

UNRAVELING REJECTION SENSITIVITY AMONG UNIVERSITY STUDENTS  
THROUGH REMEMBRANCES OF PARENTAL ACCEPTANCE–REJECTION  
AND ADVERSE CHILDHOOD EXPERIENCES

SEVDE BARIŞ ŞAHBUDAK

BOĞAZIÇI UNIVERSITY

2016

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Thesis submitted to the  
Institute for Graduate Studies in Social Sciences  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
Educational Sciences

by  
Sevde Barış Şahbudak

Boğaziçi University

2016

Unraveling Rejection Sensitivity Among University Students  
Through Remembrances of Parental Acceptance–Rejection  
and Adverse Childhood Experiences

The thesis of Sevde Barış Şahbudak  
has been approved by:

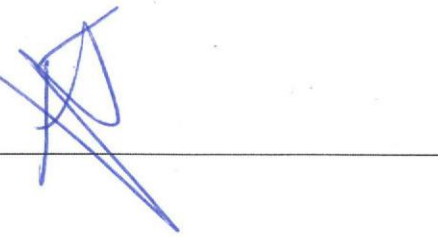
Assist. Prof. Z. Hande Sart  
(Thesis Advisor)



Prof. Fatoş Erkman



Prof. Falih Köksal  
(External Member)



June 2016

## DECLARATION OF ORIGINALITY

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## ABSTRACT

### Unraveling Rejection Sensitivity Among University Students Through Remembrances of Parental Acceptance–Rejection and Adverse Childhood Experiences

This study investigates how the contribution of the perceived maternal and paternal rejection in childhood and experiences of childhood trauma predicts rejection sensitivity in adulthood. Participants of the study were included from students in a public university in İstanbul ( $N = 357$ ). The instruments that were utilized in this study are: the Personal Information Form, the Adult Parental Acceptance-Rejection Questionnaire (Adult PARQ-Short Version; both mother and father versions), the Childhood Trauma Questionnaire (CTQ-SF), and the Rejection Sensitivity Questionnaire (RSQ). Findings indicated that there was a positive correlation between rejection sensitivity in adulthood and perceived paternal rejection in childhood ( $r = .25, p < .01$ ), a significant positive correlation between rejection sensitivity in adulthood and the perceived maternal rejection in childhood ( $r = .24, p < .01$ ), and a significant positive correlation between the experiences of childhood trauma and rejection sensitivity in adulthood ( $r = .18, p < .01$ ). Three measures of control (Adult PARQ-Father, Adult PARQ-Mother and CTQ-SF) explain 8% of the variance in the rejection sensitivity total score in adulthood. Perceived father rejection in childhood was found to be the largest unique contribution ( $\beta = .17$ ), followed by perceived mother acceptance rejection in childhood ( $\beta = .16$ ) for rejection sensitivity in adulthood; experiences of childhood trauma ( $\beta = .02$ ) were not found significant, and CTQ-SF did not have a unique contribution in the multiple regression model.

## ÖZET

### Üniversite Öğrencilerinin Reddedilme Hassasiyetinin Hatırlanan Anne Baba Kabul Reddi ve Çocukluk Çağı Ruhsal Travma Deneyimleri ile Açıklanması

Bu araştırma, üniversite öğrencilerinin reddedilme hassasiyetinin çocukluk döneminde algıladıkları anne baba reddi ve çocukluk çağı ruhsal travma deneyimleri ile açıklanmasını incelemektedir. Bu araştırmaya katılan üniversite öğrencileri, İstanbul'da bulunan bir devlet üniversitesinden seçilmiştir ( $N = 357$ ). Araştırmada veri toplamak amacıyla Kişisel Bilgi Formu, Yetişkinler için Ebeveyn Kabul- Red Ölçeği Kısa Form: Anne ve Baba ve Çocukluk Çağı Ruhsal Travma Ölçeği kullanılmıştır. Araştırma sonuçlarına göre, yetişkinlikteki reddedilme hassasiyetinin çocuklukta algılanan baba reddi ( $r = .25, p < .01$ ), çocuklukta algılanan anne reddi ( $r = .24, p < .01$ ) ve çocukluk çağı ruhsal travmaları ile ( $r = .18, p < .01$ ) anlamlı bir korelasyonu vardır. Üniversite öğrencilerinin reddedilme hassasiyetini, çocuklukta algılanan anne kabul reddi, çocuklukta algılanan baba kabul reddi ve çocukluk çağı ruhsal travmaları deneyimi %8 oranında açıklamaktadır. Çoklu regresyon analizinde üniversite öğrencilerinin reddedilme hassasiyetinin sırasıyla; çocuklukta algılanan baba kabul reddi ile ( $\beta = .17$ ), ve çocuklukta algılanan anne kabul reddi ile ( $\beta = .16$ ) açıklandığı, çocukluk travmaları ruhsal deneyimlerinin çoklu regresyon analizine anlamlı bir katkı yapmadığı görülmüştür.

## ACKNOWLEDGMENTS

First and foremost, I would like to express my eternal thanks to my thesis advisor, Assist. Prof. Z. Hande Sart. Without her academic support, patience, understanding and tolerance, this study could not have been actualized and finished. Assist. Prof. Z. Hande Sart, your advice on my career, research and personal development has been priceless!

I would like to thank another member of my thesis committee, Prof. Dr. Fatoş Erkman, for her constant emotional and academic support and willingness to be a part of my thesis committee. I would also like to thank Prof. Dr. Falih Köksal, another member of my thesis committee, for his valuable contributions to the thesis. Also, Assist. Prof. Bengü Börkan allocated her time when I got stuck somewhere in the data analysis process. I would also like to thank Assist. Prof. Nihal Yeniad-Malkamak for her valuable suggestions and generous support.

It is impossible for me to forget the emotional support of my friends, Merve Dökmeci, Zeynep Özdoğan, Burcu Buğu, Merve Özmeral, Büşra Erdoğan, Tümay Algan Ferrara, Güneş Ertaş. Even from other cities I always feel your emotional support: Özge İşcanlı, Hatice İşcanlı and Merve Barış Sır.

I am so grateful to my parents, Adalet Barış and Yaşar Barış, for their unconditional love and support. It was with their faith in me that I gained the ability to welcome new challenges. Thank you very much for your faith in me!

And Serdar Şahbudak — my sweetheart, my love, my amazing husband and the greatest chance in my life, none of this would have happened without your support. I am always thankful for your patience, encouragement, and unwavering love. During the most painful and tiring times of the formation of this study you were with me as you have been for 9 years. I truly appreciate your presence in my life!

## TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION .....	1
1.1 Purpose of the study .....	5
1.2 Significance of the study .....	6
CHAPTER 2: LITERATURE REVIEW .....	9
2.1 Rejection sensitivity during the childhood period.....	9
2.2 Influence of rejection sensitivity on relationships.....	10
2.3 Theoretical underpinnings of rejection sensitivity .....	15
2.4 Subtheories of IPARTheory .....	20
2.5 Outcomes of parental acceptance rejection in adulthood.....	25
CHAPTER 3: METHOD .....	28
3.1 Participants .....	28
3.2 Instruments .....	31
3.3 Procedure.....	34
3.4 Data analysis .....	36
CHAPTER 4: RESULTS .....	38
4.1 Overview: Organization of results .....	38
4.2 Presentation of results .....	38
CHAPTER 5: DISCUSSION.....	48
5.1 Purpose of the study .....	48
5.2 Review of the findings .....	48
5.3 Strengths of the study.....	50
5.4 Limitations of the study and future directions / recommendations .....	51
5.5 Conclusion.....	52
APPENDIX A: PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ) MOTHER VERSION (TURKISH) .....	54
APPENDIX B: PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ) MOTHER VERSION (ENGLISH) .....	57
APPENDIX C: PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ) FATHER VERSION (TURKISH).....	60
APPENDIX D: PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ) FATHER VERSION (ENGLISH).....	63
APPENDIX E: REJECTION SENSITIVITY QUESTIONNAIRE (TURKISH) .....	66
APPENDIX F: REJECTION SENSITIVITY QUESTIONNAIRE (ENGLISH) .....	67
APPENDIX G: CHILDHOOD TRAUMA QUESTIONNAIRE (TURKISH).....	68
APPENDIX H: CHILDHOOD TRAUMA QUESTIONNAIRE (ENGLISH) .....	70



APPENDIX I: PERSONAL INFORMATION FORM (TURKISH).....	72
APPENDIX J: PERSONAL INFORMATION FORM (ENGLISH).....	73
APPENDIX K: INAREK FORM.....	74
APPENDIX L: INFORMED CONSENT FORM (TURKISH).....	75
APPENDIX M: INFORMED CONSENT FORM (ENGLISH).....	76
REFERENCES.....	77



## LIST OF TABLES

Table 1. Demographic Characteristic of the Sample .....	30
Table 2. Means, Standard Deviation and Minimum/Maximum Scores for Measures .....	38
Table 3. Correlations among Adult PARQ-Mother, Adult PARQ-Father, CTQ and RSQ.....	40
Table 4. Partial Correlations among Adult PARQ-Mother, Adult PARQ-Father and RSQ After Controlling for CTQ .....	42
Table 5. Summary of Multiple Regression Analysis for Rejection Sensitivity .....	44
Table 6. Hierarchical Multiple Regression Analysis of CTQ, Adult PARQ-Mother- SV, Adult PARQ-Father-SV and CTQ-SF x RSQ .....	45
Table 7. Hierarchical Multiple Regression Analysis of Adult PARQ-Mother-SV, Adult PARQ-Father-SV, Rejection Sensitivity and Gender x PARQ Mother and Gender x PARQ Father .....	47

## CHAPTER 1

### INTRODUCTION

In daily life, individuals communicate with people in their social environment, such as friends, parents and relatives. While communicating most of the time, they do not think in a detailed way (Downey, Lebolt, Rincon, & Freitas, 1998). When comparing people's responses to even the same sentences in the communication, it is impressive to see the differences between these responses. For example imagine that a person invites his/her friend to a movie, and the friend says "I am busy on that day". At that point, the answer that is given to the question may be perceived differently from one person to another. One of them may think "OK", feel rejected and stop communicating and the other may say "How about on Saturday?" and try to come up with an alternative (Downey et al., 1998).

As in the example above, what is perceived from responses in the dialogue may influence the communication. In the example, the one who says, "OK" may feel rejected and perceives the negative answer as having hostile intent. On the other hand, the one who said "How about on Saturday?" expects acceptance instead of rejection from the other, tries to come up with an alternative idea to arrange a meeting, and does not attribute an intentional meaning to that answer such as "She/he does not want to spend time with me" (Downey et al., 1998).

It can be helpful to focus on the term rejection sensitivity to understand the reason for the gap between different responses to the same question. According to Downey, Lebolt, Rincon, and Freitas (1998), rejection sensitivity (RS) is defined as "the disposition to defensively (i.e., anxiously or angrily) expect, readily perceive, and overreact to social rejection" (p. 1074). At that point, when a rejection sensitive

person sees the probability of rejection in a situation, sensitivity takes the form of expectation of it. While expecting the rejection, defensive emotional states such as anger or anxiety accompany that person in order to prepare himself/herself for the subsequent rejection (Downey, Bonica, & Rincon, 1999; Downey & Feldman, 1996). At this point, the state of extra alertness for rejection cues develops as an outcome of activated defensive emotional states, which increases the likelihood of perceiving rejection (Downey, Mougios, Ayduk, London, & Shoda, 2004).

If a person tends to anticipate rejection anxiously, that person is referred to as high RS (HRS), and if a person expects acceptance calmly, then she or he is referred to as low RS (LRS) (Downey et al., 1998). It is important to emphasize that rejection sensitivity is a social-cognitive style and in this style, perceptions and expectations of the rejection from others are more important than the intentions of the behaviors from others. So a person who has high rejection sensitivity may misinterpret the reaction without looking at whether it is intended or not (Downey, Bonica, & Rincon, 1999). Downey et al. (1994) emphasized that negative experiences with caregivers in childhood may cause the emanation of rejection sensitivity, which then influences the manifestations of behavioral, emotional and interpersonal difficulties in both children and adults.

Rejection sensitivity can be examined in many theoretical frameworks but in this study it will be examined through IPARTheory. The reason IPARTheory has been chosen to focus on rejection sensitivity is that it claims that perceived parental rejection in childhood increases the probability of distortions in mental representations (Rohner, 2004; Rohner et al., 2012). This means that perceived rejection may influence the beliefs and expectations about both self and significant others, and about social relationships. From this perspective, IPARTheory evaluates

selective attention under the category of distortions in mental representations.

Selective attention has a link with rejection sensitivity because the term rejection sensitivity is closely related with having selective attention for the slightest indications of rejection (Rohner, Khaleque, & Courneyor, 2012).

