

Origins of Individual Differences in the Need to Belong:
The Role of Parental Control

by
Şebnem Nasır

A Thesis Submitted to Graduate School of
Social Sciences & Humanities in
Partial Fulfillment of the Requirements for the Degree of

Master of Science
in
Social/Organizational Psychology

Koç University

June 2013

STATEMENT OF AUTHORSHIP

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

Şebnem Nasır

ABSTRACT

The relationship between parental psychological control and the need to belong was explored in a retrospective study involving young adults ($N = 284$). This study also contributed to refinement of existing belongingness/relatedness scales by introducing a new discrepancy measure to measure satisfaction of belongingness. Four groups namely; discrepant, insatiable, satisfied and disengaged emerged. Discrepant ones are found to be more inhibited, exposed to more parental control and less satisfied with their relationships. Exposure to parental psychological control was found to impair satisfaction of belongingness through widening the discrepancy between individuals' actual and desired need for belongingness. The relationship between parental psychological control and fear of negative evaluation was also found to be mediated by emotional instability.

Key words: parental control, need to belong, relatedness, temperament, sociability, fear of negative evaluation, neuroticism

ÖZET

Bu tezde ailenin psikolojik kontrolü ve aidiyet ihtiyacının arasındaki ilişki retrospektif bir şekilde incelenmiştir (N=284). Bu tez için oluşturulan yeni aidiyet ölçeği mevcutta kullanılan aidiyet ve bağlılık ölçeklerinin de geliştirilmesine katkıda bulunmuştur. Oluşturulan yeni ölçeğe göre dört grup ortaya çıkmıştır. Gerçekteki aidiyet ihtiyacı ve arzu edilen aidiyet ihtiyacı arasında farklılık yaşayanların diğerlerine göre sosyallik eğilimlerinin daha düşük, ailenin psikolojik kontrolüne daha çok maruz kalmış ve ilişkilerinden daha az tatminkar olduğu bulunmuştur. Bununla birlikte, geçmişte ailenin psikolojik kontrolüne maruz kalmanın gerçekte ve istenen aidiyet ihtiyaçlarının arasındaki farkı arttırarak aidiyet ihtiyacının tatmin edilmesine etki ettiği bulunmuştur. Ayrıca, ailenin psikolojik kontrolünün katılımcılarda negatif değerlendirilme korkusu ve duygusal dengesizlik açısından bir ilişki olduğu gözlemlenmiştir.

Anahtar Sözcükler: psikolojik control, aidiyet ihtiyacı, bağlılık, mizaç, sosyallik, negatif değerlendirilme korkusu, nevroz

ACKNOWLEDGEMENTS

First, I would like to thank my thesis advisor Tarcan Kumkale for inspiring a continuous learning enthusiasm and helping me to complete my thesis with his useful comments and suggestions. I would also thank him for giving me moral support during this learning journey.

Furthermore, I would like to thank Zeynep Cemalcılar and Nebi Sümer for giving their precious time for giving very useful comments that took this study to a further step. It was a great chance for me to have them in my thesis committee.

Moreover, I owe my dear friend Ömer Can Gürol for never leaving me alone in my struggle for achieving good things in my life. He always believed in me and supported me at all means in this learning process. I will always be grateful for his understanding, sensibility and precious love.

Lastly but most importantly, I owe special thanks to my parents who have dedicated their lives and supported me at all regards in every step that I take. They have always believed in me even sometimes more than I did which made me strong against all difficulties in life. I will never achieve anything without their valuable love and support; I wish them to be always with me in my whole journey of learning.

TABLE OF CONTENTS

STATEMENT OF AUTHORSHIP	ii
ABSTRACT	iii
ÖZET	iv
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
1. INTRODUCTION	1
1.1 General.....	1
1.2 Purpose of the Research.....	2
2. LITERATURE REVIEW	3
2.1 Belongingness: Relating Oneself to Others.....	3
2.1.1 Strategies for Inclusion.....	4
2.1.2 Links to Evolution	4
2.1.3 Links to health and well -being.....	4
2.1.4 Distinction between Actual and Desired Levels of Belonging.....	5
2.2 Development in Context.....	7
2.2.1 Proximal Environment: Parental Control.....	8
2.2.2 Domain specific approach to psychological control.....	8
2.2.3 Psychological Control from Self Determination Perspective.....	9
2.2.4 Consequences of Psychological Control.....	9
2.2.4.1 Psychological Control and Fear of Negative Evaluation....	10
2.2.4.2 Emotional Instability and Parental Control.....	11
2.2.4.3 Sociable Temperament and Parental Control.....	12

2.3 The Present Study.....	13
3. METHOD	14
3.1. Participants.....	14
3.2. Measures.....	14
4. RESULTS	17
4.1. Types of Belongingness Based on Actual and Desired Level of Belongingness.....	17
4.2. Differentiating Two Types of People with High Need to Belong.....	20
4.2.1. Sociability and Satisfaction with Relationships.....	20
4.2.2. Parental Psychological Control.....	20
4.2.3. Fear of Negative Evaluation and Rejection Anxiety.....	21
4.3. Detrimental Effects of Parental Control on Actualizing Belongingness Need.....	24
4.3.1. Parental Control’s Mediation with Satisfaction from Friend and Family Relations on Actual and Desired Levels of Belongingness.....	24
4.3.2. Parental Control, Fear of Negative Evaluation and Emotional Instability.....	27
4.3.3. Sociability as a Mediator.....	28
4.4. Family Climate and Stressors as Controls.....	29
5. DISCUSSION.....	32
5.1. Introduction.....	32
5.2. Obstacle in Actualizing the Need to Belong: Effects of Parental Psychological Control.....	35
6. REFERENCES	38
7. APPENDICES	45

LIST OF TABLES

Table 1	Means, Standard Deviations and Correlations among Variables	21
Table 2	Belongingness Group Comparisons	25
Table 3	Correlations between Family Variables	33

LIST OF FIGURES

Figure 1	Theories of Basic Human Needs	5
Figure 2	Belongingness Categories Based on Actual and Desired Level	9
Figure 3, 4, 5	Mediational Models	27

LIST OF APPENDICES

Appendix A	Belongingness Scales	47
Appendix B	Parental Psychological Control Scale	51
Appendix C	Sociability Subscale of Adult Temperament Questionnaire	52
Appendix D	Neuroticism Subscale of Big Five Inventory	53
Appendix E	A Brief Version of the Fear of Negative Evaluation	54
Appendix F	Rejection Anxiety Scale	55
Appendix G	Demographics	57

Chapter 1

1. INTRODUCTION

1.1 General

Forming relationships and staying connected with other people is a fundamental need essential for survival. Indeed, in most models of motivation, the need to belong is seen as the ultimate social motive that affects other motives such as the need to enhance the self or to gain respect. Naturally, there are individual and cultural differences in the need to belong. However, antecedents of these differences have not been sufficiently explored yet or the evidence remains indirect (Soenens & Vansteenkiste, 2010). In particular, the developmental antecedents have been neglected. Because our first relationships begin to be formed within the family, we reasoned that early experiences with parents should be especially critical in development of differences in belongingness need. Thus, the goal of the present study was to examine the relevance of one such possible developmental antecedent—exposure to intrusive and controlling parenting.

Psychologically controlling parenting can affect the development of the self in a few ways (Barber, 1996; Soenens & Vansteenkiste, 2010). For instance, it can impair development of autonomy, self-concept clarity, or trust in other people. To the extent that control is also used to govern the social relationships of the child, excessive control can also affect children's ability to form and maintain relationships with others; their image, and the satisfaction they receive from being with other people. Psychologically controlling parenting can foster fear of negative evaluation and hence affect self-esteem of the children as well (Koydemir- Özden & Demir, 2009). However, the likelihood observing these effects may vary as a function of certain personality and temperament characteristics: Sociable children,

for instance, may be less affected by such manipulative control practices than relatively more inhibited children: Even if sociable children may have a hard time at home, their interest in forming and maintaining relationships with other people can help them to overcome likely problems associated with psychologically controlling parenting. On the other hand, relatively inhibited and reserved children may withdraw from social life altogether.

1.2 Purpose of the Research

The major goal of the present study will be to examine the relationship between parent psychological control and need to belong in a retrospective study to explore the differences in the need to belong. The detrimental effects of parent psychological control to affect social relationships such as fear of negative evaluation and emotional instability are also examined. As I will describe later, this required refining the measurement of the need to belong. Depending on the actual level of belongingness, higher scores in the need to belong may imply different motivations with different antecedents and outcomes—but these subtleties cannot be captured with existing measures as they do not make a distinction between desired and actual level of belongingness.

Chapter 2

2. LITERATURE REVIEW

2.1.1 Belongingness: Relating Oneself to Others

As mentioned above, there is consensus in theories of social motivation that belongingness is an essential need that affects other basic needs like understanding, controlling, self-enhancing and trusting (see Figure 1; for reviews, see e.g., Baumeister & Leary, 1995; Pittman & Zeigler, 2007; Stevens & Fiske, 1995).

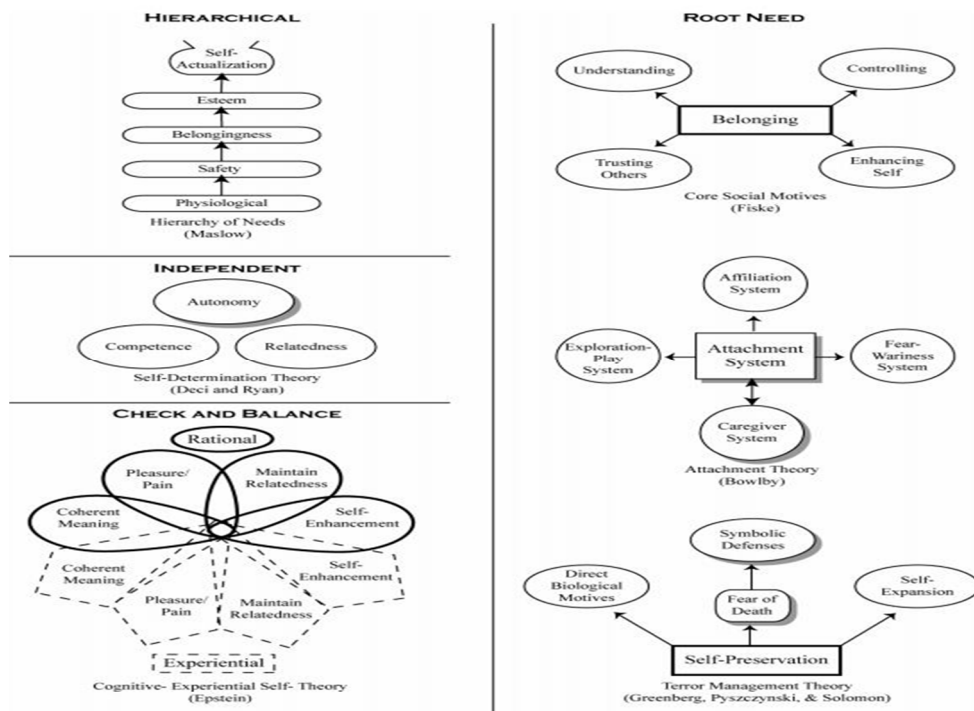


Figure 1. Theories of basic human needs (Pittman & Zeigler, 2007)

For instance, the need to belong has a central place in the sociometer theory. According to this theory, people constantly monitor their acceptance by others. Indeed, self-esteem might have evolved to monitor one’s social acceptance—like a gauge going up or down as a function of perceptions of acceptance (Leary & Baumeister, 2000). There is ample evidence showing that self-esteem decreases significantly when people are rejected or

disapproved by others (e.g., Leary, Cottrell, & Philips, 2001; Leary, Haupt, Strausser & Chokel, 1998). It hurts even when this rejection comes from total strangers (Bourgeois & Leary, 2001).

2.1.2 Strategies for Inclusion

Attributes such as being friendly or outgoing may facilitate people's acceptance by others; but, there are also certain things that people do to increase their chances of acceptance. For instance, disclosing personal information about the self or aligning opinions and behaviors to reduce disagreement with others are some of the things that people do consciously or unconsciously to be accepted (De Cremer & Leonardelli, 2003; Goffman, 1959; Leary, 2009; Leary & Kowalski, 1990; Schlenker et al., 1994; Worthy, Gary & Kahn, 1969). However, these strategies can come at a cost: Constantly checking whether or not acceptance is at risk or the fear of being evaluated negatively can make people anxious (Leary & Kelly, 2009). Thus, there should be an intricate relationship between need to belong and fear of negative evaluation.

