a high internal reliability with Turkish-English bilingual college students. The Cronbach's alpha was high and very close to the value found by Ahmed and colleagues (2012). Also, there was a high correlation between the two versions of the tests. This showed that the Turkish version of BFARQ can be reliably used in future research.

For the second aim, data from a large sample of college students was collected. Expected correlations among the three measures were found. There was a negative correlation between best-friend rejection and peer attachment. There was a positive correlation between best-friend rejection and psychological maladjustment. There was also a negative correlation between peer attachment and psychological maladjustment. That is, higher levels of psychological maladjustment are associated with higher levels of best-friend rejection and lower levels of peer attachment and vice versa.

When analyzed together in a multiple regression as predictors of psychological maladjustment, it was seen that both peer attachment and best-friend

rejection reached significance in the expected direction and peer attachment was a better predictor compared to best-friend rejection of psychological adjustment. As for the effect of gender, none of the analyses showed that there was any significant effect in any direction or any kind of interaction (moderation). These relationships also showed that BFARQ is a valid measure.

4.2 Comparison of present findings with the existing literature

Since Ahmed and colleagues' study (2012) is the only study that used BFARQ so far to our knowledge, the present results can be compared with their results related to BFARQ. In the Ahmed et al study, BFARQ was the second best predictor of psychological adjustment in males after sibling acceptance. Nevertheless, it was not a significant predictor of psychological adjustment in female participants. In the present study, in contrast, it was found that the impact was true for both males and females. However, considering that the variables that were measured and included in multiple regression models, these studies are not comparable. When more variables are added in a multiple regression, it is highly probable that the contribution of variables will change due to the complex relationships among variables. Had the above-mentioned study not include other variables of acceptance and rejection, a similar outcome could have been observed. Furthermore, since this only study did not include variables related to peer relationships, we are not able to compare present findings related to the negatively correlated relationship between best-friend acceptance–rejection and peer attachment. Therefore, this is a unique contribution of this study to the literature.

As for the negative relationship between peer relationships and psychological maladjustment, present findings are compatible with the previous findings in literature. For example, Armsden and Greenberg (1987) who developed the peer

attachment scale used in this study, found that higher levels of peer attachment was related to lower levels of psychological maladjustment among many others since the Bowlby's seminal work that introduced the concept of attachment. Furthermore, in a recent study conducted with college students, Demir, Özdemir and Weitekamp (2007) found that the higher the friendship quality was, the higher was the satisfaction with life, which is conceptually highly related to psychological adjustment.

As for the effect of gender on peer attachment, Hortaçsu's first study (1989) using forced ranking of parent and peer relationships showed that women had closer relationships with their friends compared to men. However, in a later study, using a more detailed measurement of peer attachment, Hortaçsu and colleagues (1991) did not find the same result; that is, there was no difference between men and women in this respect. The findings of the latter study are in line with the findings of this study.

Another important issue to consider about gender differences is that it may be highly dependent on the developmental life stage (i.e., the age) of the participant as was explained in the introduction section. One should consider that gender differences studied here may be different in different age groups. For example, although to our knowledge there is no such study, one might be observing that later in life, the closest friends of men may be their spouses but the closest friends of women may be their female friends. In addition to age, the sexual orientation of the individual is also a crucial aspect of how peer relationships are formed (Diamond & Dub, 2002).

In sum, the present findings, which were previously studied in the literature with the same or different measures, presented the same pattern of relationships. The

previously unstudied relationships constitute the unique contribution of this work to the literature. Namely, both poor peer attachment and best-friend rejection are each unique predictors of psychological maladjustment.

4.3 Limitations

Although the measures of peer attachment and psychological maladjustment showed psychometrically sound distributions, a mild ceiling effect in BFARQ was observed. That is, participants at the high end of the spectrum are not well-distinguished in their scores. There were too many participants who received very high scores. Hence, this may undermine the validity of results of the studies conducted with this questionnaire. The solution to this problem may be using the long version of the questionnaire to distinguish the participants who receive high scores.

