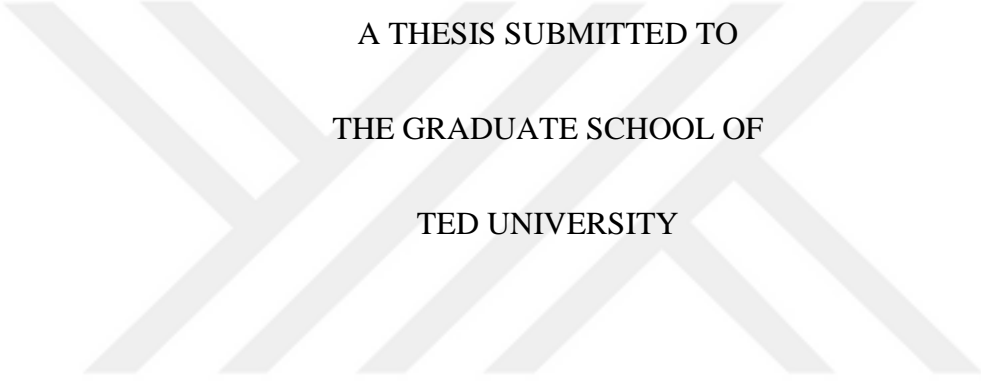


INVESTIGATING THE EFFECTS OF PARENTAL PSYCHOLOGICAL CONTROL,
PERCEIVED PARENTAL WARMTH AND STRICT CONTROL/SUPERVISION ON
EMOTIONAL ABUSE IN ROMANTIC RELATIONSHIPS



A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF
TED UNIVERSITY

BY

SILA DENİZ BEYARSLAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF PSYCHOLOGY

JULY 2019

Approval of the Graduate School of TEDU



Prof. Dr. Kezban Çelik
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.



Assoc. Prof. Dr. Ilgın Gökler Danışman
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.



Assoc. Prof. Dr. Tuğba Uzer Yıldız
Supervisor

Examining Committee Members

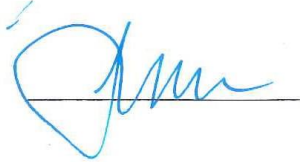
Assoc. Prof. Dr. Tuğba Uzer Yıldız (TEDU, PSY)



Assoc. Prof. Dr. Ilgın Gökler-Danışman (TEDU, PSY)




Assoc. Prof. Dr. Sait Uluç (Hacettepe University, PSY)



All information in this thesis has been gathered and presented properly with all ethical principles and academic rules. I have also fully acknowledged and cited all materials and results that are not original to this work.

Name, Last Name: SILA DENİZ BEYARSLAN

Signature: 

ABSTRACT

INVESTIGATING THE EFFECTS OF PARENTAL PSYCHOLOGICAL CONTROL, PARENTAL WARMTH AND STRICT CONTROL/SUPERVISION ON EMOTIONAL ABUSE IN ROMANTIC RELATIONSHIPS

Sıla Deniz Beyarslan

M.A., Department of Psychology

Supervisor: Assoc. Prof. Dr. Tuğba Uzer -Yıldız

July, 2019, 56 pages

The present study investigated the effects of parental psychological control, parental warmth and parental strict control/supervision on emotional abuse victimization in romantic relationships. Two hundred thirty university students, who have ever had a romantic relationship for at least six months, filled out Psychological Control Scale (PCS), Parenting Styles Questionnaire (PSQ), Earlier Abuse Experience Information Form (EAEIF) and Emotional Abuse Questionnaire (EAQ). Moderation analysis indicated that three-way interaction between parental psychological control, warmth and strict control on emotional abuse was significant. More specifically, parental psychological control predicted emotional abuse victimization when parental warmth was both moderate and high, but when strict control/supervision was low. The findings indicate that parental warmth exacerbates the negative effects of psychological control on emotional abuse victimization in romantic relationships of late adolescents only when parents do not provide enough behavioral control and monitoring for inappropriate behaviors during childhood. The present study significantly contributed to our understanding of how perceived childhood experiences of parental psychological control and parental attitudes are transferred to late adolescence, and therefore affect adolescents' current experiences of emotional abuse in their romantic relationships.

Keywords: Psychological Control, Parental Warmth, Strict Control/Supervision, Emotional Abuse

ÖZ

ROMANTİK İLİŞKİLERDEKİ DUYGUSAL İSTİSMARDA PSİKOLOJİK KONTROLÜN, EBEVEYN SICAKLIĞININ VE SIKI KONTROL/DENETİMİN ETKİLERİNİN İNCELENMESİ

Sıla Deniz Beyarslan

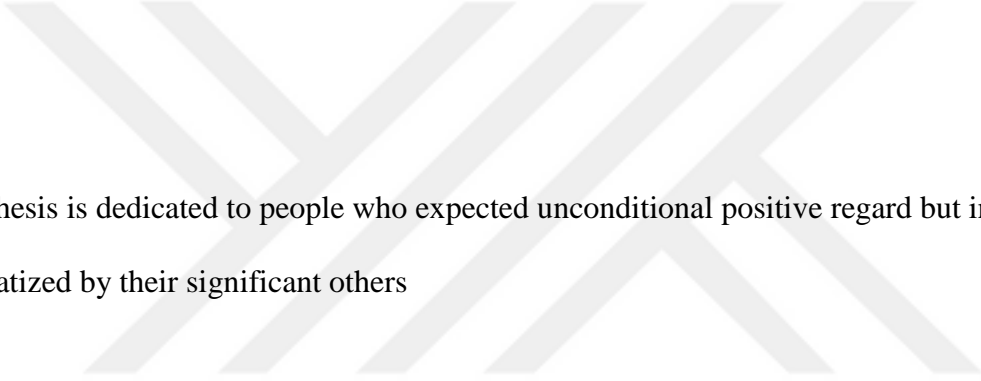
Yüksek Lisans, Psikoloji Bölümü

Tez Yöneticisi: Doç. Dr. Tuğba Uzer-Yıldız

Temmuz, 2019, 56 sayfa

Bu çalışma, geç ergenlik döneminde romantik ilişkilerdeki duygusal istismarda psikolojik kontrolün, ebeveyn sıcaklığının ve sıkı kontrol/denetimin etkilerini incelemiştir. Hayatı boyunca en az altı ay romantik bir ilişki yaşamış iki yüz otuz üniversite öğrencisi Demografik Bilgi Formu, Psikolojik Kontrol Ölçeği (PKÖ), Çocuk Yetiştirme Tutumları Ölçeği (ÇYTÖ), Önceki Yıllarda Maruz Kalınmış İstismar Bilgisi Formu ve Duygusal Taciz Ölçeği'ni (DTÖ) doldurmuştur. Moderasyon analizi sonuçları, ebeveyn psikolojik kontrolü, ebeveyn sıcaklığı ve sıkı kontrol/denetimin arasındaki üç yönlü etkileşimin duygusal istismar üzerindeki etkisinin anlamlı olduğunu göstermiştir. Yani, ebeveyn psikolojik kontrolü, ebeveyn sıcaklığının hem orta hem de yüksek derece olduğu, ancak sıkı kontrol / denetimin düşük olduğu zamanlarda duygusal istismara maruz kalmayı yordamıştır. Bulgular, psikolojik kontrolün, geç ergenlerin romantik ilişkilerinde maruz kaldığı duygusal istismarın üzerindeki olumsuz etkilerini yalnızca ebeveyn sıcaklığının orta ve yüksek olduğu ve aynı zamanda ebeveynlerin çocukluk döneminde uygunsuz davranışlar için uygun davranış kontrolü ve izleme sağlamadığı durumlarda arttırdığını göstermektedir. Bu çalışma, çocukluk döneminde algılanan ebeveyn psikolojik kontrolü ve ebeveyn tutumları deneyimlerinin geç ergenliğe nasıl aktarıldığını ve bu nedenle ergenlerin romantik ilişkilerinde duygusal istismar deneyimlerini nasıl etkilediğini anlamamıza önemli ölçüde katkı sağlamıştır.

Anahtar Kelimeler: Psikolojik Kontrol, Ebeveyn Sıcaklığı, Sıkı Kontrol/Denetim, Duygusal İstismar



This thesis is dedicated to people who expected unconditional positive regard but instead, are traumatized by their significant others

ACKNOWLEDGEMENTS

First, I would sincerely like to thank my supervisor, Assoc. Prof. Dr. Tuğba Uzer-Yıldız for her warm support, endless dedication and guidance during our thesis process. I admire your knowledge as an academician, and I am happy to be able to work with you. Also, I would sincerely like to thank Assoc. Prof. Dr. Ilgın Gökler-Danışman not only for being a mentor but also for being a great supervisor to me. It has always been a pleasure working with you for almost two years. I would additionally like to thank Asst. Prof. Dr. Yağmur Ar-Karcı for her support and contribution to my thesis by sharing of her knowledge. I would like to declare my special thanks to Assoc. Prof. Dr. Sait Uluç for his valuable contributions and comments during my Thesis Examining Committee.

I want to offer many thanks to four ladies who have been great colleagues and road friends during and after my master's degree. İlayda Arkan, you could have been nominated for Oscars in the role of Best Supporting Actress due to your endless support, friendship, patience and understanding for me since the day we met. I will be grateful to you for a thousand years. Özlem Kırıl, after four years of friendship at METU, we started to somewhere new knowing that there will be more struggle ahead. Here, you became a rock that I was leaning on, yet we shine together as diamonds now. I proudly would like to stand together at least for eight more years, and want you to reserve my place already. Selin Damla Özcan, it has always been a pleasure to be a neighborhood friend of yours, where we shared our sadness, happiness, dreams and hopes in small coffee shops. Thankfully, I know that our one-call-distant support line friendship will last many years in each experience with a smile on our faces. Zeynep Zeynel, who would tell that we will be a co-worker, friends and share the same faith through the entire process? Now, you became a teacher of mine, a partner of my thesis and a shoulder to cry on. Your support and friendship are priceless that make me jump side-by-side with you, again.

I would like to express my gratitude to Zuhâl Acar, Ezgi Çiftçi and Selen Eltan for their long-lasting friendship beginning from METU to the new chapter of my life.

I would like to share my sincere appreciation to my beloved friends: Ceren Bayram for being a second home to me, Kardelen Güneş for taking care of me in our home and Araylım Gaipova for being my little sister and for your hugs for the hardest times.

In addition, I feel very lucky to have my childhood friends, Nurşah Korkut, Ece Gebitekin, Yade Ergünel, Anıl Yavuz and Mutlucan Ünal. They always believe in me, share my experiences, and embrace all the hardships and success of mine like their own, so I could manage to graduate from the program.

The last but not the least important thanks and gratitude for my mother and father. I deeply thank you for believing me and loving me for better or worse. I would not be in here without you.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT.....	iv
ÖZ.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES.....	xi

CHAPTERS

1. INTRODUCTION	1
2. METHOD	10
2.1. Participants	10
2.2. Materials	10
2.2.1 Demographic Information Form.....	10
2.2.2. Psychological Control Scale-Youth Self-Report (PCS-YSR).....	11
2.2.3. Parenting Styles Questionnaire (PSQ).....	12
2.2.4. Earlier Abuse Experience Information Form (EAEIF).....	12
2.2.5. Emotional Abuse Questionnaire (EAQ).....	13
2.3. Procedure.....	13
3. RESULTS.....	15
3.1. Statistical Analysis.....	15
3.2. Descriptive Analysis and Correlations of the Measured Variables.....	16
3.3. Testing the Model: 3-Way Interactions between Psychological Control, Parental Warmth, Parental Strict Control/Supervision.....	17

4. DISCUSSION.....21

5. REFERENCES.....29

6. APPENDIX.....42

 A. Demographic Information Form.....42

 B. Psychological Control Scale - Youth Self-Report (PCS-YSR).....43

 C. Parenting Styles Questionnaire (PSQ).....44

 D. Earlier Abuse Experience Information Form (EAEIF).....46

 E. Emotional Abuse Questionnaire (EAQ).....47

 F. Informed Consent for Pre-Participation.....52

 G. Informed Consent for Post-Participation.....53

 H. Ethical Committee Approval.....54

LIST OF TABLES

TABLES

Table 3A.....16

Table 3B.....17

LIST OF FIGURES

FIGURES

Figure 1.....	5
Figure 2.....	9
Figure 3.....	18
Figure 4.....	20



CHAPTER 1

INTRODUCTION

One of the key developmental milestones of adolescence is the identity development (Erikson, 1968). During this period, adolescents develop their self-identities through interactions with their parents, peers, romantic partners and other significant figures (Furman & Shaffer, 2003). Among these interactions, romantic relationships especially those formed during late adolescence period, are very important in terms of one's self-worth (Connolly & Konarski, 1994; Harter, 1988, 1999). A romantic relationship of good quality is positively associated with greater levels of well-being, and it is related to competence in later years due to the reinforcement of self-worth (Kamp Dush & Amato, 2005; Masten et al., 1995). Consequently, general well-being may enable identity formation and increase psychological adjustment (Bouchey 2007; Braithwaite, Delevi, and Fincham 2010; Shaffer Hand & Furman, 2009). In contrast, adolescents with negative experiences in their romantic relationships have much less confidence about their capabilities to form qualified relationships as well as to do other tasks in their lives, and romantic relationships with negative qualities are associated with depressive symptoms (Furman & Shaffer, 2003; La Greca & Harrison, 2005).