2.1.3 Links to Evolution

Staying connected with people and belonging to groups naturally increase the chances of survival and reproduction. Food and shelter may become more accessible, and threats can be warded off more easily when people work together (Kameda & Tindale, 2006). Hunting in groups, sharing food, taking care of children all become easier when people cooperate and form relations with one another (Baumeister & Leary, 1995).

2.1.4 Links to health and well being

There is evidence showing that forming relationships and staying connected with others enhances health and well-being (for a review, see Baumeister & Leary, 1995). Receiving social support from others can makes problems easier to solve and also decreases stress over shoulders. For example, Cohen et al. (1986) earlier found that social support can

be an adaptive resource for people who are stressed. Sharing emotions such as happiness, sadness and worries can remind people that they are not alone and there are others who share their experiences. If so, indicants of social capital and support such as being married and volunteering in the community should improve subjective well-being; perhaps even life expectancy. Indeed, Helliwell and Putnam (2004) found that being married, having a family and involvement in community relations were all positively related to health outcomes and life satisfaction. Links to physical health were established by showing that indicants of interactions with others such as sociability were found to increase life expectancy among heart disease patients and to afford greater protection against ailments such as common cold and flu (Berkman & Syme, 1979; Case et al., 1992; Cohen et al., 1997). Even in absence of stress, positive effects of social interaction on health and well-being remain significant (Cohen, 2004). In sum, staying connected with others and having a sense of belonging are essential to survival, health, and well-being. In this study, our first aim was to examine the antecedents of differences in the need to belong since it is an important and fundamental need to be satisfied.

2.1.5 Distinction between Actual and Desired Levels of Belonging

In the literature, there are various measures of need to belong (e.g., Deci & Ryan, 2000; Leary et al., 2007; Kagitcibasi 2005; 2007). In general, these measures assess people's *desire* for affiliation, belonging, and relationships, while placing little or no emphasis on the *actual* degree to which this need is satisfied or not. In other words, they merely tap on the value people place on belonging and relationships. We believe there is a problem with these conceptualizations: Depending on how people feel about the actual level of belonging, a high score on a measure of need to belong can mean different things. When the actual level is low, a high score would imply an unfulfilled need (discrepancy); when the actual level is high, however, a high score would mean that the person is satisfied and simply wants to enjoy that

satisfaction even more (insatiableness). Similarly, when the actual level is high, somebody having a low score on the need to belong will look as if he or she does not care much about belonging and relationships; where indeed he or she would simply be a person who has met this need. On the other hand, some people will have low scores on both grounds; unlike the *satisfieds*, these people would be better regarded as the *disengaged*.

What we suggest here is that, the need to belong should not be considered along a single continuum, but two continua—one for the actual level and another for the desired level (see, Figure 2). Those who score high in both measures could be regarded as the “insatiable.” Those who score low on both actual and desired measures could be regarded as “disengaged” as they probably do not have satisfactory close relationships but they are happy with it and not interested in forming or maintaining relationships. The third group which could be named as “satisfied” because this group of people are happy with their relationships and they do not seek forming any further ones. Finally, fourth group could be named as “discrepant” because this group of people does not currently have close relationships and they desire to form and maintain one. In other words, discrepant group has lower actual levels but higher desired levels of belongingness. In sum, there can be two types of people who are high in the need to belong, just as there are two types of people who are low in the need to belong. It is not possible to draw such distinctions with existing measures of the need to belong.

In his self-discrepancy theory, Higgins (1987) earlier made a distinction between ideal, actual and ought self. Actual self is characterized by the extent a person’s attributes that he/she believes to possess whereas ideal self is characterized by attributes that other people like oneself ideally to possess. Our proposition is in line with this theoretical explanation yet rather than emphasizing on personal attributes, we emphasized on the relationship side. We propose here is that people might have connections in their real lives that denotes actual level of belongingness and they might also could desire to have more connections that denotes their

desired level of belongingness. Higgins (1987) also proposed that to the extent discrepancy becomes larger between a person's actual and ideal self, then person experiences a discomfort or frustration. Regarding this, we propose that people who have low actual levels of belongingness yet high desired levels of belongingness (discrepant) group should also have discomfort since they have an unfulfilled basic need for relatedness.

Indeed, when we examined the convergent validity of existing measures on relatedness and the need to belong (Kağıtçıbaşı, 2007; La Guardia, Ryan, Couchman, & Deci, 2000; Leary et al., 2007) in a pilot study we saw that scores on these measures were only weakly correlated with one another ($r_s < .32$). Hence, for the purpose of the present study, we developed an additional set of questions designed to capture whether or not this need is subjectively fulfilled by asking people questions about their actual and desired levels of belongingness or relatedness.

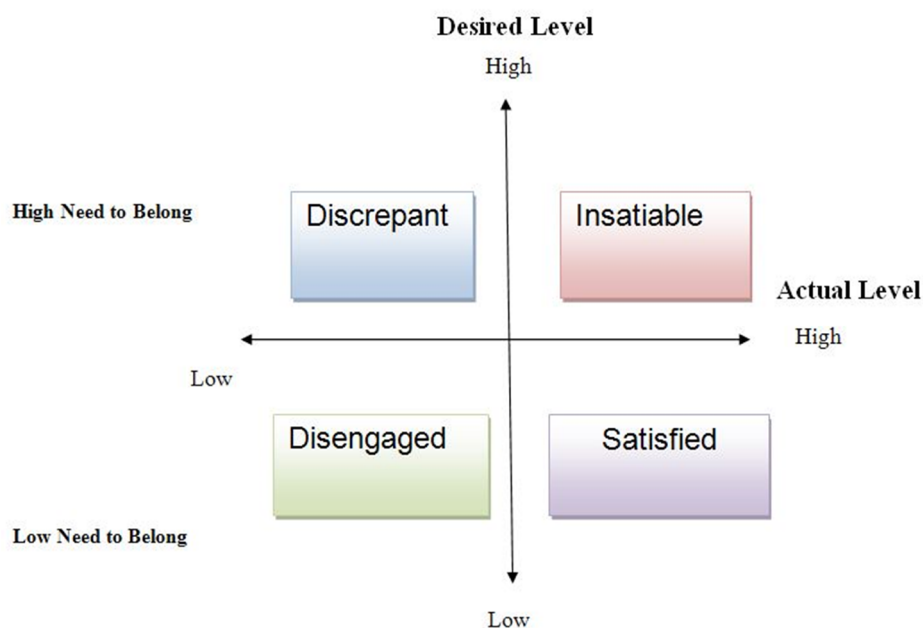


Figure 2. Belongingness Categories Based on Actual and Desired Levels

2.2 Development in Context

As mentioned at the onset, the goal of this research was to see how early parenting practices such as control affects the emergence of discrepancies in the actual and desired level

of belongingness and other attributes such as the fear of negative evaluation. In their recent review of parent psychological control and self-determination theory, Soenens & Vansteenkiste (2010) argued that parental psychological control can have need-thwarting effects yet there is no direct evidence for showing it. In this respect, we thought that parents are crucial in the formation of relationships and might affect relationship outcomes.

Therefore, parent psychological control is worth examining as an antecedent of the need to belong.

2.2.1 Proximal Environment: Parental Control

Parental control is a complex construct that can have both positive and negative consequences for child development depending on how it is performed by parents and how it is perceived by the child (Barber, 1996; Kağıtçıbaşı, 2005; Soenens & Vansteenkiste, 2010). According to Barber (1996), whereas monitoring and regulation of behaviors are necessary for preventing deviant behaviors, psychological control which is characterized by guilt induction and limiting autonomy, could result in internalizing behaviors such as depression and anxiety. Psychologically controlling parents tend to be unresponsive to the child's needs and they typically want their children to behave in line with their expectations. Since parental control will disrupt relationships formation and maintenance, we hypothesized that it will also decrease the satisfaction gained from friend and family relationships.

2.2.2 Domain Specific Approach to Psychological Control

Some researchers also differentiated psychological control within itself. For instance, according to Soenens et al. (2010), there were two types of psychological control: *Dependency oriented* and *achievement oriented*. Dependency oriented psychological control refers to parents' manipulation of bond and their expectations of dependency from their child. This type of control suppresses the development of the self by restricting autonomy and fostering insecurity— internalizing symptoms such as depression have been reported as an

outcome of this type of control. On the other hand, *achievement oriented psychological control* refers to parents' contingency of their love upon child's achievements. In this process, the child develops a self-critical orientation, which again makes the child vulnerable to experience depressive symptoms (Soenens et al., 2010).

2.2.3 Psychological Control from Self Determination Perspective

In a review of the literature, Soenens and Vansteenkiste (2010) recently proposed an account consistent with the self-determination theory (SDT) perspective. According to SDT, controlling environments can impede the process of internalization whereas autonomy supportive environments foster it. Controlling environments are typically characterized by contingencies, punishments, rewards or love withdrawal or guilt induction. On the other hand, there is typically greater responsiveness to the needs of the children in autonomy supportive environments; for instance, parents communicate with the child more, respond to his or her needs and explain the reasons for constraining behavior. For SDT, as long as psychological control does not involve granting autonomy and freedom of choice, it also enters to the behavioral domain. For example, Kakihara et al. (2010) found when there are restrictions on their choices; adolescents do not differentiate between two dimensions of control. When they felt over controlled, their self-esteem dropped and depressive symptoms increased and this was especially true for the ones who are in older age. Although different types of control are associated with specific outcomes, parents' intrusive control will be the focus in this study.

2.2.4 Consequences of Psychological Control

Limiting child's autonomy through psychological control can have long lasting negative effects since autonomy and relatedness are both so critical for healthy functioning (Deci & Ryan, 2000; Kağıtçıbaşı, 2005). Consistently pressuring a child to act on parental expectations, however, can impede autonomy development and thus healthy functioning. As a consequence, if a child feels insecure or does not develop a clear-cut notion of the self, certain

problems can arise. Assor et al. (2004), for instance, found that college students who did not perceive unconditional regard from parents felt rejected and disapproved; furthermore, their self-esteem fluctuated more than those who perceived unconditional regard from parents. In another study, adolescents affiliated with deviant peer groups reported greater levels of intrusion by their parents into their relationships with friends than adolescents who were not affiliated with such deviant groups (Soenens et al., 2007). Thus, restrictive and pressuring control may bring about negative developmental outcomes, presumably by restricting autonomy development.

2.2.4.1 Psychological Control and Fear of Negative Evaluation

A child brought up in a pressuring and controlling environment (e.g., through rewards, punishment, or conditional love) can feel insecure and fearful of other's reactions and evaluations. In other words, parental control could be one of the antecedents of the fear of negative evaluation, which is an important individual difference variable linked to many aspects of social life (Leary, 1983; Koydemir- Özden & Demir, 2009).

Fear of negative evaluation (FNE) refers to people's concern about others' negative thoughts and feelings about them (Leary, 1983). While some degree of FNE may be adaptive and necessary for maintaining relationships with others, when it exceeds a certain threshold, it can be maladaptive. People who score high on FNE tend to be very attentive and anxious about situational cues or signs for acceptance and rejection, and they try to avoid circumstances that can bring about negative evaluations. Furthermore, they can be too concerned with the impressions that they leave on other people (Leary, 1983). Consequently, shyness and social anxiety are common among people high in FNE. People who are socially anxious desire for close relationships; however, because of their fear of others' evaluations, they may have difficulty forming and maintaining relationships. In other words, socially anxious people seem to face with an approach- avoidance dilemma (DeWall et al., 2011;

Silvia & Kwapil, 2011). With regard to this recent account, then it is possible to expect that those who score high in fear of negative evaluation could have a larger discrepancy between their desired and actual levels of belongingness. Furthermore, in a recent study with Turkish university students, Koydemir-Özden & Demir, 2009) found some evidence that parent strictness is related to fear of negative evaluation.

Besides its relationship to social anxiety, FNE has been also found to relate to loneliness. Jackson (2007), for instance, found that adolescents who are exposed to overprotection by parents and fearful of negative evaluation tend to be lonely, presumably suggesting that their belongingness need is not satisfied—a question that I will address more directly in this research: Examining the relationship between family and parenting practices to FNE will hopefully allow us to develop a better understanding of healthy satisfaction of belongingness need. In that regard, by way of increasing FNE, parental control can affect relationship outcomes—for instance, by generating a discrepancy between an individual's actual and desired level of the belongingness need; and such discrepancies may affect self-development adversely. Therefore, we hypothesized that there will be a positive relationship between parental psychological control and fear of negative evaluation.