Another important limitation was about the directionality of the relationships among the variables. Although psychological maladjustment was evaluated as an outcome of other predictors (namely, best-friend rejection and peer attachment), due to the correlational nature of the study, directionality of this relationship is hard to claim safely. Despite relying on previous literature and the nature of the constructs, one can claim that psychological maladjustment may be partially stemming from poor peer attachment and best-friend rejection, there is also the possibility that psychological maladjustment may be resulting in poorer relations with peers and worse relations with the best friend. It can be argued that longitudinal studies with structural equation modeling or time-series analyses may overcome this limitation in future research.

4.4 Conclusion and suggestions

In this study, the Turkish version of BFARQ was shown to be a reliable and valid measure, but also requires some revision to avoid the current ceiling effect. It is also shown that best-friend rejection may be a valid predictor of psychological maladjustment along with poor peer attachment. The unique contribution of this study was that it indicated that best-friend acceptance/rejection is an important contributor to the psychological mal/adjustment and it is also an important and indispensable point, unlike the gender of the individual, which showed to have no effect, concerning the interventions for psychological adjustment of the youth.

It is suggested that further research should explore the impact of friendship on adjustment with regard to different age groups along with other important factors to pave the way for developing interventions with children and youth in the context of psychological counseling.

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APPENDIX A

DEMOGRAPHIC FORM

KİŞİSEL BİLGİ FORMU (TURKISH ORIGINAL)

ID#:

1- Cinsiyetiniz:

Kadın Erkek

2- Doğum tarihiniz (Gün/Ay/Yıl olarak): _____

3- Kaldığınız yeri işaretleyiniz:

Aile ile beraber Ev arkadaşı ile beraber Yalnız Yurtta
(aileden ayrı)

Diğer (açıklayınız): _____

4- Medeni haliniz:

Bekâr Evli Ayrılmış ya da boşanmış

Diğer (açıklayınız): _____

5- Okulunuz: _____

6-Bölümünüz: _____

7-Sınıfınız: _____

8- Anneniz hayatta mı? 9- Babanız hayatta mı?

Evet

Evet

Hayır

Hayır

10- Anne-Babanız:

- Evli
 Ayrılmış ya da boşanmış
 Biri ya da ikisi vefat etmiş

Diğer (açıklayınız): _____

11- Kardeşiniz var mı?

- Evet Hayır

Kaç kardeşiniz var? _____

12-Kendinizi hangi gelir düzeyinde görüyorsunuz?

- Düşük Orta Yüksek

13- Annenizin eğitim düzeyi:

- Okuryazar değil

Okuryazar (ilkokul mezunu değil)

İlkokul mezunu

Ortaokul mezunu

Lise mezunu

Yüksekokul mezunu

Üniversite mezunu

Yüksek lisans mezunu

Doktora mezunu

Bilmiyorum

14- Babanızın eğitim düzeyi:

- Okuryazar değil

Okuryazar (ilkokul mezunu değil)

İlkokul mezunu

Ortaokul mezunu

Lise mezunu

Yüksekokul mezunu

Üniversite mezunu

Yüksek lisans mezunu

Doktora mezunu

Bilmiyorum

DEMOGRAPHIC FORM (ENGLISH TRANSLATION)

ID#:

1- Sex:

Female Male

2- Birthdate (Day/Month/Year): _____

3- Mark where you are living (presently):

With family Sharing apartment with friend(s) Alone (Away from family) Dorm

Other (please explain): _____

4- Marital Status:

Single Married Separated or divorced

Other (please explain): _____

5- University: _____

6-Department: _____

7-Grade: _____

8- Is your mother alive? 9- Is your father alive?

Yes Yes
 No No

10- Your parents:

Married
 Separated or divorced
 One or both deceased

Other (please explain): _____

11- Do you have any siblings?

- Yes No

If yes, how many siblings do you have? _____

12- In which income level do you think you are?