Emotional abuse is one of these negative experiences in a romantic relationship. Emotional abuse can involve dominance, verbal assault, control, ridicule, and the use of intimate knowledge for degradation or isolation (Follingstad, Coyne, & Gambone, 2005). The term is used interchangeably with psychological aggression, verbal abuse, psychological abuse and psychological maltreatment (Karakurt, Ergüner-Tekinalp & Terzi, 2009). Emotional abuse is the most common type of violence in intimate relationships for women and men and includes all age groups (Forke, Myers, Catalozzi & Schwarz, 2008; Ijadunola et al., 2014). Almost all victims of

physical abuse are also exposed to emotional or psychological abuse (Berkel, Furlong, Hickman & Blue, 2005; Langhinrichsen-Rohling, Shlein-Dellinger, Huss & Kramer, 2004). Surprisingly, research on emotional abuse is less compared to sexual and physical violence. In fact, emotional abuse can often become a precedent to physical abuse (Karakurt & Silver, 2013). Recent research has also demonstrated that emotional abuse has different consequences from other forms of abuse (Briere & Runtz, 1990; Gross & Keller, 1992; Mullen, Martin, Anderson, Romans, & Herbison, 1996; Nicholas & Bieber, 1996) and that it is the most prevalent and harmful type of abuse (Hart, Binggeli, & Brassard, 1997; McGee & Wolfe, 1991). For example, the long term consequences of emotional abuse include mental health problems such as suicidal thoughts and depression, lack of autonomy and declined self-esteem (Coker et al., 2002; Sackett & Saunders, 1999). Sense of isolation is an also important negative consequence of emotional abuse. Isolation amplifies a sense of dependency to the partner (Karakurt & Silver, 2013). Hence, it is important to identify the precursors of being a victim of emotional abuse in a romantic relationship.

One factor related to being a victim of emotional abuse in a romantic relationship could be the quality of early experiences that one has with his/her parents. Likewise, the relationship patterns of parent-child dyads and romantic partners are considered to have similar attachment functions, whereby representations of early experiences with parents tend to continue in romantic relationships (Hazan & Shaver, 1987). Furthermore, abuse in later stages of life is predicted by early childhood abuse experiences (Browne & Finkelhor, 1986; Messman-Moore & Long, 2000; Messman-Moore, Walsh, & DiLillo, 2010; Widom, Czaja & Dutton, 2008).

However, these studies on childhood abuse mostly focused on gender differences (Finkelhor, Hotaling, Lewis, Smith, 1990; Kohn Maikovich-Fong & Jaffee, 2010; Titus, Dennis, White, Scott & Funk, 2003; Walker, Carey, Mohr, Stein & Seedat, 2004) or they looked at the

relationship between parenting behaviors and perpetration of violence in romantic relationships (DeMaris, 1990; Kalmuss, 1984, Malone, Tyree, & O’Leary, 1989; DeMaris, Cernkovich, & Giordano, 2004). Surprisingly, there were no studies on how perceived parental behaviors and attitudes would influence the victimization by emotional abuse in adolescent-romantic relationships. Like insecure attachment patterns, dysfunctional parental behaviors and attitudes might contribute to the development of romantic relationship dysfunction that may be characterized by victimization of an abuse.

The present study contributes to the literature by investigating the roles of parental behaviors and attitudes, particularly parental psychological control, parental warmth and strict control/supervision, on victimization by an emotional abuse in romantic relationships. We focused on emotional abuse in romantic relationships because as reported above, emotional abuse has significant detrimental effects on identity development during adolescence. We believe that understanding the interactions among psychological control, parental warmth and behavioral control on emotional abuse victimization will a-) clarify how these parenting dimensions contribute together to identity development during adolescence, and b-) have important implications to prevent probable traumatic exposures throughout the childhood before these events re-experience during emerging adulthood.

1.1 Parental Behaviors, Parental Attitudes and their Interactions on Relationship Related Outcomes

Psychological control is considered as a parental behavior in the present study. It is an insidious example of control that potentially intrudes or inhibits upon psychological development of the child (Barber, 1996). By means of exploitation and manipulation of the bond between parent and child (e.g., guilt induction and love-withdrawal); negative, affect-laden criticisms and

statements (e.g., shame and disappointment); and extreme personal control (e.g., protectiveness or possessiveness), parents may gain psychological control over their children (Barber, 1996). These behaviors of psychological control are strongly correlated with each other and can be implemented through a variety of parental ways (Barber & Harmon, 2002). Psychological control is associated with internalization (e.g., lower levels of self-esteem, competence and self-confidence) and externalization (e.g., aggression) problems (Barber & Harmon, 2002). The present study takes sides with those who propose that psychological control and behavioral control should be differentiated from each other (Schaefer, 1965; Barber, 1996, 2002).

Parental attitudes include two key dimensions. These two dimensions are responsiveness and demandingness (Maccoby & Martin, 1983). Responsiveness is related to parental warmth and includes a series of verbal attitudes such as encouragement, compliments to or about the child and nonverbal attitudes such as playful touch, kissing or hugging (Rohner, 1986). Parental warmth also involves reasoned communication between parent and the child and supporting autonomy of the child (Baumrind, 2005). The other dimension, demandingness, includes behavioral control and monitoring the activities of the child (Baumrind, 2005). Behavioral control offers guidelines for appropriate behavior. These guidelines protect children or adolescents against antisocial behavior or externalizing problems (Barber & Harmon, 2002). As indicated above behavioral control is considered different from psychological control.

Baumrind (1967) initially suggested three types of parenting styles named as authoritative, authoritarian and permissive. Maccoby and Martin (1983) later expanded upon this classification and suggested that responsiveness and demandingness are the two key dimensions of parenting styles. Four patterns of parenting have been identified based on these two dimensions. Authoritative parents are high on warm, responsiveness and demandingness, and low on intrusiveness; so, these warm-controlling parenting qualifications bring forward responsible, self-

reliant and assertive children (Baumrind, 1967). Yet, parents who are classified as authoritarian are high on strict control and are detached, but exhibit low levels of warmth and responsiveness; hence, these strict-controlling tendencies result in distrustful, discontent and withdrawn children (Baumrind, 1967). Parents who are classified as permissive are very low on controlling and demanding traits, and are relatively warm; so, these permissive parenting qualifications may be associated with the least explorative, self-reliant and self-controlled children (Baumrind, 1967). The Permissive/Indulgent style is the opposite of the authoritarian parenting style and is characterized by low levels of demandingness and high levels of responsiveness. On the other hand, the Permissive/Neglectful style is the opposite of the authoritative parenting style and is characterized by low levels in both demandingness and responsiveness dimensions (Maccoby & Martin, 1983). Figure 1 represents four parenting styles in a diagram.

		Responsiveness – Acceptance / Involvement	
		High	Low
Demandingness - Strict Control / Supervision	High	Authoritative	Authoritarian
	Low	Permissive/Indulgent	Permissive/Neglectful

Figure 1. The Model of Parenting Styles Based on Two Dimensions (Maccoby & Martin, 1983)

Parental behavioral control/monitoring (demandingness dimension) and parental warmth (responsiveness dimension) interact differently for different parenting styles on predicting child outcomes. For example, behavioral control/monitoring show more beneficial influence and is presented as optimal when established in an authoritative style in contrast to when entrenched in an authoritarian pattern because in authoritative parenting strict behavioral control and/or monitoring comes together with warmth and high support of child’s autonomy (Baumrind, 2005;

Skinner, Johnson, & Snyder, 2005; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Likewise, high parental warmth has positive impacts on children when engaged with greater behavioral control and monitoring in an authoritative pattern, but not when combined with low behavioral control in a permissive style (Baumrind, 2005). For instance, adolescents with permissive/neglectful parents scored the lowest in the majority of categories of adjustment, whereas adolescents with permissive/indulgent parents revealed a mixture of negative (school misconduct, alcohol and drug abuse and school disengagement) and positive traits (self-confidence and social competence) (Lamborn, Mounts, Steinberg, & Dornbusch, 1991). Thus, these two dimensions would act differently depending on parenting styles on predicting emotional abuse experience in romantic relationships. Furthermore, the level of psychological control applied in child rearing practices could also influence the interaction between these two dimensions on predicting emotional abuse victimization.

As discussed above, psychological control is associated with internalization (e.g., lower levels of self-esteem, competence and self-confidence) and externalization (e.g., aggression) problems (Barber, & Harmon, 2002) as well as low friendship quality and less peer support (Karavasilis, Doyle, & Markiewicz, 2003; Leadbeater, Banister, Ellis, & Yeung, 2008; Soenens, Vansteenkiste, Duriez, & Goossens, 2006; Soenens, Vansteenkiste, Goossens, Duriez, & Niemiec, 2008). Yet, the interaction between responsiveness and psychological control is controversial. While some studies argued that parental warmth may buffer against the adverse effects of psychological control on externalizing problems and social functioning of children (Gray, & Steinberg, 1999; Pettit, & Laird, 2002), other researchers stated that high levels of parental warmth may intensify the negative effects of psychological control and increase problem behaviors (e.g., relational aggression) in peer relationships (Aunola, & Nurmi, 2005; Baumgardner, & Boyatzis, 2018). One reason for the inconsistencies among the studies reported above could be due to

ignoring the role of behavioral control in those studies. More specifically, it is likely that high levels of parental warmth may intensify the negative effects of psychological control only when behavioral control is low, but high levels of parental warmth may avoid the negative effects of psychological control when behavioral control is high. In fact, although warmth is accepted as the single most essential, pervasive dimension of caregiving and substantial in almost all categorization of parenting (Rohner, 1976, 1986), its interaction with behavioral control/supervision is also important in terms of parenting configurations and developmental outcomes of adolescents.

In the light of literature findings reported above, the levels of strict behavioral control/supervision may change the effect of both parental psychological control and parental warmth on clinical and developmental outcomes of adolescents. For example, it is likely that high levels of parental warmth could exacerbates the negative effects of psychological control when behavioral control is low but not when it is high. Thus, the interactions among parental psychological control, parental warmth and strict behavioral control/supervision should be investigated to understand the mechanisms of emotional abuse experiences in romantic relationships of late adolescents.

1.2 The Present Study

Emotional abuse is the most prevalent and harmful type of abuse in a romantic relationship (Hart, Binggeli, & Brassard, 1997; McGee, & Wolfe, 1991). It has many negative consequences such as suicidal thoughts and depression, lack of autonomy, declined self-esteem, and self-isolation (Coker et al., 2002; Sackett, & Saunders, 1999). Surprisingly, research on emotional abuse is less compared to sexual and physical violence, although nearly all the victims of physical abuse are also exposed to significant emotional or psychological abuse (Berkel, Furlong, Hickman, & Blue, 2005; Langhinrichsen-Rohling, Shlein-Dellinger, Huss, & Kramer, 2004). Hence, the present study

focused on identifying the precursors of being a victim of emotional abuse in a romantic relationship.

Early abuse experience was found as the one most significant predictors of later victimization of abuse (Chu & Dill, 1990; Gidycz, Coble, Latham, & Layman, 1993; Gidycz, Hanson, & Layman, 1995; Himelein, 1995; Kessler, & Bieschke, 1999; Messman, & Long, 1996; Messman-Moore & Long, 2003; Noll, Horowitz, Bonanno, Trickett, & Putnam, 2003; Rich, Gidycz, Warkentin, Loh, & Weiland, 2005; Siegel, & Williams, 2003). Attachment models also suggested strong relationships between attachment security and one's romantic relationship quality (Alexandrov, Cowan, & Cowan, 2005; Collins, & Read, 1990). These findings lead us to the importance of parent-child relationships in predicting emotional abuse victimization.

Behavioral control/supervision and parental warmth were considered as two key dimensions of parenting attitudes. Many researchers also proposed that the distinction between the dimensions of control is to be constructed separately to better understand the effects of psychological control (Schaefer, 1965; Barber, 1996, 2002) and parenting styles (Baumrind, 1989; Darling, & Steinberg, 1993; Steinberg, Mounts, Lamborn, & Dornbusch, 1991) on clinical and developmental outcomes. Thus, the aim of the current study is to investigate that the interactions among parental psychological control, parental warmth and strict behavioral control/supervision on predicting emotional abuse victimization. By doing so, this study is the first study to our knowledge that reveal how perceived parental psychological control and parental attitudes are transferred to late adolescence, and how these variables influence the quality of adolescents' romantic relationships.