2.2.4.2 Emotional Instability and Parental Control

As another negative effect, there is some evidence to suggest that psychological control may affect relationships by way of increasing emotional instability. The pressuring and unpredictable environment associated with control can make children anxious, and hence more vulnerable to experience negative emotions and depression. In a study, adolescent girls' depressive symptoms were positively lined to the amount of control that they perceived from parents (Zemore & Rinholm, 1989). In another study, emotional instability was linked to higher levels of parental restrictions on behavior (Reti et al., 2002). More importantly, in a study by Malone et al. (2012), those who scored high in neuroticism were found to report low

levels of belongingness. Thus, there is some indirect evidence suggesting that increasing emotional instability may be another path through which psychological control brings about discrepancies in the belonging need. In line with this, it is also very likely that the relationship between parental psychological control and fear of negative evaluation will be mediated by emotional instability (neuroticism) as well (Barber & Harmon, 2002).

2.2.4.3 Sociable Temperament and Parental Control

Temperament refers to relatively stable and “constitutionally based” differences in behaviors that are detectable from very early ages (Sanson, 2004). Of the many dimensions of temperament; our focus in this study will be on inhibition/sociability or approach/withdrawal. One end of it is inhibition/withdrawal and other end is sociability/approach. This temperament dimension plays a role in predicting internalizing behavior problems such as anxiety, depression and shyness (for a review, Sanson, 2004). The relation is even evident in toddlerhood and the effect continues through the adolescence. For example, Schwartz, Snidman and Kagan (1996) found that 61% of the inhibited toddlers showed social anxiety symptoms when they became adolescents compared to 27% of the toddlers who were not inhibited. Furthermore, there is some evidence suggesting that inhibited children are vulnerable to experience social development problems when they are exposed to controlling parenting. Rubin, Burgess and Hastings (2002), for instance, found that inhibited two-year olds who had intrusive parents continued to be socially reticent later on, displaying symptoms such as withdrawal and anxiety while interacting with peers later at age four. Miller et al., 2011’s study with fifth-grade children recently showed that peer exclusion and shyness are associated with both mother and father control. Thus, inhibition puts a great risk on forming relationships with others and it is likely that intrusive parenting disrupts sociable tendencies since it increases fear and anxiety in children which has a negative effect on satisfaction of belongingness need. On the other hand, negative effects of temperament like inhibition could

be reversed with supportive parenting. In this respect, Belsky et al.(2007) in their “differential susceptibility” hypothesis, contended that some children are more vulnerable to both negative and positive effects of environment – parenting – due to their temperamental characteristics. Considering these, there is a possibility that the inhibited children could be affected more by parent psychological control to experience more discrepancies between their actual and desired levels of belongingness. However, there is also another possibility that parent psychological control might affect disrupt sociable tendencies in child since parents have a potential for interfering the relationship formation and maintenance of the child. For example, if parents tell their children not to be friends with a specific person or member of a specific group, this might negatively affect children’s actual relationships.

2.3 The Present Study

In summary, in this study we expect to test the following hypotheses that parental psychological control will widen the discrepancy between actual and desired levels of belongingness. In addition, the positive between psychological control and fear of negative evaluation will increase anxiety and fear in children therefore will be mediated by emotional instability. Furthermore, we thought that parental psychological control will also by way of decreasing satisfaction gained from relationships either friends or family and sociable tendencies will have an effect on actual and desired levels of belongingness.

Chapter 3

3. METHOD

3.1 Participants

Participants were 284 young adults (184 women and 100 men) recruited from a university participant pool and social media services like Facebook. Ninety-five percent of the participants were either university students or graduates; while the rest were high-school graduates ($M_{\text{age}} = 22$; $SD = 3.17$; range 17 to 32). Neither age nor gender made a significant difference in the analyses; hence, they will not be discussed in the following sections.

3.2 Measures

Participants were guided to an Internet-based survey involving the following measures. (Appendix A displays the items of all of the measures used in the survey.)

Need to Belong: To measure need to belong, we used Leary and colleagues' (2007) 10-item measure, which includes items such as "I want other people to accept me" or "I have a strong need to belong" rated along 5-point scales (ranging from 1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale was sufficient; therefore, items were averaged to create an index of need to belong ($\alpha = .78$).

Actual and Desired Levels of Belongingness: The need to belong scale does not include any items directly addressing the actual level of belonging. Instead, the items seem to tap more on how much people value belonging and relationships. Therefore, we developed a new set of items designed to capture people's *desire for belonging* more directly. For instance, we asked people to indicate whether or not they agree with the following statements: "I wish I had more friends", "I wish I could belong to more groups", "I wish people around me accepted me more." These statements were very slightly modified to capture the actual level of belonging (e.g., "I think I have adequate number of friends", "I have sufficient

number of groups that I belong to”). Almost identical wording was used across these measures to allow computation of difference scores if deemed necessary. Each of the measures contained seven items and were sufficiently reliable ($\alpha = .88$ and $.92$, for the actual and desired level of belongingness respectively).

Satisfaction with Family and Friend Relations: We additionally asked participants to indicate their satisfaction with their friends and family separately to further understand how they perceive relationships with others. These questions are also like a control questions to double check whether our new measure taps on the satisfaction levels (see, Appendix A).

Parental Psychological Control: We measured parental psychological control using the 8-item Psychological Control Scale that is constructed by Barber (1996; see Appendix B). Participants answered each question for mothers and fathers separately. The reliability of the scale was satisfactory for both mothers ($\alpha = .87$) and fathers ($\alpha = .87$). Whether psychological control was coming mainly from the father or the mother was not very important for the purposes of the present study. Thus, we took the mean for mother and father control and created a composite score called “parental psychological control.”

Sociable Temperament: We used the 10- item extraversion/surgency subscale of the Adult Temperament Questionnaire (Evans & Rothbart, 2007; see Appendix C). Responses were averaged to create an index of sociability or extraversion ($\alpha = .81$).

Neuroticism/Emotional Instability: To measure neuroticism, we used 8 items from the brief big five inventory developed by Benet-Martinez and John (1998) and John and Srivastava (1999; see Appendix D). Reliability for this scale was satisfactory ($\alpha = .80$).

Fear of Negative Evaluation: To measure fear of negative evaluation, we used Leary’s 12-item scale (1983), which is intended to measure people’s concern and anxiety for being evaluated negatively by other people (see Appendix E). The reliability of the scale was $.90$.

Rejection Anxiety: We selected seven items addressing rejection anxiety from Downey and Feldman's (1996) Rejection Sensitivity Questionnaire (RSQ), which was adapted into Turkish by Özen, Sümer and Demir (2010; see Appendix F). The items that we selected described hypothetical situations such as a person asking a new acquaintance for a date, and asked how much anxiety would the respondent feel in each kind of situation ($\alpha = .78$).

Demographics and Family Environment: Finally, we collected demographic information such as age, gender, education, and number of siblings. In addition, we asked questions about the family climate and sibling relationships for exploratory analyses and control purposes (see Appendix G).

Chapter 4

4. RESULTS

Table 1 displays correlations among important variables and the relevant descriptive statistics. As expected, need to belong as measured with Leary's widely used scale correlated significantly with our measure of desire for belonging ($r = .45$) but not with actual level of belonging ($r = .07$). Thus, when someone scores high on the need to belong scale, it cannot be ascertained whether this person has a seriously unfulfilled need or he or she is just an insatiable person in terms of relationships; whereas the latter would imply higher scores on actual belonging, the former would imply lower scores on actual belonging.

The first three columns of Table 1 clearly show that this distinction is very important. For instance, satisfaction with family and friend relationships should be related to the need to belong. When assessed with the widely used need to belong scale, this relationship does not emerge ($r_s < .06$). The measures that we constructed for the purposes of this study, however, significantly predict people's satisfaction with their relationships: Satisfaction is positively correlated with actual level of belongingness ($r = .32$ and $.63$, for parents and friends respectively); but negatively correlated with the desired level of belongingness ($r = -.18$ and $-.42$, for parents and friends respectively). These data suggest that the widely used need to belong scale (Leary, 2007) could be improved by making it sensitive to the distinction between actualized and desired level of belonging.

4.1 Types of Belongingness Based on Actual and Desired Level of Belongingness

To differentiate groups of individuals shown in Figure 2, we discretized scores on the actual and desired level of belonging.¹ According to these analyses, about 32% of the participants could be classified as "insatiable." They reported having a lot of relationships and belonging to groups, but they still wanted more (high scores on both actual and desired levels

of belonging). At the other extreme, about 4% of the sample could be regarded as the disengaged: Even though they did not have many relationships and belonging to groups, they indicated not having any interest in forming and maintaining relationships. The largest group (53%) was the group that could be regarded as the “satisfied.” Actual level of belonging for this group was very high; but the desired level was not. In other words, these participants seemed to be happy with their relationships. The fourth group is perhaps the most critical one (11%)—the group that seemed to experience a discrepancy in their actual and desired levels. People in this group are not satisfied with their current relationships and they desire for more.

Table 1

Means, Standard Deviations and Correlations among Variables

	1	2	3	4	5	6	7	8	9	10	11	<i>M</i>	<i>SD</i>
Variables													
1. Need to belong												3.44	0.58
2. Actual belongingness	.07											3.99	0.65
3. Desired belongingness	.45**	-.43**										2.80	0.86
4. Parental psychological control	.05	-.17**	.15**									2.05	0.66
5. Mother control	-.01	-.15*	.01	-								2.10	0.81
6. Father control	.01	-.13*	.16**	-	.36**							2.00	0.79
7. Satisfaction w/ family relations	.04	.32**	-.18**	-.50**	-.43**	-.39**						4.11	0.93
8. Satisfaction w/ friend relations	.05	.63**	-.42**	-.29**	-.27**	-.19**	.53**					4.04	0.82
9. Sociability	-.23**	.40**	-.20**	-.22**	-.18**	-.17**	.29**	.50**				5.35	0.98
10. Neuroticism	.27**	-.21**	.41**	.27**	.22**	.22**	-.23**	-.31**	-.31**			3.13	0.73
11. Fear of negative evaluation	.58**	-.22**	.54**	.17**	.14*	.15**	-.11	-.25**	-.06	.54**		3.09	0.71
12. Rejection anxiety	.26**	-.13*	.27**	.22**	.15*	.22**	-.13*	-.14*	-.09	.34**	.46**	3.18	0.90

* $p < .05$. ** $p < .01$.

4.2 Differentiating Two Types of People with High Need to Belong

To reiterate the importance of conceptualizing the need to belong along two continua rather than one, we compared groups identified in Figure 2 along several dimensions (see Table 2). The differences between the two high-need-to-belong groups are of importance in particular (i.e., the discrepancy group vs. the insatiable group). Both of these groups have a high desire for more relationships and belonging, but the former one has actualized this need to a lesser extent. The question is whether or not the two groups are different on other measures such as sociability and control as well.

4.2.1 Sociability and Satisfaction with Relationship

Table 2 shows that people in the insatiable group ($M = 5.37$, $SD = 0.82$) were more sociable than people in the discrepancy group ($M = 4.62$, $SD = 1.30$; $d = 0.69$, $p < .01$).

The two groups were different with respect to the satisfaction that they got from relationships with family and peers as well. Not surprisingly, individuals experiencing a discrepancy seemed to be less satisfied with their family relations ($M = 3.66$, $SD = 1.23$) than the insatiable ($M = 4.12$, $SD = 0.79$, $p = .06$). Although this difference is marginally significant, it is worth mentioning. The difference was notable, however, when the relationships with friends were taken into account. The discrepant group was significantly less satisfied in their relationships with friends than the insatiable group ($M = 2.88$, $SD = 1.12$ vs. $M = 4.03$, $SD = 0.53$; $d = 1.32$, $p < .01$).

4.2.2 Parental Psychological Control

The measure of parental psychological control had a range from 1 to 5, but the highest level of control observed was 4.13. Furthermore, only 10 out of 284 participants had control scores higher than or equal to 3.50. Thus, a high level of psychological control was not common in the present sample. Consequently, given this range restriction, it was not very easy to detect differences between groups. Nonetheless, the means were in expected direction:

The discrepant group had the highest average exposure to psychological control among all four groups ($M = 2.24$, $SD = 0.74$).

Because of the range restriction problem, we also examined the proportion of individuals who were exposed to higher levels of parental control ($M_s > 3.5$) in each group. As expected, 44% of the participants in the discrepancy group were exposed to higher levels of intrusive parental control, while this number was significantly lower and roughly equal in the other three groups (23% in the insatiable group; 24% in the satisfied group; 25% in the disengaged group). These data provide the first piece of evidence for the detrimental effect of parental control on the need to belong. To reiterate, it would not be possible to observe this relationship with the traditional measure of the need to belong; making a distinction between actual and desired level of belongingness allowed us to see this relationship.