- Low Middle High

13- Your mother:

Illiterate

Literate (not primary school graduate)

Primary school graduate

Middle school graduate

High school graduate

Vocational school graduate

University graduate

Master's degree

PhD degree

I don't know

14- Your father:

Illiterate

Literate (not primary school graduate)

Primary school graduate

Middle school graduate

High school graduate

Vocational school graduate

University graduate

Master's degree

PhD degree

I don't know

APPENDIX B

BEST-FRIEND ACCEPTANCE–REJECTION QUESTIONNAIRE:

SHORT FORM

BEST-FRIEND ACCEPTANCE–REJECTION QUESTIONNAIRE:

SHORT FORM (ENGLISH ORIGINAL)

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Here are some statements about the way the person you consider to be your best same sex friend, or the friend you consider to be most important to you, may sometimes act toward you. I want you to think about how each one of these fits the way your best friend behaves toward you. (If you have more than one friend that you consider to be your best friend, think about the one who is most important to you.) If the statement is basically true about the way s/he treats you then ask yourself, "Is it almost always true?" or "Is it only sometimes true?" If you think your best friend almost always treats you that way, put an X in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way s/he treats you then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way your best friend treats you then ask yourself, "Is it rarely true?" or "Is it almost never true?" If it is rarely true about the way s/he treats you put an X in the box RARELY TRUE; if you feel the statement is almost never true, then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Answer each statement the way you feel your best friend really is rather than the way you might like him or her to be. For example, if s/he almost always acts proud of you when you are good, you should mark the item as follows:

	MY BEST FRIEND...	TRUE OF MY BEST FRIEND		NOT TRUE OF MY BEST FRIEND	
		Almost Always True	Sometimes True	Rarely True	Almost Never True
1	Acts proud of me when I am good	X			

	MY BEST FRIEND...	TRUE OF MY BEST FRIEND		NOT TRUE OF MY BEST FRIEND	
		Almost Always True	Sometimes True	Rarely True	Almost Never True
1	Says nice things about me				
2	Totally ignores me				
3	Makes it easy for me to tell him/her things that are important to me				
4	Hits me, even when I do not deserve it				
5	Thinks I am a nuisance				
6	Punishes me severely when s/he is angry				
7	Is too busy to answer my questions				
8	Seems to dislike me				
9	Is really interested in what I do				

10	Says many unkind things to me				
11	Ignores me when I ask for help				
12	Makes me feel wanted and needed				
13	Pays a lot of attention to me				
14	Goes out of his/her way to hurt my feelings				
15	Forgets important things I think s/he should remember				
16	Makes me feel I am not loved any more if I misbehave				
17	Makes me feel what I do is important				
18	Frightens or threatens me when I do something wrong				
19	Cares about what I think, and likes me to talk about it				

20	Feels other kids are better than I am no matter what I do				
21	Lets me know I am not wanted				
22	Lets me know s/he loves me				
23	Ignores me as long as I do not do anything to bother him/her				
24	Treats me gently and with kindness				

EN İYİ ARKADAŞ KABUL-RED ANKETİ-KISA FORM (TURKISH TRANSLATION WITH ADAPTATION)

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Çeviri: Erkman, F. & Şakiroğlu, M.O. (2014), Boğaziçi Üniversitesi

TARİH _____

İSİM/ID _____

Aşağıda en iyi hem cins arkadaşınız ya da sizin için en önemli olan arkadaşınızın size olan davranışları hakkında bir takım cümleler yer almaktadır. Her ifadeyi dikkatle okuyunuz ve her cümlenin en iyi arkadaşınızın davranışlarına ne kadar uygun olup olmadığını düşününüz. (Eğer en iyi arkadaş olarak düşündüğünüz birden fazla arkadaşınız var ise sizin için en önemli olan arkadaşınızı düşünerek sorulara yanıt veriniz.)

Her cümlenin yanında dört tane kutu bulunmaktadır:

Eğer ifade en iyi arkadaşınızın size davranışı hakkında temelde uygun ise, kendi kendinize sorunuz; "Hemen hemen her zaman mı doğru?" yoksa "Bazen mi doğru?".

Eğer en iyi arkadaşınızın size hemen hemen her zaman böyle davrandığını düşünüyorsanız HEMEN HEMEN HER ZAMAN DOĞRU kutusuna, bazen böyle davrandığını düşünüyorsanız BAZEN DOĞRU kutusuna X işareti koyunuz.

Eğer cümle en iyi arkadaşınızın size karşı davranışını doğru olarak anlatmıyorsa, size karşı davranışlarına temelde uymuyorsa, o zaman kendinize sorunuz, "Nadiren mi doğru?", yoksa "Hemen hemen hiçbir zaman doğru değil mi?".