In the presented study, the main hypothesis was that perceived parental warmth and strict behavioral control/supervision should moderate the relationship between parental psychological

control and emotional abuse experience in romantic relationships. More specifically, when parental warmth is high and behavioral control is low, psychological control should predict emotional abuse. In contrast, when parental warmth is high and behavioral control is high, psychological control should not predict emotional abuse.

Since early abuse experience was strongly associated with later victimization of abuse (Chu & Dill, 1990; Gidycz et al., 1993, 1995; Himelein, 1995; Kessler, & Bieschke, 1999; Messman, & Long, 1996; Messman-Moore & Long, 2003; Noll, Horowitz, Bonanno, Trickett, & Putnam, 2003; Rich, Gidycz, Warkentin, Loh, & Weiland, 2005; Siegel, & Williams, 2003) early abuse experience was included as a covariate in the present study.

The diagram of conceptual model of the study is presented as below (Figure 2)

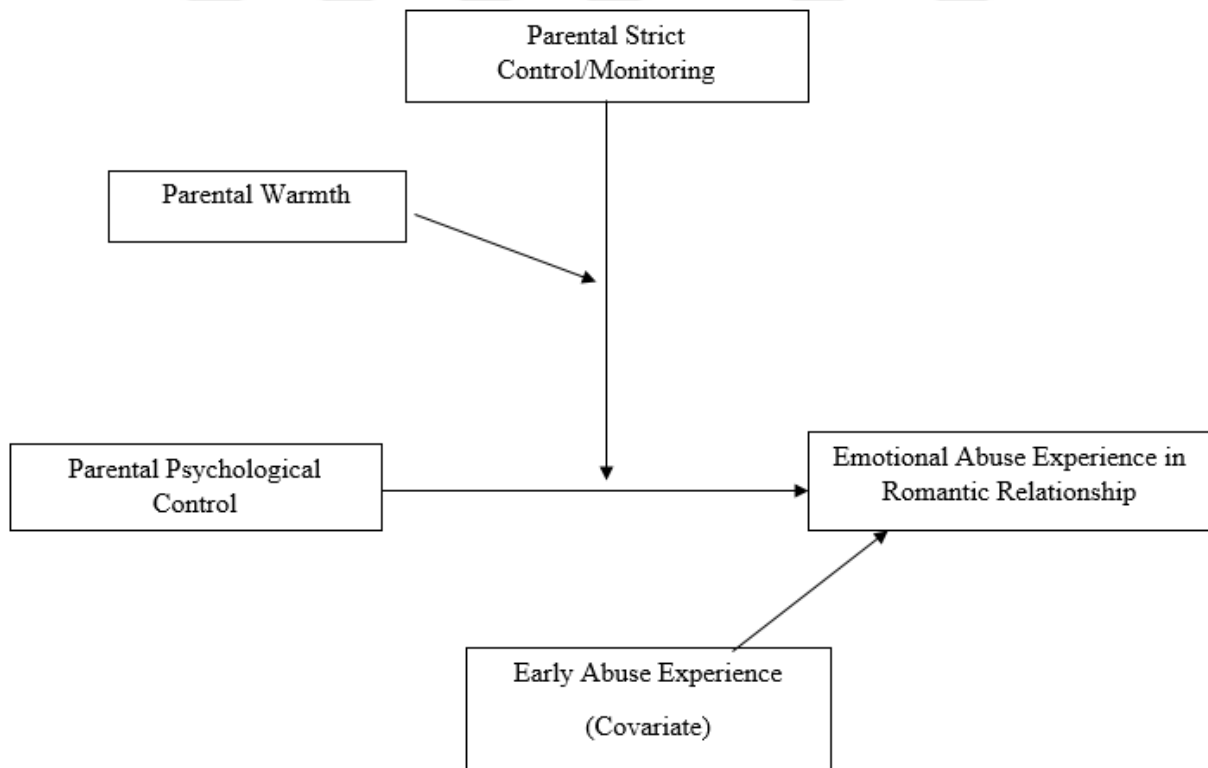


Figure 2. The conceptual model of the study

CHAPTER 2

METHOD

2.1. Participants

Two hundred thirty university students, who have ever had a romantic relationship for at least six months, participated to the study. The sample consisted of 141 (61.3%) females and 89 (38.7%) males. The age range of the participants was between 18 and 22 ($M = 20.63$, $SD = 1.24$). Participants were from various universities of Turkey, but mainly from Ankara (60%), İzmir (5.7%), İstanbul (3.9%), Eskişehir (3%) and Bursa (2.2%). Also, 25.2% of the data was collected from other cities in Turkey. 66% of the participants had ongoing romantic relationship. The average relationship duration was 24.26 months ($SD = 17.14$). The participants who signed for 'I have never had a romantic relationship' in Demographic Information Form were excluded from the study.

2.2. Materials

Demographic Information Form, Psychological Control Scale-Youth Self Report, Parenting Styles Questionnaire, Earlier Abuse Experience Information Form, and Emotional Abuse Questionnaire were used in order to measure perceived parental psychological control, parental warmth; earlier abuse experience and perceived emotional abuse in romantic relationship, respectively.

2.2.1. Demographic Information Form

The birth year, gender, the name of the university and department, and the romantic relationship status of the participants were asked to determine whether they met the specified criteria needed. Participants reported their relationship status by choosing one of the followings:

'I have never had a romantic relationship', 'I have had at least one romantic relationship in the past' and 'I am currently in a relationship'. Participants who signed the last two options were requested to state the duration of their romantic relationship in months (see Appendix A).

2.2.2. Psychological Control Scale—Youth Self-Report (PCS-YSR)

The scale assesses perceived parental psychological control of adolescents. The scale includes 16 items. Barber (1996) constructed the first eight items based on Schaefer's (1965). Afterwards, Barber and his colleagues expanded this scale by adding eight items to account for cross-cultural values (Barber, Olsen, Hunter, McNeely, & Bose 2007). The scale measures two sub-dimensions named 'Psychological Control (PC)' and 'Parental Disrespect' (PD). While the first eight items represent PC, the last eight items measure PD with cross-cultural values. The latest version of the scale was adapted into Turkish by Sayıl and Kındap (2010). The participants receive two equivalent forms in structure and content both for their mothers and their fathers. The mother and father forms involve 16 items each, derived from the latest version of the scale. The scale items are scored on a 4-point Likert scale ranging from 1 (*my mother/father never does*) to 4 (*my mother/father always does*). Example for Psychological Control is '*Brings up past mistakes when she (he) criticizes me*' and Parental Disrespect is '*Changes the subject whenever I have something say*'. High scores on scale dimensions indicate that psychological control perceived by the mother or father in the relevant dimension is quite high. Internal consistency coefficient of the original scale was .83 for mother-son and mother-daughter dyads; .80 for father-son and .83 for father-daughter dyads (Barber, 1996). In the adaptation study conducted by Sayıl and Kındap (2010), the internal consistency coefficients for mother and father in PD sub-dimension were .85 and .89, respectively; in PC sub-dimension were .77 and .79., respectively. In the present study, internal

consistency coefficients for mother and father in PC were .84 and .84, respectively; in PD were .84 and .85, respectively (see Appendix B).

2.2.3. Parenting Styles Questionnaire (PSQ)

The scale was developed by Sümer and Güngör (1999) in the light of Steinberg and his colleagues' works (1991) basing on dimensions and classifications methods of Maccoby and Martin (1983). The scale measures strict control/supervision and acceptance/involvement for both parents. The short-version of the original scale was used for the current study. The total item number of the scale consists of 22 items, including 11 items for acceptance/involvement dimension and 11 items for strict control/supervision dimension. In the scale, odd numbered items represent acceptance/involvement and even numbered items stand for strict control/supervision dimensions. In addition, the odd numbers of the scale, 11, 13 and 21 are reversely coded. The scale items can be scored on a 5-point Likert scale ranging from 1 (*definitely false*) to 5 (*definitely true*). '*I have always trusted his/her love and closeness*' represents an item for acceptance, involvement and understanding, while '*He/she wanted to control every behavior of mine.*' represents an item for strict supervision/control. Internal consistency coefficients for Acceptance/Involvement were .94 for both mothers and for fathers; internal consistency coefficients for Strict Control/Supervision were .80 for mothers and .70 for fathers. In the present study, internal consistency coefficients for Acceptance/Involvement were .92 for mothers and .93 for fathers; internal consistency coefficients for Strict Control/Supervision were .87 for mothers and .86 for fathers (see Appendix C).

2.2.4. Earlier Abuse Experience Information Form (EAEIF)

The Earlier Abuse Information Form was developed for the current study. The participants were provided with the definition of three types of abuse; sexual, physical and emotional. After reading related definition with the abuse types, they were asked to select the abuse type they

experienced if they had any exposure from their childhood to early or mid-adolescence period (see Appendix D).

2.2.5. Emotional Abuse Questionnaire (EAQ)

The Emotional Abuse Questionnaire was developed by Jacobson and Gottman's (1998) as a part of their larger study on violent marriages. The EAQ measures different aspects of emotional abuse in intimate relationships (Jacobson & Gottman, 1998). The EAQ includes 66 items scored by participants on a 4 point Likert-type scale format ranging from 1 (*Never*) to 4 (*Always*). The scale was adapted to Turkish by Karakurt, Erguner-Tekinalp and Terzi (2009) and administered to university students. For the current study, the participants were asked to fill out the questionnaire by thinking of their current partner or partner from the previously ended romantic relationships if these relationships lasted for at least six months. The scale has four different subscales: isolation, degradation, sexual abuse, and property damage. Internal consistency for the subscales are .92, .94, .72, and .82, respectively. The isolation subscale consists 24 items, including "*My partner tries to control whom I spend time with*". The degradation subscale includes 28 items, consisting "*My partner humiliates me in front of others*". For this study, the questions under the headline of sexual abuse and property damage were removed in accordance with the possibility that the participants would be uncomfortable in answering them and/or may not respond to questions involving sexuality or property damage. Subsequently, the number of items decreased from 66 to 52. In the present study, internal consistency coefficient for isolation subscale was .91 and for degradation subscale was .90, respectively (see Appendix E).

2.3. Procedure

Before data collection, the ethical permission of the current study was received from TED University Human Subjects Ethics Committee. The data were collected from undergraduate students whose ages were between 18 and 22. Convenience sampling was used. Participants were

recruited through advertisements (i.e., via social media, email lists, and course instructor announcements). Participants involved the current study voluntarily. To ensure confidentiality, personal identifying information was not requested in the Informed Consent. Instead, participants wrote down a nickname above their signature. Questionnaires took approximately twenty minutes to complete.



CHAPTER 3

RESULTS

3.1. Statistical Analysis

In the current paper, descriptive analysis and correlations of the measured variables were presented first. Before analysis, the data were checked for multicollinearity by using Variance Inflation Factor (VIF) values for the parental psychological control, parental warmth and parental strict control/supervision. The VIF values were 1.25, 1.99 and 1.77, respectively. These scores indicated that there was no multicollinearity among independent variables. Then, moderation analysis was used to examine the effects of perceived parental psychological control, parental warmth and parental behavioral control on emotional abuse in romantic relationships. The analysis was conducted through the PROCESS macro v3.3 program of Hayes (2013). The conceptual model of this analysis was constructed based on Model 3 (Hayes, 2013). That is, variables were measured thorough whether parental strict control (M) and parental warmth (W) were moderated the relationship between parental psychological control (X) and emotional abuse in a romantic relationship (Y). In the meantime, earlier abuse experiences of the participants were used as covariate in the analysis. The quantile option was chosen in PROCESS to correspond the values of the variables in 16th, 50th and 84th percentile of the distribution. Parental psychological control, strict control and warmth were mean centered prior to analysis to render *b* values interpretable. This centering was conducted by subtracting a constant value (i.e., mean) from each value of a variable in dataset. After this transformation, *b* values still indicated conditional effects. Hayes (2013) stated that diverse transformations of X, M and W would change their *b* values and how these numbers were interpreted. Nevertheless, as long as the centering alters only the mean of X,

M or W, *b* value of this interaction and inferences about it would be unaffected (Hayes, 2013). The number of earlier emotional abuse was used as a covariate in the analyses.

3.2. Descriptive Analysis and Correlations of the Measured Variables

In this section, Table 3A represents means (M) and standard deviations (SD) of the measured variables of the study. Table 3B shows the correlations among the study variables. As reported in the Table 3b, parental psychological control, parental warmth, parental behavioral control and emotional abuse in a romantic relationship had significant associations with each other.