IPARTheory is an evidence-based theory that tries to investigate and predict the main predecessors, associates, and consequences of interpersonal acceptance rejection worldwide (Rohner 2014; Rohner & Khalequae 2002). IPARTheory was formerly known as Parental Acceptance Rejection Theory (PARTheory), and IPARTheory is an extended version of PARTheory. The shift in the name of the theory was made in 1999 (Rohner, 2015). In addition to parent child relationships, the theory has extended its target to intimate adult relationships and included other significant interpersonal relationships along with the lifespan. The change in the name of the theory was made in 2014 as interpersonal acceptance rejection theory, although a still significant portion of the theory includes causes, outcomes and other correlates of children's perceptions and adults' past experiences of maternal-paternal acceptance rejection in childhood (Rohner, 2015).

IPARTheory is categorized by three subtheories, namely: personality subtheory, coping subtheory, and sociocultural systems subtheory. By these three subtheories, IPARTheory aims to answer five questions. As Rohner and Khaleque (2002) stated, these five questions are as follows:

1. What happens to children who perceive themselves to be loved (accepted) or unloved (rejected) by their parents (personality subtheory)?
2. To what extent do the effects of childhood rejection extend into adulthood and old age (personality subtheory)?
3. Why do some children and adults cope more effectively than others with the experiences of childhood rejection (coping subtheory)?
4. Why are some parents warm, loving, and accepting and others cold, aggressive, neglecting, and rejecting (sociocultural system subtheory)?

5. How is the total fabric of a society, as well as the behavior and beliefs of people within the society, affected by the fact that most parents in that society tend to either accept or reject their children (sociocultural systems subtheory)? (p. 3)

IPARTheory has several distinctive features in order to find answers to the questions stated above. These features can be listed as: IPARTheory applies multi-method research strategy; more importantly, it integrates maternal-paternal acceptance rejection to draw a conceptual framework (Rohner, 1986; 2002).

Before explaining the meaning of parental acceptance and rejection it should be emphasized that when IPARTheory mentions the term parent it is not necessarily related to biological or adoptive parents; it refers to a uniquely important significant other to the child who has a long-lasting emotional tie (Rohner et al., 2004).

In addition to this, it should be remembered that parental acceptance rejection might be evaluated through two perspectives, namely phenomenological perspective and behavioral perspective (Rohner, 2015). Phenomenological perspective stresses the importance of how a person perceives or subjectively experiences the relationship. On the other hand, behavioral perspective stresses the importance of reports of the outside observer such as researchers (Rohner & Khaleque, 2005). IPARTheory gives more credit to phenomenological perspective and supports this with the statement of Kagan (1978), “parental rejection is not a specific set of actions by parents but a belief held by the child” (p. 61).

In the study of Ibrahim et al., (2015) the relationship between current rejection sensitivity and remembrances of maternal and paternal acceptance is measured among 271 adults (95 male, 176 female). The mean age of the participants was 21.73 years. Four self-report measures were used in the study. These measures are: the Adult Parental Acceptance-Rejection Questionnaire: Mother version; the Adult Parental Acceptance-Rejection Questionnaire: Father version; the Rejection

Sensitivity Questionnaire; and the Adult Personal Information Form. The result of the study shows that, for female participants, the relationship between rejection sensitivity and maternal rejection ( $r = .45, n = 95, p < .001$ ) and the relationship between rejection sensitivity and paternal rejection ( $r = .35, n = 95, p < .001$ ) were both significantly correlated with each other (Ibrahim et al., 2015). For male participants, the relationship between rejection sensitivity and maternal rejection ( $r = .43, n = 176, p < .001$ ) and the relationship between rejection sensitivity and paternal rejection ( $r = .45, n = 176, p < .001$ ) were both significantly correlated with each other as well (Ibrahim et al., 2015).

In addition to maternal and paternal acceptance rejection in childhood, childhood trauma experiences also have a positive relationship with rejection sensitivity in late adolescence (Erözkan, 2015). In the study of Erözkan (2015), a childhood trauma questionnaire and a rejection sensitivity questionnaire were administered to 882 (423 female and 459 male) university students. After the Pearson Product-Moment Correlation Coefficient and structural equation modeling were analyzed childhood trauma was concluded as a significant factor in identifying rejection sensitivity in university students.

### 1.1 Purpose of the study

In light of the previous literature, this study aims to show how well rejection sensitivity in adulthood is explained by parental rejection in childhood and childhood trauma. In addition to this, the current study tries to understand whether the interaction of childhood trauma x parental acceptance rejection in childhood, and the interaction of gender x parental acceptance rejection in childhood contribute significantly to the prediction level of rejection sensitivity.

The research questions are formed as follows:

- Is there a relationship among parental rejection in childhood, childhood trauma and rejection sensitivity in adulthood?
- How well does the maternal and paternal rejection in childhood and childhood trauma explain rejection sensitivity in adulthood?
- Is the relationship between parental rejection in childhood and rejection sensitivity in adulthood affected by childhood trauma?
- Is the relationship between parental rejection in childhood and rejection sensitivity in adulthood affected by gender?

## 1.2 Significance of the study

Although IPARTheory claims that parental rejection in childhood predicts rejection sensitivity in adulthood, this study tries to show the relationship retrospectively. In this study, the relationship between the two variables, rejection sensitivity in adulthood and parental rejection in childhood, was examined in a sample of university students. It was expected to show a moderate to high level of correlation between rejection sensitivity in adulthood and parental rejection in childhood.

The importance of this study lies both in the importance of the university years in people's lives and in the negative effects of rejection sensitivity on factors that promote positive adaptation to university life such as social connectedness and cognitive style (Leary and DeRosier, 2012). Transition to university can be both an exciting and a difficult time for students. They experience leaving home, trying to adapt to a new living environment such as dormitories, trying to adapt to academic demands, mostly separating from old friends and trying to make new friends at this stage. So university students may get stressed due to academic overload, financial



problems, pressure to succeed and concerns about the future (Tosevski et al., 2010). In addition to this, when it is considered from the perspective of developmental stages, university years refers to emerging adulthood years that represent the transition from adolescence to adulthood (Arnett, 2007). Arnett (2007) underlines that between 18 to 25 year old individuals are not in puberty and they are not legally defined as children any more. By using the term emerging adulthood Arnett draws attention to five distinct features of this period: identity explorations, instability, self-focusing, feeling in-between and the age of possibilities (Arnett, 2004). By considering all these specific features of emerging adulthood and the difficulties in transition to university life in such a period makes these students' lives more difficult in terms of coping with stressors (Leary and DeRosier, 2012). That is why coping skills in the university years become increasingly significant in dealing with stressors. In the study of Leary and DeRosier (2012), factors that promote positive adaptation were examined among 120 first-year university students in the USA. The mean age of the students was nearly 19 years. The Perceived Stress Scale and the My Resilience Factors Questionnaire were used as tools (Leary and DeRosier, 2012). The result of the study showed that social connectedness ( $\beta = -.21, t(114) = -2.21, p = .03$ ) and cognitive style characterized by optimism ( $\beta = -.39, t(114) = -3.19, p = .002$ ) significantly and uniquely predicted lower stress among students (Leary and DeRosier, 2012). At this point, students who have high rejection sensitivity cannot benefit from the factors promoting positive adaptation, i.e. social connectedness and cognitive style are characterized by optimism. Because of their high rejection sensitivity, these students' expectations, perceptions and reactions in interpersonal situations are influenced negatively (Ayduk, May, Downey, & Higgins, 2003). That is why highly rejection sensitive university students may have a greater risk in

adaptation to university life socially and emotionally and they may become more vulnerable to stressors. Working with at-risk students, especially in the transition period from adolescence to adulthood, may be effective in preventing more serious problems, particularly when interviewing in counseling services at universities.



## CHAPTER 2

### LITERATURE REVIEW

In this chapter, the following will be examined: rejection sensitivity, the influences of rejection sensitivity on relationships, theoretical underpinnings of rejection sensitivity, experiences of childhood trauma and rejection sensitivity, Interpersonal Acceptance Rejection Theory (IPARTheory) and outcomes of Parental Acceptance Rejection in Adulthood.

#### 2.1 Rejection sensitivity during the childhood period

The recognition of similar profiles of personal and interpersonal difficulties existing among children who are exposed to physical or psychological abuse or neglect is increasing (Downey, Feldman, Khuri, & Friedman, 1994). This increased recognition has prompted some researchers to speculate that children's interpersonal difficulties are reflections of the emotional message of rejection received from the parents (Garbarino, Guttman, & Seeley, 1986; Rohner & Rohner, 1980). The importance of investigating the influence of quality of parenting on children's social development was recognized (Symonds, 1938). Symonds (1938) emphasized that parental rejection is one of the underlying causes of personal and interpersonal difficulties of children. Horney (1937), in the *Neurotic Personality of Our Time*, mentioned that maladaptive orientations in relationships to basic anxiety develop as a result of early experiences of rejection, and this results in "a painful sensitivity to any rejection or rebuff no matter how slight, (for example), a change in an appointment, having to wait, failure to receive an immediate response" (pp. 135-136). Erikson (1950) also emphasized the importance of early experiences with a caregiver in terms of

development of trust and mistrust. All these theorists emphasize the importance of experiences of rejection in childhood and assert that rejection sensitivity originates from childhood rejection.

Although in this study, the focus was the rejection sensitivity in adulthood, it is important to be aware of the importance of perceived maternal–paternal rejection in childhood to understand rejection sensitivity better in adulthood.

## 2.2 Influence of rejection sensitivity on relationships

In this section, rejection sensitivity will be examined by looking at the influences of relationships on people's lives.

### 2.2.1 Rejection sensitivity and peer relations of early adolescents

According to the article of Downey, Lebolt, Rincon and Freitas (1998), rejection sensitivity can be identified as a significant contributor to children's interpersonal difficulties. Three studies are reported in that article. Studies are numbered as Study 1, 2 and 3 in the article; Study 1 explains the development of a children's rejection sensitivity questionnaire by examining its construct validity, Study 2 and 3 show how rejection sensitivity influences children's interpersonal difficulties. Study 1 was conducted with 218 students (116 male, 102 female) from fifth through seventh grades and the mean age of students was 11.6 years ( $SD = 1.0$ ). By experimentally manipulating rejection that was ambiguously intentioned, Study 2 tries to clarify whether children who were high in angry expectations of rejection are more likely to feel distressed when compared with children who were low in angry expectations of rejection (Downey, Lebolt, Rincon, & Freitas, 1998). Study 2 was conducted with 76 children who were selected from the Study 1 sample ( $M = 12.2$ ,  $SD = .92$ ). In Study

2, firstly a child was asked to select a friend as a partner for an interview. After the selection of a friend, without giving any explanation, the children were informed that the friend they selected did not wish to join them in the interview. Before and after the experimental manipulation, self-report distress measures were given to children to assess their distress levels (Downey et al., 1998). It was conducted by two experimental conditions and by two rejection expectation levels with post-manipulation distress as the dependent variable and pre-manipulation distress as the covariate. As expected, children with high expectation of rejection show heightened distress as a result of ambiguously intentioned rejection by a friend [ $F(1,71) = 4.56, p < .05$ ]. Study 3 was conducted with 218 children (Downey et al., 1998). Study 3 shows that as a result of being sensitive to rejection, these children who are faced with increased interpersonal difficulties showed a trend in declined academic success over time. Four measurement tools were used in this study and these are: Children Rejection Sensitivity Questionnaire, self-reports, teacher reports and official records of transgressions against school rules (Downey et al., 1998). Data were gathered at two different time periods; for Time 1, in 1993-1994, the fifth graders' elementary school teacher provided data by completing a one-page questionnaire for each participant in their class and for Time 2, in 1994-1995 a middle school homeroom teacher filled out the questionnaire. The relationship between angry expectations of rejection and subsequent conflict with adults was revealed in fifth graders ( $\beta = .94, p < .001$ ). In all teacher reports, school records, and child self-reports, it was shown that levels of disruptive, oppositional and conflicted behavior increased over time among rejection sensitive children, so that increased absences and suspensions and declining grades were observed (Downey et al., 1998).

Another study by Rowe, Zimmer-Gembeck, Rudolf, and Nesdale (2015) shows that rejection sensitivity of early adolescents was associated with the adolescents' increased symptoms of depression, loneliness, social anxiety, and parent-reported adolescent difficulties, specifically peer victimization. The study was conducted with 601 early adolescents (age 9 to 13 years) from three urban Australian schools (306 male, 295 female). The questionnaires completed by the early adolescents were about parent and peer relationships, rejection sensitivity, loneliness, social anxiety, and depression, and these questionnaires were completed at school at two time points (T1 and T2). There is 14-month lag between these two assessments. Parent-reported adolescent difficulties were taken only at Time 1 (T1). The research findings showed that parental rejection was associated with higher levels of loneliness at Time 2 (T2), indirectly through RS at T1 (Rowe et al., 2015).