Eğer en iyi arkadaşınız size nadiren böyle davrandıysa "NADİREN DOĞRU" kutusuna, eğer hiç bir zaman böyle davranmadıysa "HEMEN HEMEN HİÇ BİR ZAMAN DOĞRU DEĞİL" kutusuna X işareti koyunuz.

Unutmayınız, doğru veya yanlış yanıt yoktur. Onun için mümkün olduğu kadar dürüst ve açık olunuz. Cevaplarınızı, en iyi arkadaşınızdan beklediğiniz davranışlara

göre değil, en iyi arkadaşınızın size gerçekte gösterdiği davranışlara göre veriniz. Testi, cümleler üzerinde fazla oylanmadan, içinizden gelen cevapları işaretleyerek, hızlı bir şekilde doldurunuz.

Örnek: Eğer en iyi arkadaşınız siz iyi olduğunuzda sizinle gurur duyuyor ise, o zaman ifadeyi aşağıdaki gibi işaretlemelisiniz.				
	EN İYİ ARKADAŞIM İÇİN DOĞRU		EN İYİ ARKADAŞIM İÇİN DOĞRU DEĞİL	
	HEMEN HEMEN HER ZAMAN DOĞRU	BAZEN DOĞRU	NADİREN DOĞRU	HEMEN HEMEN HIÇBİR ZAMAN DOĞRU DEĞİL
EN İYİ ARKADAŞIM				
Başarılı olduğumda benim için mutludur.	X			

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EN İYİ
ARKADAŞIM
İÇİN DOĞRU

EN İYİ
ARKADAŞIM İÇİN
DOĞRU DEĞİL

EN İYİ ARKADAŞIM		HEMEN HEMEN HER ZAMAN DOĞRU	BAZEN DOĞRU	NADİREN DOĞRU	HEMEN HEMEN HIÇBİR ZAMAN DOĞRU DEĞİL
1.	Benim hakkımda güzel şeyler söyler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Sanki ben hiç yokmuşum gibi davranır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Benim için önemli olan şeyleri ona anlatabilmemi kolaylaştırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Hak etmediğim zaman bile bana vurur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Beni büyük bir baş belası olarak görür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Kızdığı zaman beni çok kötü cezalandırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Sorularımı cevaplayamayacak kadar meşguldür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Benden hoşlanmıyor gibidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Yaptığım şeylerle gerçekten ilgilenir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Bana bir sürü kırıcı şey söyler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Ondan yardım istediğimde benimle ilgilenmez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Bana istenildiğimi ve ihtiyaç duyulan biri olduğumu hissettirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.	Bana çok ilgi gösterir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Beni kırmak için elinden geleni yapar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Hatırlaması gerekir diye düşündüğüm önemli şeyleri unuttur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Eğer kötü davranırsam, benden hoşlanmadığını hissettirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Bana yaptığım şeylerin önemli olduğunu hissettirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Yanlış bir şey yaptığımda beni korkutur veya tehdit eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Ne yaparsam yapayım, diğer arkadaşlarının benden daha iyi olduğunu hisseder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Bana istenmediğimi belli eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Beni sevdiğini belli eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Onu rahatsız etmediğim sürece benimle ilgilenmez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Bana karşı yumuşak ve nazik davranır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

DESCRIPTIVE STATISTICS OF BFAQ SCORES IN THE TRANSLITERAL
EQUIVALENCE STUDY

Item	English						Turkish					
	Females (<i>N</i> = 49)		Males (<i>N</i> = 11)		Overall (<i>N</i> = 60)		Females (<i>N</i> = 50)		Males (<i>N</i> = 11)		Overall (<i>N</i> = 61)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	3.49	.54	3.55	.69	3.50	.57	3.72	.45	3.73	.47	3.72	.452
2	1.37	.57	1.55	.69	1.40	.59	1.50	.74	1.45	.52	1.49	.698
3	3.65	.56	3.36	.92	3.60	.64	3.68	.59	3.45	.69	3.64	.606
4	1.06	.32	1.27	.47	1.10	.35	1.20	.64	1.18	.40	1.20	.601
5	1.51	.71	2.00	1.00	1.60	.79	1.22	.51	1.27	.47	1.23	.496
6	1.22	.47	1.27	.47	1.23	.46	1.30	.61	1.27	.65	1.30	.615
7	1.61	.73	1.91	.70	1.67	.73	1.58	.73	2.00	.77	1.66	.750
8	1.14	.41	1.27	.47	1.17	.42	1.22	.46	1.27	.47	1.23	.462
9	3.47	.68	3.27	.65	3.43	.67	3.54	.65	3.27	.47	3.49	.622
10	1.18	.44	1.64	.67	1.27	.52	1.56	.70	1.27	.47	1.51	.674
11	1.12	.33	1.27	.47	1.15	.36	1.28	.61	1.27	.47	1.28	.581