4.2.3 Fear of Negative Evaluation and Rejection Anxiety

The groups differed from each other in terms of the fear of negative evaluation as well, $F(3,280) = 24$, $p < .0001$ (see Table 2). Specifically, fear of negative evaluation was higher for the groups with greater desire for belongingness (i.e., the discrepant and the insatiable) than for the satisfied and the disengaged. Ironically, desire for greater belongingness seem to make people more anxious about being evaluated negatively, $r(284) = .54$, $p < .001$ and it was negatively correlated with actual level of belongingness $r(284) = -.22$, $p < .01$ (see, Table 1).

In addition, we mentioned that insatiable and satisfied groups both score high in actual level of belongingness compared to discrepant and disengaged ones. One can ask then what makes insatiable group to desire for more connections although they have already actualized their belongingness need. In this respect, fear of negative evaluation and rejection anxiety appear to create an important difference between these two groups. As seen in Table 2, insatiable group has a higher rejection anxiety ($M = 3.47$, $SD = 0.87$) and a higher fear of

negative evaluation ($M= 3.43$, $SD= 0.68$) than individuals who are satisfied with their relations. Therefore, this fear of rejection might make insatiable group to be unsatisfied with their current relationships and desire for more of them.

Table 2. Belongingness Group Comparisons

	Insatiable N= 90	Discrepant N= 32	Satisfied N= 150	Disengaged N= 12	F	<i>p</i>
Sociability	<i>M</i> = 5.37 _a <i>SD</i> = 0.82	<i>M</i> = 4.62 _b <i>SD</i> = 1.30	<i>M</i> = 5.58 _a <i>SD</i> = 0.84	<i>M</i> = 4.45 _b <i>SD</i> = 1.22	13.77	<i>p</i> < .001
Satisfaction with family relations	<i>M</i> = 4.12 _a <i>SD</i> = 0.79	<i>M</i> = 3.66 _b <i>SD</i> = 1.23	<i>M</i> = 4.19 _a <i>SD</i> = 0.88	<i>M</i> = 4.17 _a <i>SD</i> = 1.33	2.96	<i>p</i> < .04
Satisfaction with friend relations	<i>M</i> = 4.03 _a <i>SD</i> = 0.53	<i>M</i> = 2.88 _b <i>SD</i> = 1.12	<i>M</i> = 4.31 _c <i>SD</i> = 0.65	<i>M</i> = 3.83 _{ac} <i>SD</i> = 0.94	37.50	<i>p</i> < .001
Parental Control	<i>M</i> = 2.06 _a <i>SD</i> = 0.60	<i>M</i> = 2.24 _a <i>SD</i> = 0.74	<i>M</i> = 2.01 _a <i>SD</i> = 0.64	<i>M</i> = 2.05 _a <i>SD</i> = 0.98	1.08	<i>p</i> > .30
Fear of Negative Evaluation	<i>M</i> = 3.43 _a <i>SD</i> = 0.68	<i>M</i> = 3.52 _a <i>SD</i> = 0.72	<i>M</i> = 2.80 _b <i>SD</i> = 0.58	<i>M</i> = 3.03 _{ab} <i>SD</i> = 0.69	24.00	<i>p</i> < .001
Rejection Anxiety	<i>M</i> = 3.47 _a <i>SD</i> = 0.87	<i>M</i> = 3.35 _a <i>SD</i> = 1.03	<i>M</i> = 2.97 _b <i>SD</i> = 0.82	<i>M</i> = 3.19 _a <i>SD</i> = 1.02	6.64	<i>p</i> < .001

4.3 Detrimental Effects of Parental Control on Actualizing Belongingness Need

Taken together, the findings reported in Table 2 verify that the traditional conceptualization and measurement of the need to belong with a focus on only the desired level of belongingness can be problematic—actual level of belongingness should also be taken into account. Thus, there can be different types of individuals high in the need to belong and these differences can be associated with different antecedents and outcomes.

As shown in Table 2, psychological control is one of those antecedents that makes a difference. Parental psychological control lies at the core of this differentiation because this type of control is likely to affect both relationships and the development of the self. Possible pathways that link parental psychological control to need to belong have never been explored before. In the following sections, I will show that parental psychological control is likely to affect the need to belong by way of reducing their children's emotional stability, sociability, and the satisfaction attained from relationships.

4.3.1 Parental Control's Mediation with Satisfaction from Friend and Family Relations on Actual and Desired Levels of Belongingness

One important difference between the discrepant and the insatiable group was their difference in the actual level of belonging they experienced. Thus, psychological control may be affecting the need to belong by way of decreasing the actual level of belonging people perceived.

We reasoned that one pathway through which these differences might arise was through the satisfaction gained from friend and family relationships. Specifically, psychological control may negatively affect actual level of belongingness by way of constraining the satisfaction people get from their close relationships. We followed Baron and Kenny's procedures (1986) in testing this idea. For the first step, parental control was found to be a significant predictor of actual level of belongingness ($\beta = -.17$, $F(1, 282) = 8.57$, $p < .01$).

For the second step, parental control was also a significant predictor of satisfaction with friend relations which is the mediator ($\beta = -.29, F(1, 282) = 25.00, p < .01$). In the third step, mediator appeared to be a significant predictor of actual level of belongingness ($\beta = .63, F(1, 282) = 185.03, p < .01$). In the fourth step, when satisfaction with friend relations was entered into the model, parental control became a nonsignificant predictor of actual level of belongingness. We followed the same procedure for satisfaction with family relations. The results presented in Figure 3 supports these mediational links.

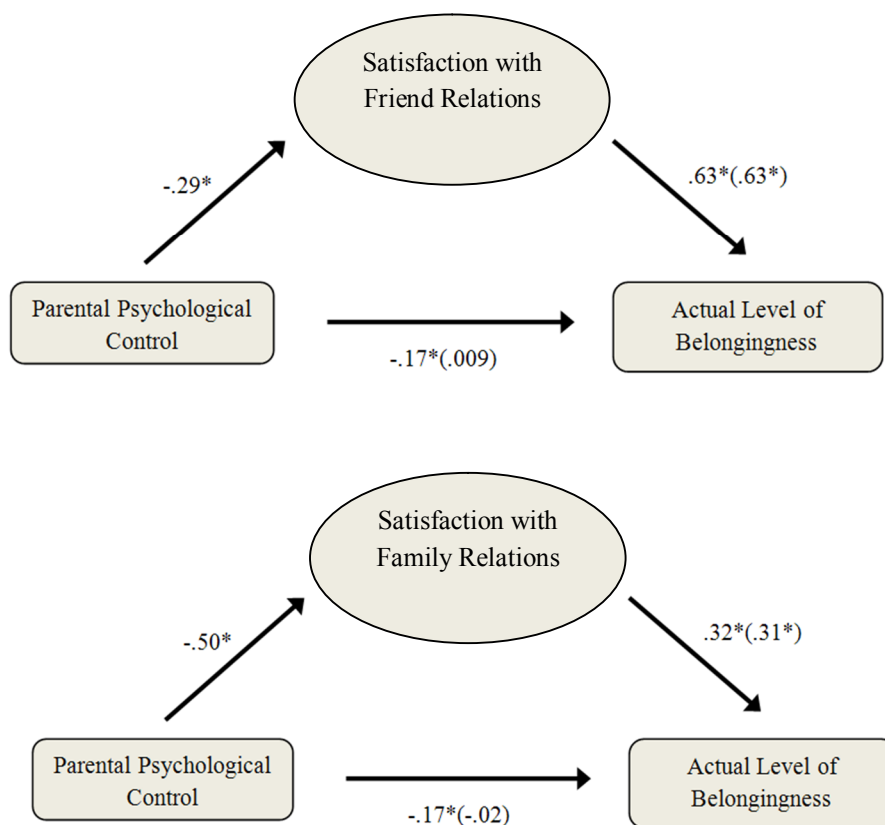


Figure 3. Values are standardized regression coefficients. * $p < .05$

These results support our hypothesis that one way parental control widens the gap between actual and desired levels of belongingness is by way of lowering the satisfaction

people gain from their relationships with friends and family. Thus, psychological control may constraint the actual level of belongingness.

We have also run the same mediational analyses with desired level of belongingness as follows: (see, *Figure 3.1*).

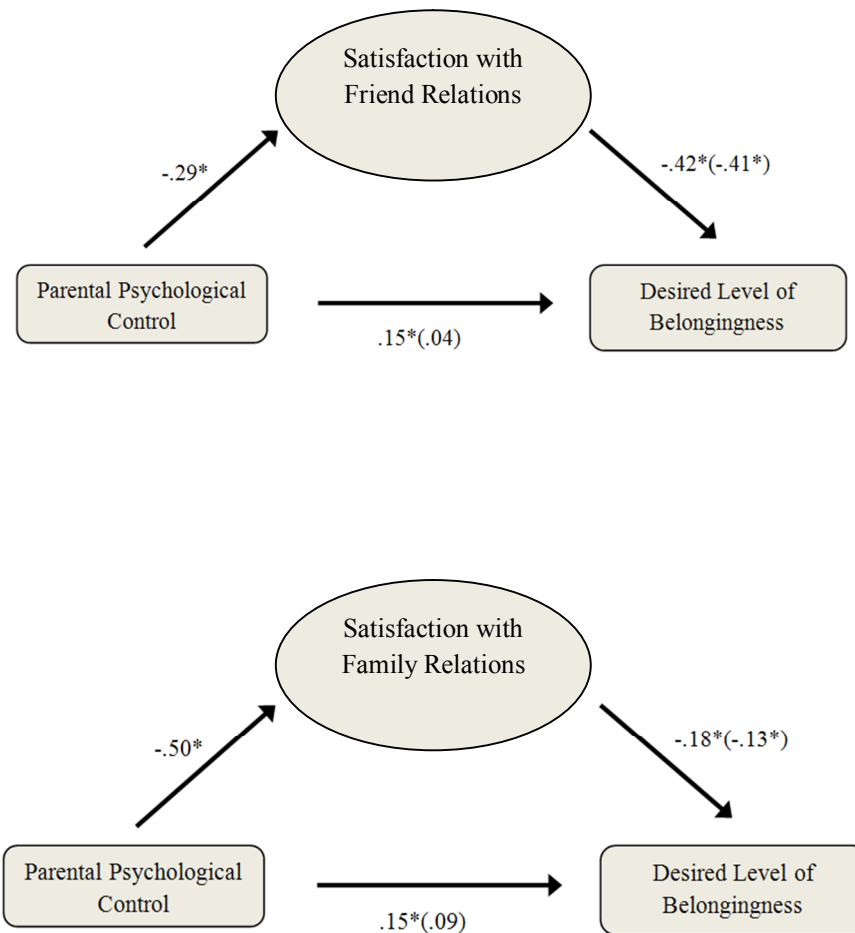


Figure 3.1. Values are standardized regression coefficients. * $p < .05$

According to the mediational analyses with desired level of belongingness, we have found that the parental psychological control by way of decreasing satisfaction gained from friend and family relations decreases the desired level of belongingness.

4.3.2 Parental Control, Fear of Negative Evaluation and Emotional Instability

Another important effect of parental control is exacerbating fear of negative evaluation which has also strong connections with inhibition and social anxiety. Individuals who are

afraid of others' negative evaluations tend to feel anxious and worried about acceptance which makes them to have difficulties in forming relations (DeWall et al., 2011; Silvia & Kwapil, 2011). We expected that psychological control would increase child's fear of negative evaluation.

It is likely that psychological control creates an unpredictable environment for the child, which in turn increases anxiety and emotional instability of him or her. Consequently, the roots of fear of negative evaluation may also be in the degree of psychological control experienced during childhood. Next, we explored this possibility again with Baron and Kenny's (1986) procedures. We found that psychological control was positively linked to fear of negative evaluation ($\beta = .17, F(1,282) = 8.67, p < .01$). The link from psychological control and emotional instability was also significant ($\beta = .27, F(1,282) = 21.32, p < .01$). Next, the link from emotional instability to fear of negative evaluation was also significant, ($\beta = .54, F(1, 282) = 116.70, p < .01$). Finally, when psychological control and emotional instability were entered into the model simultaneously, psychological control became a nonsignificant predictor of fear of negative evaluation – providing strong support for the hypothesized pathway. Thus, psychological control can increase fear of negative evaluation by way of increasing emotional instability of the children (see Figure 5).