Table 3A. Means (M) and Standard Deviations (SD) of the Measured Variables of the Study

Variable	<i>M</i>	<i>SD</i>
Total PCS-YSR	53.08	15.58
Total PSQ	135.38	17.32
Total PW	82.60	17.11
Total BC	52.78	15.75
Total # of Abuse	0.80	0.99
Total EAQ	67.62	14.90

Note. PCS-YSR: Psychological Control Scale—Youth Self-Report, PSQ: Parenting Styles Questionnaire, Total # of Abuse: Earlier Abuse Experience Information Form, EAQ: Emotional Abuse Questionnaire

Table 3B. Bivariate Correlations of the Measured Variables of the Study

Variables	1	2	3	4	5
Predictors					
1. Parental Psychological Control	-	-.66*	.71*	.30*	.32*
2. Parental Warmth	-.66*	-	-.45*	-.22*	-.24*
3. Strict Control/Supervision	.71*	-.45*	-	.30*	.28*
Outcome					
4. Emotional Abuse	.30*	-.22*	.30*	-	.16*
Covariate					
5. The Number of Abuse Experience	.32*	-.24*	.28*	.16*	-

*Note. *p < .05*

3.3. Testing the Model: 3-Way Interactions between Psychological Control, Parental Warmth, Parental Strict Control/Supervision

In the model, the direct effects of parental psychological control, parental warmth and parental strict behavior/supervision on emotional abuse as well as their interactions were measured.

Results indicated that the overall model explained 16% of variability in emotional abuse ($F(8, 221) = 5.31, p = .00$). Parental warmth and strict control/supervision significantly moderated the relationship between psychological control and emotional abuse in romantic relationships. The statistical diagram of the model was presented in Figure 3.

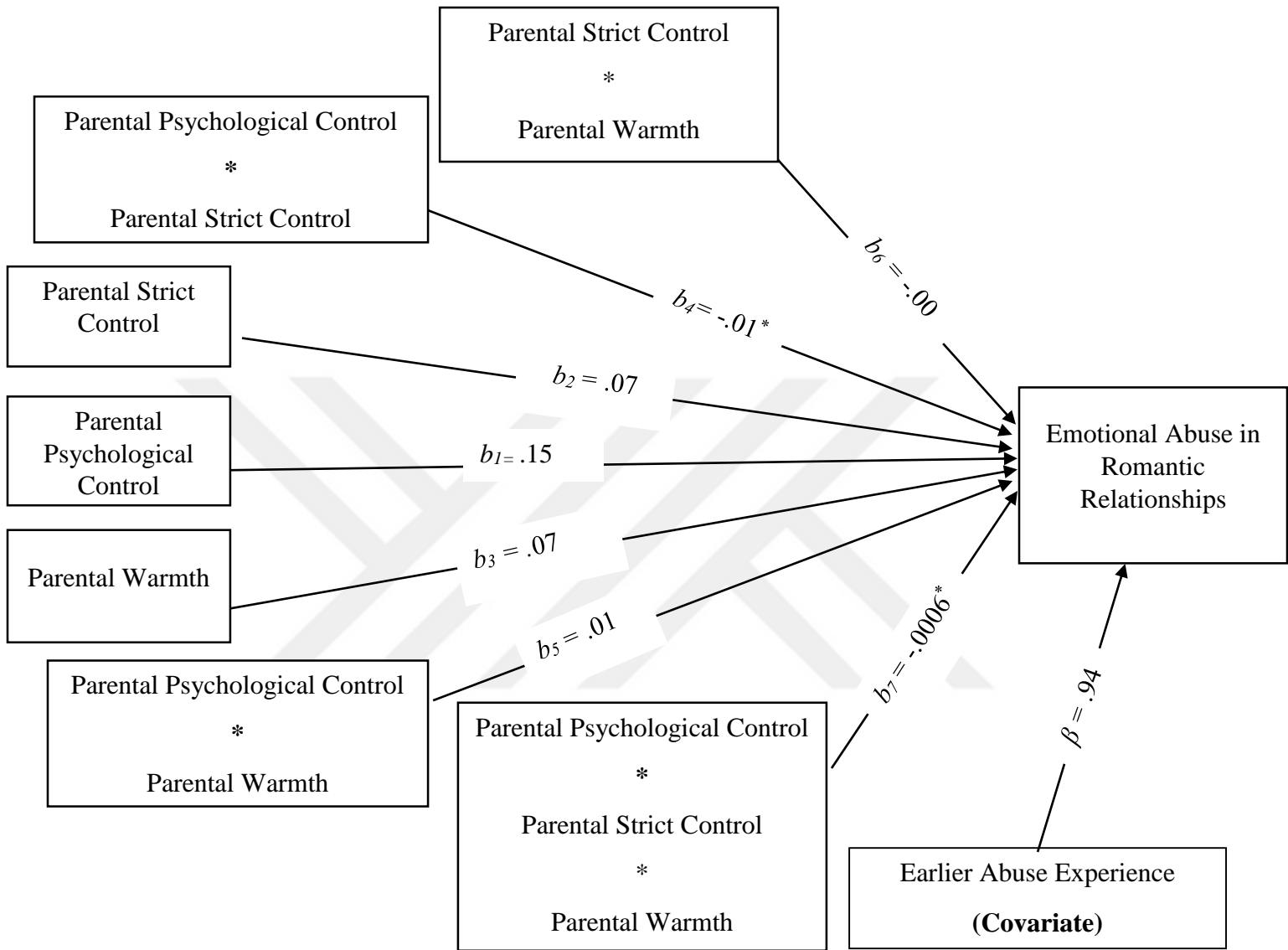


Figure 3. Statistical Diagram of the Model (Note. * $p < .05$)

The effects of parental psychological control ($b_1 = .15$, $SE = .12$, $t = 1.32$, $p > .05$; 95% $CI [-.077, .386]$), parental strict control/supervision ($b_2 = .07$, $SE = .08$, $t = .80$, $p > .05$), and parental warmth ($b_3 = .07$, $SE = .09$, $t = .90$, $p > .05$; 95% $CI [-.081, .219]$) were not significant on emotional abuse in romantic relationships. The relationship between earlier abuse experience and emotional abuse were not significant ($\beta = .94$, $SE = .99$, $t = .95$, $p > .05$; 95% $CI [-1.009, 2.895]$).

There was no significant interaction between parental psychological control and parental warmth ($b_5 = .01$, $SE = .00$, $t = 1.08$, $p > .05$; 95% $CI [-.004, .014]$) on emotional abuse. The interaction between parental warmth and strict control/supervision on emotional abuse was not significant, either ($b_5 = -.00$, $SE = .01$, $t = -.15$, $p > .05$; 95% $CI [-.011, .009]$). However, the interaction between parental psychological control and strict control on emotional abuse was significant ($\beta = -.012$, $SE = .01$, $t = -2.39$, $p < .05$; 95% $CI [-.022, -.002]$).

The regression coefficient effects and two-way interactions reported above were further qualified by a significant three-way interaction between parental psychological control, parental warmth and strict control/supervision on emotional abuse in romantic relationships ($b_7 = -.0006$, $SE = .0002$, $t = -3.51$, $p < .01$; 95% $CI [-.0009, -.0003]$). Test of conditional effects indicated that the interaction between psychological control and parental warmth on emotional abuse was significant only when the strict control/supervision was low (below 16th percentile; $\beta = .014$, $F(1,221) = 5.23$, $p < .05$). More specifically, parental psychological control predicted emotional abuse in romantic relationships when parental strict control/supervision is low (below 16th percentile), but parental warmth is at moderate ($\beta = .40$, $SE = .17$, $t = -2.39$, $p < .05$; 95% $CI [.069, .723]$), or at high (above 84th percentile) levels ($\beta = .60$, $SE = .21$, $t = 2.79$, $p < .01$; 95% $CI [.175, 1.021]$; Figure 4).

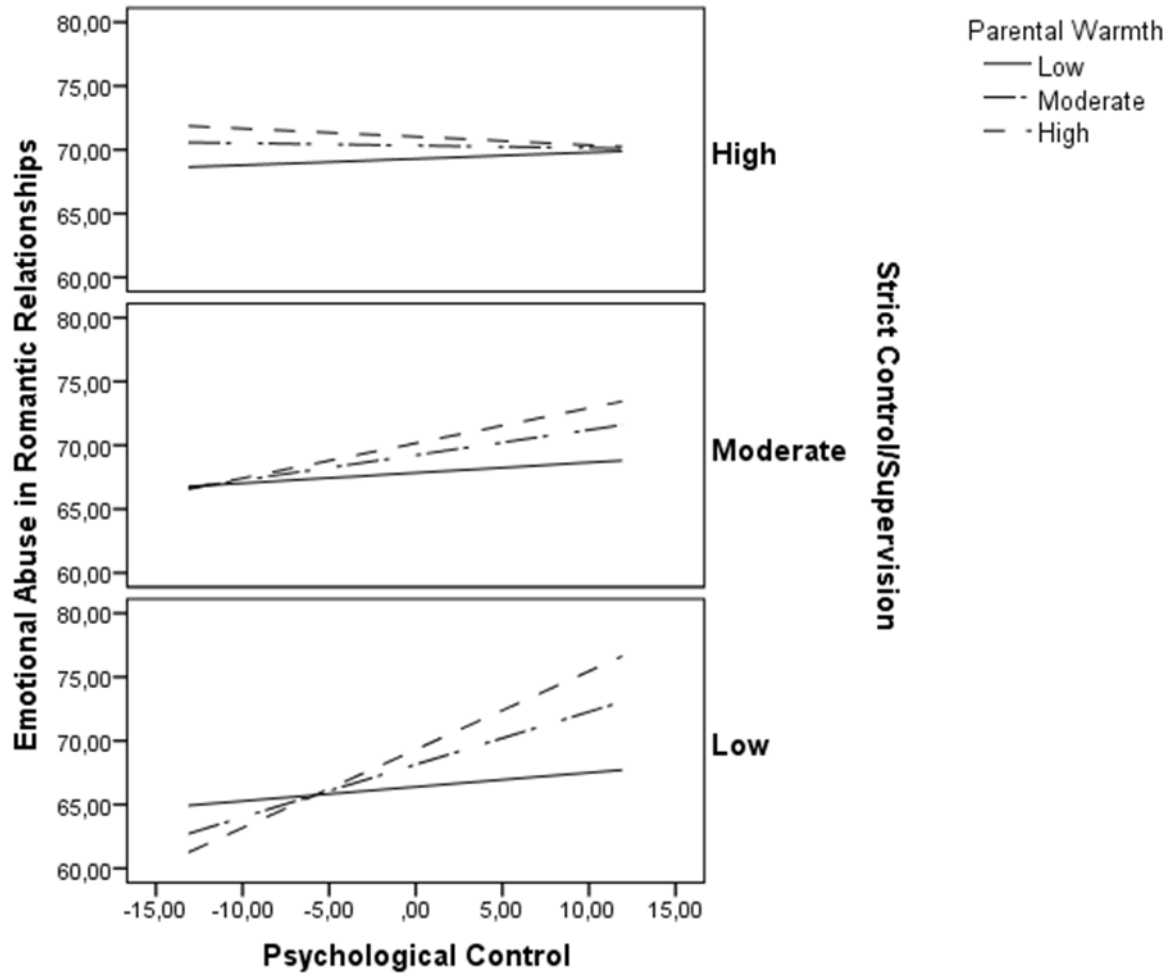


Figure 4. Three-way Interaction between Parental Psychological Control, Parental Warmth and Strict Control/Supervision on Emotional Abuse in Romantic Relationships

CHAPTER 4

DISCUSSION

In the literature, the adverse effects of parental psychological control on child and adolescent development have long been studied, and this type of control is associated with internalization (e.g., lower levels of self-esteem, competence and self-confidence) and externalization (e.g., aggression) problems (Barber, & Harmon, 2002). The main effects and the interaction effects of psychological control and other parental attitudes such as parental warmth and strict control/supervision on child outcomes were also studied. Lower levels of psychological control and higher levels of behavioral control predicted healthy adolescent development (Steinberg, 1990), but the interaction between parental psychological control and parental warmth yielded conflicting results (Aunola, & Nurmi, 2005; Gray, & Steinberg, 1999; Pettit, & Laird, 2002).

When relationships assume adult-like form in contrast to early stages (Furman, 1999), romantic relationships become the cornerstone of the adolescence (Sullivan, 1953). Being involved in a romantic relationship, and the quality of that romantic relationship is positively related with romantic self-concept, which in turn essentially is associated with self-worth (Connolly, & Konarski, 1994; Harter, 1988, 1999). The quality of a romantic relationship is also closely related to attachment security (Alexandrov, Cowan, & Cowan, 2005; Collins, & Read, 1990). Furthermore, it has been demonstrated that experience of early abuse may invoke abuse in the later stages in life. Therefore, quality of a romantic relationship could also be related to parental environment. Previous research on parenting imply that psychological control, behavioral control/monitoring and parental warmth should all be considered in studying the relationship between parenting and any outcome.

The present study, for the first time, investigated the relationship between psychological control and emotional abuse victimization in romantic relationships by also considering behavioral control/monitoring and parental warmth dimensions. In this way, the present study significantly contributed to our understanding of how perceived childhood experiences of parental psychological control and parental attitudes are transferred to late adolescence, and therefore affect adolescents' current experiences of emotional abuse in their romantic relationships.

In this section of the chapter, the results will be discussed in the light of existing literature. Afterwards, clinical implications, and limitations of the study will be reported with some suggestions for future research.