Item	English						Turkish					
	Females (<i>N</i> = 49)		Males (<i>N</i> = 11)		Overall (<i>N</i> = 60)		Females (<i>N</i> = 50)		Males (<i>N</i> = 11)		Overall (<i>N</i> = 61)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
12	3.43	.74	3.36	.67	3.42	.72	3.70	.58	3.27	.65	3.62	.610
13	1.63	.67	1.91	.94	1.68	.72	1.74	.72	1.91	.54	1.77	.693
14	1.39	.61	1.27	.47	1.37	.58	1.16	.47	1.09	.30	1.15	.441
15	1.78	.65	1.64	.50	1.75	.63	1.88	.77	1.82	.60	1.87	.741
16	1.27	.49	1.18	.40	1.25	.47	1.82	.87	1.73	.90	1.80	.872
17	3.45	.65	3.36	.81	3.43	.67	3.52	.71	3.18	.75	3.46	.721
18	1.47	.68	1.45	.69	1.47	.68	1.44	.73	1.09	.30	1.38	.687
19	3.73	.60	3.82	.40	3.75	.57	3.70	.46	3.55	.52	3.67	.473
20	1.49	.77	1.36	.50	1.47	.72	1.40	.67	1.55	.69	1.43	.670
21	1.37	.78	1.64	.92	1.42	.81	1.14	.40	1.36	.50	1.18	.428
22	3.61	.64	3.18	1.08	3.53	.75	3.70	.51	3.36	.50	3.64	.517

Item	English						Turkish					
	Females (<i>N</i> = 49)		Males (<i>N</i> = 11)		Overall (<i>N</i> = 60)		Females (<i>N</i> = 50)		Males (<i>N</i> = 11)		Overall (<i>N</i> = 61)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
23	1.27	.60	1.27	.47	1.27	.58	1.28	.54	1.82	.87	1.38	.637
24	3.10	1.07	3.18	1.08	3.12	1.06	3.68	.55	3.18	.60	3.59	.588
Total	33.84	7.44	36.72	9.6	34.56	7.92	33.6	7.68	36.48	5.52	34	7.32

APPENDIX D

PEER ATTACHMENT QUESTIONNAIRE

PEER ATTACHMENT QUESTIONNAIRE (ENGLISH ORIGINAL)

© Armsden & Greenberg, 1987

Below are sentences about your peers. You are asked to evaluate how valid each sentence is for yourself. To evaluate each sentence, you have the options Always – Usually – Sometimes – Rarely – Never. Please mark only one option with (X) for each question. Do not forget to answer all the questions.

	Always	Usually	Sometimes	Rarely	Never
1- I consult my friends when I am faced with situations that make me anxious.					
2- My friends understand when I am sad about something.					
3- When we argue about some issues my friends take my views into consideration.					
4- Talking about my problems with my friends makes me feel ashamed or seem stupid.					
5- I wish I had different friends than I have.					
6- My friends understand me.					
7- My friends encourage me to talk about my problems					
8- My friends accept me as I am.					
9- I feel the need to be more in frequent relationship with my friends.					
10- My friends do not understand what I am suffering these days.					
11- I feel alone and like a stranger, when I am with my friends.					
12- My friends listen to what I have to say.					
13- I think that my friends are good friends					
14- It is pretty easy to talk to my friends.					
15- When I am angry about something my friends act in an understanding way.					

