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**INVESTIGATING THE ROLE OF FAMILY-OF-ORIGIN
RISK FACTORS IN THE PREDICTION OF CURRENT
INTIMATE PARTNER VIOLENCE: TESTING A
PROPOSED MODEL BASED ON OBJECT RELATIONS
THEORY**

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INVESTIGATING THE ROLE OF FAMILY-OF-ORIGIN RISK FACTORS IN THE
PREDICTION OF CURRENT INTIMATE PARTNER VIOLENCE: TESTING A
PROPOSED MODEL BASED ON OBJECT RELATIONS THEORY

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Ceren Şavk

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For

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in

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

INVESTIGATING THE ROLE OF FAMILY-OF-ORIGIN RISK FACTORS IN THE
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The study aimed to propose and test a developmental model that explains the familial basis of intimate partner violence through object relations theory. In the proposed theoretical model, it was expected that the variables of family unpredictability, negative parenting attitudes, and interparental violence would predict violence in the current romantic relationship through object relations. The sample consisted of 352 individuals aged between 18-25 and having a romantic relationship that had been going on for at least one year. Participants were recruited through the convenience sampling method. Data were collected online. To measure the variables in the proposed model, the participants completed a scale set consisting of Retrospective Family Unpredictability Scale (Retro-FUS), Short EMBU-Children Form (S-EMBU-C), The Revised Conflict Tactics Scale

(CTS 2), and Bell Object Relations and Reality Testing Inventory (BORRTI). Analyzes were carried out using the SPSS AMOS program to test whether the proposed theoretical model confirmed by the collected data. The results revealed that each of the variables of family unpredictability, negative parenting attitudes, and interparental violence positively predicted the current partner violence through object relations. In other words, the proposed model was confirmed by the collected data. These findings present empirical support for the crucial role of childhood family environment in shaping individuals' object relations, which in turn shed light on one of the underlying mechanisms of intimate partner violence.

*Keyword*s: Intimate partner violence, object relations, parenting attitudes, family unpredictability, intergenerational transmission of violence

ÖZ

VAR OLAN İLİŞKİDEKİ YAKIN PARTNER ŞİDDETİNİN YORDANMASINDA KÖK AİLEYE İLİŞKİN RİSK ETKENLERİNİN ROLÜNÜN İNCELENMESİ: NESNE İLİŞKİLERİ KURAMINA DAYALI BİR MODEL ÖNERİSİ VE TESTİ

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Master of Science, Psikoloji Bölümü

Tez Yöneticisi: Doç. Dr. Ilgın Gökler-Danışman

Şubat, 2022

Bu çalışmanın amacı romantik ilişkilerdeki şiddetin ailesel temellerini nesne ilişkileri kuramı üzerinden açıklayan gelişimsel bir model önermek ve test etmektir. Teorik modelde, aile öngörülemezliği, olumsuz ebeveyn tutumları ve ebeveynler arası şiddet değişkenlerinin nesne ilişkileri aracılığıyla bugünkü ilişkide ortaya çıkan şiddeti yordaması öngörülmüştür. Çalışmanın örneklemini yaşları 18-25 arasında olan ve en az 1 senedir devam etmekte olan bir romantik ilişkisi olan 352 katılımcı oluşturmuştur. Katılımcılara uygun örnekleme yoluyla ulaşılmıştır. Veriler çevrimiçi olarak toplanmıştır. Önerilen modelde yer alan değişkenleri ölçmek için katılımcılara Geçmişe Dönük Aile Öngörülemezliği Ölçeği (GDAÖÖ), Çatışmaların Çözümüne Yaklaşım Ölçeği (ÇÇYÖ), Kısaltılmış Algılanan Ebeveyn Tutumları – Çocuk Formu (KAET-Ç), Bell Nesne İlişkileri ve Gerçeği Değerlendirme Ölçeği (BORRTI)'den oluşan bir ölçek seti uygulanmıştır. Önerilen teorik modelin toplanan veri tarafından doğrulanıp doğrulanmadığını sınamak

için SPSS AMOS programı kullanılarak gerekli analizler yürütülmüştür. Analiz sonuçları aile öngörülemezliği, anne-baba arasındaki şiddet ve olumsuz ebeveyn tutumları değişkenlerinin her birinin nesne ilişkileri aracılığıyla mevcut romantik ilişkideki şiddeti pozitif yönde yordadığını göstermiştir. Başka bir deyişle, önerilen gelişimsel model toplanan veri tarafından doğrulanmıştır. Elde edilen bulgular, çocukluk dönemi aile ortamının bireylerin nesne ilişkilerini şekillendirmesindeki hayati rolüne dair ampirik destek sunmakta ve yakın partner şiddetinin altından yatan mekanizmalardan birine ışık tutmaktadır.

Anahtar Kelimeler: Partner şiddeti, nesne ilişkileri, ebeveyn tutumları, aile öngörülemezliği, partner şiddetinin kuşaklararası aktarımı

In memory of my dear grandmother…

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INTRODUCTION

The current study focuses on the familial background of intimate partner violence (IPV) within the context of object relations theory. Accordingly, in this section, the definition and subtypes of IPV are given first. Then, research findings on the prevalence of IPV and its mental health outcomes are involved. Afterward, the theoretical background regarding the etiological origins of IPV, particularly within the framework of object relations theory, is discussed. Finally, the proposed theoretical model and the hypotheses of the current study are presented.

1.1. Intimate Partner Violence (IPV)

Intimate partner violence (IPV) is defined as any recurring form of physical, psychological, and/or sexual violence behaviors against a romantic partner (Campbell, 2002). Stalking by intimate partners has been recently regarded as a new component of IPV (Spitzberg & Cupach, 2007). Physical violence corresponds to any intentional acts that potentially cause injury, harm, disability, or death (Krebs, Breiding, Browne, & Warner, 2011). It includes slapping, shoving/pushing, kicking, throwing something, choking, burning, using a weapon, scratching/biting, and other threatening, or hurting acts (World Health Organization [WHO], 2013). Psychological violence involves coercive attempts such as humiliation, control, defamation, frightening, threatening, and restrictions including isolation from family and friends (Krebs et al., 2002). Sexual violence is defined as forcing an intimate partner physically into sexual activity without their consent and attempting or fulfilling sexual acts with someone who is unable to express unwillingness, refuse involvement, or understand the situation (Basile & Saltzman, 2002; WHO, 2013). Stalking is a recurring form of intentional behavior toward a romantic partner involving behaviors that are characterized by their unwantedness and potential fearsomeness. It includes following a person, leaving messages to a person, making phone calls, appearing at different places, the intrusion of personal spaces, and monitoring in public places (Spitzberg & Cupach, 2007).

1.2. Prevalence of the IPV

Partner violence has nearly become an epidemic worldwide and threatened public mental health. A study conducted by the WHO (2006) with approximately 24,000 female participants from different countries revealed the prevalence of sexual assault to be about 60%. Another study conducted by the WHO (2021) in which 736 million women were contacted revealed that one-third of these women were subjected to IPV. In a study conducted by The National Intimate Partner and Sexual Violence Survey with 13,000 participants in the USA, the rate of rape among women was found to be about 20%, the rate of exposure to other sexual assaults to be 43%, and the rate of physical assault to be 22% (Breiding et al., 2011).

Krahe, Bieneck, and Möller (2005) examined 35 prevalence studies conducted in 21 different countries and found the frequency of sexual violence against women to be 76% and the rate of exposure to physical violence to be about 90%. In addition, compared for men, the level of exposure to all violence types was much higher for women. Although mostly women are exposed to intimate partner violence, its prevalence among men is also considerably high. For example, in a representative sample of England, the prevalence of physical violence by close partners was found to be 18% among men (Carrado et al., 1996). Accordingly, Kim and Emery (2003) conducted an epidemiological study using a representative sample in Korea and found that 15% of men were exposed to any form of violence by their close partners. No epidemiological study was conducted with a representative sample in Turkey, leading to not being able to estimate its prevalence in Turkey. However, there are non-representative studies showing the prevalence of partner violence, especially among women, in Turkey in numbers that are close to those in other countries. For example, a study conducted by Gümüş, Şıpkın, and Erdem (2020) with 150 women has revealed that 67% of the participants have been exposed to any type of IPV at some point in their lives.

1.3. IPV in Emerging Adulthood

Emerging adulthood is conceptualized as a new developmental stage that corresponds to transition years between adolescence and adulthood (Arnett, 2000). The distinctive

characteristic of this stage is that individuals have more chances to explore themselves in different areas, including love, profession, and viewpoints, compared to other developmental periods. Although this exploration period can differ from individual to individual and culture to culture, the main focus is 18-25 years (Arnett, 2000). Regarding romantic relationships, first dating experiences generally occur in adolescence, but these experiences characteristically tend to be shallow and short-term. On the other hand, in emerging adulthood, individuals are more likely to search for intimacy and commitment, also longer relationships. Thus, emerging adults start to know themselves in a romantic relationship regarding interests, expectations, and conflicts related to the partner (Arnett, 2014). Together with changes in the dynamics of intimate relationships, the frequency of IPV tends to increase through adolescence to emerging adulthood, then likely to decrease through adulthood years (Breiding, 2014; Johnson, Giordano, Manning, & Longmore, 2015). Accordingly, emerging adults are at higher risk for victimization and perpetration of IPV. Therefore, it is crucial to understand the underlying mechanisms of IPV among emerging adults (Grest, Amaro, & Unger, 2018; Nikulina, Gelin, & Zwilling, 2021).

1.4. IPV and Mental Health

IPV has significant impacts on the psychological health of individuals (Lagdon, Armour, & Stringer, 2014; Lee, Pomeroy, & Bohman, 2007). According to Herman (1992), IPV is devastating in nature as it is done by a person whom the victim trusts. The most prevalent psychological outcomes of both physical and psychological IPV are associated with posttraumatic stress disorder (PTSD) and depression (Caetano & Cunradi, 2003; Coker et al., 2002; Golding, 1999; Nixon, Resick, & Nishith, 2004). Moreover, being subjected to violence poses risks for functional impairment, less life satisfaction, and lower self-esteem in the long term (Zlotnick, Johnson, & Kohn, 2006). Regardless of victimization types, each physical, psychological, and sexual violence were reported as a predictor of suicidality (Devries et al., 2013; Houry, Kemball, Rhodes, & Kaslow, 2006). In addition, individuals experiencing IPV have become more prone to anxiety (Chandan et al., 2020) and substance abuse (Bennett & Bland, 2008; Schneider, Burnette, Ilgen, & Timko, 2009). Sabina and Straus (2008) argue that the different types of IPV generally co-occur, which is termed polyvictimization. Being exposed to multiple forms of IPV poses a greater risk

of impairment of mental health. Accordingly, polyvictimization has been associated with an increased likelihood of developing psychiatric morbidity, alcohol use, and anger expression (Armour & Sleath, 2014). On the other hand, in a 3-year follow-up study investigating the course of psychological symptoms including PTSD, depression, anxiety, and suicidal behavior among female victims of IPV, results indicated that women who were exposed to both physical and psychological IPV showed significant alleviation of symptoms. However, women who were subjected to psychological IPV showed no improvement (Blasco-Ros, Sánchez-Lorente, & Martinez, 2010). This finding highlights the seriousness of the negative impacts of psychological IPV, even if it is more subtle compared to its other forms.