4.1 Main Findings of the Study

Moderation analysis indicated that three-way interaction between parental psychological control, warmth and strict control on emotional abuse was significant. More specifically, parental psychological control predicted emotional abuse victimization when parental warmth was both moderate and high, but when strict control/supervision was low. Therefore, we confirmed our main hypothesis. The literature knowledge supports the current outcome by stating that high parental warmth, resulted from high responsiveness, positively influences children when engaged in high behavioral control and also monitoring as in an authoritative parenting type, but high parental warmth did not show the same effect with low behavioral control in a permissive manner (Baumrind, 2005). But current findings also imply that when parents provide encouragement, intimacy and positive communication (i.e., high levels of warmth), nonverbal attitudes such as playful touch, kissing or hugging, all these attitudes become very rewarding for the child as well as such warm attitudes provide a close bond between the parent and the child. However, when these attitudes are not supported by an appropriate monitoring and guideline (i.e., low levels of behavioral control), a child may find difficult to regulate his/her own behaviors and may develop

externalizing or internalizing behaviors (Baumrind, 1971, 1991; Maccoby, & Martin, 1983). Furthermore, if parents try to control these problematic behaviors by means of manipulating or exploiting the emotional bond with their children, these parents teach their children to be psychologically dependent individuals who could do everything regardless of appropriate or inappropriate to maintain care and compassion. In other words, when high parental warmth and high psychological control come together with low monitoring (i.e., low behavioral control), the relationship between parents and children become very abusive. The results indicated that children who had such abusive parental environment maintained this abusive relationship with their romantic partners when they become adolescents. Consistent to this idea, Aunola and Nurmi (2005) stated that parents who demonstrate both psychological control and warmth with accepting behaviors display inconsistent signs of approval to children that encourage psychological dependency of the child to others, and low levels of behavioral control also increase the victim's dependency to his/her partner in late adolescence.

In fact, Structural Family Therapy approach may help to explain this interaction effect from another point of view. Because the focus of this therapy emphasizes the importance of the person within the system of the family (Colapinto, 1982; Minuchin, 1974), this approach states that the symptom of the individual could be best understood in the context of familial interaction patterns (Gladding, 1998). Boundaries exist at all levels of the family system and between subsystems of that family, and this determines the movement of family members into or out of the system. Some families have very loose boundaries where their members and others can easily pass without restrictions, whereas some families have rigid boundaries that restrict the exit of their members from the system and access of the others to the system (Gladding, 1998). The looseness or rigidity of the system's boundaries and the amount of information allowed to enter the system through these boundaries indicate the openness or closeness of that system (Gladding, 1998). In order for a system

to function properly, it should not completely be closed or completely open to incoming information; but, it should be flexible (Gladding, 1998). For the current study, we might interpret that permissive parenting configuration with high warmth and low behavioral control/monitoring may show similar patterns with adaptation of loose boundaries within his/her family system. Likewise a system which accepts too much information without boundaries cannot be separated from other systems, a person who is an emotional abuse victim might not detach himself/herself from the abusive partner as an individual. Therefore, the balance between the parenting dimensions is also important as the flexible boundaries in a family system.

In this study, it was found that parental psychological control had a significantly positive relationship with emotional abuse in romantic relationships. This was an expected correlation since psychological control intrudes the sense of psychological autonomy (Barber, 1996) which is one of the most important requirements of a developing child (Barber, Olsen, & Shagle, 1994). Also, this type of control is associated with externalization (e.g., aggression) and internalization (e.g., lower levels of self-esteem, competence and self-confidence) problems (Barber, & Harmon, 2002), so emotional abuse experience is expected to be affected from parental psychological control.

In addition, parental warmth was significantly and negatively correlated with emotional abuse in romantic relationships. Actually, the warmth was described as the acceptance and support of parents in parent–child relationships, so the construct has been related to lower relational aggression and positive peer relationships (Clark, Dahlen, & Nicholson, 2015; Gray, & Steinberg, 1999).

Moreover, parental strict control/supervision was positively correlated with parental psychological control. Although two constructs were separated in terms of the developmental aspects they focused, their influences on developmental outcomes reveal significance. In other words, psychological control has been associated with internalized (e.g., depression), whereas

behavioral control has been related to externalized (e.g., delinquency) problems (Barber, 1996). As expected, the interaction between parental psychological control and strict control/supervision on emotional abuse experience was significant. That is, the relationship between parental psychological control and emotional abuse victimization becomes stronger when parental strict control/supervision decreases. This outcome seems meaningful since behavioral control and monitoring ensures sufficient structures, rules and probable self-regulatory practices that must be adopted to be competent in socially appropriate behavior (Maccoby, & Martin, 1983). In fact, the child outcomes with behaviorally controlling parent were negatively associated with depression and antisocial behaviors (Özdemir, 2012)

The interaction effect of parental psychological control and warmth on emotional abuse in romantic relationships was not significant. Indeed, research on the relationship between the two constructs revealed inconsistent results about their interaction. While some studies argued that parental warmth may buffer against the adverse effects of psychological control on externalizing problems and social functioning of children (Gray, & Steinberg, 1999; Pettit, & Laird, 2002), other researchers stated that high levels of parental warmth may intensify the negative effects of psychological control, and parents with high warmth increase problematic behaviors in peer relationships (Aunola, & Nurmi, 2005). Similarly, parental warmth was found to aggravate the negative relationship between perceived psychological control, friendship quality and relational aggression of college students (Baumgardner, & Boyatzis, 2018).

But as discussed above, including behavioral control dimension clarifies the inconsistent results on the interaction between psychological control and parental warmth. Because as the three-way interaction between parental strict control/supervision, psychological control and parental warmth indicates parental warmth strengthens the relationship between psychological control and emotional abuse only when parental strict control/supervision is low.

In sum, the results indicate that parental warmth exacerbates the negative effects of psychological control on emotional abuse victimization in romantic relationships of late adolescents only when parents do not provide enough behavioral control and monitoring for inappropriate behaviors during childhood.

4.2 Clinical Implications

The most important finding of the study was that parental psychological control predicted emotional abuse victimization when parental warmth was both moderate and high, but when strict control/supervision was low. This finding has important implications for parenting and its relation to well-being. Prevention programs targeting effective parenting should be developed and implemented to parent candidates or new parents. During administrations, the parents should be informed about possible positive or adverse consequences of parental involvement and/or controlling behavior on their children's health development. First, parents need to know that high parental warmth produces positive effects on child development when combined with high behavioral control and monitoring. Yet, high parental warmth does not result in same positive impacts on child development when conjoined with low behavioral control and monitoring (Baumrind, 2005). Similarly, behavioral control and monitoring should be embedded into parental responsiveness and warmth in an authoritative approach (Baumrind, 2005). Therefore, high parental warmth with permissive behavioral control may not provide more autonomy to the child.

The second issue that parents should keep in mind that high parental warmth in conjunction with high psychological control may suppress autonomy and turn the child into a dependent person if they as parents do not provide adequate supervision for their children's behaviors. Psychologically controlling behaviors include socialization processes with non-responsive acts to psychological and emotional needs of the child (Maccoby, & Martin, 1983), and they suppress

autonomy (Baumrind, 1965, 1978; Hauser, 1991; Hauser et al., 1984). Furthermore, high parental warmth may increase the negative effects of parental psychological control on dependence to others (Aunola, & Nurmi, 2005). As a result, an under-controlled environment without self-regulatory behaviors, often leave children in more reckless and impulsive position, and children may more tend to violate societal norms and take risks (Barber, 1996) as well as to maintain abusive relationships.

Nevertheless, the participants of the current study already reached their late adolescence period, and their families could not have a chance to involve this prevention program. What might be another alternative beside the prevention program? In fact, Schema Therapy proposes an intervention method named 'Limited Re-parenting'. Through this method, the unmet childhood needs underlying the relevant scheme or mode can be found by going to the scene related to that scheme in the mind. The therapist regulates the emotions of the counselee and encourages him/her to internalize this regulation skills during the therapy to prevent him/her from becoming dependent to the therapist. During the internalization process, the client is expected to form a healthy adult mode by modeling the therapist. This mode becomes a strong basis for the foundation of the autonomy (Young, Klosko ve Weishaar, 2003). As a result, the representational dependency which is resulted from the parents' inconsistent signs of approval due to parental psychological control and warmth may turn into more autonomous healthy adult mode with this psychotherapy approach.

In sum, the balance between parental psychological control, parental warmth and strict control/supervision is one of the most important positive impacts that parents can have on their children's healthy development.

4.3 Limitations and Future Suggestions

In this study, the degree of emotional abuse that was experienced by participants in romantic relationships was measured. However, the degree of emotional abuse that was applied by

participants to their partners was not measured because it was not possible to collect and compare data from their partners. Future research could do such a comparison.

In the present study, the moderated effects of parenting variables on emotional abuse victimization were studied. This was important to clarify the relations between those parenting variables. Yet, future studies could expand the relations among those parenting variables by looking at the relationships between parenting variables, emotional abuse victimization, emotion regulation strategies in those abusive relationships and psychological well-being.

Finally, in the present study earlier abuse experience did not predict emotional abuse victimization in romantic relationships. Previous research found that earlier sexual abuse was one of the most significant predictors of sexual and physical abuse perpetration (Chu & Dill, 1990; Gidycz et al., 1993, 1995; Himelein, 1995; Kessler & Bieschke, 1999; Messman & Long, 1996; Messman, Moore & Long, 2003; Noll, Horowitz, Bonanno, Trickett & Putnam, 2003; Rich, Gidycz, Warkentin, Loh & Weiland, 2005; Siegel & Williams, 2003). The difference could be due to type of abuse considered in this study was different. Another reason could be that in the present study emotional abuse victimization rather than perpetration was studied. Future studies could more directly focus on the relationship between parenting, earlier abuse experience and emotional abuse victimization. Final reason might be that in the Earlier Abuse Experience Form, three type of abuses were defined and exemplified for the participants to give diverse opportunities to sign whether they had any experiences with those kinds of abuses. Instead, more structured, reliable and valid form of abuse scale could be administered to measure different types of abuse experiences.

REFERENCES

- Alexandrov, E. O., Cowan, P. A., & Cowan, C. P. (2005). Couple attachment and the quality of marital relationships: method and concept in the validation of the new couple attachment interview and coding system. *Attachment & Human Development, 7*(2), 123–152. doi:10.1080/14616730500155170
- Aunola, K., & Nurmi, J. (2005). The role of parenting styles in children's problem behavior. *Child Development, 76*(6), 1144–1159. doi:10.1111/j.1467-8624.2005.00840.x-i1
- Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development, 67*(6), 3296–3319. doi:10.2307/1131780
- Barber, B. K. (2002). Reintroducing parental psychological control. In B. K. Barber (Ed.), *Intrusive parenting: How psychological control affects children and adolescents* (pp. 3-13). Washington, DC, US: American Psychological Association. doi:10.1037/10422-001
- Barber, B. K., & Harmon, E. L. (2002). Violating the self: Parental psychological control of children and adolescents. In B. K. Barber (ed.), *Intrusive parenting: How psychological control affects children and adolescents*. Washington, D.C.: American Psychological Association.
- Barber, B. K., Olsen, J. A., Hunter, S. B., McNeely, J. M. & Bose, K. (2007). Refining the measurement of parental control integrating input from adolescents. Society for Research in Child Development Conference, March, Boston, Massachusetts, USA.,

- Barber, B. K., Olsen, J. E., & Shagle, S. C. (1994). Associations between parental psychological and behavioral control and youth internalized and externalized behaviors. *Child Development, 65*(4), 1120-1136.doi:10.2307/1131309
- Baumgardner, M., & Boyatzis, C. J. (2018). The role of parental psychological control and warmth in college students' relational aggression and friendship quality. *Emerging Adulthood, 6*(1), 72–76.doi:10.1177/2167696817712809
- Baumrind, D. (1965). Parental control and parental love. *Children, 12*(6), 230-234.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs, 75*(1), 43-88.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology, 4*(1, Pt.2), 1-103.doi:10.1037/h0030372
- Baumrind, D. (1978). Parental Disciplinary Patterns and Social Competence in Children. *Youth and Society, 9*(3), 239-276.doi: 10.1177/0044118X7800900302
- Baumrind, D. (1989). *Rearing competent children*. In W. Damon (Ed.), The Jossey-Bass social and behavioral science series. Child development today and tomorrow (pp. 349-378). San Francisco, CA, US: Jossey-Bass.
- Baumrind, D. (1991). *Parenting styles and adolescent development*. In J. Brooks-Gunn, R. M. Lerner, & A. C. Petersen (Eds.), The encyclopedia on adolescence (pp. 746-758). New York: Garland Publishing.
- Baumrind, D. (2005). Patterns of parental authority and adolescent autonomy. *New Directions for Child and Adolescent Development, 2005*(108), 61–69.doi:10.1002/cd.128