	Always	Usually	Sometimes	Rarely	Never
16- My friends help me understand myself better.					
17- My friends are interested in my being happy and healthy.					
18- I am getting mad at my friends.					
19- I can trust my friends when I need to unload myself (share my issues).					
20- I trust my friends					
21- My friends show respect to my thoughts and feelings					
22- I am much more troubled than what my friends think or know.					
23- My friends are uncomfortable with me for no reason at all					
24- I can talk about my problems and worries with my friends.					
25- My friends pay attention to me if they notice that I am upset about something.					

ARKADAŞ BAĞLILIK ÖLÇEĞİ (TURKISH TRANSLATION WITH ADAPTATION)

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Çeviri ve uyarlama: Kocayörük, 2010

Aşağıda arkadaş ilişkilerinizle ilgili ifadeler verilmiştir. Sizden istenen; her bir cümle için sizin için ne kadar doğru olduğunu belirtmenizdir. Bu nedenle, aşağıdaki tabloda yer alan; Her Zaman - Çoğunlukla – Bazen – Nadiren – Hiçbir Zaman ifadeleri arasından, her soru için yalnızca bir seçeneğe (X) işareti koyunuz. Lütfen tüm soruları cevaplandırınız.

	Her zaman	Çoğunlukla	Bazen	Nadiren	Hiçbir Zaman
1- Beni kaygılandıran durumlarda arkadaşlarımın görüşlerini alırım.					
2- Bir şeye üzüldüğümü arkadaşlarım fark eder (anlar).					
3- Bazı konuları tartıştığımızda arkadaşlarım benim görüşlerimi dikkate alır.					
4- Problemlerimi arkadaşlarımla konuşmak bana utanç veriyor ya da aptalca geliyor.					
5- Keşke farklı arkadaşlarım olsaydı diye düşünürüm.					
6- Arkadaşlarım beni anlar.					
7- Problemlerim hakkında konuşmam için arkadaşlarım beni cesaretlendirir.					
8- Arkadaşlarım beni olduğum gibi kabul eder.					
9- Arkadaşlarımla daha sık ilişki içinde olmak ihtiyacı duyuyorum.					
10-Arkadaşlarım bu günlerde neler çektiğimi anlamıyor.					
11-Arkadaşlarımla birlikte olduğumda kendimi yabancı, yalnız hissediyorum.					
12-Arkadaşlarım, söylediklerimi dinlerler.					
13-Arkadaşlarımın “iyi arkadaş” olduklarını düşünüyorum.					
14-Arkadaşlarımla konuşmak, oldukça kolaydır.					
15-Bir şey hakkında kızgın olduğum zaman arkadaşlarım, anlayışlı davranırlar.					
16- Arkadaşlarım, kendimi daha iyi anlamamda bana					

yardım ederler.					
17-Arkadaşlarım, sağlıklı ve mutlu oluşumla ilgilidirler.					
18- Arkadaşlarıma öfkeleniyorum.					
19-İçimi dökmek istediğimde arkadaşlarıma güvenebilirim.					
20-Arkadaşlarıma güveniyorum.					
21-Arkadaşlarım, duygu ve düşüncelerime saygı gösterirler.					
22- Arkadaşlarımdan sandığımdan (bildiğinden) çok daha huzursuzum.					
23-Bir nedeni olmadığı halde sanki, arkadaşlarım benden rahatsız oluyorlar.					
24-Problemlerimi ve sıkıntılarımı arkadaşlarımla konuşabilirim.					
25-Bir şeylerden rahatsız olduğumu (üzgün olduğumu) fark ederlerse arkadaşlarım, benimle ilgilenirler.					

APPENDIX E

CHILD PERSONALITY ASSESSMENT QUESTIONNAIRE

CHILD PERSONALITY ASSESSMENT QUESTIONNAIRE (ENGLISH ORIGINAL)

The following pages contain a number of statements describing the way people feel about themselves. Read each statement carefully and think how well it describes you. Work quickly; give your first impression and move on to the next item. Do not dwell on any item.