### 2.2.2 Rejection sensitivity and late adolescence: Social and emotional consequences

Marston, Hare and Allen (2010) conducted a longitudinal study by gathering multi-reporter data in order to explain the role of rejection sensitivity in late adolescents' social and emotional development. Measurement is designed in three steps so as to predict changes in internalizing problems and social competence during late adolescence. In the first step, rejection sensitivity was assessed in the target teens ( $M = 16.35$ ,  $SD = .87$ ). In the next step, data was gathered one year later ( $M = 17.32$ ,  $SD = .88$ ). In the third step, data was gathered the subsequent year ( $M = 18.33$ ,  $SD = .99$ ). The study was conducted with 184 adolescents (86 male and 98 female) and their closest friends from a public middle school in the southeastern United States (Marston et al., 2010). The closest friends of the same gender were asked to target the teens at each step. Four measurement tools were used in the study: the Child

Depression Inventory, the Beck Anxiety Inventory, and a modified version of the Adolescent Self-Perception Profile and Rejection Sensitivity Questionnaire. Structural cross-lagged regression analyses were used in the study (Marston et al., 2010). Results of the study showed that there was a link between relative increase in adolescent depressive and anxiety symptoms over a three-year period and rejection sensitivity. Correlations among primary variables are listed as rejection sensitivity and anxiety ( $r = .33, n = 184, p < .01$ ) and rejection sensitivity and depression ( $r = .34, n = 184, p < .001$ ) (Marston et al., 2010).

While Downey, Khouri and Feldman (1997) emphasize the behavioral implications of rejection sensitivity they underline how rejection sensitivity increases the probability of loneliness. They explained that rejection sensitive people might prefer to withdraw from social relationships to protect themselves from rejection. At that point, they attract attention to the point that this avoidance may include the risk of evolving into a form of psychological disorder. They support this idea with the American Psychiatric Association (1995), which mentions that rejection sensitivity is a core symptom of both social phobia and avoidant personality disorder.

### 2.2.3 Rejection sensitivity and romantic relationships

In an article of Bonica, Downey and Rincon (1999), they claim that adolescents become more vulnerable to rejection when it comes to a romantic partner especially when they develop defensive expectations of rejection that stem from their prior experiences related to rejection in relationships with their parents and friends. As a reaction to earlier rejection experiences in relationships, adolescents prefer not to be involved in a romantic relationship in order to protect themselves from rejection. As another reaction to earlier rejection experiences in relationships, adolescents may

also prefer to become involved in a romantic relationship more in order to feel acceptance from others (Downey, Bonica, and Rincon 1999). Unfortunately when rejection sensitive adolescents enter a romantic relationship, they become hypervigilant for signs of rejection due to their defensive expectations of rejection. Partners being inattentive or not pretending to be a partner but acting like a friend can be seen as signs of responses from their perspective. Consequently, they perceive these minimal or ambiguous rejections as intentional and as a result their intense affective and behavioral reactions such as withdrawal, despondence, and hostility can be triggered. Their romantic relationships are undermined due to their intense affective and behavioral reactions, which fulfills the expectation of rejection (Downey et al., 1999).

To sum up, earlier rejection experiences, such as parental rejection, peer rejection, romantic partner rejection and rejection stemming from status group characteristics such as race/ethnicity, disability or sexual orientation, lead to rejection sensitivity in adolescents. By being sensitive to rejection, these adolescents defensively expect rejection more, become more ready to perceive rejection and overreact to rejection (Downey et al., 1999). After rejection is experienced two strategies can be followed by adolescents in their romantic relationships. The first one, named as avoidance strategy that is mentioned above, includes avoiding romantic relationships, postponing transition into romantic relationships and avoiding interest in romantic relationships. Overinvestment is the second strategy of adolescents that includes reflective and reflexive responses. Reflective responses can be listed under the category of coercion and compliance. In reflexive responses, coercion, the use of aggression to convince a partner to sustain the relationship, and threats of self-harm to keep the partner in the relationship can be seen. Compliance is



a reflective response which includes toleration of emotional, sexual or physical abuse to maintain a relationship. Reflexive responses can be seen in the form of withdrawal, dejection, helplessness, anger hostility and aggression in the romantic relationships of adolescents (Bonica, Downey, & Rincon, 1999).

In addition to the influences of romantic relationships in adolescents, rejection sensitivity also influences adults' romantic relationships and marriages later on. As previously mentioned, rejection sensitive people are more prone to perceive rejection because they are more prone to see negative intent behind the behaviors of others. Researchers show that people highly rejection sensitive may harm or destroy their relationship with their spouses through the contribution of their negative intent. Spouses who attribute their partners' behaviors to a negative intent and, specifically, to lack of love, dislike or lack of consideration of their needs, are more likely to feel dissatisfaction from their relationship compared with spouses who interpret their spouses' behavior more benignly (Bradbury & Fincham, 1992).

Another study conducted by Downey and Feldman (1996) shows that anxious expectations of rejection level measured before a romantic relationship began predicts the extent to which people would attribute negative intent to their new romantic partner's insensitive behavior.

### 2.3 Theoretical underpinnings of rejection sensitivity

Rejection sensitivity relies on both attachment and social cognitive theory in the literature (Downey et al., 1994). In addition, in this study the importance of IPARTheory and perceived maternal-paternal acceptance rejection in childhood will be emphasized in order to understand rejection sensitivity in adulthood.

### 2.3.1 Attachment theory

Although Downey and her colleagues benefited from the ideas of personality theorists (Erikson; 1950; Horney, 1937), they especially benefited from the ideas of Bowlby's attachment theory (1969, 1973, 1980). According to Bowlby (1980), people develop mental models of themselves during their childhood. For children, fulfilment of their expectations and satisfaction of their needs from significant others are very meaningful (Bowlby, 1980). Secure working models develop if the care giver meets the child's needs sensitively and consistently. As a positive outcome of a secure working model the child has an expectation that others will accept and support him/her (Bowlby, 1973).

### 2.3.2 Social-cognitive theory framework

Social Cognitive Theory focuses on how moment-to-moment cognitive and affective processes are shaped by early rejection experiences (Downey et al., 1997). Children become sensitive to rejection when their needs are rejected by their parents and they develop anticipatory anxiety for the probability of rejection when expressing their needs to significant others (Downey & Feldman, 1996). It means that anxious expectations of rejection that emerged from earlier relationships with parents are carried by children to other relationships. Rejection cues such as any threat of rejection, relatedness, or lack of belonging are readily perceived as intentional and result in feelings of rejection. Perceived rejection can be seen in the form of affective and behavioral overreactions such as anger, hostility, despondency, withdrawal of support, jealousy and inappropriate attempts to receive support (Downey & Feldman, 1996).

Although there are similarities between the attachment and social cognitive approaches, Downey and Feldman (1994) underline two important differences between these approaches. The first distinction is that little empirical attention is given to social origins of individual differences in the process of attachment; instead, the focus is given to processes more related to behavior in social cognitive approaches. The second distinction is related to their models of representation. Representational processes are seen as of central theoretical significance and given an equal conceptual status with encoding, expectancies, values and self-regulatory plans from the social cognitive perspective. On the other hand, attachment theory puts representational structures in a central role in their mediation of behavior (Downey & Feldman, 1994).

### 2.3.3 Linking rejection sensitivity with parental rejection

Downey, Khouri and Feldman (1997) claim that the development of rejection sensitivity is related to parental rejection to some extent. There are some studies which examine the relationship between rejection sensitivity and rejecting parenting. Feldman and Downey's (1994) study was conducted with 212 undergraduates (116 female and 96 male) and the mean age of the participants was 19.47 years ( $SD = 2.59$ ). Participants completed three measures: Rejection Sensitivity Questionnaire, Conflict Tactics Scale, and Adult Attachment Style. As expected, it was found that rejection sensitivity is highly associated with the severity of parent-child physical aggression ( $r = .30, p < .001$ ).

The relationship is also found between parental neglect and rejection sensitivity in the study of Downey, Khouri and Feldman (1997). The study was conducted with 460 college students. The measures used in the study are a Rejection

Sensitivity Questionnaire and an Index of Emotional Neglect. The results of the study show that the mean of the Rejection Sensitivity Questionnaire score for the students who did not have any experience of neglect was 8.3, for students who were exposed to 1 to 3 forms of neglect was 9.7 and for students who were exposed to 4 or more forms of neglect was 10.3 [ $F(2,458) = 12, p < .001$ ].

Downey, Lebolt, and Rincon (1995) investigated the influence of parenting that is high in rejection on children's angry expectation of rejection by peers and teachers over a one-year period. The study was conducted with 141 5th to 7th graders and their primary caregivers. Students completed the Child Rejection Sensitivity Questionnaire and their primary caregivers completed a questionnaire measuring the degree of their behaviors in terms of hostility and rejecting manner toward the child (Downey et al., 1995). Students completed the Child Rejection Sensitivity Questionnaire the following year as well. The result of the study shows that an increase in the inclination to angrily expect rejection from peers and teachers was predicted by the experience of rejecting parenting (Downey, Lebolt, & Rincon, 1995). In parallel with these studies stated above, this study also focuses on IPARTheory as an underpinning of rejection sensitivity in adulthood.

All human beings who pass through childhood have experienced more or less love with their major caregivers. IPARTheory explains how these feelings are shaped and at the end how these feelings are formed into the perception of maternal-paternal acceptance or rejection (Rohner, 1986). IPARTheory puts parental acceptance rejection in a continuum and evaluates the dimension of parenting by using verbal and physical hints such as hugging, kissing, praising and complimenting (Rohner, Khaleque, & Courneyor, 2012).

Parental acceptance means that children perceive warmth, affection, care, comfort, and nurturance, support or simply love from their parents and other caregivers. Parents show their acceptance to their children by using physical and verbal expressions. Hugging, cuddling, kissing, smiling are some examples of physical expressions of acceptance and saying nice things about the child, complimenting, and praising are examples of verbal expressions of acceptance (Rohner 1986; Rohner et al., 2012).

On the other hand, significant withdrawal or absence of parental love and existence of a variety of psychologically and physically hurtful behaviors refers to parental rejection. According to Rohner (1986), children experience parental rejection in one or a combination of four ways:

- Cold and unaffectionate: the opposite of being warm and affectionate. Parents do not show love, warmth and affection to their children.
- Hostile and aggressive: children are exposed to physical aggression and resentful and angry feelings from their caregivers.
- Indifferent and neglecting: children's emotional, physical and social needs are ignored by the parent. There is an unavailability of parents for their children.
- Undifferentiated rejecting: children believe that they are not loved and cared for by their parents (Rohner & Khaleque, 2005).

## 2.4 Subtheories of IPARTheory

### 2.4.1 IPARTheory's personality subtheory

IPARTheory's personality subtheory tries to predict and explain major personality or psychological outcomes of perceived interpersonal acceptance and rejection.

Personality subtheory underlines that all humans have a biologically-based emotional need for a positive response from significant others (Rohner & Khaleque, 2005).

Brain imaging studies show the importance of perceived rejection by emphasizing that the pain of perceived rejection is perceived as real pain (MacDonald & Leary, 2005). The evidence of brain imaging studies shows that the same parts of the brain are activated both from the physical pain and perceived rejection (Eisenberger, 2012a, 2012b).

According to Personality subtheory, the emotional and psychological well-being of children depends largely on the quality of the relationships between parents and their children. Children are likely to feel anxious, dependent and insecure when their parents do not meet their needs (Rohner, 2004; Rohner & Khaleque, 2005). So as to alleviate these feelings and satisfy their needs, children often increase their demands for a positive response, but only up to a point. It means that they show a tendency to become more dependent (Rohner, 2015). IPARTheory uses the term dependence to refer to an internal psychologically felt wish for support, care, comfort and attention, and the expectation of similar behaviors from significant others. In addition to these, the term dependence also includes the behavioral reflections of children in return for rejection from significant others such as clinging to parents, whining or crying. IPARTheory explains the term dependence as a continuum and claims that there is a relationship between dependency and rejection. It means that if

a child perceives himself/herself as rejected by significant others, he or she feels more dependent on those significant others (Rohner, 2015).

As a reaction to rejection from significant others, some rejected children become defensively independent. Although defensive independence has similarities with healthy independence, there are some differences that exist between them. For example unlike healthy independence, defensively independent people continue to demand positive responses without being aware of this situation. They deny someone's help frequently by using such utterances as, "To hell with you! I don't need anybody!" (Rohner et al., 2012, p. 10).

In addition to dependence or defensive independence, parental rejection may also cause specific maladaptive psychological and personality outcomes including aggression, emotional instability, hostility, impaired self-esteem, impaired self-adequacy, and a negative worldview (Rohner et al., 2012; Rohner, 2015). Impaired self-esteem and impaired self-adequacy as an outcome of rejection from significant others can be explained by symbolic interaction theory (Cooley; 1902). As emphasized in symbolic interaction theory, individuals' self-perceptions are shaped by their parents' perceptions about them. It means that, when children and adults feel their attachment figures do not love them, they feel that they are unlovable and even unworthy of being loved. On the other hand, self-adequacy is related to the feelings of competence and performing daily tasks such as having some problems dealing with emotional regulation and stress (Rohner & Khaleque, 2002; Rohner et al., 2012; Rohner, 2015).