1.5. Risk Factors for IPV

The studies in the literature have emphasized that victims or perpetrators of violence are not composed of homogenous groups (Dixon & Browne, 2003). Therefore, a wide variety of risk factors should be addressed to understand the etiology of IPV (Dixon & Graham-Kevan, 2011). Many studies have examined the risk factors for both IPV victimization and perpetration. Longitudinal research investigating the developmental trajectories of physical aggression demonstrated that aggressive and antisocial behaviors are shared risk factors for both women and men IPV (Broidy et al., 2003). The risk factors that are related to physical IPV perpetration and victimization were examined by Stith and colleagues (2004) in their meta-analysis of 85 studies. Regarding perpetration, strong relationships were found for illicit drug use, emotional abuse, forced sex, marital dissatisfaction, and attitudes condoning violence. Moderate relationships were found for anger/hostility, history of partner violence, use of alcohol, traditional sex-role ideology, career/life stress, and depression. In terms of victimization, strong relationships were identified for initiating violence. Moreover, there were moderate relationships between women's victimization and depression and fear of future abuse. O'Leary, Smith Slep, and O'Leary (2007) conducted a study to explore the direct and indirect paths for both female and male IPV perpetration. Multiple risk factors were identified including dominance/jealousy, marital adjustment, and partner responsibility attributions, which strongly predicted partner aggression for both women and men. Three additional direct paths were determined for

men, which comprised exposure to family-of-origin aggression, anger expression, and perceived social support. One additional direct path was identified for women, which was having a history of aggression as a child or teenager. In their examination of the predictors of attitudes towards dating violence among college students, Turan and Duy (2020) determined gender role attitudes and anxious and avoidant attachment as significant predictors of dating violence attitudes. Costa and colleagues (2015) systematically reviewed 25 longitudinal studies that prospectively examined the childhood predictors of IPV victimization and/or perpetration and found that child abuse was a significant predictor of IPV in adult relationships for both women and men. In a study investigating the impact of childhood abuse type on IPV, physical and sexual abuse in childhood were determined to be risk factors for increasing the likelihood of experiencing physical and sexual IPV among women (Barrios et al., 2015).

1.6. The Theoretical Background of IPV

Thus far, there have been several attempts to explain the developmental background of IPV. For example, Straus and his colleagues (1980) proposed the intergenerational transmission of violence (ITV) hypothesis, which purports that individuals who experience or witness violence in their family-of-origin are at risk of experiencing violence in the future relationships. Until now, researchers have carried out several studies to examine ITV, and findings of the numerous studies demonstrated that witnessing violence in childhood is significantly associated with experiencing IPV in adulthood (Cannon, Bonomi, Anderson, & Rivara, 2009; Hines & Saudino, 2002; Franklin & Kercher, 2012; Mandal & Hindin, 2015; Wareham, Boots, & Chavez, 2009). These findings regarding ITV generally have been explained by social learning theory (Widom & Wilson, 2015). On the other hand, object relations theory also has been used to represent the etiological background of IPV by a few researchers (Celani, 1999; Hyde-Nolan & Juliao, 2012; McCluskey, 2010; Zosky, 1999). However, to our knowledge, empirical research using object relations theory for the explanation of ITV has not been found. Therefore, the current study, it is aimed to extend the explanations regarding the intergenerational transmission of IPV by empirically testing the role of object relations

within the framework of object relations theory. Accordingly, social learning theory is briefly mentioned below, and object relations theory is comprehensively discussed.

1.6.1. Social Learning Theory

Social learning theory assumes that learning processes occur through observation and modeling the behaviors of others (Bandura, 1977). Especially in children, learning by modeling others becomes apparent when their use of language and exhibition of the behaviors of their parents (Hyde-Nolan & Juliao, 2012). An individual tends to learn behaviors that have been directly reinforced or have been observed to be reinforced in others. Within this framework, children who witness interparental conflict and aggression in the family environment become abusive in future romantic relationships through the learning process of imitation. As well as the modeling process, the cognitive processing components such as attitudes toward violence should be considered within the framework of the social learning theory (Woodin & O'Leary, 2009).

1.6.2. Object Relations Theory

In the Freudian theory, drives are conceptualized as psychic energies leading individuals to action and the purpose of the drive is to release tension by achieving pleasure under all circumstances. Accordingly, object relations emerge by chance to serve this aim of providing the need of pleasure to the drive (Freud, 1923). However, according to the object relations theory, drives emerge in the context of relations. For example, the baby's turning towards his mother stems from the need to establish relationships. Fairbairn (1954), a pioneer of object relations, firmly rejected Freud's biological approach and suggested that individuals seek relationships rather than satisfy their drives. In other words, the experience of being fed by the mother, including the warmth and attachment feelings, is the essential aspect of the experience for the baby rather than receiving mother's milk (McWilliams, 1994). Klein, Bion, Fairbairn, Winnicott, Kernberg, Bowlby, and Guntrip are major object relations theorists who all have uniquely contributed to the theory both in terms of conceptualization and bettering our understanding of the self in relation to others (Mitchell & Black, 1995). Nonetheless, they all acknowledge that a baby

is born with the desire to relate with others and is equipped with predetermined skills to establish a relationship with their caregiver (Summers, 1994). Internalization of these early childhood relationships creates mental representations about the self and other and these representations form a template for future relationships (Bowlby, 1969; Summers, 1994).

1.6.2.1. W. R. D. Fairbairn

According to Freud's drive theory, people seek pleasure and avoid pain (Freud, 1923). However, this framework falls short in explaining the repetition compulsion, the systematic reproduction of distress, and the repetitive painful behaviors and relationship patterns. Correspondingly, Fairbairn questioned Freud's proposition of pleasure as the primary motive in life and offered a different starting point by redefining libido as object-seeking and not pleasure-seeking. According to Fairbairn, the main drive in human life is to connect with people and not to use people as a tool for pleasure and tension release (Fairbairn, 1941). He worked with abused children and was impressed by the intensity of their commitment to their abusive parents. The lack of pleasure did not weaken their bonds; on the contrary, the pain became a way of relating to others (Mitchell & Black, 1995). Fairbairn explained this complicated process by the moral defense, which is a defense mechanism that enables the child to maintain their bonds with the neglecting or abusive parents. By using the moral defense, a neglected or abused child attributes the badness of their parents to themselves, thus thinking they were deserving of the neglect or abusive behaviors of their parents. Although using this defense mechanism is a self-damaging strategy for the child, it is a way of preserving their attachment to the frustrating object (Fairbairn, 1941, as cited in Celani, 1999). In light of these studies, Fairbairn stated that children are strongly attached to the ways they interact with their early caregivers and build their emotional lives around these experiences.

According to Fairbairn's theory, by internalizing the parent's unresponsive aspects (e.g., depressive, narcissistic, masochistic, isolated, etc.), the child feels connected with the otherwise inaccessible parent. The child also internalizes the positive experiences with the parental object; thus, the relational environment of the child builds their inner world. Since no one experiences ideal parenthood, splitting occurs universally in both the self and

object structures. Accordingly, the loving and frustrating internalized objects are separated, and in this way, the child maintains their attachment to the loving object who cares and feeds them. Furthermore, by using the splitting defense, the child gains control over the anxiety-provoking situation, which is the desire to destroy the despairingly needed parent. Thereby, the child's anger at the frustrating object cannot damage the loving object anymore. Fairbairn called these divided object parts as the exciting and rejecting objects, respectively. In correspondence to the split on the parental object, the ego is further divided to relate the exciting and rejecting objects. Fairbairn refers to the part of the ego relating to the exciting object, which is the constantly longing and hoping part of the self, as the libidinal ego. When this ego part is activated, the individual intensively needs the object. Moreover, keeping the exciting object apart from the rejecting object provides cherishing the hope for the object, despite many disappointments they have experienced. The other part of the ego is identified with the rejecting object, which is the part of the self that is full of anger and hate and despise vulnerability. Fairbairn refers to this part of the self as the antilibidinal ego (Fairbairn, 1944).

1.6.2.2. Otto F. Kernberg

Kernberg is also a pioneer of the object relations theory. He combined the views of Freud, Klein, and Jacobson and proposed a comprehensive theoretical model (Mitchell & Black, 1995). According to Freud's drive theory, individuals are biologically born with aggression and sexual drives. The individual seeks objects to satisfy these drives. Accordingly, the aggressive and sexual drives are fulfilled in the mother's breast and close relationships (Freud, 1923). Melanie Klein's theory, however, puts more emphasis on aggression as an organic part of human nature compared to Freud's drive theory. According to the Klein's theory, the aggressive drive is a biological part of the infant but emerges in a complex relational context. She assumed that babies are born with an intense fear of being destroyed, swallowed, and abandoned. The baby experiences the beings that care for, surround, protect, and feed them as a 'good object' and the things that starve them, make them cold, or are unable to protect them as a 'bad object'. In a similar manner, when the baby feels relaxed and satisfied, they perceive themselves as 'good' and when they experience pain or bad feelings, they perceive themselves as 'bad'. According to

Klein, the baby oscillates between the poles of good and bad. In other words, while the baby sometimes feels fed, loved, and cared for, sometimes s/he feels attacked, abandoned, and starved. Thereby, the baby oscillates between love and hate. Klein indicated that there are cycles of love and hate in human relationships (Klein, 1957). Edith Jacobson, a well-known theorist for her contributions to the post-Freudian analytic theory, argued that aggression is not a biologically predetermined drive but arises due to an infant's experiences. According to Jacobson, satisfying experiences, including hugging, fondling, and being nurtured, constitute the libido. On the other hand, experiences that are hurting, frightening, privative, and disturbing build the aggressive drive. In other words, unlike Freud and Klein, Jacobson argued that aggressive and sexual drives emerge through a child's experiences, thus suggesting that they are shaped by the environment instead of being biological. Accordingly, when the baby is nurtured by a loving, happy, and caring mother and feels well, the good object (mother) and the good self-object (baby) are stored together in mind, while when a depressed, unhappy, angry, or indifferent mother makes her baby feel bad, the bad-aggressive object (mother) and the bad self-object (baby) coexist (Mitchell & Black, 1995).

While Freud and Klein claimed that the aggressive and sexual drives are innate and biological, Otto Kernberg considered the drives as potentials and the manner in which they will emerge will be determined by the relationship between the baby and their environment. In other words, according to Kernberg, although there is an organic basis for aggressive and sexual drives to arise, whether they will emerge or not depends on the characteristics of early relationships. According to Kernberg, the biologically existing potential for aggression interacts with negative experiences that are painful, inhibiting, and neglectful, leading to the development of the aggressive drive. Similarly, the innate potential for sexual pleasure interacts with satisfying, loving, and caring experiences, leading to the development of the libido. Kernberg mentions that the baby has a natural tendency to increase "good" objects and experiences that satisfy and give pleasure, and to decrease "bad" objects and experiences that cause pain and distress. This tendency corresponds to the reduction and control of the aggressive drive while increasing the libido. Kernberg emphasized that an individual must accomplish the developmental tasks of the early stages to achieve this. The first of these developmental tasks is the separation of the self and object representations. If not achieved, a reliable sense of self that is

separate and independent is not built and reliable boundaries do not develop between the inner and outer world. Thus, there would not be a clear distinction between one's own experiences and mind and the others'. In this period, the baby is not capable of using language and records all experiences as either pleasurable or painful. If the baby establishes a favorable relationship in a caring environment, they will be able to distinguish between the inner and outer world. Moreover, object permanence develops when the baby is competent enough to make this distinction. The second key developmental task is to resolve the conflict between aggression and sexuality. By overcoming splitting, the baby starts to understand the object as a whole; in other words, in unison with both good and bad aspects. Thus, the baby comprehends that the mother who gives pleasure, love, and care is the same one who leaves them hungry, cold, and disturbed. Similarly, the good and bad self come together and the baby perceives themselves as a whole. Through integration, the abilities such as delaying gratification, tolerance to uncertainty, and controlling the aggressive drive start to develop (Kernberg, 1995).