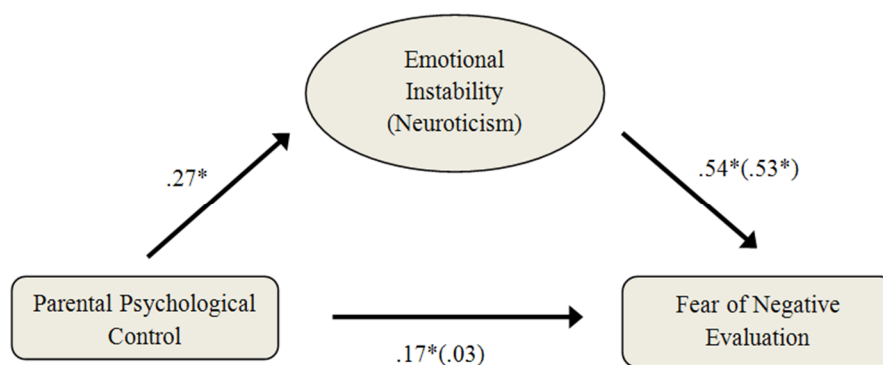


Figure 5. Values are standardized regression coefficients * $p < .05$

4.3.3 Sociability as a Mediator

Our first aim was to examine the differential effects of parental control on actualizing the belongingness need through temperament. However, we were unable to analyze this since we have a range restriction problem in our parental psychological variable. Rather we thought that there might be another pathway and examined the link between psychological control and actual and desired levels of belongingness through sociability. Participants in the discrepant group were found to be more inhibited than those in the insatiable group. Given that the two groups were different from each other in terms of the actual level of belongingness, our expectation to find mediation through sociability was worth exploring.

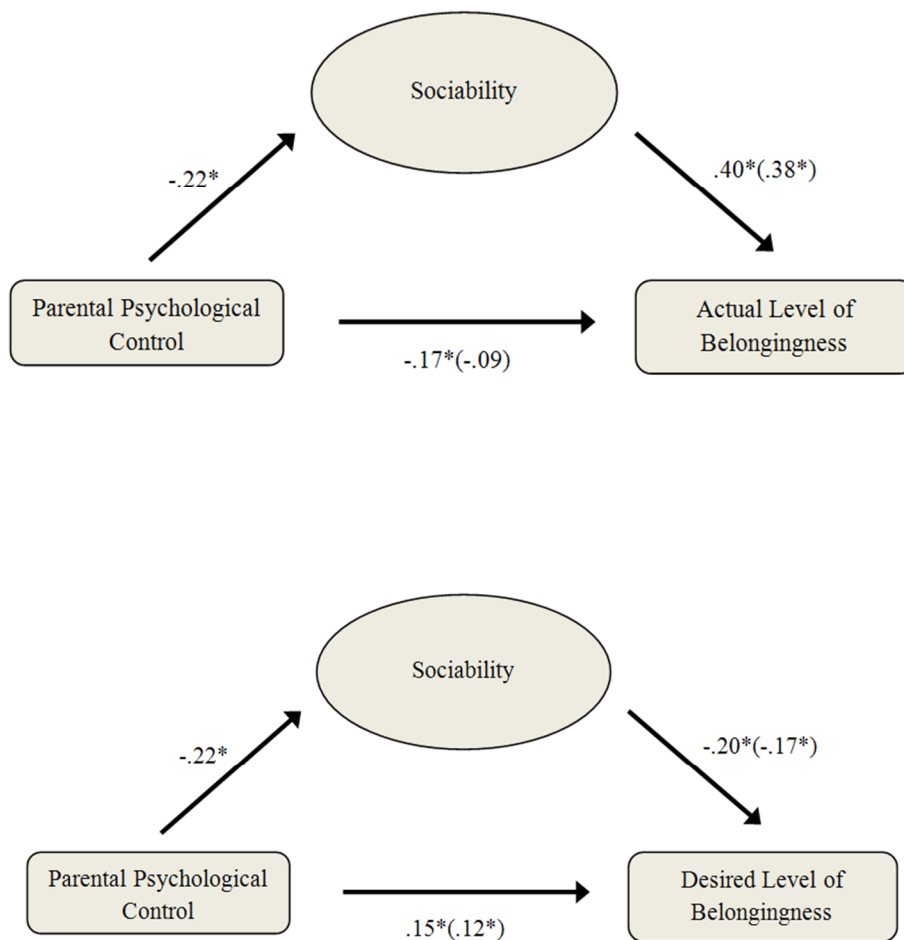


Figure 4. Values are standardized regression coefficients * $p < .05$

As can be seen from Figure 4, when both psychological control and sociability were in the model to predict actual level of belongingness, the magnitude of the relationship between psychological control and actual level of belongingness became nonsignificant, while the link between sociability and actual level of belongingness remained significant. These results provide support for the hypothesis that psychological control might be decreasing the chances of actualizing belongingness need by way of constraining the sociability of children. On the other hand, we could not find any significant mediational relationship with psychological control and desired level of belongingness which shows that the relationship between parental psychological control and desired level of belongingness remains to be significant when sociability factor has entered into the model.

4.4 Family Climate and Stressors as Controls

We have also asked about the stressors, family climate and jealousy and competition among the siblings as control variables. We reasoned that having a supportive family member could act as a buffer against the negative effects of parental psychological control. In the sample, there was no relationship between family size and psychological control (Table 3).

As shown in Table 3, people who indicated having exposure parental psychological control remembered that they had a cold family climate where conflicts frequently occurred between family members. Furthermore, they thought that they had a difficult childhood with many problems. In addition, those who have siblings also reported having received differential treatment from parents and added that they had competition and jealousy with their siblings. Furthermore, those who remember jealousy and a competition with their sibling(s), had high desire for belongingness and high fear of negative evaluation.

Altogether, these results confirm our findings on the negative effects of parental psychological control on satisfying the basic need for belongingness. Even though, we have

collected the data retrospectively, our results show that the negative effects of parental control have been long lasting.

Table 3. Correlations between the family variables and other variables

	Parental psychological control	Need to belong	Sociable temperament	Actual level of belongingness	Desired level of belongingness	Fear of negative evaluation
1. Having extended family	.05	.01	-.06	-.14*	.10	.07
2. Perceived jealousy with sibling	.23**	.18*	.02	-.01	.20**	.24**
3. Perceived competition with sibling	.24**	.16*	-.07	-.19**	.24**	.28**
4. Perceived differential treatment compared to sibling	.37**	.01	-.09	-.11	.14	.09
5. Perceived family climate as cold	.47**	-.02	-.17**	-.09	-.01	.10
6. Perceived childhood as problematic	.42**	-.01	-.16**	-.12*	.06	.11

Note: *N* varies across values. * $p < .05$. ** $p < .01$.

Chapter 5

5. DISCUSSION

5.1 Introduction

The goal of this study was to explore some of the developmental antecedents of individual differences in the need to belong. In particular, the relevance of parental psychological control along was explored in a retrospective survey study. As expected, exposure to parental psychological control early in life was found to be an important antecedent of individual differences in the need to belong. It affected relationship outcomes and the need to belong by way of disrupting children's sociable tendencies, increasing their emotional instability and vulnerability to negative feedback.

All of these explorations, however, required a finer understanding of what it means to be high and low in the need to belong. Existing measures were not sensitive to the distinction between people's current level of belongingness and further desire for belongingness (i.e., actual vs. desired level of belongingness respectively). We developed additional questions to make an existing measure sensitive to this distinction. Making this distinction allowed us to see that higher scores in the need to belong could mean different things as a function actual level of perceived belongingness. Thus, some of those people who are high in the need to belong were likely to have an unfulfilled need to belong; whereas others could have fulfilled this need, but might be in need of more—given the satisfaction they got from having many friends and connections (i.e., insatiable group). Lower scores in the need to belong, similarly, could mean different things as a function of the actual level of perceived belongingness (i.e., satisfied group vs. disengaged group). We found evidence suggesting that this is a very useful distinction. Indeed, several of the relationships observed would not surface if we considered

the need to belong along a single continuum tapping on people's desire for belongingness exclusively.

We found that the two types of individuals who have a high need to belong (i.e., discrepant reporting lower levels of actual belongingness and the insatiables reporting higher levels of actual belongingness) could be easily distinguished from each other: Our results revealed that discrepant individuals tend to be less social, less satisfied with their friend and family relations and more exposed to parental psychological control compared to insatiable ones. Discrepant individuals are interested in forming relationships with others but our results show that they do not have the possible means for actualizing their need.

As mentioned, people could score high in need to belong for two reasons: Either they have an unfulfilled need or they want to cherish their existing relationships. In their study on the deviations in need to belong (i.e., social anxiety and anhedonia) Brown et al.(2007) found that socially anxious people wanted to stay in contact with whom they feel close and familiar but they preferred solitude when they are with unfamiliar people. Scoring low in satisfaction with friend and family relations and low in sociable tendencies indicate that discrepant individuals may be experiencing an approach-avoidance dilemma, which is common in social anxiety (De Wall et al., 2011) and this dilemma might be fostering unhealthy courses of development. Comparing both discrepant and insatiable individuals who have a higher desire and a fear of being evaluated negatively; discrepant individuals seems to experience more difficulty since they do not have a buffer such as sociability against this fear and anxiety. Their lower scoring in actual level of belongingness also supports that discrepant individuals do not have enough connections. According to Leary and Kelly (2009), those who have a high need to belong may be more concerned with acceptance and rejection. If the belongingness motivation becomes excessively high, it could lead even to social anxiety disorder. The results

of the present study confirmed that need to belong was related to fear of being evaluated negatively, rejection anxiety and also emotional instability.

As for the insatiables, they have higher actual levels of belongingness yet they still seek to form more relationships. Thus, it was important to identify ways in which these people were different from those who indicated being satisfied with their level of belongingness (i.e., high actual & low desired). We found one major difference: The insatiable ones were more afraid of being evaluated negatively by others and have higher levels of rejection anxiety than the satisfieds. Bartholomew (1990) proposed four-category attachment styles one of which is called preoccupied attachment and characterized by negative view of self and positive view of others. Accordingly, preoccupied individuals tend to seek intimacy in their relationships and try to compensate their negative view of self by gaining acceptance by positively viewed others (Bartholomew, 1990; Bartholomew & Horowitz, 1991). In this respect, Grabill & Kerns (2000) provided support for their hypothesis that preoccupied individuals experience difficulties in forming intimate relationships since they have high anxiety and low self-esteem. Preoccupied individuals are found to desire intimacy from others yet they rated themselves as lower in intimacy related measures (i.e., self - disclosure, responsiveness and feelings of being understood, validated and cared for) which explained by their low self-esteem. Therefore, insatiable ones remain to be unsatisfied with their current relationships' intimacy and seek for more connections to increase their chances of being accepted by others. Another possibility is that insatiable ones could be perceived as shallow by others within their relationships which in turn make them to affiliate with more people where they could satisfy their desire for intimacy.

Low need to belong, on the other hand, is associated with social detachment and schizoid personality tendencies (Gooding, Tallent, & Matts, 2007; Leary & Kelly, 2009; Silvia & Kwapil, 2011). However, according to our categorizations, people could score low in

need to belong for two reasons: Either they are not interested in forming relationships with others (i.e., disengaged) or they are already satisfied with their current relationships and does not need more (i.e., satisfied). By taking into account their actual belongingness levels, we were able to differentiate them. In our sample of 284 participants, only 12 of them appeared to score low in both actual and desired levels of belongingness (i.e., disengaged). The disengaged people's tendencies could be associated with "social anhedonia" which is characterized by a genuine disinterest in relationships that is not associated with fear or anxiety. Considering these findings, it is clear that using two ends of a continuum in the need to belong measure (high vs. low) is not enough to make these differentiations. Creating categories of need to belong provided us richer information on revealing the differences among the ones who have high and low need for belongingness.

5.2 Obstacle in Actualizing the Need to Belong: Effects of Parental Psychological Control

Even though exposure to parental psychological control appeared to be rare in our sample overall, almost half of the participants who are exposed to parental psychological control were in the discrepancy group—in line with our expectation that psychological control would increase the chances of having unfulfilled need to belong. Among the ones who have high desire for belongingness, namely discrepant and insatiable, discrepant ones had lower actual levels of belongingness. In that regard, we found that the relationship between parental psychological control and actual level of belongingness is accounted for satisfaction gained from family and friend relationships. In other words, parental psychological control reduces satisfaction gained from relationships, which in turn makes people experience difficulties in actualizing their belongingness need.

Another important finding is that, exposure to parental psychological control seemed to have an effect on the actual level of belongingness by way of inhibiting children's sociable

tendencies. In other words, one major pathway through which psychological control operates could be increased inhibition in forming and maintaining relationships. Indeed, there is evidence showing that shyness and peer exclusion are positively associated with parental psychological control from very earlier ages (Miller et al., 2011). Thus, psychological control can foster emergence of discrepancies in the need to belong by impeding social development of children.