- Berkel, L. A., Furlong, A. N., Hickman, A. A., & Blue, E. L. (2005). A qualitative examination of black college women's beliefs about abuse in relationships. *Professional Psychology: Research and Practice, 36*(3), 283–290. doi:10.1037/0735-7028.36.3.283
- Bouchev, H. A. (2007). Perceived romantic competence, importance of romantic domains, and psychosocial adjustment. *Journal of Clinical Child & Adolescent Psychology, 36*(4), 503–514. doi:10.1080/15374410701653120
- Braithwaite, S. R., Delevi, R., & Fincham, F. D. (2010). Romantic relationships and the physical and mental health of college students. *Personal Relationships, 17*(1), 1-12. doi:10.1111/j.1475-6811.2010.01248.x
- Briere, J., & Runtz, M. (1990). Differential adult symptomatology associated with three types of child abuse histories. *Child Abuse & Neglect, 14*(3), 357-364. doi:10.1016/0145-2134(90)90007-G
- Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. *Psychological Bulletin, 99*(1), 66-77. doi:10.1037/0033-2909.99.1.66§
- Chu, J. A., & Dill, D. L. (1990). Dissociative symptoms in relation to childhood physical and sexual abuse. *The American Journal of Psychiatry, 147*(7), 887-892. doi:10.1176/ajp.147.7.887
- Clark, C. M., Dahlen, E. R., & Nicholson, B. C. (2015). The role of parenting in relational aggression and prosocial behavior among emerging adults. *Journal of Aggression, Maltreatment & Trauma, 24*(2), 185–202. doi:10.1080/10926771.2015.1002653
- Coker, A. L., Davis, K. E., Arias, I., Desai, S., Sanderson, M., Brandt, H. M., & Smith, P. H. (2002). Physical and mental health effects of intimate partner violence for men and

women. *American Journal of Preventative Medicine*, 23, 260–268. doi:10.1016/S0749-3797(02)00514-7

Colapinto, J. (1982). *Structural family therapy*. In A. M. Horne & M. M. Ohlsen (Eds.), *Family counseling and therapy* (pp. 112-140). Illinois: F. E. Peacock Publishers, Inc

Collins, N. L., & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of Personality and Social Psychology*, 58(4), 644-663. doi:10.1037/0022-3514.58.4.644

Connolly, J. A., & Konarski, R. (1994). Peer self-concept in adolescence: Analysis of factor structure and of associations with peer experience. *Journal of Research on Adolescence*, 4(3), 385-403. doi: 10.1207/s15327795jra0403_3

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487-496. doi:10.1037/0033-2909.113.3.487

DeMaris, A. (1990). The dynamics of generational transfer in courtship violence: A biracial exploration. *Journal of Marriage and the Family*, 52(1), 219-231. doi:10.2307/352852

Erikson, E. (1968). *Identity: Youth and crisis*. New York: W. W. Norton & Company.

Finkelhor, D., Hotaling, G., Lewis, I. A., & Smith, C. (1990). Sexual abuse in a national survey of adult men and women: Prevalence, characteristics, and risk factors. *Child Abuse & Neglect*, 14(1), 19-28. doi:10.1016/0145-2134(90)90077-7

Follingstad, D. R., Coyne, S., & Gambone, L. (2005). A representative measure of psychological aggression and its severity. *Violence and Victims*, 20(1), 25–38. doi:10.1891/vivi.2005.20.1.25

- Forke, C. M., Myers, R. K., Catalozzi, M., & Schwarz, D. F. (2008). Relationship violence among female and male college undergraduate students. *Archives of Pediatrics & Adolescent Medicine*, *162*(7), 634. doi:10.1001/archpedi.162.7.634
- Furman, W. (1999). Friends and lovers: The role of peer relationships in adolescent romantic relationships. In W. A. Collins & B. Laursen (Eds.), *The Minnesota symposia on child psychology, Vol. 30. Relationships as developmental contexts* (pp. 133-154). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Furman, W., & Shaffer, L. (2003). The role of romantic relationships in adolescent development. In P. Florsheim (Ed.), *Adolescent romantic relations and sexual behavior: Theory, research, and practical implications* (pp. 3-22). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Gidycz, C. A., Coble, C. N., Latham, L., & Layman, M. J. (1993). Sexual assault experience in adulthood and prior victimization experiences: A prospective analysis. *Psychology of Women Quarterly*, *17*(2), 151-168. doi:10.1111/j.1471-6402.1993.tb00441.x
- Gidycz, C. A., Hanson, K., & Layman, M. J. (1995). A prospective analysis of the relationships among sexual assault experiences: An extension of previous findings. *Psychology of Women Quarterly*, *19*(1), 5-29. doi:10.1111/j.1471-6402.1995.tb00276.x
- Gladding, S. T. (1998). *Family therapy: History, theory, and practice*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Gray, M. R., & Steinberg, L. (1999). Unpacking authoritative parenting: Reassessing a multidimensional construct. *Journal of Marriage and the Family*, *61*(3), 574. doi:10.2307/353561

- Gross, A. B., & Keller, H. R. (1992). Long-term consequences of childhood physical and psychological maltreatment. *Aggressive Behavior, 18*(3), 171–185.doi:10.1002/1098-2337(1992)18:3<171::aid-ab2480180302>3.0.co;2-i
- Hart, S. N., Binggeli, N. J., & Brassard, M. R. (1997). Evidence for the effects of psychological maltreatment. *Journal of Emotional Abuse, 1*(1), 27–58.doi:10.1300/j135v01n01_03
- Harter, S. (1988) *The self-perception profile for adolescents*. Unpublished manual, University of Denver, Denver.
- Harter, S. (1999). *Distinguished contributions in psychology. The construction of the self: A developmental perspective*. New York, NY, US: Guilford Press.
- Hauser, S. T. (1991). *Adolescents and their families: Paths of ego development*. New York, NY, US: Free Press.
- Hauser, S., Powers, S. I., Noam, G., Jacobson, A., Weiss, B., & Follansbee, D. (1984). Familial contexts of adolescent ego development. *Child Development, 55*(1), 195-213.doi:10.2307/1129845
- Hayes, A. F. (2013). *Methodology in the social sciences. Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York, NY, US: Guilford Press.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology, 52*(3), 511–524.doi:10.1037/0022-3514.52.3.511
- Himelein, M. J. (1995). Risk factors for sexual victimization in dating: A longitudinal study of college women. *Psychology of Women Quarterly, 19*(1), 31–48.doi:10.1111/j.1471-6402.1995.tb00277.x

- Ijadunola, M. Y., Mapayi, B. M., Afolabi, O. T., Ojo, T. O., Adewumi, A. O., Adeuyi, D., ... Adesunkanmi, A. K. (2014). Dating violence among undergraduates in campus based relationships in a south western Nigerian university. *Nigerian Journal of Health Sciences*, *14*(2), 45-52.
- Jacobson, N., & Gottman, J. (1998). *When men batter women: New insights into ending abusive relationships*. New York: Simon and Schuster.
- Kalmuss, D. (1984). The intergenerational transmission of marital aggression. *Journal of Marriage and the Family*, *46*(1), 11-19. doi:10.2307/351858
- Kamp Dush, C. M., & Amato, P. R. (2005). Consequences of relationship status and quality for subjective well-being. *Journal of Social and Personal Relationships*, *22*(5), 607-627. doi:10.1177/0265407505056438
- Karakurt, G., Ergüner-Tekinalp, B., & Terzi, Ş. (2009). The psychometric qualities of the Turkish version of emotional abuse questionnaire. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, *36*, 7-22.
- Karakurt, G., & Silver, K. E. (2013). *Emotional abuse in intimate relationships: The role of gender and age. violence and victims*, *28*(5), 804–821. doi:10.1891/0886-6708.vv-d-12-00041
- Karavasilis, L., Doyle, A. B., & Markiewicz, D. (2003). Associations between parenting style and attachment to mother in middle childhood and adolescence. *International Journal of Behavioral Development*, *27*(2), 153–164. doi:10.1080/0165025024400015

- Kessler, B. L., & Bieschke, K. J. (1999). A retrospective analysis of shame, dissociation, and adult victimization in survivors of childhood sexual abuse. *Journal of Counseling Psychology, 46*(3), 335-341. doi:10.1037/0022-0167.46.3.335
- Kohn Maikovich-Fong, A., & Jaffee, S. R. (2010). Sex differences in childhood sexual abuse characteristics and victims' emotional and behavioral problems: Findings from a national sample of youth. *Child Abuse & Neglect, 34*(6), 429-437. doi:10.1016/j.chiabu.2009.10.006
- La Greca, A. M., & Harrison, H. M. (2005). Adolescent peer relations, friendships, and romantic relationships: Do they predict social anxiety and depression? *Journal of Clinical Child and Adolescent Psychology, 34*(1), 49-61. doi: 10.1207/s15374424jccp3401_5
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development, 62*(5), 1049-1065. doi:10.2307/1131151
- Langhinrichsen-Rohling, J., Shlien-Dellinger, R. K., Huss, M. T., & Kramer, V. L. (2004). Attributions about perpetrators and victims of interpersonal abuse. *Journal of Interpersonal Violence, 19*(4), 484-498. doi:10.1177/0886260503262084
- Leadbeater, B. J., Banister, E. M., Ellis, W. E., & Yeung, R. (2008). Victimization and relational aggression in adolescent romantic relationships: The influence of parental and peer behaviors, and individual adjustment. *Journal of Youth and Adolescence, 37*(3), 359-372. doi:10.1007/s10964-007-9269-0

- Malone, J., Tyree, A., & O'Leary, K. D. (1989). Generalization and containment: Different effects of past aggression for wives and husbands. *Journal of Marriage and the Family*, *51*(3), 687-697. doi:10.2307/352168
- Masten, A. S., Coatsworth, J. D., Neemann, J., Gest, S. D., Tellegen, A., & Garmezy, N. (1995). The Structure and coherence of competence from childhood through adolescence. *Child Development*, *66*(6), 1635–1659. doi:10.1111/j.1467-8624.1995.tb00956.x
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent–child interaction. In P. H. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology, Vol. 4: Socialization, personality, and social development* (4th ed., pp.1–101). New York: Wiley.
- McGee, R. A., & Wolfe, D. A. (1991). Psychological maltreatment: Toward an operational definition. *Development and Psychopathology*, *3*(1), 3-18.
doi:10.1017/S0954579400005034
- Messman, T. L., & Long, P. J. (1996). Child sexual abuse and its relationship to revictimization in adult women: A review. *Clinical Psychology Review*, *16*(5), 397-420. doi:10.1016/0272-7358(96)00019-0
- Messman-Moore, T. L., & Long, P. J. (2000). Child sexual abuse and revictimization in the form of adult sexual abuse, adult physical abuse, and adult psychological maltreatment. *Journal of Interpersonal Violence*, *15*(5), 489–502. doi:10.1177/088626000015005003
- Messman-Moore, T. L., & Long, P. J. (2003). The role of childhood sexual abuse sequelae in the sexual revictimization of women. *Clinical Psychology Review*, *23*(4), 537–571. doi:10.1016/s0272-7358(02)00203-9

- Messman-Moore, T. L., Walsh, K. L., & DiLillo, D. (2010). Emotion dysregulation and risky sexual behavior in revictimization. *Child Abuse & Neglect, 34*(12), 967–976. doi:10.1016/j.chiabu.2010.06.004
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press
- Mullen, P. E., Martin, J. L., Anderson, J. C., Romans, S. E., & Herbison, G. P. (1996). The long-term impact of the physical, emotional, and sexual abuse of children: A community study. *Child Abuse & Neglect, 20*(1), 7-21. doi:10.1016/0145-2134(95)00112-3
- Nicholas, K. B., & Bieber, S. L. (1996). Parental abusive versus supportive behaviors and their relation to hostility and aggression in young adults. *Child Abuse & Neglect, 20*(12), 1195–1211. doi:10.1016/s0145-2134(96)00115-9
- Noll, J. G., Horowitz, L. A., Bonanno, G. A., Trickett, P. K., & Putnam, F. W. (2003). Revictimization and self-harm in females who experienced childhood sexual abuse. *Journal of Interpersonal Violence, 18*(12), 1452–1471. doi:10.1177/0886260503258035
- Özdemir, Y. (2012). Parental behavioral and psychological control: Relationships to self-esteem, life satisfaction, depression, and antisocial behaviors. *International Journal of Human Sciences, (9)*2, 1581- 1590.
- Pettit, G. S., & Laird, R. D. (2002). Psychological control and monitoring in early adolescence: The role of parental involvement and earlier child adjustment. In B. K. Barber (Ed.), *Intrusive parenting: How psychological control affects children and adolescents*, 97–123. Washington, DC: American Psychological Association.