1.7. Evaluation of IPV within the Context of the Object Relations Theory

Object relations theory offers a comprehensive developmental perspective to the dynamics of IPV and contributes to regarding IPV within the framework of an individual's early experiences and relational environment. Accordingly, both IPV victimization and perpetration are inherited from the earliest relations through the self and object representations. If a child constantly experiences aggression, neglect, or violence in their relationships with parental objects, they may internalize these frustrating experiences as a natural component of close relationships.

From Fairbairn's standpoint, if the child grows in a neglecting or frustrating environment, the rejecting parental objects become dominant in their inner world. The child's ego organization also becomes occupied with frustrating and neglecting objects. These circumstances might cause adverse developmental outcomes in an individual's future such as suffering from psychopathology or failing to have satisfying relationships. In terms of romantic relationships, the hostility of the antilibidinal ego may be directed toward new interpersonal situations. In addition, the new love objects might be unconsciously chosen

due to their similarity to the unsatisfying objects of the earliest relationships. Although this does not seem rational considering its costs against the individual's well-being, the familiarity and compatibleness of the object with the inner world make the object attractive. Another potential manifestation of object relations is the use of the moral defense mechanism. By using the moral defense, the individual may attribute destructive behaviors of the partner to their own badness. Moreover, believing they are deserving of these behaviors, they keep maintaining the relationship.

In reference to Kernberg's theoretical approach, one can argue that the relational environment of the child has a determining role in shaping self- and object representations. To constitute integrated self- and object representations, the child must overcome some developmental milestones, with overcoming splitting being one. However, if the child has grown up in an environment where their needs for love, attention, and care are not adequately met, they may fail to gather the different aspects of the self and others. Thus, they oscillate between love and hate in romantic relationships. Using the splitting defense, they might perceive their partners as evil objects and direct aggression toward them on one day and feel intense love for the same partner one another. This defense mechanism enlightens one of the dynamics of maintaining relationships in which IPV occurs. Furthermore, individuals might act in a way that provokes the new partner to behave as internalized rejecting objects. In other words, the individual projects their disintegrated bad aspects to the object and pursues identification with the projected aspects. Thus, the inner badness becomes external for the individual. Klein refers to this defense mechanism as projective identification (1946, as cited in McWilliams, 1994). Understanding this mechanism also offers a considerable explanation for the potential dynamics of IPV.

To date, numerous studies have been conducted to investigate the developmental background of IPV. Their findings revealed that adverse experiences in childhood such as family conflict, parental violence, child abuse, and poor quality of relationships with parents increased the risk of IPV in adulthood (Costa et al., 2015; Gover et al., 2008; Stith et al., 2004). Although these studies have not focused on testing the object relations theory, they have yielded supporting evidence for the theory. For example, Kwong and colleagues (2003) tested the ITV hypothesis in their research and found that both interparental and parent-to-child violence in family-of-origin predicted the violence in current romantic relationships. Gover, Kaukinen, and Fox (2008) investigated the transmission of violence

among college students and revealed that exposure to violence in childhood predicted participation in relationships with IPV. In their meta-analytic review, a comprehensive work on the ITV, Stith and colleagues (2004) examined the risk factors contributing to the violence and found small to medium relationships between experiencing/witnessing violence in family-of-origin and becoming victim or perpetrator in future romantic relationships. Costa and colleagues (2015) systematically reviewed 25 longitudinal studies that prospectively examined childhood predictors of IPV victimization and perpetration and found that witnessing interparental violence and having poor relationships with parents in childhood were family-of-origin risk factors that were associated with future IPV. Similarly, in a national population-based study conducted in the U.S., witnessing parental violence in childhood was associated with increased risk for IPV both for women and men (McKinney, Caetano, Ramisetty-Mikler, & Nelson, 2009). Kimber and colleagues (2018) systematically reviewed 19 studies that examine the association between interparental violence in childhood and experiencing IPV in adulthood. Sixteen of these studies have found a significant relationship between exposure to parental violence in childhood and IPV perpetration in adulthood.

1.8. Aim and Scope of the Study

This study proposes and tests a comprehensive etiological model describing the developmental course of IPV. Previous studies have associated IPV with certain risk factors that are related to childhood environment such as family-of-origin violence, witnessing parental conflict, unpredictability, and child abuse (Copp et al., 2019; Kimber et al., 2018; Stith et al., 2004; Szepsenwol, Zamir, & Simpson, 2019). On the other hand, an examination of the literature revealed no satisfying explanation as to how violence is inherited from the family and through which mechanisms it affects current relationships. To fill this gap, a model that examines the determining role of the early environment on object relations has been proposed in this study. The proposed model offers a developmental mechanism that describes the effect of early family relations on object relations and the determining role of object relations in current intimate relationships. Another unique aspect of the proposed model is its inclusion of family unpredictability to explain the developmental background of IPV. To the best of our knowledge, very few

studies on understanding and explaining the nature of IPV have addressed the relationship between family unpredictability and IPV (e.g., Barbaro & Shackelford, 2019; Szepsenwol, Zamir, & Simpson, 2019).

According to the proposed model, the unpredictability of the family environment, parenting attitudes including emotional warmth, overprotection, and rejection, and interparental psychological and physical violence would build the child's object relations. Based on the object relations theory, we believe that object relations that are built in the early family environment could be among the underlying mechanisms of IPV due to its influence on the self and other experiences in the current romantic relationships. According to Fairbairn and Kernberg (Mitchell & Black, 1995), self and object representations are built through the relations in the family environment. Accordingly, internalized self and other representations can affect later relationships. Figure 1 shows the variables that were included in the proposed developmental model within this context.

Figure 1

The proposed model
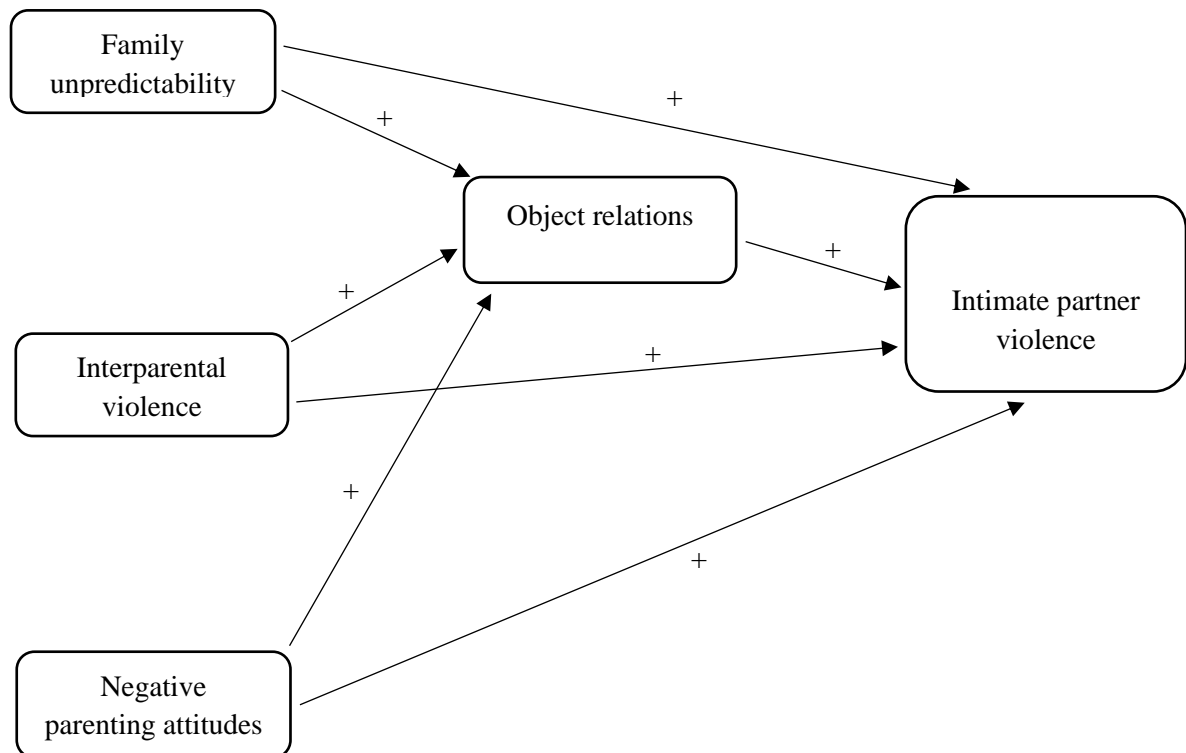
Hypotheses of the study:

1. It is expected that family unpredictability will predict the current IPV.
2. It is expected that object relations will mediate the relationship between family unpredictability and the current IPV.
3. It is anticipated that interparental violence will predict the current IPV.
4. It is anticipated that object relations will play a mediator role in the relationship between interparental violence and the current IPV.
5. It is expected that negative parenting attitudes will predict the current IPV.
6. It is expected that object relations will mediate the relationship between negative parenting attitudes and the current IPV.

CHAPTER 2

METHOD

2.1. Participants

The sample of the study (N=352) consisted of unmarried emerging adults (18-25 years) who had been in a romantic relationship for at least 12 months. Mean age was 22.92 ($SD = 1.77$). The average duration of the participants' romantic relationships was 34.35 months ($SD = 22.41$). Participants reported the frequency of face-to-face meetings with their partners as an average of 20.05 ($SD = 26.89$) hours per week. In addition, they talked on the cell phone or other online tools for an average of 17.60 ($SD = 19.81$) hours a week.

Table 1

Demographic characteristics of the sample

Variable		Frequency	Percent (%)
Gender			
	Female	301	85.3
	Male	50	14.2
	Fluid	1	0.3
Income level			
	Low	40	11.3
	Middle	264	74.8
	High	49	13.9
Education level			
	High school graduates	2	0.6
	University students	121	34.2
	Postgraduate	196	55.5
	Master's degree	32	9.1
	PhD	2	0.6
Parents			

	Both live	332	94.1
	Father is alive, mother is dead	5	1.4
	Mother is alive, father is dead	16	4.5
	Both dead	0	0
Paternal psychiatric history			
	Yes	24	6.8
	No	329	93.2
Maternal psychiatric history			
	Yes	46	13
	No	306	86.7
Current psychiatric treatment			
	Yes	52	14.7
	No	300	85.2

2.2. Measures

2.2.1. Retrospective Family Unpredictability Scale (Retro-FUS)

The Retro-FUS was developed by Ross and McDuff (2008) is used to evaluate the level of individuals' unpredictability in their families retrospectively. It is a self-report measure consisting of 28 items with a 5-point Likert scale (1: not at all, 5: extremely). The scale has 6 subscales which are financial unpredictabilities, meals, mother nurturance, father nurturance, mother discipline, and father discipline. The higher scores demonstrate the higher levels of unpredictability in the family. Cronbach's alpha values for the subscales range between .71 and .85, and the Cronbach's alpha calculated for all items is .87 (Ross & McDuff, 2008). The Retro-FUS was translated into Turkish culture by Oktay and Uluç (2019). In the adaptation study, Cronbach's alpha for the scale and subscales were

between .65 and .88. The Turkish version of this scale was used in the current study, and Cronbach's alpha coefficient of the total scale was found to be .62.