When individuals have a perception of being rejected by significant others, their negative feelings elevate, they show these feelings in the form of aggression, it becomes more difficult for such people to satisfy their personal needs and they feel

incompetent due to these negative feelings (Rohner, 2015). These consequences influence people's capacity to deal with stress (Rohner et al., 2012). A decreased capacity of dealing with stress increases the tendency towards emotional instability and therefore people who feel rejected are inclined to be less emotionally stable when compared with people who feel accepted. All these negative feelings lead to a negative worldview (Rohner, 2015). So people who have perceived rejection from significant others think about life and interpersonal relationships as being emotionally unsafe, hostile and threatening (Rohner, 2004; Rohner et al., 2015).

The mental representations of a rejected person are influenced by impaired self-esteem, impaired self-adequacy, other personality dispositions and a negative worldview as described above (Rohner, 2015). In IPARTheory, mental representation (Rohner, 2005a) addresses generalizations of individuals about the self, others and the experiential world shaped by emotionally significant past and present experiences. Mental representations have an influential role on people's preferences; for example a person may prefer to avoid certain situations due to his/her mental representations (Rohner, 2015; Rohner & Khaleque, 2002). This is exactly the same for rejected children and adults. In this case the distorted mental representations of rejected children and adults about themselves, relationships and others influence their later relationships adversely such as developing fear of intimacy and difficulty in trusting others emotionally (Phillips et al., 2013). As a result of these, individuals who perceive rejection from a significant caregiver also become more hypervigilant and hypersensitive for any signs of rejection from people around them. Downey and Feldman (1996), called this process rejection sensitivity. So it can be concluded that rejection sensitivity feeds from the negative outcomes of perceived rejection from significant others. The relationship between rejection



sensitivity and perceived maternal-paternal rejection was examined in this study by looking at the university students' perceptions of maternal-paternal rejection in their childhood and the experiences of childhood trauma with their current rejection sensitivity.

#### 2.4.2 IPARTheory's coping subtheory

Coping subtheory focuses on the fact that among rejected people some have a capacity to cope more effectively than others. The term coper is explained under two subcategories: affective copers and instrumental copers. Affective copers have a healthy emotional and mental state although they have a history of rejection from significant others. On the other hand, instrumental copers have emotional and mental health problems although they are successful in their professions, occupations, task-oriented activities, and academic life (Rohner & Khaleque 2005; Rohner et al., 2012; Rohner, 2015).

In an attempt to understand the coping process among rejected people, a multivariate model of behavior is employed in coping subtheory by emphasizing three elements: self, other and context. "Self" characteristics include mental activities and the internal and external characteristics of individuals. "Other" characteristics are related to the attachment figures or rejecting parents. "Context" characteristics include the social-situational environment of rejected individuals and other important people apart from major caregivers in that environment (Rohner et al., 2005).

While trying to understand how some rejected people cope more effectively than others, coping subtheory explains this by differences in social cognitive capacities that include a differentiated sense of self, self-discrimination and the capacity of depersonalizing. If rejected individuals have a clearly differentiated sense

of self, self-discrimination and increased capacity to depersonalize it is easier for them to cope with rejection (Rohner, 1986; 2005a, 2015).

#### 2.4.3 IPARTheory's sociocultural systems model and subtheory

The sociocultural systems model emphasizes that interpersonal acceptance rejection cannot be evaluated without looking at the effects of the complex ecological context. The sociocultural system explains that parents' behaviors such as acceptance or rejection towards their children are influenced by the maintenance systems of society. Some examples of these maintenance systems can be listed as economic organization, family structure, household organization, political organization and system of defense.

The sociocultural systems model also draws our attention to the influence of being accepted or rejected by parents on children's personality development, as well as trying to investigate the causes of parental acceptance and rejection. The sociocultural system emphasizes that among elements there is a bidirectional flow. It means that, for example, parental behavior influences child personality but also child personality influences parental behavior. The sociocultural system model also underlines the existence of a variety of influential experiences in the context such as adults, peers and the institutionalized expressive systems of the society. Religious traditions and behaviors of individuals, artistic traditions and preferences are examples of institutionalized expressive systems of society (Rohner et al., 2005, Rohner, 2012; 2015).

## 2.5 Outcomes of parental acceptance rejection in adulthood

Although parental acceptance rejection has a great influence on children's, adolescents' and adults' lives, this study solely focuses on the outcomes in adults' lives. It should be underlined that regardless of differences in culture, ethnicity, geography, race, region and language, the meta-analytic review of 66 studies from 22 countries on five continents demonstrates that there is a strong relationship between perceived parental acceptance and adults' psychological adjustments. (Rohner & Khaleque, 2012).

When the influencing factors for adults' psychological health are examined it is found that 21 percent of the variability in adults' psychological well-being is accounted for by perceived parental acceptance in childhood (Rohner et al., 2005). The relationship between parental rejection in childhood and mental health issues, specifically depression, behavioral problems including conduct disorders, delinquency and substance abuse, is found by cross-cultural and intra-cultural studies (Rohner & Khaleque, 2002).

Parental acceptance also has an influence on individuals' relationships in adulthood. In Varan's study (2005), it was found that when a person is accepted by their parents in childhood, the likelihood of their feeling accepted by intimate partners increases in adulthood. The study was conducted with 245 (87 male, 158 female) dating or married individuals. Four questionnaires were used, namely, the Adult Parental Acceptance Rejection Questionnaire (both mother and father versions), the Intimate Partner Acceptance-Rejection Questionnaire and the Sociodemographic Questionnaire. The relationship between parental and partner acceptance was found as follows:  $r = .56$  for males and  $r = .30$  for females. Varan (2005) shows that there is a significant relationship between parental (both maternal

and paternal) acceptance in childhood and intimate partner acceptance in adulthood (Varan, 2005).

In Dural and Yalcin's study (2014), the relationship between parental acceptance and psychological adjustment was examined in a sample of university students. The study was conducted with 406 students (135 male, 271 female) and the mean age of the students was 21.5. It was found that both maternal-paternal rejections have a relationship with psychological adjustment of university students in Turkey. Psychological adjustment of university students was examined under the subcategories of hostility, addiction, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability and negative worldview. It is found that the psychological adjustment of students was predicted by ( $p < .001$ ) both by maternal acceptance ( $\beta = .26, p < .001$ ) and paternal acceptance ( $\beta = 0.34, p < .001$ ).

The study of Varan, Rohner, and Eryüksel (2008) also shows that parental acceptance in childhood has influences on both intimate partner acceptance and adjustment among Turkish adults who are in ongoing attachment relationships. The study was conducted with 681 Turkish adults (161 male and 520 female). The participants' mean age was 31.7 ( $SD = 10.9$ ). Participants completed the Intimate Adult Relationship Questionnaire, the Adult versions of Parental Acceptance-Rejection Questionnaire (both mother and father versions), the Adult Personality Assessment Questionnaire and the Adult version of the Personal Information Form. Results of the study show that for men both paternal acceptance, maternal acceptance and partner acceptance were significantly related to men's psychological adjustment,  $F(3,157) = 14.43, p < .001$  (Varan et al., 2008). In addition to this, when checking the influence of remembered parental acceptance in childhood, the correlation

between perceived partner acceptance and men's psychological adjustment dropped from  $r = .31$  to  $r = .19$ . For women paternal acceptance, maternal acceptance and partner acceptance were found to be significantly associated with women's psychological adjustment,  $F(3,516) = 37.42, p < .001$ . When the influence of both maternal and paternal acceptance were controlled for, women's psychological adjustment dropped from  $r = .28$  to  $r = .20$  (Varan et al., 2008).



## CHAPTER 3

### METHOD

In this study, quantitative methods were used in order to investigate how well maternal and paternal rejection in childhood and childhood trauma predicts rejection sensitivity in adulthood.

#### 3.1 Participants

The participants of the study included students from a public university in Istanbul. Every year approximately 1,850 students enter this university and the total number of undergraduate students approximately equals twelve thousand. Since the medium of instruction in the university is English, students who are not proficient in English are required to attend one year of preparatory classes. Data were collected from the volunteer participants during the month of April in the spring semester of the 2015-2016 academic year. For data collection, 360 questionnaires were distributed. Three questionnaires were excluded during the data coding process because they were not completed by participants who had experienced the early loss of their father.

Female participants made up 69.5% ( $n = 248$ ) of the sample whereas 30.3% ( $n = 108$ ) of the sample were males and only 1 participant did not report gender. The mean age of participants was 21.16, with a range from 18 to 27. The median was 21, the mode being 19 and standard deviation 1.87. Among the participants 40.9% ( $n = 146$ ) consisted of members of the English preparatory class and 59.1% ( $n = 211$ ) were students from different undergraduate departments at the university, predominantly from the Guidance and Psychological Counseling Program in the Educational Sciences Department [38.1% ( $n = 136$ )], from the Foreign Language

Education Department [8.7% ( $n = 31$ )], and from the Secondary School Mathematics Education Department [7% ( $n = 25$ )] respectively. Among the participants 40.9% ( $n = 146$ ) were students who spend one school year in the university, followed by 23.2% ( $n = 83$ ) who spend three years in the university, and 18.8% ( $n = 67$ ) who spend four years in the university (including the English preparatory year). Table 1 shows detailed information about the demographic characteristics of the sample.

Among the participants, 3.9% ( $n = 14$ ) had lost their father and .3% ( $n = 1$ ) had lost their mother. Most of the participants, 96.1% ( $n = 343$ ) to be precise, reported that their fathers and mothers were living together, while 2.5% ( $n = 9$ ) reported that their fathers and mothers were divorced and 1.4% ( $n = 5$ ) reported that their fathers and mothers were living separately from childhood on. Lastly, when the distribution of participants was examined in terms of the living status with parents, 45.1% ( $n = 161$ ) of the participants were living with parents, while the rest of the participants were not living with parents.

Table 1. Demographic Characteristic of the Sample

Characteristics	n	%
<b>GENDER</b>		
Female	248	69.5
Male	108	30.3
<b>DEPARTMENTS</b>		
Guidance & Psychological Counseling	136	38.1
Foreign Language Education	31	8.7
Teaching Mathematics	25	7
Civil Engineering	10	3.4
Computer Education	10	2.8
Computer Engineering	10	2.8
Chemistry	10	2.8
Political Science and International Relations	9	2.5
Physics Education	8	2.2
Psychology	8	2.2
History	8	2.2
Electrical & Electronics Engineering	8	2.2
Science Education	7	2.0
Philosophy	7	2.0
Chemical Engineering	6	1.7
Management Information Systems	6	1.7
Management	6	1.7
Preschool Education	5	1.4
Sociology	5	1.4
Turkish Language and Literature	5	1.4
Tourism	5	1.4
Economy	5	1.4
Industrial Engineering	4	1.1
Mathematics	4	1.1
Molecular Biology and Genetics	4	1.1
Biomedical Engineering	3	0.8
International Trade	3	0.8
Mechanical Engineering	3	0.8
Chemistry Education	2	0.6
Physics	2	0.6

(continued)



Table 1. Demographic Characteristic of the Sample

Characteristics	n	%
<b>YEARS STUDIED IN UNIVERSITY</b>		
1 year	146	40.9
2 years	14	3.9
3 years	83	23.2
4 years	67	18.8
5 years	38	10.6
5 years plus	9	2.6
<b>GPA*</b>		
00.00-1.99	4	1.1
2.00-2.49	42	11.8
2.50-2.99	73	20.4
3.00-3.49	66	18.5
3.50-4.00	25	7
<b>MOTHER ALIVE</b>		
Yes	355	99.4
No	1	0.3
<b>FATHER ALIVE</b>		
Yes	343	96.1
No	14	3.9
<b>PARENTS' MARITAL STATUS</b>		
Living together	343	96.1
Divorced	9	2.5
Living separately (Not divorced)	5	1.4
<b>LIVING WITH PARENTS</b>		
Yes	161	45.1
No	196	54.9

\* GPA could not report for students who are in preparatory class.

### 3.2 Instruments

Five self-report measures were included in this research. These self-report measures can be listed as follows: the Adult Parental Acceptance Rejection Questionnaire (Adult PARQ: mother and father version), the Rejection Sensitivity Questionnaire (RSQ), the Childhood Trauma Questionnaire-Short Form (CTQ-SF), and the Personal Information Form. The Turkish and English versions of the Adult PARQ:

mother version, Adult PARQ: father version, RSQ, CTQ-SF and Personal Information Form are provided in Appendices A, B, C, D, E, F, G, H, I, and J.

### 3.2.1 Adult parental acceptance rejection questionnaire (Adult PARQ)

In order to measure Boğaziçi University students' remembrance of parental acceptance rejection levels, the adult version of the Parental Acceptance Rejection Questionnaire, the mother (Adult PARQ: Mother; Rohner, 2005b) and father (Adult PARQ: Father; Rohner, 2005b) versions were utilized. The Parental Rejection Questionnaire (PARQ) was developed by Rohner, Saavedra, and Granum in 1978 (as cited in Rohner & Khaeque, 2005). The Adult PARQ is a self-report questionnaire developed to assess individuals' remembrance of childhood experience (approximately ages 7-12) of maternal-paternal acceptance rejection. Both questionnaires -mother and father- consist of 60 items that are rated on a 4-point Likert scale from (1) almost never true to (4) almost always true. Both scales include the following four subscales 1) warmth/affection (e.g., "said nice things about me"), 2) hostility/aggression (e.g., "ridiculed and made fun of me"), 3) indifference/neglect (e.g., "paid no attention when I asked for help ") and 4) undifferentiated rejection (e.g., "did not really love me").