- Rich, C. L., Gidycz, C. A., Warkentin, J. B., Loh, C., & Weiland, P. (2005). Child and adolescent abuse and subsequent victimization: A prospective study. *Child Abuse and Neglect*, 29 (12), 1373-1395.
- Rohner, R. P. (1976). Sex differences in aggression: Phylogenetic and enculturation perspectives. *Ethos*, 4(1), 57-72.doi:10.1525/eth.1976.4.1.02a00030
- Rohner, R. P. (1986). *The warmth dimension: Foundations of parental acceptance-rejection theory*. Beverly Hills, CA: Sage Publications, Inc.
- Sackett, L. A., & Saunders, D. G. (1999). The Impact of different forms of psychological abuse on battered women. *Violence & Victims*, 14(1), 1–13.doi: 10.1891/0886-6708.14.1.105
- Sayıl, M., & Kındap, Y. (2010). Ergenin anne-babadan algıladığı psikolojik kontrol: Psikolojik kontrol ölçeğinin geçerlik ve güvenilirliği. *Türk Psikoloji Yazıları*, 13 (25), 62-71.
- Schaefer, E. S. (1965). Children's reports of parental behavior: An inventory. *Child Development*, 36(2), 413-424.doi:10.2307/1126465
- Shaffer Hand, L., & Furman, W. (2009). Rewards and costs in adolescent other-sex friendships: Comparisons to same-sex friendships and romantic relationships. *Social Development*, 18(2), 270–287. doi:10.1111/j.1467-9507.2008.00499.x
- Siegel, J. A., & Williams, L. M. (2003). The relationship between child sexual abuse and female delinquency and crime: A prospective study. *Journal of Research in Crime and Delinquency*, 40(1), 71–94.doi:10.1177/0022427802239254
- Skinner, E., Johnson, S., & Snyder, T. (2005). Six dimensions of parenting: A motivational model. *Parenting: Science and Practice*, 5(2), 175-235.doi:10.1207/s15327922par0502_3

- Soenens, B., Vansteenkiste, M., Duriez, B., & Goossens, L. (2006). In search of the sources of psychologically controlling parenting: The role of parental separation anxiety and parental maladaptive perfectionism. *Journal of Research on Adolescence*, *16*(4), 539–559. doi:10.1111/j.1532-7795.2006.00507.x
- Soenens, B., Vansteenkiste, M., Goossens, L., Duriez, B., & Niemiec, C. P. (2008). The intervening role of relational aggression between psychological control and friendship quality. *Social Development*, *17*(3), 661–681. doi:10.1111/j.1467-9507.2007.00454.x
- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development*, *63*(5), 1266-1281. doi:10.2307/1131532
- Steinberg, L., Mounts, N. S., Lamborn, S. D., & Dornbusch, S. M. (1991). Authoritative parenting and adolescent adjustment across varied ecological niches. *Journal of Research on Adolescence*, *1*(1), 19-36.
- Sullivan, H. S. (1953). *The interpersonal theory of psychiatry*. New York, NY, US: W. W. Norton & Company
- Sümer, N., & Güngör, D. (1999). Yetişkin bağlanma stilleri ölçeklerinin Türk örneklemini üzerinde psikometrik değerlendirmesi ve kültürlerarası bir karşılaştırma. *Türk Psikoloji Dergisi*, *14* (43), 71-106.
- Swinford, S. P., DeMaris, A., Cernkovich, S. A., & Giordano, P. C. (2000). Harsh physical discipline in childhood and violence in later romantic involvements: The mediating role of problem behaviors. *Journal of Marriage and the Family*, *62*(2), 508-519. doi:10.1111/j.1741-3737.2000.00508.x

- Titus, J. C., Dennis, M. L., White, W. L., Scott, C. K., & Funk, R. R. (2003). Gender differences in victimization severity and outcomes among adolescents treated for substance abuse. *Child Maltreatment*, 8(1), 19-35.doi:10.1177/1077559502239612
- Walker, J. L., Carey, P. D., Mohr, N., Stein, D. J., & Seedat, S. (2004). Gender differences in the prevalence of childhood sexual abuse and in the development of pediatric PTSD. *Archives of Women's Mental Health*, 7(2), 111-121.doi: 10.1007/s00737-003-0039-z
- Widom, C. S., Czaja, S. J., & Dutton, M. A. (2008). Childhood victimization and lifetime revictimization. *Child Abuse & Neglect*, 32(8), 785–796.
doi:10.1016/j.chiabu.2007.12.006
- Young, J. E., Klosko, J. S. ve Weishaar, M. E. (2003). *Schema Therapy: A Practitioner's Guide*. New York, NY: The Guilford Press.

APPENDICES

Appendix A: Demographic Information Form

Demografik Bilgi Formu

Doğum Yılıınız:

Cinsiyetiniz:

Kadın [] Erkek [] Diğer [] Belirtmek İstemiyorum []

Üniversiteniz: (Belirtiniz)

Bölümünüz:

Aşağıdaki seçeneklerden size uygun olanları seçiniz?

[] Bugüne kadar hiç romantik ilişkim OLMADI

[] Geçmişte en az bir romantik ilişkim OLDU [En uzun olanının süresini belirtiniz: ____Ay]

[] Halen sürmekte olan bir romantik ilişkim VAR [Süresiniz belirtiniz: ____Ay]

Eğer "Bugüne kadar hiç romantik ilişkim OLMADI" şıkkını işaretlediyseniz anketi doldurmayı sonlandırabilirsiniz.

Appendix B: Psychological Control Scale—Youth Self-Report (PCS-YSR)

Aşağıda, anne ve babanızın sizinle olan ilişkisinde söz konusu olabilecek bazı davranışları yer almaktadır. Lütfen, çocukluğunuzu ve ergenliğinizi düşünerek bu davranışların anne ve babanız için ne oranda geçerli olduğunu size uyan ilgili yeri işaretleyerek belirtiniz. Bunu anne ve babanız için ayrı ayrı yapmanızı istemekteyiz. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmaktır.

Çocukluğunuzu ve ergenliğinizi düşündüğünüzde;	ANNEM				BABAM			
	Hiç yapmaz (1)	Bazen yapar (2)	Sıklıkla yapar (3)	Her zaman yapar (4)	Hiç yapmaz (1)	Bazen yapar (2)	Sıklıkla yapar (3)	Her zaman yapar (4)
1. Eğer onu utandıracak bir şey yaparsam, beni görmezden gelmeye çalıştığı olurdu								
2. Bazı şeyleri onun gibi düşünmediğimde bana soğuk davrandığı olurdu								
3. Yapmamam gerektiğini düşündüğü bir şeyi yaptığımda bana kendimi suçlu hissettirdiği olurdu								
4. Beni başkalarının (arkadaşlarının) önünde utandırdığı olurdu								
5. Ailedeki problemler yüzünden beni suçladığı olurdu								
6. Eğer onu kırarak bir şey yaparsam, gönlünü alıncaya kadar benimle konuşmadığı olurdu								
7. Beni aşağılayıp küçük düşürdüğü olurdu (aptal, işe yaramaz vb. olduğunu söylediği zamanlar)								
8. Beni bir başkasıyla haksız yere karşılaştırdığı olurdu (kardeşimle ya da kendi çocukluğuyla)								
9. Beni eleştirirken geçmişte yaptığım hataları dile getirdiği olurdu								
Çocukluğunuzu ve ergenliğinizi düşündüğünüzde;	Hiç yapmaz (1)	Bazen yapar (2)	Sıklıkla yapar (3)	Her zaman yapar (4)	Hiç yapmaz (1)	Bazen yapar (2)	Sıklıkla yapar (3)	Her zaman yapar (4)
10. Bir birey olarak bana saygı duymadığı olurdu (konuşmama izin vermediği, diğerlerini bana tercih ettiği zamanlar)								
11. Ben konuşurken sözümü kestiği olurdu								
12. Bazen odama izinsiz girip çantamı ve eşyalarımı karıştırdığı olurdu								
13. Benden çok fazla şey beklediği olurdu (okulda başarılı olma, iyi insan olma vb.)								
14. Ne zaman bir şey anlatmaya çalışsam konuyu değiştirdiği olurdu								
15. Beni yok saydığı olurdu (beni bırakıp yürüyüp gittiği, beni dikkate almadığı zamanlar)								
16. Herhangi bir şey hakkındaki hislerimi ve düşüncelerimi değiştirmeye çalıştığı olurdu								

Appendix C: Parenting Styles Questionnaire (PSQ)

Aşağıda, anneniz ve babanızla olan ilişkileriniz hakkında cümleler verilmiştir. Sizden istenen, çocukluğunuzu ve genel olarak anne-babanızla ilişkinizi düşünerek her bir cümlenin sizin için ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Bunu anne ve babanız için ayrı ayrı yapmanızı istemekteyiz. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmaktır. Anne ve/veya babanızı kaybetmişseniz yetişmeniz en çok katkısı olan kişiyi göz önüne alınız.

Çocukluğunuzu ve genel olarak anne-babanızla ilişkinizi düşündüğünüzde;	ANNEM					BABAM				
	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu.										
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi.										
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir.										
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur										
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur.										
6. Arkadaşlarımla ilişkilerime çok karıştırdı.										
7. Sorunlarımı çözmemde destek olurdu.										
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir										
9. Sevgi ve yakınlığına her zaman güvenmişimdir.										

Çocukluğunuzu ve genel olarak anne-babanızla ilişkinizi düşündüğünüzde;	ANNEM					BABAM				
	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi.										
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı.										
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi.										
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim.										
14. Geç saatlere kadar oturmama izin vermezdi.										
15. Onunla birbirimize çok bağlıydık.										
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi.										
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı.										
18. Boş zamanlarımı nasıl değerlendireceğime karışırdı.										
19. Bir sorunum olduğunda bunu hemen anlardı.										
20. Hangi saatte hangi arkadaşımın buluşacağını bilmek isterdi.										
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi.										
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi.										

Appendix D: Earlier Abuse Experience Information Form (EAEIF)

Aşağıda üç istismar türü olan cinsel, fiziksel ve duygusal istismarın tanımları verilmiştir. Çocukluk ve ergenlik döneminizde içlerinden herhangi birine veya birden fazla istismar türüne maruz bırakıldıysanız yanlarına işaret koyunuz. Eğer çocukluk ve ergenliğinizde istismara maruz kaldığınızı düşünüyorsanız, ama hangi istismar türüne dâhil olduğuna karar veremiyorsanız ‘diğer’ olarak belirtilen kısma maruz kaldığınız davranışları yazınız.

Cinsel İstismar:

Cinsel istismar, bir erişkinin cinsel gereksinim ve isteklerini karşılamak için çocukları araç olarak kullanmasıdır. Cinsel tacize uğrama, istek dışı cinsel davranışlara zorlanma, cinselliğin bir tehdit aracı olması ve tecavüz gibi davranışlar olarak tanımlanmaktadır.

Fiziksel İstismar:

18 yaşından küçük çocuk ya da gencin ana babası ya da bakımından sorumlu başka kişi tarafından sağlığına zarar verecek biçimde fiziksel hasara uğraması, yaralanması ya da yaralanma riski taşımasıdır. Bu hasar; elle ya da bir nesneyle vurularak, itilerek, sarsılarak, yakılarak ya da ısırılarak oluşabilmektedir. Bir çocuğun şiddete tanık olması da fiziksel istismar içinde değerlendirilmektedir.

Duygusal İstismar:

Duygusal istismar fiziksel güç kullanımını içermeyen davranışlarla gerçekleşir. Duygusal istismar bağırma, aşağılama, alay etme, duygulara kayıtsız kalma, ilişkiyi bitirmeyle tehdit etme, sevgi göstermeme gibi davranışları içerir.

Diğer:

Appendix E: Emotional Abuse Questionnaire (EAQ)

Aşağıdaki ifadeleri romantik ilişkinizde size ne sıklıkla yaşadığınızı, her ifadenin altında yer alan 4 dereceli ölçek üzerinden değerlendiriniz. Eğer sürmekte olan romantik bir ilişki içerisinde değilseniz, en az altı ay sürmüş, biten en son ilişkinizdeki partnerinizi düşünerek maddeleri yanıtlayınız. Size en uygun gelen derecelendirmeyi yuvarlak içine alınız.