2.2.2. Bell Object Relations and Reality Testing Inventory (BORRTI)

The BORRTI (Bell, 1995) was developed to assess individuals' quality of object relations and reality testing skills through the evaluation of individuals' daily relationships quality and perception regarding themselves in the context of relationships with others. It is a self-report measure consisting of 90 items that have responses as true or false. This scale includes two main subscales, namely object relations, and reality testing. The object relations subscale has 4 subdimensions as alienation, insecure attachment, egocentricity, and social incompetence. High alienation scores indicate a lack of trust in interpersonal relationships. Accordingly, individuals with high alienation scores may have difficulties maintaining close relationships and experiencing a sense of belonging. High insecure attachment scores demonstrate hypersensitivity to rejection and vulnerability in interpersonal relationships. Individuals with high scores are thought to have a hopeless longing for intimacy in their relationships, and they might have a very low tolerance for separation, loss, and loneliness, which in turn leads them to seek reassurance constantly for the loyalty of others. Intense anxiety, resentment, guilt, and jealousy are feelings they often experience in their relationships. High egocentricity scores indicate mistrust of others' intentions in relationships, perceiving others just based on their relationship with oneself, and the suspicion of being manipulated. It is thought that individuals with high egocentricity scores display an attitude of self-protection and exploitation of others and might act intrusive, oppressive, demanding, and controlling. In this respect, these individuals might not have a real awareness or interest in the feelings of others. They might tend to perceive themselves as omnipotent and the center of the world in their relationships. High social incompetence scores indicate shyness and strain in interpersonal relationships and difficulty in interacting with others and making friends. Individuals with high social incompetence scores are thought to tend to perceive themselves as socially inappropriate in relationships and to perceive relationships as overwhelming and unpredictable. It is argued that intense anxiety might accompany their relationships, and this overwhelming anxiety is generally reduced by avoiding the interpersonal area.

Cronbach's alpha coefficients for these subscales are .90, .82, .78, and .79, respectively. The reality testing subscale has 3 subdimensions as reality distortion, uncertainty of perception, and hallucinations and delusions. Cronbach's alpha values for these subscales are .87, .82, and .83, respectively (Bell, 1995). The higher scores obtained from the object relations subscale indicate higher impairment in object relations, and the higher scores from the reality testing subscale demonstrate higher impairment in reality perception. The BORRTI was adapted Turkish population by Uluç, Tüzün, Haselden, and Erbaş (2014). In the adaptation study, Cronbach's alpha values for the object relations subscale were between .70 and .80, and .54 and .77 for the reality testing subscale. In the current study, the Turkish version of the object relations subscale was used. Cronbach's alpha value calculated using all items of the object relations subscale was .72.

2.2.3. Short EMBU-Children Form (S-EMBU-C; Egna Minnen Barndoms Uppfostran for Children)

The S-EMBU-C was developed by Arrindell et al. (1999) to examine the perceptions of individuals related to their parent's attitudes and behaviors towards them during their childhood. It has 23 items with a 4-point Likert scale (1: no/never, 4: yes/most of the time) in which respondents evaluate the parenting behaviors of both their mothers and fathers. The scale has 3 dimensions, namely emotional warmth, overprotection, and rejection. Cronbach's alpha coefficients for these dimensions range between .79-.81, .74-.82, and .74-.79 for mother, and .79-.85, .74-.80, and .72-.77 for father, respectively. Only item 17 is reverse coded (1=4, 2=3, 3=2, 4=1). The psychometric properties of the Turkish form of S-EMBU-C were examined in a pilot study conducted by Dirik, Karancı, and Yorulmaz (2004) with a student sample, and the first data about the reliability and validity of the Turkish form were obtained. In this pilot study, Cronbach's alpha values for mother subscales of emotional warmth, overprotection, and rejection were .65, .71, and .68, respectively. For father subscales of emotional warmth, overprotection, and rejection, Cronbach's alpha coefficients were .73, .72, and .50, respectively. Afterward, the psychometric properties of the Turkish version of the EMBU-C were examined by Dirik, Yorulmaz, and Karancı (2015) within the adult sample. In this study, Cronbach's alpha values for the subscales of maternal emotional warmth, overprotection, and rejection were

.75, .72, and .64, respectively. For the subscales of paternal emotional warmth, overprotection, and rejection were .79, .73, and .71, respectively. In the present study, the Turkish version of the S-EMBU-C was applied. To assess the negative parenting attitudes score, all items of the S-EMBU-C were used. The items of the emotional warmth subscale were reversely coded to generate the total score of the entire scale. Accordingly, as the total score increased, the level of negative parenting attitudes also increased. Cronbach's alpha value of the total scale was found to be .92 in the current study.

2.2.4. The Revised Conflict Tactics Scales (CTS 2)

The CTS 2 was developed by Straus, Hamby, Boney-McCoy, and Sugarman (1996) to examine the number of violent acts that individuals experienced in an intimate relationship last 12 months. It is a self-report measure consisting of 78 items with an 8-point Likert scale (0: this has never happened, 1: once in the past year, 2: twice in the past year, 3: 3-5 times in the past year, 4: 6-10 times in the past year, 5: 11-20 times in the past year, 6: more than 20 times in the past year, 7: not in the past year, but it happened before). Odd-numbered items indicate perpetration of violence, while even-numbered items indicate victimization of violence. The CTS 2 includes 5 subscales, namely negotiation, psychological aggression, physical assault, sexual coercion, and injury. Cronbach's alpha coefficients for this scale were found between .79 and .95. The CTS 2 was translated Turkish culture by Aba and Kulakaç (2016). In the adaptation study, Cronbach's alpha values for the subscales of negotiation, psychological aggression, physical assault, sexual coercion, and injury were .88, .85, .89, .79, and .76, respectively. Cronbach's alpha value calculated for all items was .92. In the present study, the subscales of psychological aggression and physical assault were used to assess both parental violence and the current IPV of the respondents. Cronbach's alpha values calculated for all items of parent form and current IPV were .94 and .92, respectively.

2.3. Procedure

The study was reviewed and approved by the TEDU Human Research Ethics Committee. After having ethical approval, online versions of the scales were created by using

Qualtrics. Convenience sampling method was used to reach participants. Announcements emphasizing the aim and inclusion criteria of the research were regularly shared on social media to contact potential participants. Participation was voluntary, and individuals who met the inclusion criteria reached the informed consent form by clicking on the link in the announcement text. After filling the informed consent form, the participants were able to start the survey. The data was collected between the years 2020-2021. After the data collection, the duration of filling questionnaires and IP addresses were monitored, the individuals who completed the questionnaires in an extraordinarily short time (N=27) were excluded from the data set.

CHAPTER 3

RESULTS

3.1. Preparation of the Data for Parametric Statistical Analyzes

To prepare the data for parametric analysis missing value and outlier analyzes were performed at first. When the missing values for each of the scales used in the study were examined, it was determined that 3 participants left the CTS-Current measurement completely blank, and these participants were excluded from the data. The missing value rates of the other items were less than 3% and completed with the replace by the mean method. For the outlier analysis, z-scores were calculated over the total scores obtained from the scales used in the study. Mertler and Vannatta (2005) stated that the cut-off points of the z-score can be taken as -4 and +4 when determining outliers in samples larger than 100 people or in clinical samples. It was observed that 4 participants' CTS-Parent z-scores had greater than 5. Similarly, 2 participants were out of the range of -4 and +4 in terms of CTS-Current scores. In conclusion, 6 participants were excluded from the dataset as a result of the outlier analysis.

After the missing value and outlier analysis, the assumption of normal distribution was examined. To test this assumption, the skewness and kurtosis values of the total score of all variables in the model were calculated. The z-scores were calculated by dividing these values by their standard errors. The skewness-kurtosis z scores calculated for each variable are given in Table 2.

Table 2

Z-scores of the skewness and kurtosis values

	CTS-Current	BORRTI	Retro-FUS	EMBU	CTS-Parent
Skewness	1.80	0.49	0.13	0.54	1.60
Std. error of skewness	0.13	0.13	0.13	0.13	0.13

Z-score of skewness	13.84	3.76	1	4.15	12.30
Kurtosis	4.21	0.30	0.38	0.09	2.75
Std. error of kurtosis	0.25	0.25	0.25	0.25	0.25
Z-score of kurtosis	16.84	1.2	1.52	0.36	11

CTS-Current: The Revised Conflict Tactics Scale, CTS-Parent: The Revised Conflict Tactics Scale-Parent Form, BORRTI: Bell Object Relations Inventory, EMBU: Negative Parenting Attitudes Scale, Retro-FUS: Retrospective Family Unpredictability Scale.

Field (2018) stated that z-scores of skewness and kurtosis values must be in the range of -2 and +2 to meet the normality assumption. When the z-scores of the variables measured in the current study were considered, it can be seen the normality assumption was not met for most of the variables. Violation of the normality assumption indicates the sampling bias which might cause Type I and Type II errors in parametric analyzes. To reduce this bias, the analyzes were carried out using the Bootstrap method with 5000 re-samplings. Bootstrap method is known to be an effective method to reduce sampling bias when the assumptions are not met (Field, 2018).

Following the normality, the linearity assumption was tested. Since the proposed model is tested using a regression-based analysis, Structured Equation Modelling, it must be shown that the relationships between the outcome and predictor variables are linear (Hayes, 2013). Therefore, to evaluate the linearity assumptions, a Scatter/Dot plot was drawn.
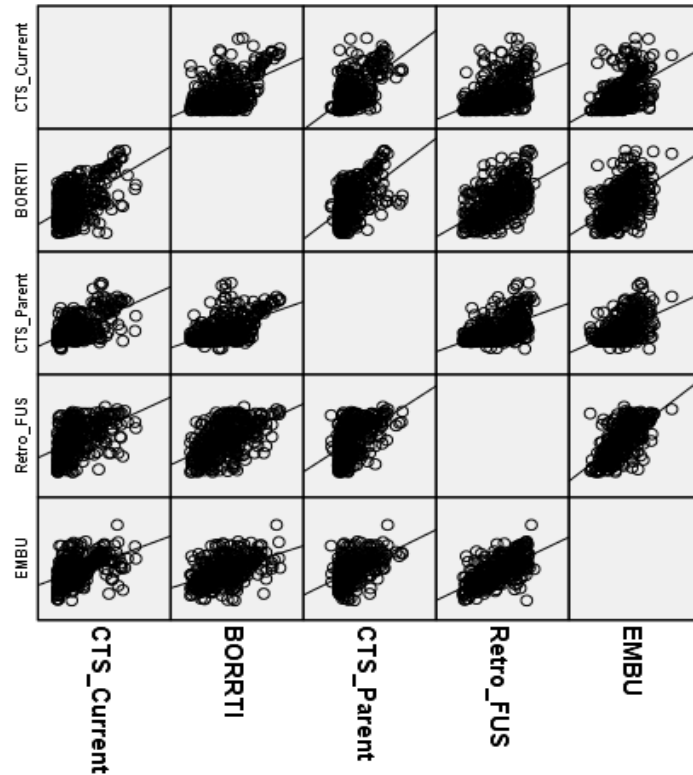
Graph 1. The scatter plot graph

In Graph 1, the violence experienced by people in their current relationships is represented by the abbreviation "CTS-Current" in the top row of the chart. The relations between the CTS-Current and other variables are also seen in the first line of the graph. There was no curvilinear relationship between the CTS-Current and any of the predictors. Therefore, it is possible to say that the relationships between predictor and outcome are linear.

3.2. Descriptive Statistics and Correlations

Descriptive statistics related to the total scores obtained from the measurement tools are presented in Table 3.

Table 3

Descriptive statistics related to the variables of the study

	Mean	Standard deviation	Minimum	Maximum	Sample size (N)
CTS-Current	15.87	15.10	0	89	352
BORRTI	28.96	17.06	0	77	352
EMBU	90.73	20.01	52	165	352
Retro-FUS	68.01	17.31	28	117	352
CTS-Parent	56,66	16.14	38	122	352

CTS-Current: The Revised Conflict Tactics Scale, CTS-Parent: The Revised Conflict Tactics Scale-Parent Form, BORRTI: Bell Object Relations Inventory, EMBU: Negative Parenting Attitudes Scale, Retro-FUS: Retrospective Family Unpredictability Scale.

The relationships between the variables were investigated by conducting a Pearson correlation analysis. The Pearson r values are presented in Table 4.