After reversing the score of the warmth/affection scale, all scores are summed up for a total acceptance rejection score. Total acceptance rejection scores range from 60 through 240. A lower overall score from the questionnaire means greater acceptance. Both mother and father versions of the PARQ have high reliability and validity (Rohner, 2005a). Coefficient alphas of the mother version of the questionnaire were found to range from .76 to .97 and alphas on the father version ranged from .81 to .97 (Rohner, 2005a). Since the study was conducted in İstanbul,

translated and adapted short versions of the questionnaire were utilized in this research. Erkman and Yılmaz (2004) adapted and translated this questionnaire in order to use with participants in Turkey and the short version of the Turkish questionnaire has 24 items.

### 3.2.2 Rejection sensitivity questionnaire

Downey and Feldman (1996) developed the Rejection Sensitivity Questionnaire (RSQ) which consists of 18 items, and these items are related to hypothetical interpersonal situations. Each item is rated on a 6-point Likert scale, ranging from 1 (very unconcerned) to 6 (very concerned). High internal reliability ( $\alpha = .83$ ) for the total score is reported for the RSQ. In addition to this, the three week test-retest reliability coefficient of the RSQ is reported as  $r = .83$  ( $p < .001$ ). Erözkan (2004) adapted this questionnaire in order to use it with participants in Turkey and reported a correlation coefficient of .64. In this study, the adapted version (Erözkan, 2004) was used to measure the rejection sensitivity level of university students in İstanbul.

### 3.2.3 Childhood trauma questionnaire-short form

The brief screening version of the Childhood Trauma Questionnaire (CTQ-SF) developed by Bernstein et al. (2003) was utilized. Şar, Öztürk, & İkikardeş (2012) adapted this questionnaire and translated it into Turkish. The self-report questionnaire includes 28 items and measures childhood traumas retrospectively. Five types of negative childhood experiences are assessed in the questionnaire; these are physical abuse, emotional abuse, physical neglect, emotional neglect and sexual abuse. Each item is rated on a 5-point Likert Scale from 1 (*never true*) to 5 (*very*

*often true*). High internal consistency ( $\alpha = .93$ ) reported for the CTQ-SF. The test retest reliability coefficient of the CTQ-SF is reported as  $r = .90$  ( $p < .001$ ).

#### 3.2.4 Personal information form

The personal information form, which was developed by the researcher, was administered to participants in order to gather information about the profiles of the participants concerning age, department, gender, years studied in the university, academic success by general point average (GPA), parents' living status during the participants' childhood years, parents' marital status and living situations with the parents (whether they are staying with their parents or not).

### 3.3 Procedure

Firstly, permission was obtained from Boğaziçi University's Institutional Review Board for Research with Human Subjects to conduct the research (see Appendix K) in March 2016. After permission had been obtained, permission from the School of Foreign Languages was received in April 2016. In order to conduct the study with students in the School of Foreign Languages, permission was obtained from the instructors of the university, including those in the School of Foreign Languages and those in major departments as well. The administrators of the School of Foreign Languages sent informative e-mails about the research (purpose of the research, permissions obtained, how much time would be needed for participation, and information about the researcher). In addition, by sending an informative e-mail individually to the instructors of the departments, the researcher sought their permission to use class time for the data collection. Instructors who gave departmental courses were selected by convenience sampling and all instructors who

gave permission were from the Department of Educational Sciences at the Faculty of Education. The order of the presentation of the questionnaires was divided into two categories. In the first category, half of the participants answered the parental acceptance–rejection questionnaire mother version first and half of the participants answered the parental acceptance–rejection questionnaire father version first. By changing the order of the mother and father questionnaires it was aimed to minimize the likelihood of the carry over effect of answering the Parental Acceptance Rejection Questionnaire (mother version) first. So the questionnaires were given in two different orders and the first order was the Consent Form, the Parental Acceptance Rejection Questionnaire (mother version), the Rejection Sensitivity, Parental Acceptance Rejection Questionnaire (father version), the Childhood Trauma Questionnaire and the Personal Information Form. The second order was the Consent Form, the Parental Acceptance Rejection Questionnaire (father version), the Rejection Sensitivity, the Parental Acceptance Rejection Questionnaire (mother version), the Childhood Trauma Questionnaire and the Personal Information Form. The Turkish and English versions of Consent Form are provided in Appendices L and M.

The questionnaires were given as a package to the participants and the researcher gave general information about the study (the aim, confidentiality, their right to refuse to complete the questionnaires) in the classroom with the instructors' permission. Data were collected from 15 different English preparatory classes in two days from 146 students. The rest of the participants consisted of students who had passed the English exam and were those who were studying in their various departments. The students were asked to answer all the questions in the questionnaires. The researcher explained that the data gathered from each person

would not be evaluated individually, and in order to maximize the anonymity of the data, the researcher directed participants to separate the first page of the package themselves after writing their name and signing it. The researcher collected these first pages, which include names and signatures and put another file in front of the participants. While the participants were filling in the questionnaires, the researcher was present in the class to answer any questions. Filling out the questionnaires took approximately 20 minutes. Some students who were absent on the data collection days contacted the researcher to participate in the research and questionnaires were given separately to them in a quiet room and a researcher was present with them during administration.

#### 3.4 Data analysis

For the data analysis of the current study, the Statistical Packages for Social Sciences (SPSS- version 24.0) was used. The significance level was set at .05, unless otherwise indicated.

Demographic characteristics are presented as frequencies and percentages. They consist of gender, departments, years studied at the university, general point average (GPA), and parents' marital status. In addition to these, the questions asked whether their parents were alive or not and whether they were staying with their parents.

Means and standard deviations or frequencies and percentages were used while representing the descriptive data.

In order to understand the relationship between the variables Pearson Product-Moment Correlation Coefficient was used, and in order to understand how well the maternal paternal rejection and childhood trauma explains rejection

sensitivity multiple regression analyses were conducted. Before running the multiple regression analysis the following issues were considered: normality, outliers, multicollinearity and normality, linearity and homoscedasticity of residuals. Since the data was not in a normal distribution the data was transformed into a log data but the result was not changed significantly. Lastly, the moderator effect of gender X maternal and paternal rejection in childhood and the interaction of childhood trauma X rejection sensitivity were analyzed by hierarchical regression.



## CHAPTER 4

### RESULTS

#### 4.1 Overview: Organization of results

The results of the current study are presented in four sections: (1) descriptive analyses of associated measures, (2) results examining the correlations between variables and results addressing correlations between parental rejection (specifically; maternal and paternal) and rejection sensitivity while controlling scores for the childhood trauma questionnaire, (3) results examining the unique contributions of maternal and paternal rejection in childhood and childhood traumatic experiences in the prediction of rejection sensitivity in adulthood.

#### 4.2 Presentation of results

##### 4.2.1 Descriptive analyses of associated measures

Table 2 shows means and standard deviations of every measure and subscales of these measures together with minimum and maximum scores.

Table 2. Means, Standard Deviation and Minimum/Maximum Scores for Measures

Measure	Min	Max	Mean	(SD)
Adult PARQ-Mother-SV	24.00	72.00	34.14	9.49
Adult PARQ-Father-SV	28.00	93.00	41.13	11.68
CTQ-SF	25.00	121.00	33.81	9.87
RSQ	18.00	124.00	53.79	15.00

Adult PARQ-Mother-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Mother Form), Adult PARQ-Father-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Father Form), CTQ-SF (Childhood Trauma Questionnaire - Short Form), RSQ (Rejection Sensitivity Questionnaire)



#### 4.2.2 Correlations among variables

The relationships among maternal rejection, measured by Adult PARQ-Mother Short Version, paternal rejection, measured by Adult PARQ Father Short Version, and childhood trauma, measured by Childhood Trauma Questionnaire Short Form were investigated using Pearson Product-Moment Correlation Coefficient. Correlations among the study variables are presented in Table 3. There was a significant positive correlation between rejection sensitivity in adulthood and the maternal rejection in childhood ( $r = .24, n = 357, p < .01$ ) and positive correlation between rejection sensitivity in adulthood and paternal rejection in childhood ( $r = .25, n = 357, p < .01$ ). That is higher levels of perceived rejection from both mother and father associated with higher levels of rejection sensitivity in adulthood.

There was a moderate, significant positive correlation between the childhood trauma and paternal rejection ( $r = .48, n = 357, p < .01$ ) with higher levels of perceived rejection from father associated with higher levels of childhood trauma. There was a moderate, positive correlation between the childhood trauma and maternal rejection ( $r = .46, n = 357, p < .01$ ) with higher levels of perceived maternal rejection associated with higher levels of childhood trauma. There was a significant positive correlation between the childhood trauma and rejection sensitivity in adulthood ( $r = .18, n = 357, p < .01$ ) with higher levels of childhood trauma associated with higher rejection sensitivity in adulthood.

Table 3. Correlations among Adult PARQ-Mother, Adult PARQ-Father, CTQ and RSQ

Measure	1	2	3	4
1. Adult PARQ-Mother	-	.40*	.46*	.24*
2. Adult PARQ-Father		-	.48*	.25*
3. CTQ			-	.18*
4. RSQ				-

Adult PARQ-Mother-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Mother Form), Adult PARQ-Father-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Father Form), CTQ-SF (Childhood Trauma Questionnaire - Short Form), RSQ (Rejection Sensitivity Questionnaire)  
 \* $p < .001$ .

Partial correlation was used to explore the relationship between perceived mother and father rejection (as measured by Adult PARQ-Mother and Father Short versions) and rejection sensitivity in adulthood (measured by Rejection Sensitivity Questionnaire), while controlling for scores on the Childhood Trauma Questionnaire presented in Table 4. There was a weak and positive correlation between perceived maternal rejection, and rejection sensitivity while controlling for childhood trauma, ( $r = .18, n = 357, p < .001$ ), so it is expected that higher levels of perceived rejection in childhood are associated with higher levels of rejection sensitivity in adulthood. An inspection of the zero order correlation ( $r = .24$ ) suggested that controlling for childhood trauma had little effect on the strength of the relationship between these two variables namely maternal and paternal rejection in childhood and rejection sensitivity in adulthood.

There was a weak positive correlation between perceived father rejection, and rejection sensitivity while controlling for childhood trauma, ( $r = .19, n = 357, p < .01$ ), with higher levels of perceived father rejection in childhood associated with higher levels of rejection sensitivity in adulthood. An inspection of the zero order correlation ( $r = .25$ ) suggested that controlling for childhood trauma had little effect on the strength of the relationship between these two variables.

Table 4. Partial Correlations among Adult PARQ-Mother, Adult PARQ-Father and RSQ After Controlling for CTQ

Measure	1	2	3
1. Adult PARQ-Mother	-	.23*	.18*
2. Adult PARQ-Father		-	.19*
3. RSQ			-

Adult PARQ-Mother-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Mother Form), Adult PARQ-Father-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Father Form), CTQ-SF (Childhood Trauma Questionnaire - Short Form), RSQ (Rejection Sensitivity Questionnaire)  
 \* $p < .01$ .



#### 4.2.3 Contributions of parental rejection in childhood and childhood trauma on rejection sensitivity in adulthood

First, simultaneous multiple regression analysis was used to assess the possibility of predicting rejection sensitivity in adulthood by variables, namely maternal rejection in childhood, paternal rejection in childhood and childhood trauma, in order to understand which among these variables is the best predictor for rejection sensitivity in adulthood. CTQ, Adult PARQ-Mother and Adult PARQ-Father scores were entered into the equation. A summary of multiple regression analyses for rejection sensitivity in adulthood is presented in Table 5. Perceived mother ( $\beta = .16, t = 2.71, p < .01$ ) and father rejection score ( $\beta = .17, t = 2.90, p < .01$ ) were found to be significant predictors of the total rejection sensitivity score. On the other hand, childhood trauma ( $\beta = .02, t = .32, p > .05$ ) was not found to be statistically significant which means that the childhood trauma questionnaire does not provide a unique contribution in the regression model. The three measures of control (Adult PARQ-Mother, Adult PARQ-Father and CTQ) explain 8% of the variance in the rejection sensitivity total score in adulthood. Father rejection in childhood was found to be the largest unique contributor ( $\beta = .17$ ), which was followed by mother rejection in childhood ( $\beta = .16$ ), to rejection sensitivity in adulthood. In order to understand whether the variance of explanation of rejection sensitivity in adulthood changed according to the gender of the participants, additional analysis was conducted. Similarly, only 8% of the variance was found in the explanation of rejection sensitivity in adulthood when gender was taken into account.