	Söz konusu davranışın ne sıklıkla olduğunu belirtiniz.			
	Hiçbir Zaman 1	Nadiren 2	Sık Sık 3	Her Zaman 4
1. İlişkide olduğum kişiyi kıskandıracak şeylerden kaçınmaya çalışırım				
2. İlişkide olduğum kişi kiminle zaman harcayacağımı kontrol etmeye çalışır				
3. İlişkide olduğum kişi arkadaşlarımı onaylamaz				
4. İlişkide olduğum kişi nerede olduğumu söylediğimde bana inanmaz				
5. İlişkide olduğum kişi başkalarıyla fazla zaman harcadığımdan şikâyet eder				
6. İlişkide olduğum kişi beni başkalarıyla flört etmekle suçlar				
7. Sosyal ortamlarda ilişkide olduğum kişiyi ihmal etmemden şikâyet eder				
8. İlişkide olduğum kişi onu aldattığımdan şüpheleniyor				
9. İlişkide olduğum kişi yanlış yaptığım şeyleri bulmak için dedektif gibi ipuçları arar				

	Hiçbir Zaman 1	Nadiren 2	Sık Sık 3	Her Zaman 4
10. İlişkide olduğum kişi sürekli beni kontrol eder				
11. İlişkide olduğum kişi istediğim yerlere gitmemi engeller				
12. İlişkide olduğum kişi yapmak istediğim şeyleri yapmamı engeller				
13.İlişkide olduğum kişi insanları baştan çıkarmaya çalıştığını söyler				
14. İlişkide olduğum kişi yaparken iyi vakit geçirdiğim şeyleri yapmamı engeller				
15. İlişkide olduğum kişi eğer onun dediklerini yapmazsam arabanın anahtarlarını almakla tehdit eder				
16. İlişkide olduğum kişi eğer onun dediklerini yapmazsam paraları almakla tehdit eder				
17. İlişkide olduğum kişi eğer onun dediklerini yapmazsam bankamatik kartımı almakla tehdit eder				
18. İlişkide olduğum kişi istediğim zaman evden çıkmamı engeller.				
19. İlişkide olduğum kişi telefonu kullanmamı engellemeye çalışır				

	Hiçbir Zaman 1	Nadiren 2	Sık Sık 3	Her Zaman 4
20. İlişkide olduğum kişi benim arabayı kullanmamı engellemek için arabayı bozar				
21. İlişkide olduğum kişi beni telefonun hattını kesmekle tehdit eder				
22. İlişkide olduğum kişi zorla davranışlarımı kısıtlamaya uğraşır				
23. İlişkide olduğum kişi kıskanç davranır				
24. İlişkide olduğum kişi istediğim insanlarla zaman geçirmemi engeller				
25. İlişkide olduğum kişi yalanımı bulmak için açığımı kollar				
26. İlişkide olduğum kişi benim deli olduğuma başkalarını ikna etmeye uğraşır				
27. İlişkide olduğum kişi başkalarına bende bir anormallik olduğunu söyler				
28. İlişkide olduğum kişi bana kin güttüğü için beni incitecek şeyler yapar				
29. İlişkide olduğum kişi benim cinsel olarak çekici olmadığımı söyler				
30. İlişkide olduğum kişi benim cinsel olarak yetersiz olduğumu söyler				
31. İlişkide olduğum kişi benim dini inançlarıma hakaret eder				
32. İlişkide olduğum kişi benim etnik kökenime hakaret eder				
33. İlişkide olduğum kişi benim aileme hakaret eder				

	Hiçbir Zaman 1	Nadiren 2	Sık Sık 3	Her Zaman 4
34. İlişkide olduğum kişi kendimi yaparken kötü hissedeceğim şeyler yapmaya ikna eder				
35. İlişkide olduğum kişi beni başka hiç kimsenin istemeyeceğini söyler				
36. İlişkide olduğum kişi beni başkalarının önünde utandırır				
37. İlişkide olduğum kişi beni küçük düşürücü şeyler yapmaya zorlar				
38. İlişkide olduğum kişi benim akıl sağlığımdan şüphe eder				
39. İlişkide olduğum kişi benimle ilgili kişisel bilgileri ve sırları başkalarına söyler				
40. İlişkide olduğum kişi bana küfür eder				
41. İlişkide olduğum kişi kişiliğime saldırır				
42. İlişkide olduğum kişi bana beceriksiz olduğumu söyleyerek hakaret eder				
43. İlişkide olduğum kişi benimle dalga geçer				
44. İlişkide olduğum kişi beni değerlerime aykırı davranmaya zorlar				
45. İlişkide olduğum kişi aşkımin gerçek aşk olup olmadığını sorgular				
46. İlişkide olduğum kişi beni başkalarıyla karşılaştırıp daha istenmeyen bulur				
47. İlişkide olduğum kişi özellikle beni korkutacak şeyler yapar				

	Hiçbir Zaman 1	Nadiren 2	Sık Sık 3	Her Zaman 4
48. İlişkide olduğum kişi tartışmalarımız sırasında beni fiziksel olarak tehdit eder				
49. İlişkide olduğum kişi eğer bir takım şeyleri yapmaya devam edersem şiddet kullanacağını söyleyerek uyarır				
50. Tartışmalarımız kontrolümüzün dışına çıkar				
51. En çok ilişkide olduğum kişi suskun olduğunda tasalanırım				
52. Kızgın olduğu zaman ilişkide olduğum kişi çok hızlı araba ve tehlikeli araba kullanır				

Appendix F: Informed Consent for Pre-Participation



2009
Psikoloji Bölümü
Department of Psychology

TED ÜNİVERSİTESİ
TEDU UNIVERSITY
06420 ANKARA-TURKEY

Tel: 90 (312) 585 00 00
Faks: 90 (312) 418 41 48

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, Psikoloji Bölümü'nde yüksek lisans öğrencisi Sıla Deniz Beyarslan tarafından yürütülmektedir. Araştırmanın amacı **romantik birliktelikler, anne baba tutumları ve kişilerin bazı bireysel özellikleri arasındaki ilişkinin incelenmesidir**. Bu çalışmanın katılımcılarını 18-22 yaşları arasında olan ergenler oluşturmaktadır.

Bu araştırmaya katılımınızı onayladığınız takdirde, projenin katılımcısı olacaksınız. Çalışma kapsamında araştırma ile ilgili ölçekleri **takma bir isimle** ve **kendinize ait imzanızla** doldurmanız istenecektir. Çalışma süresince kimlik bilgileriniz alınmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan verilerden yazdığınız takma isim ve imzanız silinerek, bilgisayarda şifreli bir dosyada tutulacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu projeye katılımınız romantik birliktelikler, anne baba tutumları ve kişilerin bazı bireysel özellikleri arasındaki ilişki konusunda bilgilenmenize katkı sağlayabilir.

Uygulamada yer alan hiçbir aşama kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Sıla Deniz Beyarslan (E-posta: sd Deniz.beyarslan@tedu.edu.tr) ve Doç. Dr. Tuğba Uzer-Yıldız (tugba.uzer@tedu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Bu proje kapsamında gereken ölçeklerin doldurulmasında yer alacağımı biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Evet / Hayır

Takma İsim:

İmza:

Katılım Tarihi:

Araştırmacının adı, soyadı ve imzası
Sıla Deniz Beyarslan

Ziya Gökalp Cad. No:48 Kolej/ Çankaya ANKARA

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na (0312 585 00 11) telefon numarasından veya iaek@tedu.edu.tr e-posta adresinden ulaşabilirsiniz.

Appendix G: Informed Consent for Post-Participation



2009
Psikoloji Bölümü
Department of Psychology

TED ÜNİVERSİTESİ
TEDU UNIVERSITY
06420 ANKARA-TURKEY

Tel: 90 (312) 585 00 00
Faks: 90 (312) 418 41 48

Katılım Sonrası Bilgi Formu

Bu araştırma daha önce de belirtildiği gibi TED Üniversitesi Psikoloji Bölümü Yüksek Lisans öğrencisi Sıla Deniz Beyarslan tarafından Doç. Dr. Tuğba Uzer-Yıldız danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Çalışmanın amacı romantik ilişkilerdeki duygusal istismarda psikolojik kontrolün, ebeveyn sıcaklığının, duygu durumunu düzenleme ve başa çıkma becerilerinin etkilerinin incelenmesidir.

Alanyazında, duygusal istismar genel olarak karşı tarafta duygusal hasar yaratma amacıyla zorlayıcı, caydırıcı davranışlar ve baskı uygulamak olarak tanımlanır. Duygusal istismar yakın ilişkilerde en yaygın olarak rastlanan şiddet türü olarak ortaya çıkmaktadır. Bunun yanı sıra, çocukluk döneminde aileden algılanan psikolojik kontrolün sosyal ilişkileri olumsuz etkilediği; sıcaklığın ise ilişkisel saldırganlığı azalttığı bulunmuş, ama birbirleri ile ilişkileri tam olarak açıklanamamıştır. Aileler tarafından gösterilen psikolojik kontrolün ve ilişkilerde yaşanan duygusal istismarın uygulanış şekilleri açısından benzerlik göstermesi kişilerin ebeveynleri ile geçmiş yaşantılarının, geç ergenlik döneminde maruz kalınan duygusal istismar ile ilişkili olabileceğini düşündürmüştür. Maruz kalınan duygusal istismarın, geçmişte yaşanan aynı veya farklı bir istismar türü ile pekişebileceği, kişilerin duygu durumlarını düzenleme ve stresle başa çıkabilme becerilerinin ise bu etkileşimi değiştirebileceği beklenmektedir. Tanımlamanın karmaşık olması nedeniyle, araştırmacılar duygusal istismarı sürekli olarak ölçmede zorluk çekmektedirler.

Bu sebeple, çalışmanın amacı ‘romantik birliktelikler, anne baba tutumları ve kişilerin bazı bireysel özellikleri arasındaki ilişkinin incelenmesi’ olarak sunulmuş; çocukluk dönemi öncesinden itibaren algılanan ebeveyn sıcaklığı ve psikolojik kontrolün, romantik ilişkilerde yaşanan duygusal istismarı kişilerin duygu durumu düzenleme ve stresle başa çıkma becerileri de göz önünde bulundurularak nasıl etkilediğinin araştırıldığı bilgisi araştırmanın doğası gereği başlangıçta sizlerle paylaşılmamıştır.

Bu çalışmadan alınacak ilk verilerin Mayıs 2019 sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sağlıklı ilerleyebilmesi ve bulguların güvenilir olması için çalışmaya katılacağını bildiğiniz diğer kişilerle çalışma ile ilgili detaylı **bilgi paylaşımında bulunmamanızı** dileriz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz. Araştırmanın sonuçlarını öğrenmek ya da daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz.

Sıla Deniz Beyarslan (E-posta: sdeniz.beyarslan@tedu.edu.tr)
Doç. Dr. Tuğba Uzer-Yıldız (E-posta: tugba.uzer@tedu.edu.tr)

Çalışmaya katkıda bulunan bir gönüllü olarak katılımcı haklarınızla ilgili veya etik ilkelerle ilgili soru veya görüşlerinizi TED Üniversitesi İnsan Araştırmaları Etik Kurulu’na iletebilirsiniz. E-posta: iaek@tedu.edu.tr

Appendix H: Ethical Committee Approval

**TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU**

29.08.2018

Sayı:81

Konu: Etik Kurul Kararı

Sayın

Sıla Deniz BEYARSLAN
Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi ABD
Yüksek Lisans Öğrencisi

TED Üniversitesi İnsan Araştırmaları Etik Kurulunun **29.08.2018** tarih ve **2018/229** sayılı kararı ekte sunulmuştur.



Prof. Dr. Melike SAYIL
TED Üniversitesi
İnsan Araştırmaları Etik Kurul Başkanı

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU

ETİK KURUL KARARLARI

Toplantı Tarihi: **29.08.2018**

Toplantı Sayısı: **2018/81**

TED Üniversitesi İnsan Araştırmaları Etik Kurulu **29.08.2018** Çarşamba günü saat 13:00'de toplanarak aşağıdaki kararları almıştır.

Karar:(229) TED Üniversitesi, Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi ABD Yüksek Lisans Öğrencisi **Sıla Deniz BEYARSLAN**'ın sahibi olduğu "Romantik İlişkilerdeki Duygusal İstismarda Psikolojik Kontrolün, Ebeveyn Sıcaklığının ve Başa Çıkma Becerilerinin Etkilerinin İncelenmesi " başlıklı araştırma projesine ilişkin 14.08.2018-1750 tarih ve sayılı etik kurul onay talebi görüşülmüş ve proje önerisinde, araştırma kapsamında uygulanacağı beyan edilen işlemlerin ve veri toplama araçlarının araştırma etiğine uygun olduğuna OYÇOKLUĞU ile karar verilmiştir.



Prof. Dr. Melike SAYIL
Başkan



Prof. Dr. Berin GÜR
Üye



Doç. Dr. Cem AKGÜNER
Üye



Dr. Öğr. Üyesi Bengi ÜNAL
Üye



Dr. Öğr. Üyesi Kürşad DEMİRUTKU
Üye



Dr. Öğr. Üyesi Tekin KÖSE
Üye



Dr. Öğr. Üyesi Aylin ÇAKIROĞLU ÇEVİK
Üye

KATILMADI

Dr. Öğr. Üyesi Mana Ece TUNA
Üye

Revizyon Talebinin Gerekçesi:

- 1) Başvurunun onam formunda şu ifade yer almaktadır: “...Çalışma kapsamında araştırma ile ilgili ölçekleri doldurmanız istenecektir. Çalışma süresince ve sonrasında kimlik bilgileriniz proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır...”. Hassas bir konuda veri toplanacağı için kimlik bilgisinin hiç alınmaması gerektiğini,
- 2) ayrıca, çalışmanın amacı kısmen de gizleniyor olsa, sonrasında bilgilendirme yapılmasını müteakip katılımcılardan verinin kullanılması izni alınması gerektiğini düşünüyorum.