Four boxes are drawn after each sentence. If the statement is basically true about you then ask yourself, "Is it almost always true?" or "Is it only sometimes true?" If you think the statement is almost always true put an X in the box ALMOST ALWAYS TRUE; if you feel the statement is only sometimes true mark SOMETIMES TRUE. If you feel the statement is basically untrue about you, then ask yourself, "Is it rarely true?" or "Is it almost never true?" If it is rarely true then put an X in the box RARELY TRUE; if you feel the statement is almost never true mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement so be as honest as you can. Respond to each statement the way you think you really are rather than the way you would like to be. For example, if you almost always feel good about yourself then mark the item as follows:

	TRUE OF ME		NOT TRUE OF ME	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
I feel good about myself	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

♥ Ronald P. Rohner, 1976, 1999, 2004.
(Revised June, 2004)

		TRUE OF ME		NOT TRUE OF ME	
		Almost Always True	Sometimes True	Rarely True	Almost Never True
1.	I think about fighting or being unkind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I like my parents to feel sorry for me when I feel ill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I like myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I feel I can do the things I want as well as most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I have difficulty showing people how I feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I feel bad or get angry when I try to do something and I cannot do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I feel life is nice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I want to hit something or someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I like my parents to give me a lot of love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I feel I am no good and I never will be any good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I feel I cannot do things well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	It is easy for me to be loving with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I am in a bad mood and grumpy without any good reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I see life as full of dangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I get so angry I throw or break things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	When I am unhappy I like to work out my problems by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	When I meet someone I do not know, I think (s)he is better than I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I can compete successfully for things I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I have trouble making and keeping good friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I get upset when things go wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I think the world is a good, happy place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I make fun of people who do stupid things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		TRUE OF ME		NOT TRUE OF ME	
		Almost Always True	Sometimes True	Rarely True	Almost Never True
23.	I like my parents to give me a lot of attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I think I am a good person and other people should think so too	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I think I am a failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	It is easy for me to show my family that I love them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I am cheerful and happy one minute and gloomy and unhappy the next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	For me the world is an unhappy place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I pout or sulk when I get angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	I like to be given encouragement when I am having trouble with something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I feel pretty good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	I feel I cannot do many of the things I try to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	It is hard for me to show the way I really feel to someone I like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	It is unusual for me to get angry or upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	I see the world as a dangerous place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	I have trouble controlling my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	I like my parents to make a fuss over me when I am hurt or sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I get unhappy with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	I feel I am a success in the things I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	It is easy to show my friends I really like them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	I get upset easily when I come across hard problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Life for me is a good thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KİŞİLİK DEĞERLENDİRME ÖLÇEĞİ/UZUN/ÇOCUK FORMU (TURKISH TRANSLATION
WITH ADAPTATION)

Aşağıda farklı insanların kendileri hakkındaki hisleri ile ilgili bazı cümleler var. Her cümleyi dikkatlice oku ve seni ne kadar iyi anlattığını düşün. Mümkün olduğunca çabuk ol, her madde için aklına ilk gelen düşünceye göre yanıt ver ve sonraki maddeye geç. Her maddeden sonra dört kutu var. Eğer o maddedeki cümle seni çoğunlukla doğru olarak anlatıyor ise, kendine şunu sor: “Hemen hemen her zaman mı doğru?” yoksa “Sadece bazen mi doğru?”

Eğer hemen hemen her zaman doğru olduğunu düşünüyorsan HEMEN HEMEN HER ZAMAN DOĞRU kutusuna büyük X işareti koy; bazen doğru olduğunu düşünüyorsan, BAZEN DOĞRU’yu işaretle.

Eğer cümle seni çoğunlukla doğru olarak anlatmıyorsa, o zaman kendine sor: “Nadiren mi doğru?” yoksa “Hemen hemen hiçbir zaman mı doğru değil?”. Eğer nadiren doğru ise NADİREN DOĞRU kutusuna X koy; eğer hemen hemen hiçbir zaman doğru olmadığını hissediyorsan, HEMEN HEMEN HİÇBİR ZAMAN kutusunu işaretle.

Unutma, hiçbir ifadenin doğru ya da yanlış bir yanıtı yok; onun için mümkün olduğu kadar dürüst ve samimi ol. Her ifadeyi olmak istediğin kişi gibi değil, gerçekten olduğu gibi yanıtla.