Table 5. Summary of Multiple Regression Analysis for Rejection Sensitivity

Variable	<i>B</i>	<i>SE B</i>	$\beta$
Adult PARQ-Mother	.25	.09	.16*
Adult PARQ-Father	.22	.08	.17*
CTQ	.03	.09	.02
R <sup>2</sup>		.08	
Constant	34.96	3.49	-

Note.  $R^2 = .08$   $F(10,75) = 10.01$ ,  $p < .01$  The dependent variable was Rejection Sensitivity.

\* $p < .01$

A two stage hierarchical multiple regression was conducted with rejection sensitivity as the dependent variable. Childhood Trauma and Parental Acceptance Rejection (both mother and father versions) were entered at stage 1 of the regression. At stage 2 CTQ-SF x Adult PARQ-Mother and CTQ-SF x Adult PARQ-Father were entered. Introducing the CTQ-SF x Adult PARQ-Mother and Father to the regression did not contribute significantly, for maternal rejection [ $F(3,350) = 7.87$ ,  $p < .001$ ] and for paternal rejection [ $F(3,351) = 8.77$ ,  $p < .001$ ]. Intercorrelations between the multiple regression variables and the regression variables and the regression statistics are reported in Table 6.

Table 6. Hierarchical Multiple Regression Analysis of CTQ, Adult PARQ-Mother-SV, Adult PARQ-Father-SV and CTQ-SF x RSQ

Variable	Mother					Father				
	<i>B</i>	<i>SEB</i>	$\beta$	$R^2$	$\Delta R^2$	<i>B</i>	<i>SEB</i>	$\beta$	$R^2$	$\Delta R^2$
Step 1				.06*	.06*				.07*	.07*
CTQ-SF	.13	.09	.09			.12	.09	.08		
Adult PARQ	.32	.09	.20			.27	.08	.21		
Step 2				.06*	.00				.07*	.01
CTQ-SF	.23	.25	.15			-.24	.28	-.16		
Adult PARQ	.43	.29	.27			-.05	.25	-.04		
CTQ-SF x Adult PARQ	-.00	.00	-.12			.00	.00	.42		

Note. *N* = 248 Female, 108 Male

Adult PARQ-Mother-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Mother Form), Adult PARQ-Father-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Father Form), CTQ-SF (Childhood Trauma Questionnaire-ShortForm), RSQ (Rejection Sensitivity Questionnaire)

\* $p < .01$

The hierarchical multiple regression revealed that at stage one gender and Adult PARQ- Mother and Adult PARQ- Father contributed significantly to the regression model, for mother rejection [ $F(2,352) = 13.91, p < .001$ ] and for father rejection [ $F(2,354) = 16.16, p < .001$ ]. Introducing parental rejection from mother and father x gender did not contribute significantly to the regression model overall, for mother rejection [ $F(3,351) = 9.26, p < .001$ ] and for father rejection [ $F(3,353) = 10.80, p < .001$ ]. Hierarchical Multiple Regression statistics are reported in Table 7.





Table 7. Hierarchical Multiple Regression Analysis of Adult PARQ-Mother-SV, Adult PARQ-Father-SV, Rejection Sensitivity and Gender x PARQ Mother and Gender x PARQ Father

Variable	Mother					Father				
	<i>B</i>	<i>SEB</i>	$\beta$	$R^2$	$\Delta R^2$	<i>B</i>	<i>SEB</i>	$\beta$	$R^2$	$\Delta R^2$
Step 1				.07*	.07*				.08*	.07*
Gender	4.2	1.7	.13			-4.7	1.6	-.15		
Adult PARQ	.38	.08	.24			.34	.06	.26		
Step 2				.07*	.00				.08*	.00
Gender	5.2	6.4	.16			-2.5	5.9	-.08		
Adult PARQ	.40	.16	.25			.41	.20	.32		
Gender x Adult PARQ	-.03	.18	-.04			-.05	-.10	.39		

Note. *N* = 248 Female, 108 Male

Adult PARQ-Mother-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Mother Form), Adult PARQ-Father-SV (Adult Parental Acceptance Rejection Questionnaire – Short Version Father Form), CTQ-SF (Childhood Trauma Questionnaire - Short Form), RSQ (Rejection Sensitivity Questionnaire)

\* $p < .01$ .

## CHAPTER 5

### DISCUSSION

In this section, the results of the present study are discussed in four main categories: (1) purpose of the study, (2) review of the findings, (3) strengths of the study, and (4) limitations of the study and future directions / recommendations for future research.

#### 5.1 Purpose of the study

The main purpose of the current study was to show how well rejection sensitivity is explained by maternal and paternal rejection in childhood and the experiences of childhood trauma. Therefore, in order to investigate contribution of perceived maternal and paternal rejection in childhood and experiences of childhood trauma for rejection sensitivity in adulthood was assessed by the measures taken from the university students in İstanbul.

#### 5.2 Review of the findings

The result of the study showed that both independent variables, namely maternal and paternal rejection in childhood and childhood trauma, were significantly correlated with rejection sensitivity in adulthood. The strongest correlation was found between father rejection in childhood and rejection sensitivity ( $r = .25, p < .01$ ) followed by maternal rejection in childhood and rejection sensitivity ( $r = .24, p < .01$ ) and childhood trauma and rejection sensitivity ( $r = .18, p < .01$ ). This means that if the maternal or paternal rejection increases in childhood, rejection sensitivity in adulthood increases, and if childhood trauma increases, rejection sensitivity in adulthood increases. These results are similar to the results of previous research

(Erözkan, 2015; Ibrahim et al., 2015). Ibrahim and his colleagues (2015) reported that rejection sensitivity in adulthood is significantly related to adults' remembrance of both maternal and paternal rejection in childhood. Erözkan's study (2015) a positive relationship between rejection sensitivity in late adolescence and experiences of childhood trauma was reported.

The results of the current study also showed how well maternal and paternal rejection in childhood and childhood trauma explain rejection sensitivity in adulthood. It was found that perceived maternal and paternal rejection and childhood trauma (Adult PARQ-Mother, Adult PARQ-Father and CTQ) explain 8% of the variance in the rejection sensitivity total score in adulthood. This can be explained by underlining the importance of interpersonal acceptance from significant others not only from parents but also siblings, friends, teachers etc. (Rohner, 2015). As the importance of significant others apart from parents, such as siblings and peers, was understood, the theory extended its focus from parental acceptance rejection to an interpersonal acceptance rejection model (Rohner, 2015). From this perspective significant others are not limited to parents so perceiving acceptance from significant others such as peers, siblings, and teachers may also explain or contribute to the variance of rejection sensitivity. Cotterell's study (1992) also emphasized the buffer role of peer acceptance against parental rejection.

A unique significant contribution of childhood trauma was not found in the regression analyses. This finding showed that maternal and paternal rejection in childhood has a higher predictive value than experiences of trauma in childhood. This result can be supported by the Vaplon's study (2015). In this study it was found that a supportive parental response after a child's traumatic experience correlates with more efficient recovery process for children when compared with an

unsupportive parental response. In this situation, parental acceptance showing warmth, affection, care, and comfort to the child after the child experiences a traumatic event may have a unique contribution to decreasing feelings of helplessness and lack of control which turn the event into a less traumatic one (Vaplon, 2015).

### 5.3 Strengths of the study

This study tries to understand university students' rejection sensitivity by looking at parental rejection in childhood and experiences of childhood trauma. Firstly, the university years are so important because students' encounter many changes and challenges after entering university such as leaving home, trying to adapt to a new living environment, trying to adapt to academic demands, and so on (Tosevski et al., 2010). Students by the nature of their ages are in the period of emerging adulthood which represents the time of identity explorations, instability, and self-focusing (Arnett, 2004). Overlapping the features of the nature of emerging adulthood and the difficulties of transition to university put these students at more risk. At this period, social connectedness and cognitive style characterized by optimism become more and more important for university students in order to promote positive adaptation to university life (Leary and DeRosier, 2012). This study tries to understand the predictors of rejection sensitivity among emerging adults because rejection sensitivity has negative effects on factors promoting positive adaptation to university life. The tendency of the current research is to focus on the mental health of college students in a preventive way. Worldwide, the mental health status of university students has become a concern for counseling centers. Bayram and Bilgel (2007), showed the situation of mental health of university students in Turkey with their

study. As a result of their study, a high prevalence of anxiety, depression and stress symptoms among 1617 university students was reported.

#### 5.4 Limitations of the study and future directions / recommendations

The first limitation of this study is related to the sample, which did not have equal gender distribution (69.5% female participants and 30.3% male participants).

Another limitation of this study is related to the rejection sensitivity measurement tool. In RSQ, the distribution of the questions related to family ( $n = 4$ ) and friends ( $n = 14$ ) was not equal. This is an important limitation because a person may request something easily from her/his mother while having difficulty in requesting something from a friend or vice versa. In addition to this, all rejection sensitivity questions measured only the level of concern for different situations. It would also be beneficial to measure the level of negative acting out behavior when the person is rejected because the person may have a high level of concern but may not act out in a parallel way to that concern.

In addition to these, the rejection sensitivity questionnaire only measures the concern level of individuals for different scenarios but it is also important to add some questions that measure individuals' reactions to rejection. On this point, understanding how the concern level of rejection sensitivity transforms into a behavior may help us in organizing intervention plans for those students during counseling sessions at the universities.

For further research, including the peer and intimate partner acceptance rejection would be beneficial to understand rejection sensitivity in adulthood because during the emerging adulthood period, intimate partner and peer relationships may become more important.

The sample consists of volunteer students from a public university and all the participants performed very well in the national university entrance exam in order to enter that university. It means that the university students in the current study are not a sample that represents the general population of youth in Turkey. Thus, in order to increase the generalizability of the data, including students from other universities, which have different profiles in terms of the rank of the university, could be effective.

### 5.5 Conclusion

In this study, it was found that maternal and paternal rejection in childhood and the experiences of childhood trauma explain 8% of the variance in rejection sensitivity in adulthood. Specifically, father rejection in childhood was found as the largest unique contributor, followed by mother rejection. On the other hand, the experiences of childhood trauma did not have a uniquely significant contribution to rejection sensitivity in adulthood.

This current research is expected to contribute to the understanding of predictors of rejection sensitivity. There are many changes when students enter the university years and they have to adapt to these changes in order to adapt to university life (Tosevski et al., 2010). In addition to these changes, students are also challenged by features of emerging adulthood such as mode of instability and identity explorations (Arnett, 2004). Taking all into account, both transition to university and being in the emerging adulthood stage put these students more at-risk. In order to deal with these risks and to help students in the adaptation process to university, counseling services should focus on positive adaptation factors such as social connectedness and cognitive style characterized by optimism (Leary and

DeRosier, 2012). While trying to improve these skills in students, counseling services should be aware of the importance of rejection sensitivity because rejection sensitivity has negative effects on factors promoting positive adaptation. Thus, university counseling services should consider the rejection sensitivity of students as an important risk factor for their adaptation to university life.



## APPENDIX A

### PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ)

#### MOTHER VERSION (TURKISH)

**Yönerge:** Bu bölümde anne-çocuk ilişkisini içeren ifadeler bulunmaktadır. Bu ifadelerin annenizin size olan davranışlarıyla benzer olup olmadığını düşünün. Sonrasında “Hemen Hemen Her Zaman Doğru”, “Bazen Doğru”, “Nadiren Doğru”, “Hiçbir Zaman Doğru Değil” şıklarından sizin için en uygun olanı işaretleyin.

ANNEM	ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
	<i>Hemen Hemen Her Zaman Doğru</i>	<i>Bazen Doğru</i>	<i>Nadiren Doğru</i>	<i>Hiçbir Zaman Doğru Değil</i>
Ben hiç yokmuşum gibi davrandı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Translation and adaptation by F.Erkman & B. Yilmaz. Additional translation by B. Kuyumcu, 2014



ANNEM		Hemen Hemen Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hiçbir Zaman Doğru Değil
1.	Benim hakkımda güzel şeyler söylerdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Bana hiç ilgi göstermezdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Benim için önemli olan şeyleri anlatabilmemi kolaylaştırırdı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Hak etmediğim zaman bile bana vururdu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Beni büyük bir baş belası olarak görürdü.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Kızdığı zaman beni cezalandırırdı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Sorularımı cevaplayamayacak kadar meşguldü.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Benden hoşlanmıyor gibiydi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Yaptığım şeylerle gerçekten ilgilenirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Bana bir sürü kırıncı şey söylerdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Ondan yardım istediğimde beni duymazlıktan gelirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Bana çok ilgi gösterirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Beni kırmak için elinden geleni yapardı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Hatırlaması gerekir diye düşündüğüm önemli şeyleri unutturdu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Eğer kötü davranırsam benden hoşlanmadığımı hissettirirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Bana yaptığım şeylerin önemli olduğunu hissettirirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Yanlış bir şey yaptığımda beni korkutur veya tehdit ederdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanırdı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu hissedirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Bana istenmediğimi belli ederdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEM		Hemen Hemen Her Zaman Dođru	Bazen Dođru	Nadiren Dođru	Hiçbir Zaman Dođru Deđil
22.	Beni sevdiğini belli ederdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Onu rahatsız etmediđim sürece benimle ilgilenmezdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Bana karşı yumuşak ve iyi kalpliydi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX B

PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ)

MOTHER VERSION (ENGLISH)

The following pages contain a number of statements describing the way mothers sometimes act toward their children. I want you to think about how each one of these fits the way your mother treats you.