Table 4

The Pearson correlation coefficients indicating the relationships between the variables

	1	2	3	4	5
1-CTS-Current		.56*	.49*	.48*	.62*
2-BORRTI			.49*	.55*	.56*
3-EMBU				.65*	.50*

	1	2	3	4	5
4-Retro-FUS				.53*	
5-CTS-Parent					

*p < .001, CTS-Current: The Revised Conflict Tactics Scale, CTS-Parent: The Revised Conflict Tactics Scale-Parent Form, BORRTI: Bell Object Relations Inventory, EMBU: Negative Parenting Attitudes Scale, Retro-FUS: Retrospective Family Unpredictability Scale.

As can be seen in Table 4, the correlation coefficients were found between .48 and .65. It was also found that all these correlations were significant at $p < .001$ level. Pearson r values indicate a small relationship when it is less than .30, a medium relationship when it is between .30 and .50, and a strong relationship when it is .50 and above. Consequently, almost all correlation coefficients in Table 4 represented strong relationships between the variables of the study.

3.3. Relationships Between Being a Perpetrator of Violence and Being Exposed to Violence

The Revised Conflict Tactics Scale (CTS) is a measurement tool that assesses both amounts of being a perpetrator and being a victim. In the current study, two subscales of the CTS assessed exposure level to physical and psychological violence, while the other two subscales measured the level of perpetration of violence. The correlations between four subscales of the CTS were examined in order to determine whether CTS's total score or each subscale score will be analyzed as the outcome variable of the model. The results of the Pearson correlation analysis carried out for these purposes are presented in Table 5.

Table 5

The correlations between subscales of the CTS used to measure current violence

	1	2	3	4	5
1-CTS-Current Total score		.89*	.92*	.68*	.69*

2- Psychological violence - being perpetrator	.76*	.44*	.37*
3- Psychological violence - being victim		.45*	.56*
4- Physical violence - being perpetrator			.75*
5- Physical violence - being victim			

*$p < .001$

As seen in Table 5, there was found a strong correlation (r = .76, $p < .001$) between being a perpetrator of psychological violence and being a victim of psychological violence. Similarly, the correlation coefficient between being a perpetrator of physical violence and being a victim of physical violence was .75 ($p < .001$). These correlation coefficients showed that two subscale scores increase and decrease together. It is even possible to say that these two subscales overlap significantly. In addition, the subscale scores of perpetrating violence and being a victim of violence have similar correlations with the total scores of the scale. As a result, it was thought that it would not be statistically appropriate to make a distinction such as being a victim or being a perpetrator in the measurement of CTS.

3.4. Testing the Proposed Model

To test the proposed model structured equation modeling (SEM) analysis was conducted using the IBM SPSS AMOS program. Family unpredictability (Retro-FUS score), negative parenting attitudes (EMBU score), and interparental violence (CTS-Parent score) variables were assigned as predictors. Intimate partner violence (CTS-Current score) was assigned as the outcome variable. Object relationship (BORRTI score) was added to the model as a mediator variable. In other words, it was investigated that whether the object relations score mediates the relationships between the predictors (family unpredictability, interparental violence, negative parenting attitudes) and the outcome (intimate partner violence).

Figure 2

Paths indicating the total effects of the predictors on the outcome
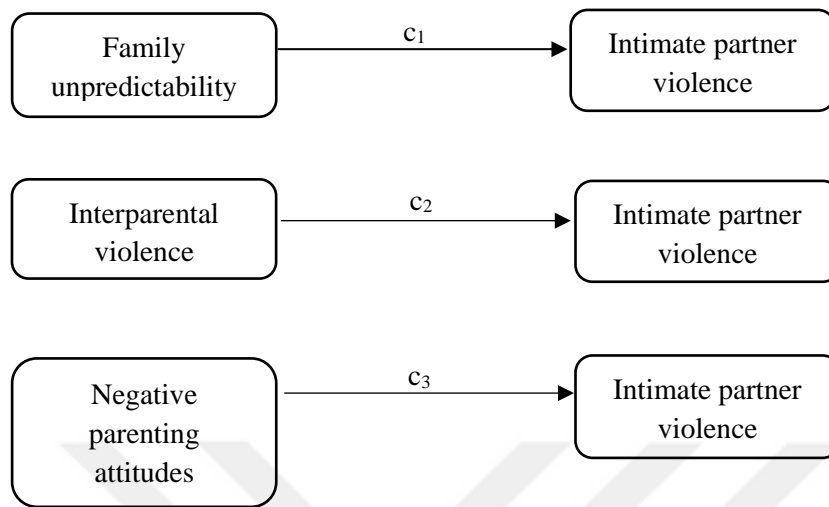
Total effects of family predictability, interparental violence, and negative parenting attitudes were calculated using separate simple linear regression analyzes in the AMOS. In other words, the predictive roles of three variables on the outcome were calculated separately. In Figure 2, c_1, c_2, and c_3 paths were represented the total effects of the predictor variables. In other words, c_1, c_2, and c_3 indicated standardized β coefficients in the simple linear regressions.

Figure 3

Paths indicating the direct and indirect effects in the proposed model
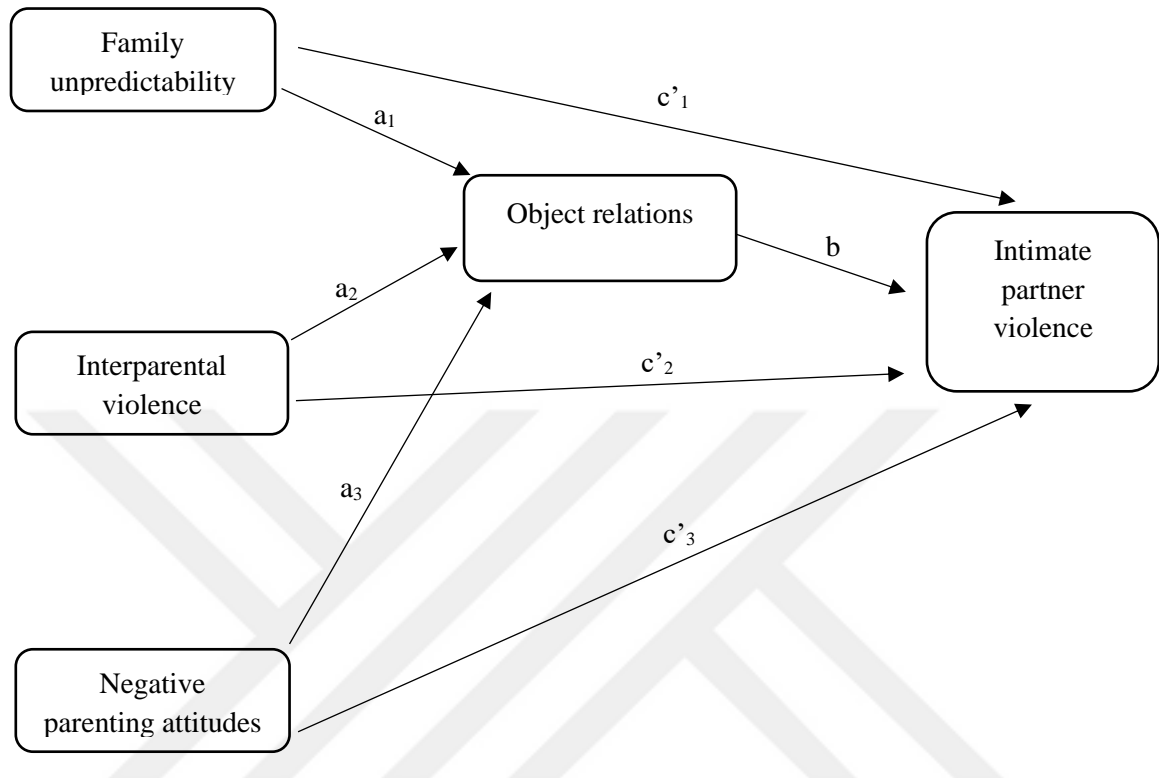
In Figure 3, the a_1, a_2, and a_3 paths represented direct effects of the predictor variables on the mediator variable. Similarly, path b showed the direct effect of the mediator on the outcome variable. Besides, the c'_1, c'_2, and c'_3 paths indicated direct effects of the predictors on the outcome.

In the SEM analysis carried out using the AMOS program, the standardized regression coefficients of all paths shown with letters in Figure 1 and Figure 2 were calculated.

In addition,

a_1 x b that shows the indirect effect of family unpredictability on intimate partner violence,

a_2 x b that shows the indirect effect of interparental violence on intimate partner violence,

a_3 x b that shows the indirect effect of negative parenting attitudes on intimate partner violence

were calculated. By doing so, it was possible to test the mediator role of object relations.

3.5. Results of the Proposed Model

Figure 4

The total effects of the predictors on the outcome
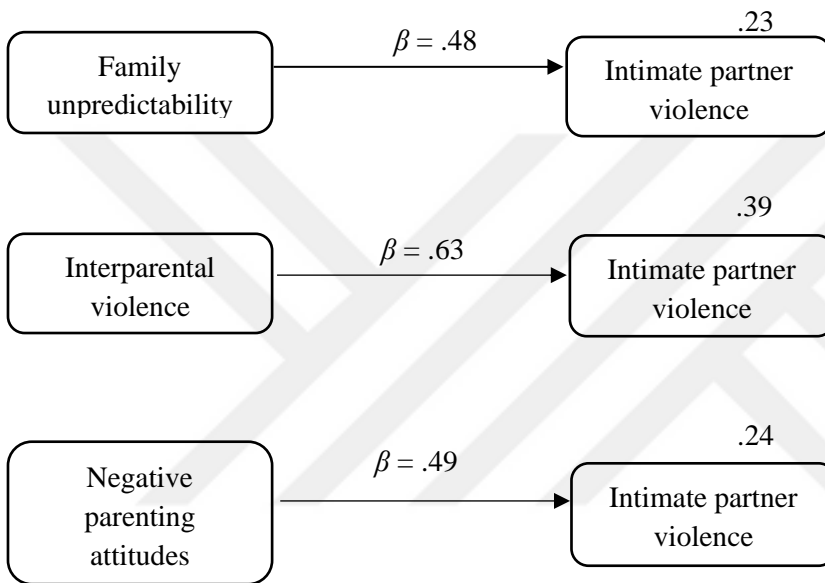
Standardized regression weights (β) and explained variance by each predictor were represented in Figure 3. Family unpredictability scores (Retro-FUS) had a significant total effect on the intimate partner violence scores (CTS-Current), and the explained variance was 23% (p = .000). Interparental violence scores (CTS-Parent) had also a significant total effect and explained 39% of the variance on the intimate partner violence scores (CTS-Current) (p = .000). Similarly, the negative parenting attitudes score (EMBU) showed a significant total effect and explained a 24% variance in intimate partner violence (CTS-Current) (p = .000).

After seeing the significant total effect of the predictor variables on the outcome, the unstandardized beta values and bootstrapped confidence intervals of the direct and indirect effects were also calculated (see Figure 5).