Furthermore, we also found that parental psychological control increases fear and anxiety among their children which constitutes a great risk for them to affiliate with others. Our results showing that parental psychological control increases fear of negative evaluation by others is consistent with past research from Turkey (Koydemir- Özden & Demir, 2009). Beyond that study, however, we found that the relationship between parental psychological control and FNE could be mediated by differences in emotional instability (neuroticism; see Figure 5). Related to this finding, Zemore & Rinholm (1989) found that parental intrusive control could contribute to the development of a depression-proneness personality.

Together these findings verify that parental psychological control is an important antecedent of individual differences in the need to belong. We reported evidence that exposure to higher levels of control can impair satisfaction of this need by lowering sociable tendencies and enhancing fear of negative evaluation and anxiety. Thus, causing discrepancies in the need to belong seems to be another debilitating consequence of parental psychological control for healthy development of the self. In this research, we present the first piece of evidence linking psychological control to need to belong—which is perhaps the most fundamental social motive.

We were able to verify the relevance of psychological control even in presence of the range restriction problem in the sample, which consisted of educated participants in general: The sample consisted of university students coming from predominantly middle and high SES

families. There is a great deal of research showing that there is a negative relation between education, socioeconomic status and parental psychological control (Sayil, et al., 2012; Kağıtçıbaşı, 2007). Thus, it is worth exploring these relationships in a more representative sample in the future. With a more normal distribution for the psychological control variable, the relationships could prove to be even stronger.

Finally, this thesis has built upon the idea that individual differences in the need to belong, its antecedents and outcomes could be better understood by taking the actual level of perceived belonging into account. We hope the evidence presented in this research leads to further refinement of existing measures of the need to belong—to make them sensitive to the distinction that we highlighted. We also hope that additional antecedents of individual differences in the need to belong are pursued in the future—because research on this side of the equation is still at its infancy compared to the body of research that focus on the outcomes of differences in the need to belong.

6. REFERENCES

- Assor, A., Roth, G., & Deci, E. L. (2004). The emotional costs of parents' conditional regard: A self-determination theory analysis. *Journal of Personality, 72*(1), 47-88.
- Barber, B. K. (1996). Parental psychological control : Revisiting a neglected construct parental. *Child Development, 67*(6), 3296-3319.
- 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* (pp. 15–52). Washington, DC: APA.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology, 51*, 1173-1182.
- Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships, 7*(2), 147-178.
- Bartholomew, K. & Horowitz, L.M. (1991). Attachment styles among young adults: A test of a four category model. *Journal of Personality and Social Psychology, 61*(2), 226-244.
- Baumeister, R.F., & Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*, 497-529.
- Belsky, J., Bakermans-Kranenburg, M. J., & van IJzendoorn M. H. (2007). For better and for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science, 16*(6), 300-304.
- Benet-Martinez, V., & John, O. P. (1998). *Los Cinco Grandes* across cultures and ethnic groups: Multitrait multimethod analyses of the Big Five in Spanish and English. *Journal of Personality and Social Psychology, 75*, 729-750.

- Berkman, L. F., & Syme, L. (1979). Social networks, host resistance, and mortality: A nine-year follow-up study of Alameda county residents. *American Journal of Epidemiology*, *109*(2), 186-203.
- Bourgeois, K. S., & Leary, M. R. (2001). Coping with rejection: Derogating those who choose us last. *Motivation and Emotion*, *25*(2), 101-111.
- Brown, L.H., P.J., Silvia, Myin-Germeys, I., & Kwapil, T.R. (2007). When the need to belong goes wrong: The expression of social anhedonia and social anxiety in daily life. *Psychological Science*, *18*(9), 778-782.
- Case, R.B., Moss, A.J., Case, N., McDermott, M. & Eberly, S. (1992). Living alone after myocardial infarction. Impact on prognosis. *Journal of American Medical Association*, *267*, 515-519.
- Cohen, S. (2004). Social relationships and health. *American Psychologist*, *59*(8), 676-684.
- Cohen, S., Doyle, W. J., Skoner, D. P., Rabin, B. S., & Gwaltney, J. M., Jr. (1997). Social ties and susceptibility to the common cold. *Journal of the American Medical Association*, *277*(24), 1940-1944.
- Cohen, S., Sherrod, D. R., & Clark, M. S. (1986). Social skills and the stress- protective role of social support. *Journal of Personality and Social Psychology*, *50*(5), 963-973.
- Deci, E. L., & Ryan, R. M. (2000). The “what ” and “why ” of goal pursuits : Human needs and the self- determination of behavior. *Psychological Inquiry*, *11*(4), 227-268.
- DeCremer, D., & Leonardelli, G. J. (2003). Cooperation in social dilemmas and the need to belong: The moderating effect of group size. *Group Dynamics: Theory, Research, and Practice*, *7*(2), 168-174.
- Dewall, N.C., Deckman, T., Pond, R.S., & Bonser, I. (2011). Belongingness as a core personality trait: How social exclusion influences social functioning and personality expression. *Journal of Personality*, *79*(6), 1281-1314.

- Downey, G., & Feldman, S. (1996). Implications of rejection sensitivity for intimate relationships. *Journal of Personality and Social Psychology, 70*(6), 1327–1343.
- Evans, D.E. & Rothbart, M.K. (2007). Development of a model for adult temperament. *Journal of Research in Personality, 41*, 868-888.
- Furnham, A. & Cheng, H. (2000). Perceived parental behavior, self-esteem and happiness. *Social Psychiatry and Psychiatric Epidemiology, 35*, 463-470.
- Goffman, E. (1959). *The presentation of self in everyday life*. New York, NY: Doubleday.
- Gooding, D. C., Tallent, K. A., & Matts, C. W. (2007). Rates of avoidant, schizotypal, schizoid and paranoid personality disorders in psychometric high-risk groups at 5-year follow-up. *Schizophrenia Research, 94*(1-3), 373–374.
- Grabill, C.M. & Kerns, K.A. (2000). Attachment style and intimacy in friendship. *Personal Relationships, 7*, 363-378
- Helliwell, J.F., & Putnam, R.D. (2004). The social context of well- being. *Philosophical Transactions of the Royal Society B: Biological Sciences, 359*(1449), 1435-1446.
- Higgins, E.T. (1987). Self- discrepancy: A theory of relating self and affect. *Psychological Review, 94*(3), 319-340.
- Jackson, T. (2007). Protective self-presentation, sources of socialization, and loneliness among Australian adolescents and young adults. *Personality and Individual Differences, 43*(6), 1552-1562.
- John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin, & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 102-138). New York, NY: Guilford.
- Kağıtçıbaşı, C. (2005). Autonomy and relatedness in cultural context: Implications for self and family. *Journal of Cross Cultural Psychology, 36*(4), 403-422.

- Kağıtçıbaşı, C. (2007). *Family, self and human development across cultures: Theory and applications*. Hillsdale, NJ: Lawrence Erlbaum.
- Kakihara, F., Tilton-Weaver, L., Kerr, M., & Stattin, H. (2010). The relationship of parental control to youth adjustment: Do youths' feelings about their parents play a role? *Journal of Youth and Adolescence*, 39(12), 1442-1456.
- Kameda, T., & Tindale, R. S. (2006). Groups as adaptive devices: Human docility and group aggregation mechanisms in evolutionary context. In M. Schaller, J. A. Simpson, & D. T. Kenrick (Eds.), *Evolution and social psychology* (pp. 317 – 341). New York, NY: Psychology Press.
- Koydemir-Özden, S., & Demir, A. (2009). The Relationship between perceived parental attitudes and shyness among Turkish youth: Fear of negative evaluation and self-esteem as mediators. *Current Psychology*, 28(3), 169-180.
- Leary, M. R. (1983). A brief version of the fear of negative evaluation scale. *Personality and Social Psychology Bulletin*, 9(3), 371-375.
- Leary, M. R. (2009). Affiliation, acceptance, and belonging: The pursuit of interpersonal connection. In S. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (4th ed., pp.864-897).
- Leary, M. R., & Baumeister, R. F. (2000). The nature and function of self-esteem: Sociometer theory. In P. Z. Mark (Ed.), *Advances in Experimental Social Psychology* (Vol. Volume 32, pp. 1-62): Academic Press.
- Leary, M. R., & Kelly, K. M. (2009). Belonging motivation. In M. R. Leary & R. H. Hoyle (Eds.), *Handbook of individual differences in social behavior*. New York, NY: Guilford
- Leary, M. R., & Kowalski, R. M. (1990). Impression management: A literature review and two - component model. *Psychological Bulletin*, 107(1), 34-47.

- Leary, M. R., Cottrell, C. A., & Phillips, M. (2001). Deconfounding the effects of dominance and social acceptance on self-esteem. *Journal of Personality and Social Psychology*, *81*(5), 898-909.
- Leary, M. R., Haupt, A. L., Strausser, K. S., & Chokel, J. T. (1998). Calibrating the sociometer: The relationship between interpersonal appraisals and state self-esteem. *Journal of Personality and Social Psychology*, *74*(5), 1290-1299.
- Leary, M.R., Kelly, K.M., Cottrell, C.A., & Schreindorfer, L.S. (2007). *Individual differences in the need to belong: Mapping the nomological network*. Unpublished manuscript, Duke University.
- Malone, G.P., Pillow, D.R., & Osman, A. (2012). The general belongingness scale (GBS): Assessing achieved belongingness. *Personality and Individual Differences* *52*(3), 311-316.
- Miller, S.R., Tserakhava, V., & Miller, C.J. (2011). My child is shy and has no friends: What does parenting have to do with it? *Journal of Youth Adolescence*, *40*(4), 442-452.
- Özen, A., Sümer, N. & Demir, M. (2010). Predicting friendship quality with rejection sensitivity and attachment security. *Journal of Social and Personal Relationships*, *28*(2), 163-181.
- Pittman, T. S., & Zeigler, K. R. (2007). Basic human needs. In A. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles*, (2nd ed., pp. 473-489). New York, NY: Guilford.
- Reti, I.M., Samuels, J.F., Eaton, W.W., Bienvenue, O.J., Costa Jr. B.T., & Nestadt, G. (2002). Influences of parenting on normal personality traits. *Psychiatry Research*, *111*(1), 55-64.

- Rubin, K. H., Burgess, K. B., & Hastings, P. D. (2002). Stability and social-behavioral consequences of toddlers' inhibited temperament and parenting behaviors. *Child Development, 73*(2), 483-495.
- Sanson, A., Hemphill, S. A., & Smart, D. (2004). Connections between temperament and social development: A review. *Social Development, 13*(1), 142-170.
- Sayıl, M., Kindar, Y., Bayar, Y., Bayraktar, F., Kurt, D., Tığrak, A. & Yaban, E.H. (2012). *Ergenlik döneminde ebeveynlik ve ergenin psikososyal uyumu (Parenting during adolescence and adolescent's psychosocial adaptation)*. Ankara: Hacettepe University Publications.
- Schlenker, B.R., Dlugolecki, D.W., & Doherty, K. (1994). The impact of self-presentations of self-appraisals and behavior: The power of public commitment. *Personality and Social Psychological Bulletin, 20*(1), 20-33.
- Schwartz, C. E., Snidman, N., & Kagan, J. (1996). Early childhood temperament as a determinant of externalizing behaviour in adolescence. *Development and Psychopathology, 8*, 527-537.
- Silvia, P.J. & Kwapil, T.R. (2011). Aberrant asociality: How individual differences in social anhedonia illuminate the need to belong. *Journal of Personality, 79*(6), 1315-1332.
- Soenens, B., & Vansteenkiste, M. (2010). A theoretical upgrade of the concept of parental psychological control: Proposing new insights on the basis of self-determination theory. *Developmental Review, 30*(1), 74-99.
- Soenens, B., Vansteenkiste, M., & Luyten, P. (2010). Toward a domain-specific approach to the study of parental psychological control: Distinguishing between dependency-oriented and achievement-oriented psychological control. *Journal of Personality, 78*(1), 217-256.

Soenens, B., Vansteenkiste, M., Smits, I., Lowet, K., & Goossens, L. (2007). The role of intrusive parenting in the relationship between peer management strategies and peer affiliation. *Journal of Applied Developmental Psychology, 28*(3), 239-249.

Stevens, L. E., & Fiske, S. T. (1995). Motivation and cognition in social life: A social survival perspective. *Social Cognition, 13*(3), 189-214.

Worthy, C. B., Gary, A. L., & Kahn, G. M. (1969). Self-disclosure as an exchange process. *Journal of Personality and Social Psychology, 13*(1), 59-63.

Zemore, R. & Rinholm, J. (1989). Vulnerability to depression as a function of parental rejection and control. *Canadian Journal of Behavioural Science, 21*(4), 364-376.

7. APPENDICES

Appendix A.