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

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your mother really is rather than the way you might like her to be. For example, if she almost always hugs and kisses you when you are good, you should mark the item as follows:

MY MOTHER	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
Hugs and kisses me when I am good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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MY MOTHER		Almost Always True	Sometimes True	Rarely True	Almost Never True
1.	Said nice things about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Paid no attention to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Made it easy for me to tell him things that were important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Hit me, even when I did not deserve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Saw me as a big nuisance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Punished me severely when she was angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Was too busy to answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Seemed to dislike me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Was really interested in what I did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Said many unkind things to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Paid no attention when I asked for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Made me feel wanted and needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Paid a lot of attention to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Went out of her way to hurt my feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Forgot important things I thought she should remember	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Made me feel unloved if I misbehaved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Made me feel what I did was important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Frightened or threatened me when I did something wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Cared about what I thought, and liked me to talk about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Felt other children were better than I was no matter what I did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Let me know I was not wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY MOTHER		Almost Always True	Some- times True	Rarely True	Almost Never True
22.	Let me know she loved me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Paid no attention to me as long as I did nothing to bother him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Treated me gently and with kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## APPENDIX C

### PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ)

#### FATHER VERSION (TURKISH)

Yönerge: Bu bölümde baba-çocuk ilişkisini içeren ifadeler bulunmaktadır. Bu ifadelerin babanızın size olan davranışlarıyla benzer olup olmadığını düşünün. Sonrasında “Hemen Hemen Her Zaman Doğru”, “Bazen Doğru”, “Nadiren Doğru”, “Hiçbir Zaman Doğru Değil” şıklarından sizin için en uygun olanı işaretleyin.

BABAM	BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
	Hemen Hemen Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hiçbir Zaman Doğru Değil
Ben hiç yokmuşum gibi davranırdı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Translation and adaptation by F.Erkman & B. Yilmaz. Additional translation by B. Kuyumcu, 2014

BABAM		Hemen Hemen Her Zaman Dođru	Bazen Dođru	Nadiren Dođru	Hiçbir Zaman Dođru Deđil
1.	Benim hakkımda güzel şeyler söylerdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Bana hiç ilgi göstermezdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Benim için önemli olan şeyleri anlatabilmemi kolaylaştırırdı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Hak etmediğim zaman bile bana vururdu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Beni büyük bir baş belası olarak görürdü.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Kızdığı zaman beni cezalandırırdı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Sorularımı cevaplayamayacak kadar meşguldü.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Benden hoşlanmıyor gibiydi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Yaptığım şeylerle gerçekten ilgilenirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Bana bir sürü kırıcı şey söylerdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Ondan yardım istediğimde beni duymazlıktan gelirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Bana çok ilgi gösterirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Beni kırmak için elinden geleni yapardı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Hatırlaması gerekir diye düşündüğüm önemli şeyleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Eğer kötü davranırsam benden hoşlanmadığımı hissettirirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Bana yaptığım şeylerin önemli olduğunu hissettirirdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Yanlış bir şey yaptığımda beni korkutur veya tehdit ederdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanırdı.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Ne yaparsam yapayım, diğer çocukların benden daha iyi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Bana istenmediğimi belli ederdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BABAM		Hemen Hemen Her Zaman Dođru	Bazen Dođru	Nadiren Dođru	Hiçbir Zaman Dođru Deđil
22.	Beni sevdiğini belli ederdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Onu rahatsız etmediđim sürece benimle ilgilenmezdi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Bana karşı yumuşak ve iyi kalpliydi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





APPENDIX D

PARENTAL ACCEPTANCE REJECTION QUESTIONNAIRE (PARQ)

FATHER VERSION (ENGLISH)

The following pages contain a number of statements describing the way fathers sometimes act toward their children. I want you to think about how each one of these fits the way your father treats you.

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

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your father really is rather than the way you might like him to be. For example, if he almost always hugs and kisses you when you are good, you should mark the item as follows:

MY FATHER	TRUE OF MY FATHER		NOT TRUE OF MY FATHER	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
Hugs and kisses me when I am good	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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MY FATHER		Almost Always True	Sometimes True	Rarely True	Almost Never True
1.	Said nice things about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Paid no attention to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Made it easy for me to tell him things that were important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Hit me, even when I did not deserve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Saw me as a big nuisance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Punished me severely when he was angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Was too busy to answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Seemed to dislike me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Was really interested in what I did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Said many unkind things to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Paid no attention when I asked for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Made me feel wanted and needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Paid a lot of attention to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Went out of his way to hurt my feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Forgot important things I thought he should remember	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Made me feel unloved if I misbehaved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Made me feel what I did was important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Frightened or threatened me when I did something wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Cared about what I thought, and liked me to talk about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Felt other children were better than I was no matter what I did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Let me know I was not wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY FATHER		Almost Always True	Sometimes True	Rarely True	Almost Never True
22.	Let me know he loved me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Paid no attention to me as long as I did nothing to bother him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Treated me gently and with kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## APPENDIX E

### REJECTION SENSITIVITY QUESTIONNAIRE (TURKISH)

Açıklama: Aşağıda genç yetişkinlerin kişilerarası ilişkilerine yönelik yaşantılarını temsil eden ve varsayıma dayalı “muhtemel hayır denme ve reddedilme” durumlarına ilişkin ifadeler yer almaktadır. Lütfen her maddeyi dikkatlice okuyup, böyle bir yaşantının sizde ne tür bir etki yapabileceğini düşününüz. Cevabınızı 1 ile 6 arasındaki (1) Beni hiç endişelendirmez ile (6) Beni çok endişelendirir aralığında belirleyerek, aşağıdaki her cümleyi size uygun olan ifadelerle tamamlayıp işaretlemenizi gerçekleştiriniz.

1.	Sınıftaki birinden ödünç olarak notlarımı istemek...	1	2	3	4	5	6
2.	Kadın/erkek arkadaşına onunla birlikte eve taşınmak istediğimi söylemek...	1	2	3	4	5	6
3.	Hangi programa başvurmam gerektiği ile ilgili ebeveynlerimden yardım istemek...	1	2	3	4	5	6
4.	İyi tanımadığım, çıktığım kişi hakkında başka birinden bilgi almak...	1	2	3	4	5	6
5.	Kadın/erkek arkadaşımın geceyi arkadaşlarıyla geçirmek için plan yapması, fakat benim gerçekten geceyi onunla geçirmek istediğimi söylemek...	1	2	3	4	5	6
6.	Ailemden günlük harcamalarım için daha fazla para istemek...	1	2	3	4	5	6
7.	Ders sonrası, ders hocasından anlamadığım bir bölümle ilgili daha fazla bilgi istemek...	1	2	3	4	5	6
8.	Yakın bir arkadaşına yaklaşarak onu ciddi bir şekilde kızdıran bir şeyden sonra onunla konuşmak...	1	2	3	4	5	6
9.	Sınıfımdaki birine kahve ısmarlamak...	1	2	3	4	5	6
10.	Mezuniyet sonrası bir iş bulamadığımda aileme bir süre daha beni desteklemeleri gerektiğini söylemek...	1	2	3	4	5	6
11.	Arkadaşımdan Şubat tatilinde benimle birlikte bir yere gelmesini istemek...	1	2	3	4	5	6
12.	Sert bir tartışma sonrası kadın/erkek arkadaşımı arayarak onu görmek istediğimi söylemek...	1	2	3	4	5	6
13.	Bir arkadaşşımdan onun herhangi bir şeyini ödünç alıp alamayacağımı sormak...	1	2	3	4	5	6
14.	Ailemden benim için önemli bir davete (güne) gelmelerini istemek...	1	2	3	4	5	6
15.	Arkadaşımdan bana büyük bir iyilik yapmasını istemek...	1	2	3	4	5	6
16.	Kadın/erkek arkadaşımın beni gerçekten sevip sevmediğini sormak...	1	2	3	4	5	6
17.	Bir partide salondaki kadın/erkeklerden birine onunla dans etmek istediğimi söylemek...	1	2	3	4	5	6
18.	Kadın/erkek arkadaşşımdan ebeveynlerimi ziyaret etmesi için eve gelmesini istemek...	1	2	3	4	5	6

“Rejection sensitivity Questionnaire” was developed by Downey, G., & Feldman, S. (1996); and adapted and modified to Turkish by Erözkan A. (2004). The scale was used with permission of the authors.

## APPENDIX F

### REJECTION SENSITIVITY QUESTIONNAIRE (ENGLISH)

Each of the items below describes things college students sometimes ask of other people. Please imagine that you are in each situation. You will be asked to answer the following questions: 1) How concerned or anxious would you be about how the other person would respond?

1.	You ask someone in class if you can borrow his/her notes...	1	2	3	4	5	6
2.	You ask your boyfriend/girlfriend to move in with you...	1	2	3	4	5	6
3.	You ask your parents for help in deciding what programs to apply to...	1	2	3	4	5	6
4.	You ask someone you don't know well out on a date...	1	2	3	4	5	6
5.	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...	1	2	3	4	5	6
6.	You ask your parents for extra money to cover living expenses...	1	2	3	4	5	6
7.	After class, you tell your professor that you have been having some trouble with a section of the course and ask if he/she can give you some extra help...	1	2	3	4	5	6
8.	You approach a close friend to talk after doing or saying something that seriously upset him/her...	1	2	3	4	5	6
9.	You ask someone in one of your classes to coffee...	1	2	3	4	5	6
10.	After graduation you can't find a job and you ask your parents if you can live at home for a while...	1	2	3	4	5	6
11.	You ask a friend to go on vacation with you over Spring Break...	1	2	3	4	5	6
12.	You call your boyfriend/girlfriend after a bitter argument and tell him/her you want to see him/her...	1	2	3	4	5	6
13.	You ask a friend if you can barrow something of his/hers...	1	2	3	4	5	6
14.	You ask your parents to come to an occasion important to you...	1	2	3	4	5	6
15.	You ask a friend to do you a big favor...	1	2	3	4	5	6
16.	You ask your boyfriend/ girlfriend if he/she really loves you...	1	2	3	4	5	6
17.	You go to a party and notice someone on the other side of the room, and then you ask them to dance...	1	2	3	4	5	6
18.	You ask your boyfriend/girlfriend to come home to meet your parents...	1	2	3	4	5	6

"Rejection sensitivity Questionnaire" was developed by Downey, G., & Feldman, S. (1996); and adapted and modified to Turkish by Erözkan A. (2004). The scale was used with permission of the authors.

## APPENDIX G

### CHILDHOOD TRAUMA QUESTIONNAIRE (TURKISH)

Bu bölümdeki ifadeler çocukluğunuzda ya da gençlik yıllarınızda (20 yaşından önce) başınıza gelmiş, olabilecek bazı olaylar hakkındadır. Her bir soru için sizin durumunuza uyan rakamı daire içerisine alarak işaretleyiniz.1) Hiçbir Zaman, 2) Nadiren, 3) Kimi Zaman, 4) Sık Olarak, 5) Çok Sık ifadelerini temsil etmektedir. Sorulardan bazıları özel yaşamınızla ilgilidir. Lütfen elinizden geldiğince gerçeğe uygun yanıt veriniz. Yanıtlarınız gizli tutulacaktır.