Örnek: Eğer hemen hemen her zaman kendin hakkında iyi duygular besliyorsan, “hemen hemen her zaman” kutusuna X koy.				
	BENİM İÇİN DOĞRU		BENİM İÇİN DOĞRU DEĞİL	
	HEMEN HEMEN HER ZAMAN DOĞRU	BAZEN DOĞRU	NADİREN DOĞRU	HEMEN HEMEN HİÇBİR ZAMAN DOĞRU DEĞİL
Kendim hakkında iyi duygular beslerim.	X			

♥ Ronald P. Rohner, 1989, 1997 Çeviri ve uyarlama A. Varan Yönerge Değişikliği Erkman,

2002

	Benim için Doğru		Benim için Doğru Değil	
	Hemen Hemen Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hemen Hemen Hiçbir Zaman Doğru Değil
1. İçimden kavga etmek veya birine bir kötülük yapmak geliyor.				
2. Hastalandığımda, annemin benim için üzülmesi hoşuma gider.				
3. Kendimi beğenirim.				
4. Yapmak istediğim şeyleri herkes kadar iyi yapabilirim.				
5. İnsanlara duygularımı göstermekte zorlanırım.				
6. Yapmaya çalıştığım bir şeyi yapamayınca, kendimi kötü hisseder ya da sinirlenirim.				
7. Yaşamın güzel olduğunu düşünürüm.				
8. İçimden bir şeye veya birisine vurmak geliyor.				
9. Anne ve babamın bana çok sevgi göstermelerini isterim.				
10. Bir işe yaramadığımı ve hiçbir zaman da yaramayacağımı düşünüyorum.				
11. Birçok şeyi iyi yapamadığımı hissediyorum.				
12. Anne ve babama sevgimi göstermek benim için kolaydır.				
13. Önemli bir neden olmamasına rağmen sinirli ve aksiyim.				
14. Yaşamı tehlikelerle dolu görüyorum.				
15. Öyle sinirlenirim ki, bir şeyleri fırlatır ya da kırarım.				
16. Mutsuz olduğum zaman sorunlarımı kendim çözmekten hoşlanırım.				
17. Tanımadığım biriyle tanıştığımda,				

	Benim için Doğru		Benim için Doğru Değil	
	Hemen Hemen Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hemen Hemen Hiçbir Zaman Doğru Değil
onun benden daha iyi olduğunu düşünürüm.				
18. İstedğim şeyler için başarılı bir şekilde mücadele edebilirim.				
19. İyi arkadaşlıklar kurmak ve bu arkadaşlıkları sürdürmekte zorlanıyorum.				
20. İşler ters gittiğinde canım sıkılır.				
21. Dünyanın iyi ve mutlu bir yer olduğunu düşünüyorum.				
22. Aptalca şeyler yapan insanlarla dalga geçerim.				
23. Annemin benimle çok ilgilenmesini isterim.				
24. İyi bir insan olduğumu düşünüyorum ve başkalarının da öyle düşünmesini istiyorum.				
25. Başarısız biri olduğumu düşünüyorum.				
26. Aileme sevgimi göstermek benim için kolaydır.				
27. Bir an neşeli ve mutlu oluyorum, bir sonraki an üzgün veya mutsuz.				
28. Benim için dünya mutsuz bir yerdir.				
29. Kızdığım zaman suratımı asar, somurturum.				
30. Bir şeyde zorlandığımda, birinin bana moral vermesini isterim.				
31. Kendimden oldukça memnunum.				
32. Yapmaya çalıştığım birçok şeyi beceremediğimi düşünüyorum.				
33. Hoşlandığım birine duygularımı göstermeye çalışmak benim için zordur.				

	Benim için Doğru		Benim için Doğru Değil	
	Hemen Hemen Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hemen Hemen Hiçbir Zaman Doğru Değil
34. Kolay kolay ne kızarım, ne de bir şeye canım sıkılır.				
35. Dünyayı tehlikeli bir yer olarak görüyorum.				
36. Kızgınlığımı kontrol etmekte zorlanırım.				
37. Canım yandığında ya da hastalandığımda annemle babamın üzerime düşmesi hoşuma gider.				
38. Kendimden memnun değilim.				
39. Yaptığım şeylerde başarılı olduğumu düşünüyorum.				
40. Arkadaşlarıma onları gerçekten sevdiğimi göstermek benim için kolaydır.				
41. Zor sorunlarla karşılaştığımda hemen canım sıkılır.				
42. Benim için yaşam güzel bir şeydir.				