Need to Belong (Leary, Kelly, Cottrell & Schreindorfer, 2007)

Participants indicated their level of agreement/disagreement for each item.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. If other people don't seem to accept me, I don't let it bother me.	1	2	3	4	5
2. I try hard not to do things that will make other people avoid or reject me.	1	2	3	4	5
3. I seldom worry about whether other people care about me.	1	2	3	4	5
4. I need to feel that there are people I can turn to in times of need.	1	2	3	4	5
5. I want other people to accept me.	1	2	3	4	5
6. I do not like being alone.	1	2	3	4	5
7. Being apart from my friends for long periods of time does not bother me.	1	2	3	4	5
8. I have a strong need to belong.	1	2	3	4	5
9. It bothers me a great deal when I am not included in other people's plans.	1	2	3	4	5
10. My feelings are easily hurt when I feel that others do not accept me.	1	2	3	4	5

Discrepancy Measure of Belongingness

Participants indicated their level of agreement/disagreement for each item.

Actual Level of Belongingness

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. I think other people around me mostly accept me.	1	2	3	4	5
2. My friends care about me sufficiently.	1	2	3	4	5
3. I have friends that I can spend my spare time with.	1	2	3	4	5
4. When my friends go outside, they generally invite me.	1	2	3	4	5
5. I have groups that I belong to.	1	2	3	4	5
6. I think I have adequate number of friends.	1	2	3	4	5
7. I think there is sufficient number of people around me that I feel close to.	1	2	3	4	5

Desired Level of Belongingness

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. I wish people around me could have accepted me more.	1	2	3	4	5
2. I wish my friends could have taken care about me more.	1	2	3	4	5
3. I wish I had more friends that I could spend my spare time with.	1	2	3	4	5
4. When my friends go out, I wish I could have been invited more often.	1	2	3	4	5
5. I wish I could belong to more groups.	1	2	3	4	5
6. I wish I had more friends.	1	2	3	4	5
7. I wish to feel close to more people.	1	2	3	4	5

Satisfaction with friend and family relations

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. In general, I am happy with my relationship with my friends.	1	2	3	4	5
2. In general, I am happy with my relationship with my family.	1	2	3	4	5

Participants answered these questions before passing to the parenting questionnaire part. They did not fill the questionnaire for the deceased parents if more than 10 years passed from their death.

Is your mother/father alive?

Yes____ No____

For those who said yes; how many years passed when she/he died?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years
- More than 10 years

Appendix B.

Psychological Control Scale – Youth Self Report (Barber, 1996)

In this part, participants answered the following questions thinking their relationship with their mother and father **separately**. Due to space limitations it is written father/mother.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. My father/mother is always trying to change how I feel or think about things.	1	2	3	4	5
2. My father/mother changes the subject whenever I have something to say.	1	2	3	4	5
3. My father/mother often interrupts me	1	2	3	4	5
4. My father/mother blames me for other family members' problems	1	2	3	4	5
5. My father/mother brings up past mistakes when he criticizes me	1	2	3	4	5
6. My father/mother is less friendly with me if I do not see things his way	1	2	3	4	5
7. My father/mother will avoid looking at me when I have disappointed him	1	2	3	4	5
8. If I have hurt his feelings, my father/mother stops talking to me until I please him again	1	2	3	4	5

Appendix C.

Sociability Subscale in Adult Temperament Questionnaire (Evans & Rothbart, 2007)

Participants indicated their level of agreement/disagreement for each item.

	EXTREMELY UNTRUE						EXTREMELY TRUE
1. I would not enjoy a job that involves socializing with the public.*	1	2	3	4	5	6	7
2. I usually like to talk a lot.	1	2	3	4	5	6	7
3. I like conversations that include several people.	1	2	3	4	5	6	7
4. I rarely enjoy socializing with large groups of people.*	1	2	3	4	5	6	7
5. I usually like to spend my free time with people.	1	2	3	4	5	6	7
6. Sometimes minor events cause me to feel intense happiness.	1	2	3	4	5	6	7
7. I sometimes seem to be unable to feel pleasure from events and activities that I should enjoy.*	1	2	3	4	5	6	7
8. I rarely ever have days where I don't at least experience brief moments of intense happiness.	1	2	3	4	5	6	7
9. It doesn't take much to evoke a happy response in me.	1	2	3	4	5	6	7
10. It takes a lot to make me feel truly happy.*	1	2	3	4	5	6	7

Appendix D.

Neuroticism Subscale of Big Five Inventory (BFI: John & Srivastava, 1999; Benet- Martinez & John, 1998)

Participants indicated their level of agreement/disagreement for each item.

I AM A KIND OF PERSON WHO...	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. Can be moody.	1	2	3	4	5
2. Can be tense.	1	2	3	4	5
3. Gets nervous easily.	1	2	3	4	5
4. Is depressed, blue.	1	2	3	4	5
5. Is emotionally stable, not easily upset.*	1	2	3	4	5
6. Is relaxed, handle stress well.*	1	2	3	4	5
7. Remains calm in tense situations.*	1	2	3	4	5
8. Worries a lot.	1	2	3	4	5

Appendix E.

A Brief Version of the Fear of Negative Evaluation (Leary, 1983)

Participants indicated their level of agreement/disagreement for each item.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. I worry about what other people will think of me even when I know it doesn't make any difference.	1	2	3	4	5
2. I am unconcerned even if I know people are forming an unfavorable impression of me.*	1	2	3	4	5
3. I am frequently afraid of other people noticing my shortcomings.	1	2	3	4	5
4. I rarely worry about what kind of impression I am making on someone.	1	2	3	4	5
5. I am afraid others will not approve of me.	1	2	3	4	5
6. I am afraid that people will find fault with me.	1	2	3	4	5
7. Other people's opinions of me do not bother me.*	1	2	3	4	5
8. When I am talking to someone, I worry about what they may be thinking about me..	1	2	3	4	5
9. I am usually worried about what kind of impression I make.	1	2	3	4	5
10. If I know someone is judging me, it has little effect on me.*	1	2	3	4	5
11. Sometimes I think I am too concerned with what other people think of me.	1	2	3	4	5
12. I often worry that I will say or do the wrong things.	1	2	3	4	5

Appendix F.

Rejection Anxiety Scale (Downey & Feldman, 1996 adapted to Turkish by Özen, Sümer& Demir, 2010).

Participants indicated their level of concern whether others would do their wishes.

1. You ask someone you don't know well out on a date. How concerned or anxious would you be over whether or not the person would want to go out with you?						
Very unconcerned						Very concerned
1	2	3	4	5	6	7
2. Your boyfriend/girlfriend has plans to go out with friends tonight, but you really want to spend the evening with him/her, and you tell him/her so. How concerned or anxious would you be over whether or not your boyfriend/girlfriend would decide to stay in?						
Very unconcerned						Very concerned
1	2	3	4	5	6	7
3. You approach a close friend to talk after doing or saying something that seriously upset him/her. How concerned or anxious would you be over whether or not your friend would want to talk with you?						
Very unconcerned						Very concerned
1	2	3	4	5	6	7
4. You ask a friend if you can borrow something of his/hers. How concerned or anxious would you be over whether or not your friend would want to loan it to you?						
Very unconcerned						Very concerned
1	2	3	4	5	6	7
5. You ask your parents to come to an occasion important to you. How concerned or anxious would you be over whether or not your parents would want to come?						
Very unconcerned						Very concerned
1	2	3	4	5	6	7

**6. You ask a friend who lives in other city to stay at him/her for 10 days.
How concerned or anxious would you be over whether or not your friend
would accept your stay?**

Very unconcerned							Very concerned
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	

**7. You offer to do something together to a same sex friend you just met. How
concerned or anxious would you be over whether or not your friend accept
your offer?**

Very unconcerned							Very concerned
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	

Appendix G.

Demographics

Age____

Gender: Female____ Male____

Education: Primary School____High school____ College____ Graduate School____

How many children exist in your family other than you?

- 0 (no siblings)
- 1 sibling
- 2 siblings
- 3 siblings
- 4 siblings
- 5 siblings
- 6 siblings
- 7 siblings
- 8 siblings
- 9 siblings
- 10 siblings

When you are growing up, who has been living with you in the house? (you can choose more than one option)

- Mother
- Father
- Sibling
- Grandmother
- Grandfather
- Aunt
- Uncle
- Cousin
- Other _____

Relationship with the sibling

	ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	ALMOST ALWAYS
1. Even grow up in the same family environment, siblings can have different personalities and traits. This could lead to some jealousy among them which is normal. When you think about your past, did you felt any jealousy between you and your sibling or siblings?	1	2	3	4	5
2. When you think about your relationship with your sibling(s), can you say there was a competition between you and your sibling(s)?	1	2	3	4	5
3. Sometimes problems emerge between siblings when parents do not treat them equally. When you think about your past, have you ever felt such a different treatment by your parents?	1	2	3	4	5

General Family Climate

1. How do you describe your family environment generally?

- We have a warm family climate in which members are close to each other
- We have a cold family climate in which members generally conflict with each other.

2. How do you describe your childhood?

- Other than minor problems, I had an easy childhood.
- I had a difficult childhood with lot of problems.

3. Sometimes families can have problems which are caused by internal and external reasons . Has your family ever lived such problems?(you can choose more than one option)

Yes_____ No_____

For those who said yes;

- divorce
- economic problems
- moving away
- serious disease
- death of a close family member
- drug/alcohol problems
- harassment
- violence
- mental problems of a close family member

judicial problems

other _____

4. How are you affected by these problems?

I'm not affected at all----- I'm very negatively affected
(1) (5)

TURKISH VERSIONS OF SURVEYS

Aidiyet İhtiyacı Ölçeği (Leary, Kelly, Cottrel & Schreindorfer, 2007)

Lütfen aşağıdaki ifadeleri kendinize uygun bir şekilde değerlendiriniz.

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Eğer başka insanlar beni kabul etmiyor gibi gözükiyorsa, ben de boşver gitsin derim.	1	2	3	4	5
2. Reddedilip dışlanmama yol açabilecek şeyleri yapmamak için özen gösteririm.	1	2	3	4	5
3. Başka insanların benimle ilgilenmesi pek umurumda olmaz.	1	2	3	4	5
4. İhtiyacım olduğunda sığınabileceğim, desteğini alabileceğim insanlar olsun isterim.	1	2	3	4	5
5. Başka insanlar tarafında onaylanmak, kabul edilmek isterim.	1	2	3	4	5
6. Yalnız kalmayı sevmem.	1	2	3	4	5
7. Örneğin yaz tatilinde, arkadaşlarımdan uzun süre ayrı kalmak beni üzmez.	1	2	3	4	5
8. Bir gruba mensup olma hissim oldukça güçlüdür.	1	2	3	4	5
9. Örneğin, grup halinde sinemaya ya da yemeğe gidildiğinde davet edilmemek beni yaralar.	1	2	3	4	5
10. Diğerleri tarafından dışlandığımı hissettiğimde duygularım çabucak alt üst olur; yara almış gibi hissederim.	1	2	3	4	5

Arzu Edilen ve Gerçek Aidiyet Çelişkisi Ölçeği

Gerçekteki Aidiyet

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Etrafımdaki insanlar tarafından genellikle kabul gördüğümü düşünüyorum.	1	2	3	4	5
2. Arkadaşlarım benimle yeterince ilgileniyor.	1	2	3	4	5
3. Boş zamanlarımı birlikte geçirebildiğim arkadaşlarım var.	1	2	3	4	5
4. Arkadaşlarım dışarı çıktıklarında genellikle beni de davet ederler.	1	2	3	4	5
5. Kendimi ait hissettiğim gruplar var.	1	2	3	4	5
6. Sahip olduğum arkadaş sayısını yeterli buluyorum.	1	2	3	4	5
7. Daha çok kendi başıma zaman geçiriyorum ve insanlarla çok fazla iletişime girmiyorum.*	1	2	3	4	5
8. Etrafımda kendimi yakın hissettiğim insanların yeterli olduğunu düşünüyorum.	1	2	3	4	5

Arzu Edilen Aidiyet

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Etrafımdaki insanlar tarafından biraz daha fazla kabul edilmek isterdim.	1	2	3	4	5
2. Arkadaşlarımla benimle daha çok ilgilenmelerini isterdim.	1	2	3	4	5
3. Boş zamanlarımı birlikte geçirebileceğim daha fazla arkadaşım olsun isterdim.	1	2	3	4	5
4. Arkadaşlarımla tarafından daha çok davet edilmek isterdim.	1	2	3	4	5
5. Kendimi ait hissedebileceğim daha fazla grup olsun isterdim.	1	2	3	4	5
6. Daha fazla arkadaşımın olmasını çok isterdim.	1	2	3	4	5
7. Şu an iletişim halinde olduğum insanları yeterli buluyorum.*	1	2	3	4	5
8. Keşke daha fazla insanla yakın olabilseydim.	1	2	3	4	5

Arkadaş ve Aile İlişkilerinden Duyulan Tatmin

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Genel olarak arkadaşlarımla olan ilişkimden memnunum.	1	2	3	4	5
2. Genel olarak ailemle olan ilişkimden memnunum.	1	2	3	4	5

Apendix B.