Çocukluğumda ya da ilk gençliğimde...	Hiçbir Zaman	Nadiren	Kimi Zaman	Sık Olarak	Çok Sık
1. Evde yeterli yemek olmadığından aç kalırdım.	1	2	3	4	5
2. Benim bakımımı ve güvenliğimi üstlenen birinin olduğunu biliyordum.	1	2	3	4	5
3. Ailedekiler bana “salak”, “beceriksiz” ya da “tipsiz” gibi sıfatlarla seslenirlerdi.	1	2	3	4	5
4. Anne ve babam ailelerine bakamayacak kadar sıklıkla sarhoş olur ya da uyuşturucu alırlardı.	1	2	3	4	5
5. Ailemde önemli ve özel biri olduğum duygusunu hissetmeme yardımcı olan biri vardı.	1	2	3	4	5
6. Yırtık, sökükle ya da kirli giysiler içerisinde dolaşmak zorunda kalırdım.	1	2	3	4	5
7. Sevdiğimi hissediyordum.	1	2	3	4	5
8. Anne ve babamın benim doğmuş olmamı istemediklerini düşünüyordum.	1	2	3	4	5
9. Ailemden birisi bana öyle kötü vurmuştu ki doktora ya da hastaneye gitmem gerekmişti.	1	2	3	4	5
10. Ailedekiler bana o kadar şiddetle vuruyorlardı ki vücudumda morartı ya da sıyrıklar oluyordu.	1	2	3	4	5
11. Kayış, sopa, kordon ya da başka sert bir cisimle vurularak cezalandırılıyordum.	1	2	3	4	5
12. Ailedekiler birbirlerine ilgi gösterirlerdi.	1	2	3	4	5
13. Ailedekiler bana kırıcı ya da saldırganca sözler söylerlerdi.	1	2	3	4	5
14. Vücutça kötüye kullanılmış olduğuma (dövülme, itilip kakılma vb.) inanıyorum.	1	2	3	4	5
15. Bana o kadar kötü vuruluyor ya da dövülüyordum ki öğretmen, komşu ya da bir doktorun bunu farketmediğini oluyordu.	1	2	3	4	5
16. Ailemde birisi benden nefret ederdi.	1	2	3	4	5

Çocukluğumda ya da ilk gençliğimde...	Hiçbir Zaman	Nadiren	Kimi Zaman	Sık Olarak	Çok Sık
17. Ailedekiler kendilerini birbirlerine yakın hissedilerdi.	1	2	3	4	5
18. Birisi bana cinsel amaçla dokundu ya da kendisine dokunmamı istedi.	1	2	3	4	5
19. Kendisi ile cinsel temas kurmadığım takdirde beni yaralamakla ya da benim hakkımda yalanlar söylemekle tehdit eden birisi vardı.	1	2	3	4	5
20. Birisi beni cinsel şeyler yapmaya ya da cinsel şeylere bakmaya zorladı.	1	2	3	4	5
21. Birisi bana cinsel tacizde bulundu.	1	2	3	4	5
22. Duygusal bakımdan kötüye kullanılmış olduğuma (hakaret, aşağılama vb.) inanıyorum.	1	2	3	4	5
23. İhtiyacım olduğunda beni doktora götürecekti birisi vardı.	1	2	3	4	5
24. Cinsel bakımdan kötüye kullanılmış olduğuma inanıyorum.	1	2	3	4	5
25. Ailem benim için bir güç ve destek kaynağı idi.	1	2	3	4	5

Childhood Trauma Questionnaire-Short Form was developed by Bernstein, D. P., Stein, J. A., Newcomb, M. D., Walker, E., Pogge, D., Ahluvalia, T., ... & Zule, W. (2003). Translated and adapted to Turkish by Şar, V., Öztürk, E., İkikardes, E. (2012). The scale was used with permission of the authors.

## APPENDIX H

### CHILDHOOD TRAUMA QUESTIONNAIRE (ENGLISH)

These questions ask about some of your experiences growing up as a child and a teenager. For each question, circle the number that best describes how you feel. Although some of these questions are of a personal nature, please try to answer as honestly as you can. Your answers will be kept confidential.

When I was growing up...	Never True	Rarely True	Sometimes True	Often True	Very True
1. I didn't have enough to eat.	1	2	3	4	5
2. I knew that there was someone to take care of me and protect me.	1	2	3	4	5
3. People in my family called me things like "stupid", "lazy", or "ugly".	1	2	3	4	5
4. My parents were too drunk or high to take care of the family.	1	2	3	4	5
5. There was someone in my family who helped me feel important or special.	1	2	3	4	5
6. I had to wear dirty clothes.	1	2	3	4	5
7. I felt loved.	1	2	3	4	5
8. I thought that my parents wished I had ever been born.	1	2	3	4	5
9. I got hit so hard by someone in my family that I had to see a doctor or go to hospital.	1	2	3	4	5
10. People in my family hit me so hard that it left me with bruises or marks.	1	2	3	4	5
11. I was punished with a belt, a board, a cord, or some other hard object.	1	2	3	4	5
12. People in my family looked out for each other.	1	2	3	4	5
13. People in my family said hurtful or insulting things to me.	1	2	3	4	5
14. I believed that I was physically abused.	1	2	3	4	5
15. I got hit or beaten so badly that it was noticed by someone like a teacher, neighbor, or doctor.	1	2	3	4	5
16. I felt that someone in my family hated me.	1	2	3	4	5



When I was growing up...	Never True	Rarely True	Sometimes True	Often True	Very True
17. People in my family felt close to each other.	1	2	3	4	5
18. Someone tried to touch me in a sexual way or tried to make me touch them.	1	2	3	4	5
19. Someone threatened to hurt me or tell lies about me unless I did something sexual with them.	1	2	3	4	5
20. Someone tried to make me do sexual things or watch sexual things.	1	2	3	4	5
21. Someone molested me.	1	2	3	4	5
22. I believe that I was emotionally abused.	1	2	3	4	5
23. There was someone to take me to the doctor when I needed it.	1	2	3	4	5
24. I believed that I was sexually abused.	1	2	3	4	5
25. My family was a source of strength and support.	1	2	3	4	5

Childhood Trauma Questionnaire-Short Form was developed by Bernstein, D. P., Stein, J. A., Newcomb, M. D., Walker, E., Pogge, D., Ahluvalia, T., ... & Zule, W. (2003). Translated and adapted to Turkish by Şar, V., Öztürk, E., İkikardes, E. (2012). The scale was used with the permission of the authors.

APPENDIX I

PERSONAL INFORMATION FORM (TURKISH)

Doğum Yılıınız: \_\_\_\_\_

Cinsiyetiniz: \_\_\_\_\_

Üniversitede kaçınıcı yılınız? \_\_\_\_\_

Döneminiz? \_\_\_\_\_

Genel not ortalamanız?: 00-1.99: \_\_\_\_\_ 2.00-2.49: \_\_\_\_\_ 2.50-2.99: \_\_\_\_\_

3.00-3.49: \_\_\_\_\_ 3.50-4.00: \_\_\_\_\_ Hazırlık: \_\_\_\_\_

1. Dönem: \_\_\_\_\_

Bölümünüz: \_\_\_\_\_

Anneleriz hayatta mı? Evet : \_\_\_\_\_ Hayır : \_\_\_\_\_

Hayır ise kaç yaşındayken kaybettiniz? \_\_\_\_\_

Babanız hayatta mı? Evet: \_\_\_\_\_ Hayır: \_\_\_\_\_

Hayır ise kaç yaşındayken kaybettiniz? \_\_\_\_\_

Çocukluğunuzda anne – babanız: Birlikte yaşıyordu: \_\_\_\_\_

Ayrı yaşıyordu: \_\_\_\_\_

Boşanmıştı: \_\_\_\_\_

Siz dahil ailede kaç kardeşiniz? \_\_\_\_\_

Ailenizle mi yaşıyorsunuz? Evet: \_\_\_\_\_ Hayır: \_\_\_\_\_

Ailenizle yaşamıyorsanız; kaç yıldır ailenizden ayrı yaşıyorsunuz? \_\_\_\_\_

APPENDIX J

PERSONAL INFORMATION FORM (ENGLISH)

Year of Birth: \_\_\_\_\_

Gender: \_\_\_\_\_

Which year are you in university? \_\_\_\_\_

Semester? \_\_\_\_\_

Grade point average? 0.00-1.99: \_\_\_\_\_ 2.00-2.49: \_\_\_\_\_ 2.50-2.99: \_\_\_\_\_

3.00-3.49: \_\_\_\_\_ 3.50-4.00: \_\_\_\_\_ English Prep. Class: \_\_\_\_\_

First Semester: \_\_\_\_\_

Department: \_\_\_\_\_

Is your mother alive? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If the answer is no, how old were you when you lost your mother?: \_\_\_\_\_

Is your father alive? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If the answer is no, how old were you when you lost your father?: \_\_\_\_\_

When you were a child, your parents were: Living together: \_\_\_\_\_

Living separately: \_\_\_\_\_

Divorced: \_\_\_\_\_

Including you, how many siblings do you have in your family? \_\_\_\_\_

Are you living with your parents? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If you are not, how many years have you lived away from your parents? \_\_\_\_\_

APPENDIX K

INAREK FORM

T.C.  
BOĞAZIÇI ÜNİVERSİTESİ

FEN-EDEBİYAT FAKÜLTESİ  
Psikoloji Etik Alt Kurulu

14.Mart.2016

Sevde Barış Şahbudak  
Eğitim Fakültesi, Eğitim Bilimleri Bölümü  
Psikolojik Danışmanlık ve Rehberlik Programı  
Boğaziçi Üniversitesi

Sn. Araştırmacı,

"The Relationship Between Parental Acceptance Rejection and Rejection Sensitivity in Adulthood" (Ebeveyn Kabul-Reddinin" bireyin "reddedilme hassasiyeti" ile olan ilişkisi) başlıklı projeniz ile ilgili olarak yaptığımız PEAK 2016/2-004 kodlu başvuru, INAREK-Psikoloji Etik Alt Kurulu tarafından incelenmiş ve uygun bulunmuştur.

Saygılarımla,

Dr. Nur Yeniçeri – INAREK Psikoloji Etik Alt Kurulu sekreteri



Yrd. Doç. Elif Duman – Kurul üyesi  
Yrd. Doç. İnci Ayhan – Kurul üyesi

## APPENDIX L

### INFORMED CONSENT FORM (TURKISH)

Bu araştırma, hatırlanan ebeveyn kabul-reddinin, reddedilme hassasiyeti arasındaki ilişkiyi incelemek amaçlı yapılmaktadır. Araştırma, Psikolojik Danışmanlık ve Rehberlik Yüksek Lisans Bölümü öğrencisi Sevde Barış Şahbudak tarafından, Yrd. Doç. Dr. Z. Hande Sart gözetiminde yürütülmektedir.

Çalışmaya katılım gönüllülük esasına dayalı olup, araştırma sırasında istediğiniz zaman araştırmayı sonlandırma hakkına sahipsiniz. Araştırmayı sonlandırdığınızda verdiğiniz tüm bilgiler imha edilecektir. Veriler anonim olarak toplanmaktadır ve vermiş olduğunuz bilgiler tamamen gizli tutulacaktır.

Araştırmaya katılmayı kabul ettiğiniz takdirde size verilecek olan kişisel bilgi formu ve ölçekleri doldurmanız istenmektedir. Ölçekler ortalama 20 dakika sürmektedir. Çalışmaya katılmanız tamamen isteğe bağlıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. Araştırma herhangi bir risk taşımamaktadır.

Araştırma sırasında bir sorunuz olursa Sevde Barış Şahbudak'a danışabilirsiniz. Daha sonra araştırmaya dair bir sorunuz olduğunda Sevde Barış Şahbudak (Telefon: 0212 359 64 74) veya Yrd. Doç. Dr. Z. Hande Sart'a (Telefon: 0212 359 69 02) ulaşabilirsiniz. Araştırmayla ilgili haklarınız konusunda "Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu'na" (İNAREK) (Telefon: 0212 359 75 62) danışabilirsiniz.

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Yukarıda yazılanları anladım ve çalışmaya katılmayı kabul ediyorum.

Katılımcı Adı-Soyadı: .....

İmzası: .....

Tarih (gün/ay/yıl): ...../...../.....

Araştırmacının Adı-Soyadı: Sevde BARIŞ ŞAHBUDAK  
Boğaziçi Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü,  
Psikolojik Danışmanlık ve Rehberlik Yüksek Lisans Programı öğrencisi.

E-posta: brs.sevde@gmail.com

Telefon: 0212 359 64 74

İmza:

Tarih (gün/ay/yıl):...../...../.....

## APPENDIX M

### INFORMED CONSENT FORM (ENGLISH)

This research aims to understand the relationship between remembrances of Parental Acceptance-Rejection and rejection sensitivity. The research is conducted by Sevde Barış Şahbudak, a Master's student in the Guidance and Psychological Counseling Program at Boğaziçi University under the supervision of Assist. Prof. Z. Hande Sart.

Participation in the study is completely voluntary. You may decide to withdraw from the study at any point. In that case, the information obtained from you will not be used and will be destroyed. The data is collected anonymously and the information that you provide will be kept completely confidential.

If you agree to participate in the study, you will be asked to fill a personal information form and scales. The scales take approximately 20 minutes. Your participation in this study depends completely on your own volition. We do not ask for a fee and we will not pay you in the end. This study does not involve any risks.

During the study, you may ask questions to Sevde Barış Şahbudak. For further questions related to this study after completing the form and scales, you may contact Sevde Barış Şahbudak (Telephone: 0212 359 64 74) or Assist. Prof. Z. Hande Sart (Telephone: 0212 359 69 02). About your rights within this study, you may contact with Institutional Boğaziçi University Review Board for Research with Human Subjects (Telephone: 0212 359 75 62).

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I understood the scope and requirements of this study and I agree to participate.

Name and Surname of the Participant: .....

Signature: .....

Date (day/month/year): ...../...../.....

Name and Surname of the Researcher: Sevde BARIŞ ŞAHBUDAK  
Boğaziçi University, Faculty of Education, Educational Sciences Department  
Master Student in Guidance and Psychological Counseling Program

E-mail: brs.sevde@gmail.com

Telephone: 0212 359 64 74

Signature: .....

Date (day/month/year): ...../...../.....

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