Figure 5

The direct effects and covariances
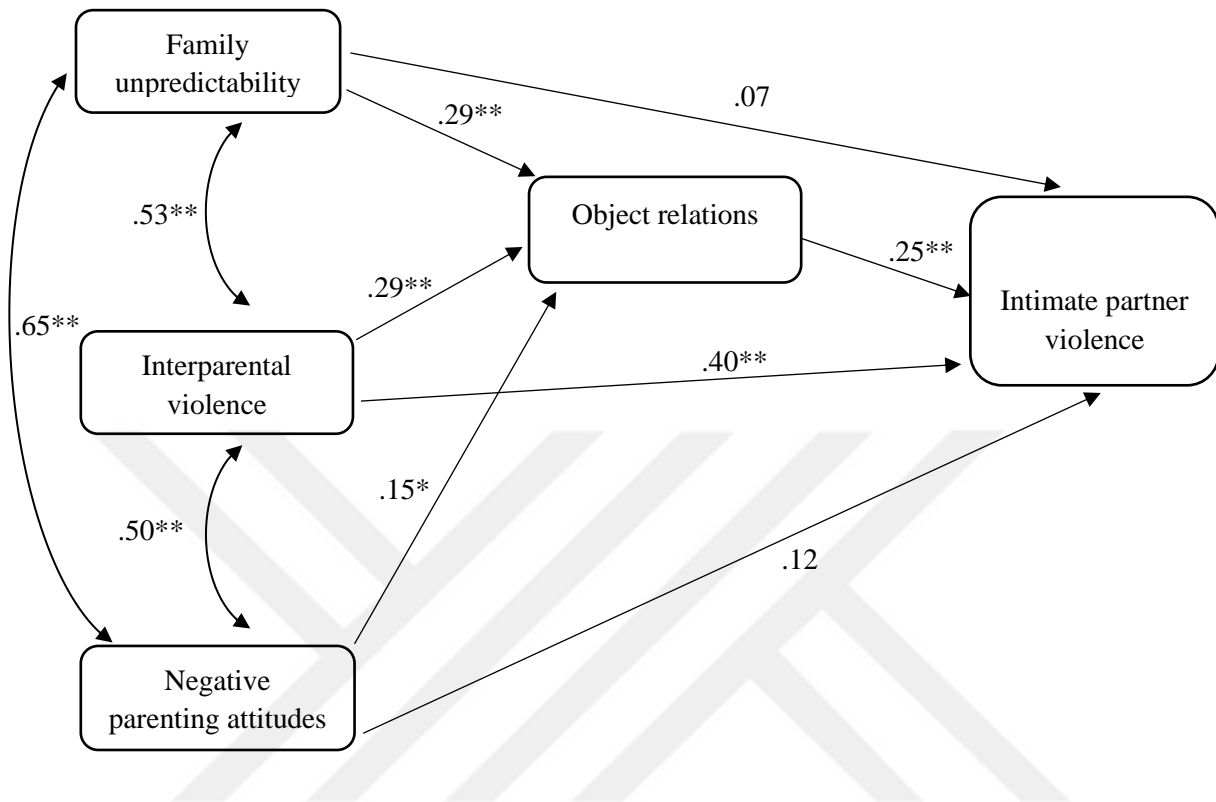
All paths representing direct effects were shown in Figure 5. It should be noted that the covariance values between the predictors were high. Even though the predictor variables were highly correlated, these values cannot be seen as an indicator of multicollinearity because the correlation coefficients between the predictors were not higher than .70. Nevertheless, these high covariance values indicate that there may be a slight suppression effect.

The direct effects of family unpredictability scores ($\beta = .29$, $SE = .06$, BCa 95% [.18, .40], $p = .000$), interparental violence scores ($\beta = .29$, $SE = .06$, BCa 95% [.17, .41], $p = .000$), and negative parenting attitudes scores ($\beta = .15$, $SE = .06$, BCa 95% [.03, .27], $p = .02$) on the object relations scores was significant. Similarly, the direct effect of the object relations scores on the intimate partner violence scores was also significant ($\beta = .29$, $SE = .05$, BCa 95% [.15, .34], $p = .001$).

When the object relations scores were added the equation as a mediator, the significant predictive roles of the family unpredictability and negative parenting attitudes scores that

represented in the total effects became non-significant. As can be seen in Figure 4, the direct effects of family unpredictability scores ($\beta = .07$, $SE = .05$, BCa 95% [-.05, .19], $p = .28$) and negative parenting scores ($\beta = .12$, $SE = .05$, BCa 95% [-.01, .24], $p = .08$) were not significant. On the other hand, when the object relations score was added the equation as a mediator variable, the significant predictive role of interparental conflict scores were still significant ($\beta = .40$, $SE = .05$, BCa 95% [.30, .49], $p = .000$).

After evaluating the direct effect, indirect effects were calculated. As can be seen in Table 6, the indirect effect of the family unpredictability, interparental violence, and negative parenting attitudes scores on the intimate partner violence were significant (See Table 6).

Table 6

Total, direct, and indirect effects of the predictors on the CTS-Current score

Predictors

		β	SE	BCa 95%	p
	Total effect (c_1)	.48	.04	[.39, .56]	.000
Family unpredictability	Direct effect (c'_1)	.07	.05	[-.05, .19]	.28
	Indirect effect ($a_1 \times b$)	.07	.02	[.04, .12]	.000
	Total effect (c_2)	.63	.05	[.58, .77]	.000
Interparental violence	Direct effect (c'_2)	.40	.05	[.30, .49]	.000
	Indirect effect ($a_2 \times b$)	.07	.02	[.03, .13]	.000
	Total effect (c_3)	.49	.05	[.40, .58]	.000
Negative parenting attitudes	Direct effect (c'_3)	.12	.05	[-.01, .24]	.08
	Indirect effect ($a_3 \times b$)	.04	.02	[.008, .07]	.01

β: Standardized Beta Values, SE: Standard Error, BCa: Bias Corrected Accelerated Confidence Intervals of the Bootstrap, p: Type I probability

To calculate model fit indices in AMOS, the model must be defined. That is, enough known parameters are needed to predict the unknown parameters in the model. Otherwise, the AMOS model will not calculate model fit indices. Looking at the model tested in this

study, it is seen that the known parameters are much less than the unknown parameters (Kline, 2015). Therefore, the analysis was carried out by removing the c'_1, c'_2, and c'_3 from the model to calculate the model fit indices. In order to understand whether the theoretical model is supported by the collected data, Chi-Square/degrees of freedom (CMIN/DF), Normed Fit Indices (NFI), Comparative Fit Indices (CFI), Incremental Fit Indices (IFI), Goodness of Fit Indices (GFI), Adjustment Goodness of Fit Indices (AGFI), Standardized Root Mean Square Residual (SRMR) and Root Mean Square Error of Approximation (RMSEA) fit indices were used.

According to Byrne (2001) and Kline (2015), the cut-off values of these fit indices are: $CMIN/DF < 5$, $NFI > 0.90$, $CFI > 0.90$, $IFI > 0.90$, $GFI > 0.90$, $AGFI > 0.90$, and $RMSEA < 0.08$. In addition, it was stated that the SRMR value shows excellent fit as it approached 0, and poor fit as it approached 1. The cut-off point was 0.08.

In the light of these indicators, the model in this study was tested and the fit values were found as follows:

$CMIN/DF = 1.44$ ($p = .22$), $NFI = 0.99$, $CFI = 0.99$, $IFI = 0.99$, $GFI = 0.98$, $AGFI = 0.98$, $SRMR = .006$, $RMSEA = 0.03$

Based on these results, it can be said that the data collected with the model proposed in the current study fit perfectly.

CHAPTER 4

DISCUSSION

The current study aimed to investigate the developmental background of psychological and physical IPV among emerging adults. Accordingly, a comprehensive model describing the family-of-origin risk factors regarding childhood family environment and the mediating role of object relations was proposed to explain the current IPV. The model examining whether family unpredictability, negative parenting attitudes, and interparental violence predict current IPV through object relations was tested. The findings of the study indicated that all three variables were significantly associated with current IPV among emerging adults. In other words, when the level of family unpredictability increased, the IPV scores in the present romantic relationships increased. Moreover, as the scores of negative parenting attitudes increased, the current IPV level increased. Also, as the level of interparental violence increased, the IPV scores in the romantic relationship increased. Furthermore, object relations significantly mediated the relationship between family unpredictability and IPV, negative parenting attitudes and IPV, and interparental violence and IPV.

The present study has yielded consistent results with the previous studies on IPV. For example, Morrell, Mendel, and Fischer (2001) examined object relations in a clinical sample of 120 men who were sexually abused in childhood. Results of the study indicated that object relations impairments were severely higher in the sample of sexually abused men compared to norm scores of BORRTI. In addition, in a cross-sectional study conducted by Barbaro and Shackelford (2016) with an adult sample, the findings demonstrated that high unpredictability in early childhood was significantly associated with anxious attachment. Also, there was a significant relationship between anxious attachment and a higher level of psychological, physical, and sexual IPV perpetration. Furthermore, anxious attachment significantly mediated the relationship between unpredictability in childhood environment and IPV perpetration. In their systematic review of 25 longitudinal studies that prospectively examined early predictors of IPV, Costa and colleagues (2015) found that witnessing interparental violence and having a weak relationship with parents were risk factors of future IPV. Moreover, a meta-analysis

performed by Stith and colleagues (2000), it was aimed to investigate the intergenerational transmission of partner abuse. Accordingly, 39 studies were included, and the relationship between witnessing or experiencing family-of-origin violence in childhood and becoming IPV victim or perpetrator in adulthood was examined. The results revealed small to medium relationships between witnessing or experiencing violence in childhood and engaging IPV in adulthood. Similarly, Kimber and colleagues (2018) systematically reviewed 19 studies examining the relationship between exposing interparental violence in childhood and perpetrating IPV in adulthood. In sixteen studies, they found significant and positive correlations between witnessing IPV in childhood and future IPV perpetration. In a national population-based study conducted by McKinney and colleagues (2009) in which 1615 couples were contacted, the findings indicated that witnessing interparental violence and being physically abused in childhood were associated with increased risk for female and male IPV.

The current study has extended existing IPV literature through three contributions: 1) Childhood family environment has been comprehensively taken into consideration. 2) Object relations have been found as an underlying mechanism of the relationship between adverse family-of-origin experiences and emerging adult IPV. 3) A theoretical model describing the developmental course of IPV has been offered and tested. Although there are studies examining the childhood family background of IPV by assessing witnessing family violence and/or history of abuse (Costa et al., 2015; Kimber et al., 2018; Stith et al., 2000), to the best of our knowledge, there is no study addressing childhood family environment by regarding family unpredictability, parenting attitudes, and interparental violence together. Inclusion of family unpredictability and parenting attitudes in addition to interparental violence enabled us to comprehend early family climate with many components. In other words, the combination of these three variables has provided information on many aspects of the family environment consisting of nurturance, discipline, meals, financial unpredictability, emotional warmth, overprotection, rejection, and interparental violence (Arrindell et al., 1999; Ross & McDuff, 2008). Another unique aspect of the current study is the contribution of object relations as an underlying mechanism explaining how violence is inherited from family. Even though some authors theoretically have explained the possible role of object relations on IPV (e.g., Celani, 1999; Hyde-Nolan & Juliao, 2012; McCluskey, 2010; Zosky, 1999), the present study has

provided empirical evidence for the mediating role of object relations. Furthermore, based on object relations theory, an extensive developmental model describing how IPV is affected by the childhood environment in which unpredictability, negative parenting attitudes, and interparental violence present has been proposed and tested. The present study has contributed to IPV literature by ensuring empirical evidence for IPV among the Turkish emerging adult sample.