Ailenin Psikolojik Kontrolü

Bu bölümde katılımcılar büyüdüleri sırada anne ve babaları ile olan ilişkilerini düşünerek anne ve babaları için soruları ayrı ayrı cevaplamışlardır.

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Genellikle babam/annem duygu ve düşüncelerimi değiştirmeye çalışır.	1	2	3	4	5
2. Söylemem gereken bir şey olduğunda babam/annem konuyu değiştirir.	1	2	3	4	5
3. Babam/Annem beni çoğunlukla rahatsız eder.	1	2	3	4	5
4. Babam/Annem beni diğer aile bireylerinin problemleri hakkında suçlar(dı).	1	2	3	4	5
5. Babam/Annem beni eleştirdiğinde geçmişte yaptığım hataları yüzüme vurur.	1	2	3	4	5
6. Eğer babamla/annemle aynı fikirde değilsem bana karşı soğuk davranır.	1	2	3	4	5
7. Babam/Annem onu hayal kırıklığına uğrattığım zaman yüzüme bile bakmaz.	1	2	3	4	5
8. Eğer babamı/annemi üzdüysem, onu tekrar hoşnut edene kadar benimle konuşmaz.	1	2	3	4	5

Appendix C.

Yetişkinlerin Mizacı Ölçeğinin Sosyallik Altölçeği

Lütfen aşağıdaki ifadeleri kendinize uygun bir şekilde değerlendiriniz.

	HIÇ DOĞRU DEĞİL						ÇOK DOĞRU
1. Başka insanlarla kaynaşabileceğim bir işten zevk almam.*	1	2	3	4	5	6	7
2. Genelde konuşkan biriyimdir.	1	2	3	4	5	6	7
3. Başkalarının olduğu sohbetlerden keyif alırım.	1	2	3	4	5	6	7
4. Birçok insanın bulunduğu ortamlarda sosyalleşmekten zevk almam.*	1	2	3	4	5	6	7
5. Genellikle boş zamanlarımı başka insanlarla beraber geçirmekten hoşlanırım.	1	2	3	4	5	6	7
6. Bazen küçük olaylar bile beni çok mutlu eder.	1	2	3	4	5	6	7
7. Bazen zevk almam gereken şeylerden bile yeterince zevk alamam.*	1	2	3	4	5	6	7
8. Genellikle gün içinde kısa anlar için bile olsa kendimi çok mutlu hissedirim.	1	2	3	4	5	6	7
9. Küçük şeylerden mutlu olan bir insanımdır.	1	2	3	4	5	6	7
10. Kendimi gerçekten mutlu hissetmem çok zordur.*							

Appendix D.

Duygusal Dengesizlik (Neuroticism) Ölçeđi

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Depresifimdir.	1	2	3	4	5
2. Herşeyi kendime stres yaparım.	1	2	3	4	5
3. Telaşlıyım.	1	2	3	4	5
4. Çabuk gerilirim.	1	2	3	4	5
5. Kaygılıyım.	1	2	3	4	5
6. Ruh halim dengelidir.	1	2	3	4	5
7. Bazen karamsar olabilirim.	1	2	3	4	5
8. Ruh halim çevremden çabuk etkilenir.	1	2	3	4	5
9. Baskı altındayken sakin kalabilirim.	1	2	3	4	5
10. Çabuk sinirlenirim.	1	2	3	4	5

Appendix E.

Olumsuz Değerlendirilme Korkusu Ölçeği

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	NE KATILYORUM NE KATILMIYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1. Hiçbir şekilde fark etmeyecek olduğunu bilsem bile başka insanların benim hakkımda ne düşüneceği konusunda endişelenirim.	1	2	3	4	5
2. İnsanların benim hakkımda olumsuz bir izlenim edindiklerini fark etsem bile pek önemsemem.*	1	2	3	4	5
3. Başka insanlar eksikliklerimi fark ederler diye tasalanırım.	1	2	3	4	5
4. Yarattığım izlenimin iyi mi kötü mü olduğu konusunda nadiren endişelenirim.*	1	2	3	4	5
5. Onaylanıp kabul edilmemekten korkarım.	1	2	3	4	5
6. İnsanlar bende kusur bulacaklar diye korkularım vardır.	1	2	3	4	5
7. Başka insanlar benim hakkımda ne düşünürlerse düşünsünler, hiç takmam.*	1	2	3	4	5
8. İnsanların benim hakkımda ne düşündüklerini öğrenmeye çalışırım.	1	2	3	4	5
9. Yarattığım izlenim konusunda kaygı duyabilirim.	1	2	3	4	5
10. Birinin beni değerlendireceğini bilsem bile, çok az etkilenirim.*	1	2	3	4	5
11. Bazen başka insanların hakkımda ne düşündüğü konusunda gereğinden fazla kaygılı olduğumu düşünüyorum.	1	2	3	4	5
12. Yanlış birşey yapacağım ya da söyleyeceğim diye kaygılandığım çok olur.	1	2	3	4	5

Appendix F.

Reddilme Kaygısı

<p>1. . Yeni tanıştığınız birine çıkma teklif ediyorsunuz. Kişinin sizinle çıkmak isteyip istemeyebileceği ile ilgili ne kadar endişe eder veya kaygı duyarsınız?</p>							
Hiç endişelenmem/kaygı duyarım							Çok endişelenirim/kaygı duyarım
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>		<i>7</i>
<p>2. Romantik partneriniz bütün arkadaşlarla birlikte dışarı çıkmayı planlıyor, ancak siz geceyi sadece partnerinizle geçirmek istiyorsunuz, ve bunu ona söylediniz. Romantik partnerinizin bu isteğinizi kabul edip etmeyebileceği ile ilgili ne kadar endişe eder veya kaygı duyarsınız?</p>							
Hiç endişelenmem/kaygı duyarım							Çok endişelenirim/kaygı duyarım
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>		<i>7</i>
<p>3. Yakın bir arkadaşınıza onu ciddi şekilde üzecek bir şey söyledikten ya da yaptıktan sonra, yaklaşıyor ve konuşmak istiyorsunuz. Arkadaşınızın bu durumda sizinle konuşmak isteyip istemeyeceği ile ilgili ne kadar endişe eder veya kaygı duyarsınız?</p>							
Hiç endişelenmem/kaygı duyarım							Çok endişelenirim/kaygı duyarım
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>		<i>7</i>
<p>4. Arkadaşınıza ondan bir şeyini ödünç alıp alamayacağınızı soruyorsunuz. Arkadaşınızın size istediğiniz şeyi verip vermeyebileceği konusunda ne kadar endişe eder veya kaygı duyarsınız?</p>							
Hiç endişelenmem/kaygı duyarım							Çok endişelenirim/kaygı duyarım
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>		<i>7</i>
<p>5. Ebeveynlerinizden sizin için önemli ancak onlar için sıkıcı ve gelmesi zahmetli olabilecek bir etkinliğe sizinle beraber gelmelerini istiyorsunuz. Ebeveynlerinizin sizinle gelmeyi isteyip istemeyebileceği konusunda ne kadar endişe eder veya kaygı duyarsınız?</p>							
Hiç endişelenmem/kaygı duyarım							Çok endişelenirim/kaygı duyarım
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>		<i>7</i>

6. Başka bir şehirde yaşayan bir arkadaşınıza evinde 10 gün kalmak istediğinizi söylüyorsunuz. Arkadaşınızın bu isteğinizi kabul edip etmeyebileceği konusunda ne kadar endişe eder veya kaygı duyarsınız?

Hiç
endişelenmem/kaygı
duyarım

1

2

3

4

5

6

Çok
endişelenirim/kaygı
duyarım

7

7. Yeni tanıştığımız bir hemcinsinize birlikte bir şeyler yapmayı öneriyorsunuz. Bu kişinin önerinizi kabul edip etmeyebileceği konusunda ne kadar endişe eder veya kaygı duyarsınız?

Hiç
endişelenmem/kaygı
duyarım

1

2

3

4

5

6

Çok
endişelenirim/kaygı
duyarım

7

Appendix G.

Demografik Bilgiler

Yaşınız ____

Cinsiyetiniz: Kadın____ Erkek____

Eğitim durumunuz: ortaöğretim____ lise____ üniversite____ lisans üstü____

Ailenizde sizden başka kaç çocuk var?

- 0 (kardeşim/ağabeyim/ablam yok)
- 1 (kardeşim/ağabeyim/ablam var)
- 2 (kardeşim/ağabeyim/ablam var)
- 3 (kardeşim/ağabeyim/ablam var)
- 4 (kardeşim/ağabeyim/ablam var)
- 5 (kardeşim/ağabeyim/ablam var)
- 6 (kardeşim/ağabeyim/ablam var)
- 7 (kardeşim/ağabeyim/ablam var)
- 8 (kardeşim/ağabeyim/ablam var)
- 9 (kardeşim/ağabeyim/ablam var)
- 10 (kardeşim/ağabeyim/ablam var)

Siz büyürken oturduğunuz evde kimler yaşıyordu? (birden fazla seçenek işaretlenebilir)

- Annem
- Babam
- Kardeşim/Ağabeyim/Abłam
- Anneannem
- Babaannem
- Dedem
- Teyzem
- Dayım
- Halam
- Amcam
- Eniştem
- Yengem
- Kuzenim
- Diğer____

Kardeş ile ilişkiler

	HEMEN HEMEN HIÇBİR ZAMAN	NADİREN	BAZEN	SIK SIK	HEMENE HEMEN HER ZAMAN
1. Aynı ailede yetişmiş olsalar bile kardeşlerin birbirinden farklı karakterleri ve zevkleri vardır. Onun için de kardeşler arası bazı çatışmaların ve kıskançlıkların olması gayet normaldir. Siz geçmişinizde baktığınızda kardeşinizle ya da kardeşlerinizle aranızda kıskançlık yaşandığını düşünüyor musunuz?	1	2	3	4	5
2. Kardeşiniz veya kardeşlerinizle ilişkinizi düşündüğünüzde aranızda bir rekabet olduğunu söyleyebilir misiniz?	1	2	3	4	5
3. Bazen iki kardeşin arasında ailenin onlara eşit davranmamasından kaynaklanan sorunlar olabilir. Geçmişinize baktığımızda ailenizde size ve kardeşinize karşı farklı davranış ve tutumlar gözlemlemiş miydiniz?	1	2	3	4	5

Genel aile ortamı

1. Genel olarak baktığınızda yaşadığınız aile ortamını nasıl değerlendirirsiniz?

- sıcak ve sevecen bir aile ortamımız vardı
- aile bireyleri arasında sürekli çatışmalar yaşanırdı

2. Genel olarak çocukluğunuzu düşündüğünüzde nasıl bir değerlendirme yaparsınız?

- ufak tefek sorunların dışında çok rahat ve sorunsuz geçti
- çok zor ve stresli geçti

3. Aileler bazen dış yada iç etkenlerden kaynaklanan zorluklar ve sıkıntılar yaşayabilirler. Bu sorunlar sizin ailenizde yaşandı mı?

Evet _____ Hayır _____

Eğer Evet diyorsanız lütfen belirtiniz; birden fazla seçenek işaretleyebilirsiniz.

- boşanma
- maddi sıkıntı
- taşınma
- ağır hastalık
- aileden yakın bir kişinin ölümü
- uyuşturucu/alkol sorunu
- taciz
- şiddet
- aileden birinin ruhsal sorunları
- hukuki sorunlar
- diğer _____

4. Eğer yukarıdaki sorunlardan herhangi birini yaşadysanız, ne derecede etkilendiğinizi lütfen belirtiniz.

Hiç etkilenmedim

Pek etkilenmedim

Kararsızım

Biraz etkilendim

Çok etkilendim

Footnotes

¹ For illustrative purposes, I discretized the actual and desired levels as follows: Scores on the actual level of belongingness ($M= 3.99$, $SD= 0.65$) had a negatively skewed distribution on a 5-point scale. About 78% of the participants scored higher than 3.50. Thus, I used 3.5 as a cut-off point and labeled scores higher than 3.5 as high. Scores on the desired level of belongingness had a skewed distribution similarly ($M= 2.80$, $SD= 0.86$; *Median 2.86*). Thus, I applied median-split in discretizing the desired level of belonging