The findings obtained from the current study can be explained with object relations theory. According to Kernberg's theoretical approach, a child needs consistent relationships, including nurturance, love, and attention with caregivers. Thus, the child overcomes splitting by gathering good and tolerable bad aspects of caregivers and creates an integrated self and other representations. However, when the child's need for nurturance, love, and attention constantly fails to be met, s/he cannot overcome splitting. Considering the current study, a child growing up in a family environment characterized by being unpredictable, parents with negative attitudes, and interparental violence, has to sustain splitting to cope with these overwhelming experiences. In this way, the child can maintain their bonds with the parents he/she desperately needs for survival. This mechanism continues to operate in romantic relationships as they become emerging adults. Using the splitting defense, they oscillate between love and hate. While feeling intense love for the partner, they might suddenly perceive the same partner as evil objects and become violent toward them. This defense mechanism elucidates one of the dynamics of ongoing relationships even though IPV occurs. Furthermore, because individuals failed to integrate different aspects of themselves, they might project their disintegrated badness to the partner and pursue identification with the projected aspects. In other words, using projective identification, individuals might act in a way that provokes the romantic partner to behave as internalized rejecting, unpredictable, violent objects. Thus, the inner evil becomes external to them. Splitting and projective identification defense mechanisms enlighten the possible dynamics of IPV victimization and perpetration. In reference to Fairbairn's contributions, the moral defense mechanism offers a considerable explanation for the manifestation of internalized object relations in romantic relationships. The moral defense purports to attribute the romantic partner's abusive behaviors to own badness. Thus, they believe that they are deserving of violent behaviors and acquit their partners. As for splitting and projective identification, the moral defense mechanism is also rooted

in earliest relationships with caregivers. Using the moral defense, the child finds a way of preserving their bond to the frustrating object. Another and perhaps the simplest explanation for IPV is that the romantic partner might be unconsciously chosen due to their resemblance to rejecting parents. As Fairbairn stated, a child is strongly attached to ways of relating with their parents and construct their inner world through these relations. Thereby, despite overt negative characteristics, the familiarity and compatibleness of the object with inner world make the partner attractive for the individual. Accordingly, individuals might have difficulty ending or avoiding violent romantic relationships. Although they are consciously seeking healthy relationships, the unconscious working of object representations can lead them to maintain familiar relationship patterns.

4.1. Limitations

In addition to the strengths of the present study, there are also some limitations. Although the proposed model offers an explanation regarding the developmental background of IPV, because it is a cross-sectional study, it does not infer causality. Considering the nature of the variables in the current study such as family unpredictability, parenting attitudes, and interparental conflict, it is not possible to conduct an experimental study that requires manipulation of the independent variables and allows to infer causal relationships. However, following the developmental course of IPV with a longitudinal study instead of taking retrospective measures would provide more reliable results. As the participants retrospectively answered the questionnaires, their responses were open to memory bias which prevents obtaining information about their actual experiences. Moreover, the use of self-report measures may have prompted participants to provide socially desirable answers. In other words, participants may have under-reported challenging childhood experiences and IPV. Another limitation of the current study is that participants were recruited using the convenience sampling method. Therefore, the generalizability of the study is low due to the lack of a representative sample. For example, the proportion of female participants was remarkably higher than the male participants. Moreover, most of the sample consisted of university students. In conclusion, the results of the current study cannot be generalized to the population because of nature of the convenience sampling method. Future studies should test the proposed theoretical model

across different cultures, age groups, and SES to increase the external validity of the findings.

4.2. Clinical Implications

The findings of the current study suggest several implications to consider when working with children and emerging adults in a clinical setting. Although the main focus of the present study is on the inner world and internal processes of individuals, it also highlights the importance of the childhood family environment, which has a crucial role in the formation of the inner world. Therefore, while working in therapy with children, it is necessary to work collaboratively with the family as a system that surrounds the child. Regardless of application reason, the child should be evaluated within the context in which s/he lives, and the treatment plan should involve interventions oriented toward this context. It is well-known that a child needs closeness, emotional warmth, love, nurturance, and a predictable family environment to build their psychological world and establish healthy relationships (Perry & Szalavitz, 2017). In addition, the components that determine the family climate, such as predictability, the relationship between parents and parenting attitudes, are usually in a reciprocal interaction. Thus, interfering with one of these components has potential to bring about positive change in the others. For example, if there is violence between parents, this also could affect their parenting behaviors and arrangements regarding the home environment. Therefore, when such a situation is detected, parents should be given psychoeducation about the possible effects on the child's psychological health. Moreover, if necessary, they should be referred to couple therapy. The relationship between therapist and child also has a crucial role. The relationship in which the therapist relates with the child as a consistent, reliable, caring, warm person could compensate for the child's negative experiences. As a consequence of long-term therapy, the child could create new self and object representations by internalizing this relationship. That is a considerable outcome in terms of the psychological well-being of the child and their future relationships (Seinfeld, 1989; Benedict, 2006).

Concerning therapeutic work with emerging adults experiencing IPV, it is suggested that an in-depth therapy process based on object relations would provide them significant benefits in terms of maintaining healthy relationships. In reference to Kernberg's

Transference-Focused Psychotherapy, individuals repeat internalized object relations patterns in their relationships. Therefore, repetition would also occur in the therapeutic relationship. The therapist's role is to become aware of what is going on between them and actively point out the here-and-now processes. By intervening activation of internalized self- and object representations, the therapist creates awareness about the individual's inner conflicts that reflect on their relationships. Therapeutic interventions also include interpretation of primitive defense mechanisms such as splitting and projective identification by referring to the transference of the individual. Thereby, the individual begins to bring together fragmented aspects of internalized self and other representations (Yeomans, Clarkin & Kernberg, 2015). It is expected that the integration achieved in therapy would expand to the person's life, and this would help them to build healthier and more satisfying relationships.

Although object relations are conceptualized as dynamic processes in which self and object representations dialectically affect each other and are shaped within each experience, the formation of self and object representations and accompanying defense mechanisms are based on the earliest relationships with caregivers. Therefore, there is a need for interventions aimed to inform parents-to-be about a child's need for consistency, love, care, warmth, and a peaceful family environment, and long-term effects of distress in the early period on the child's psychological health and relationships to prevent impairments in the baby's object relations.

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APPENDICES

Appendix A: Announcement Text

Merhaba,

TED Üniversitesi Psikoloji Bölümü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi programında, romantik ilişkilerdeki çatışma, anlaşmazlık ve şiddetin gelişimsel arka planını incelemek amacıyla bir tez çalışması yürütmekteyim.

Aşağıdaki kriterleri karşılıyorsanız linke tıklayarak araştırmamıza katılmanızı rica ediyoruz:
a) 18-25 yaş aralığında olmak.
b) En az 1 yıldır sürmekte olan bir romantik ilişki içinde olmak
c) Evli olmamak
d) İnternet erişimine sahip olmak

Araştırmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırmaya katılmayı kabul ettiğiniz takdirde sizden çevrimiçi (online) ortamda bir dizi anket sorusunu yanıtlamanız istenecektir. Araştırmada yer alan anketleri tamamlamak yaklaşık 30 dakikanızı alacaktır. Vereceğiniz cevaplar romantik ilişkilerdeki çatışma ve şiddetin bilimsel bir bakış açısıyla incelenmesi açısından son derece yararlı olacaktır. Sizden herhangi bir kişisel bilgi istenmeyecek, verdiğiniz bilgiler anonim olarak ve diğer katılımcılardan toplanan verilerle birlikte değerlendirilecektir. Elde edilen veriler araştırmacıların kişisel bilgisayarlarında şifreli bir program vasıtasıyla korunacaktır.

Araştırmaya ilişkin ayrıntılı bilgiye ve ankete aşağıda verilen bağlantı adresine tıklayarak ulaşabilirsiniz. [Anketin bağlantı adresi]

Ayrıca soru ve yorumlarınız için bana e-posta aracılığıyla ulaşabilirsiniz.

Zaman ayırdığınız için şimdiden teşekkür ederim.

Ceren Şavk
TED Üniversitesi Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Programı

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi Psikoloji Bölümü öğretim üyesi Doç. Dr. Ilgın Gökler Danışman'ın danışmanlığında, Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi yüksek lisans programı öğrencisi Ceren Şavk tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır. Araştırma kapsamında, romantik ilişkilerdeki fiziksel ve psikolojik şiddet yaşantılarıyla ilişkili olabilecek gelişimsel risk faktörlerinin incelenmesi amaçlamaktadır. Bu amaç doğrultusunda, araştırmamıza katılmak üzere en az 1 yıldır devam eden bir romantik ilişkisi olan 18-25 yaş arası katılımcılara ulaşamaya çalışmaktayız.

Mevcut araştırma, TED Üniversitesi İnsan Araştırmaları Etik Kurulu tarafından onaylanmıştır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırma katılıp katılmamak, anketleri doldurmaya başladıktan sonra vazgeçmek veya araştırmaya katıldıktan sonra verilerinizin kullanılmamasını talep etmek tamamen size bağlıdır. Bu araştırmaya katılmayı onayladığınız taktirde araştırmanın katılımcısı olacaksınız. Bu kapsamda sizden bir takım çevrimiçi (online) ortamda bir dizi anket sorusu yanıtlamanız istenecektir. Soruların nasıl yanıtlanacağı konusunda bilgi ilgili bölümlerde verilmiştir. Lütfen bu açıklamaları dikkatlice okuyarak soruları yanıtlayınız.

Bu çalışmada romantik ilişkinizdeki fiziksel ve psikolojik şiddet olarak değerlendirilebilecek yaşantılarınızın sıklığı hakkında sorular sorulacaktır. Ayrıca, çocukluk dönemizde ebeveynleriniz arasındaki ilişki ve aile ortamınıza yönelik sorular yer alacaktır. Araştırma kapsamında cevaplayacağınız sorular yaklaşık 40 dakikanızı alacaktır. Anketi uygun olduğunuz bir zamanda ve tek oturumda ara vermeden tamamlamanız, araştırmanın güvenilir ve geçerli olması bakımından önem taşımaktadır.

Bu soruların sizin üzerinizde herhangi bir olumsuz etkisi olması beklenmemektedir. Yine de bazı sorular nedeniyle geçmişten bazı anılar zihninize gelip size sıkıntı verebilir. Bu ve benzeri nedenlerle olası bir sıkıntı yaşamanız durumunda anketi yarıda bırakmakta özgürsünüz. Anketten ayrılmak için internet tarayıcınızı kapatmanız yeterli olacaktır.

Sizden kimliğinizi belirten herhangi bir kişisel bilgi istenmeyecek ve yanıtlarınız gizli tutulacaktır. Verileri araştırmacılar dışında herhangi birinin incelemesi söz konusu olmayacaktır. Bu çalışma kapsamında tüm katılımcılardan elde edilecek olan bilgiler toplu halde değerlendirilecek; sadece araştırmacılar tarafından yapılan bilimsel yayınlarda ve sunumlarda kullanılacaktır. Verdiğiniz cevaplar anonim olarak tez çalışmasının yürütücüsü Ceren Şavk ve tez danışmanı Doç. Dr. Ilgın Gökler Danışman'ın bilgisayarlarında şifreli dosyalar içinde saklanacaktır.

Size yöneltilen soruların doğru ya da yanlış cevabı bulunmamaktadır. Tüm soruları dikkatlice okuyup, sizin yaşantılarınıza en çok uyan seçeneği işaretlemeniz ve tüm

soruları içtenlikle yanıtlamanız araştırmamızın amacına ulaşabilmesi için oldukça önemlidir.

Bu araştırmaya katılımınız, çocukluk dönemindeki aile ortamının bireyin romantik ilişkisinde deneyimlediği çatışmayı nasıl etkileyebildiği konusundaki bilimsel bilgi birikimine katkı sağlayacaktır. Çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Araştırma hakkındaki sorularınız varsa veya daha detaylı bilgi almak isterseniz aşağıdaki iletişim bilgileri aracılığıyla bize ulaşabilirsiniz.

Ceren Şavk

Onam formunu okudum. Bu araştırmaya katılmayı kabul ediyorum.

☐ Evet   ☐ Hayır

Appendix C: Demographic Information Form

1) **Yaşınız:**

2) **Cinsiyetiniz:**

3) **Eğitim durumunuz (Son aldığınız diplomaya göre):**

☐ Yalnızca okur-yazar   ☐ İlkokul   ☐ Ortaokul   ☐ Lise
☐ Üniversite   ☐ Yüksek lisans   ☐ Doktora

4) **Halihazırda öğrenciliğiniz devam ediyor mu?**
☐ Evet   ☐ Hayır

5) **Size göre ailenizin gelir düzeyi:**
☐ Düşük
☐ Orta düzey
☐ Yüksek

6) **Ailenizin bir aylık toplam geliri ne kadardır?**
☐ 1000 TL'den az
☐ 1000-2500 TL
☐ 2501-4000 TL
☐ 4001-5500 TL
☐ 5500 TL üzeri

7) **Romantik ilişkinizin ne kadar süredir devam ettiğini yazınız:** …yıl …ay

8) **Şu anda kimlerle birlikte yaşıyorsunuz?**
a) Ailemle
b) Ev arkadaşlarımla
c) Romantik ilişkideki partnerimle
d) Tek başıma
e) Diğer: ………

9) **Romantik partnerinizle bir haftada ortalama ne kadar süre yüz yüze görüşüyorsunuz?** …. saat

10) **Romantik partnerinizle bir haftada ortalama ne kadar süre diğer kanallardan (örn., telefon, internet vb.) görüşüyorsunuz?** …. saat

11) **Anne babanız:**

☐ Her ikisi de sağ
☐ Babam sağ, annem vefat etti
☐ Annem sağ, babam vefat etti
☐ Her ikisi de vefat etti

12) Anne babanız (anne veya babanız vefat ettiyse 'hiçbiri' seçeneğini işaretleyiniz)
☐ Birlikte yaşıyorlar
☐ Boşandılar
☐ Boşanmadılar ama ayrı yaşıyorlar
☐ Hiçbiri

13) Annenizin herhangi bir tanı almış psikiyatrik rahatsızlığı var mı?
☐ Var
☐ Yok

Varsa ne olduğunu yazınız:
……………………………………………………………………………………
…

14) Babanızın herhangi bir tanı almış psikiyatrik rahatsızlığı var mı?
☐ Var
☐ Yok

Varsa ne olduğunu yazınız:
……………………………………………………………………………………
…

15) Sizin herhangi bir tanı almış psikiyatrik rahatsızlığınız var mı?
☐ Var
☐ Yok

Varsa ne olduğunu yazınız:
……………………………………………………………………………………
…

16) Bir psikiyatrik rahatsızlık için herhangi bir destek alıyor musunuz?
☐ Evet
☐ Hayır

Evet ise lütfen ne tür bir destek (psikoterapi, ilaç tedavisi gibi) aldığınızı yazınız:

…………………………………………………………………………………
…

17) **Şu anda herhangi bir kronik fiziksel hastalığınız var mı?**
☐ Evet
☐ Hayır
Evet ise lütfen hastalığın ne olduğunu yazınız:
…………………………………………………………………………………
…

Aşağıda aile içi davranışları ve ailelerin sorunlarla nasıl başa çıktığını tanımlayan bazı ifadeler bulunmaktadır. Bu ifadeleri yanıtlarken **18 yaşına kadar içinde büyüdüğünüz aileyi dikkate alınız.** Lütfen her bir ifadeyi dikkatlice okuyunuz. Eğer bir ifade size ve içinde büyüdüğünüz ailenize uygunsa, sizi ve ailenizi bu süre boyunca ne kadar tanımladığını göstermek için uygun seçeneği işaretleyiniz.

Her bir ifade sizi ve içinde büyüdüğünüz ailenizi ne kadar tanımlıyor?

		Hiç tanımlamıyor	Çok az tanımlıyor	Kısmen tanımlıyor	Çok tanımlıyor	Çok fazla tanımlıyor
1.	Annem her gün her bir çocuğuyla zaman geçirirdi.					
2.	Babam her gün her bir çocuğuyla zaman geçirirdi.					
3.	Hafta içlerinde her akşam (pazartesiden cumaya kadar), yemek hep aynı saatte yenirdi.					
4.	Bir yerlerimi incittiğimde, ilk yardım için annemin yanına giderdim.					
5.	Bir yerlerimi incittiğimde, ilk yardım için babamın yanına giderdim.					
6.	Ebeveynlerim faturalarımızı ne zaman ödeyip ne zaman ödemeyeceklerinden asla emin olamazlardı.					
7.	Ne zaman sofraya oturacağımızı tahmin etmek zordu.					
8.	Her nerede ihtiyacım olsa annemin bana ulaşabileceğine güvenirdim.					
9.	Her nerede ihtiyacım olsa babamın bana ulaşabileceğine güvenirdim.					
10.	Belirli bir durumda annemin nasıl davranacağı o anki ruh haline (kendini nasıl hissettiğine) bağlıydı.					

11.	Belirli bir durumda babamın nasıl davranacağı o anki ruh haline (kendini nasıl hissettiğine bağlıydı.					
12.	Ailemizin yiyecek ve barınma (kira ya da ev kredisi ödemeleri) için her zaman yeterli miktarda parası vardı.					
13.	Duygularım incindiğinde rahatlamak için anneme giderdim.					
14.	Duygularım incindiğinde rahatlamak için babama giderdim.					
15.	Annem bazen ne söylediğini düşünmeden bana bağırırdı.					
16.	Babam bazen ne söylediğini düşünmeden bana bağırırdı.					
17.	Hafta içi (pazartesiden cumaya kadar) akşam yemeğinde masaya aynı kişiler oturur ve yemek yerdi.					
18.	Annem, onun için ne kadar önemli olduğumu düzenli olarak hissettirirdi.					
19.	Babam, onun için ne kadar önemli olduğumu düzenli olarak hissettirirdi.					
20.	Sorun çıkardığımda annemin bana müdahale edip etmeyeceği o anki ruh haline bağlıydı.					
21.	Sorun çıkardığımda babamın bana müdahale edip etmeyeceği o anki ruh haline bağlıydı.					
22.	Bir şey canımı sıktığında anneme anlatırdım.					
23.	Bir şey canımı sıktığında babama anlatırdım.					
24.	Hafta içi, herkes sadece kendi akşam yemeğini hazırlarsa, bu daha kolay olurdu.					
25.	Annemin farklı durumlarda nasıl davranacağı öngörülemezdi.					
26.	Babamın farklı durumlarda nasıl davranacağı öngörülemezdi.					
27.	Evden kahvaltı etmeden çıkardık.					
28.	Bazı aylarda harcayacak çok paramız olurdu, diğer aylarda ise oldukça parasız olurduk.					

Aşağıda çocukluğunuz ile ilgili bazı ifadeler yer almaktadır. Anketi doldurmadan önce aşağıdaki yönergeyi lütfen dikkatle okuyunuz:

- Anketi doldururken, çocukluğunuzda anne ve babanızın size karşı olan davranışlarını nasıl algıladığınızı hatırlamaya çalışmanız gerekmektedir. Anne ve babanızın çocukken size karşı davranışlarını tam olarak hatırlamak bazen zor olsa da her birimizin çocukluğumuzda anne ve babamızın ebeveynlik tarzına ilişkin bazı anılarımız vardır.

- Her bir soru için anne ve babanızın size karşı davranışlarına uygun seçeneği işaretleyin. Her soruyu dikkatlice okuyun ve seçeneklerden hangisinin sizin için uygun cevap olduğuna karar verin. Soruları anne ve babanız için ayrı ayrı cevaplayın.

1. Nedenini söylemeden bana kızardı ya da ters davranırdı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

2. Beni överdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

3. Yaptıklarım konusunda daha az endişeli olmasını isterdim.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

4. Bana hak ettiğimden daha çok fiziksel ceza verirdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

5. Eve geldiğimde, anne/babama ne yaptığımın hesabını vermek zorundaydım.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

6. Ergenliğimin uyarıcı, ilginç ve eğitici olması için çalışırdı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

7. Beni başkalarının önünde eleştirirdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

8. Bana bir şey olur korkusuyla başka çocukların yapmasına izin verilen şeyleri yapmamı yasaklardı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

9. Her şeyde en iyi olmam için beni teşvik ederdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

10. Davranışları ile, örneğin üzgün görünerek, ona kötü davrandığım için kendimi suçlu hissetmeme neden olurdu.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

11. Bana bir şey olacağına ilişkin endişeleri abartılıydı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

12. Benim için bir şeyler kötü gittiğinde, anne/babamın beni rahatlatmaya ve yüreklendirmeye çalıştığını hissederdim.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

13. Bana ailenin 'yüz karası' ya da 'günah keçisi' gibi davranırdı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

14. Sözleri ve hareketleriyle beni sevdiğini gösterirdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

15. Erkek ya da kız kardeşimi(lerimi) beni sevdiğinden daha çok sevdiğini hissederdim.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

16. Kendimden utanmama neden olurdu.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

17. Pek fazla umursamadan, istediğim yere gitmeme izin verirdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

18. Anne/babamın, yaptığım her şeye karıştıklarını hissederdim.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

19. Anne/babamla aramda sıcaklık ve sevecenlik olduğunu hissederdim.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

20. Yapabileceklerim ve yapamayacaklarımla ilgili kesin sınırlar koyar ve bunlara titizlikle uyardı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

21. Küçük kabahatlerim için bile beni cezalandırırdı.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

22. Nasıl giyinmem ve görünmem gerektiği konusunda karar vermek isterdi.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

23. Yaptığım bir şeyde başarılı olduğumda, anne/babamın benimle gurur duyduğunu hissederdim.

	Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, çoğu zaman
Baba	1	2	3	4
Anne	1	2	3	4

Appendix F: The Revised Conflict Tactics Scale (CTS 2)

Bir çiftin, ne kadar iyi geçinseler de karşılarındaki kişiye sinirlendikleri, karşı taraftan farklı şeyler istedikleri ya da sadece yorgun, moralleri bozuk olduğu için tartıştıkları, kavga ettikleri zamanlar olacaktır/olabilir. Çiftler farklılıklarından kaynaklanan bu tip durumları çeşitli şekillerde çözmeye çalışırlar. Aşağıdaki liste, aranızda farklılıklar olduğunda olabilecekler hakkındadır. Lütfen, geçtiğimiz yıl içerisinde sizin ve romantik partnerinizin her bir maddede yer alan davranışı yaklaşık ne sıklıkta yaptığını işaretleyiniz. Eğer bunlardan birini geçtiğimiz yıl içerisinde yaşamadıysanız ama önceki yıllarda yaşadıysanız 7'yi işaretleyiniz. Eğer daha önce bir ilişki yaşamadıysanız bu anketi boş bırakın ve diğer ankete geçin.

	1 kez	2 kez	3-5 kez	6-10 kez	11-20 kez	20' den fazla	Son Bir Yıldan Daha Önce	Hiç
1. Romantik partnerime hakaret ya da küfür ettim.								
2. Romantik partnerim bana hakaret ya da küfür etti.								
3. Romantik partnerime onu yaralayabilecek bir eşya fırlattım.								
4. Romantik partnerim bana, beni yaralayabilecek bir eşya fırlattı.								
5. Romantik partnerimin kolunu burktum ya da saçını çektim.								
6. Romantik partnerim de benim kolumu burktu ya da saçımı çekti.								
7. Romantik partnerimi şişko ya da çirkin (veya benzeri sıfatlar) diye çağırdım.								
8. Romantik partnerim beni şişko ya da çirkin (veya benzeri sıfatlar) diye çağırdı.								
9. Kavgamızın sonucunda vücudumda incinme, çürük ya da ufak kesikler oldu.								
10. Kavgamızın sonucunda romantik partnerimin vücudunda incinme, çürük ya da ufak kesikler oldu.								

11. Romantik partnerimi ittim ya da sarstım.								
12. Romantik partnerim beni itti ya da sarstı.								
13. Romantik partnerime ait herhangi bir eşyaya zarar verdim.								
14. Romantik partnerim bana ait herhangi bir eşyaya zarar verdi.								
15. Romantik partnerime silah ya da bıçak çektim.								
16. Romantik partnerim bana silah ya da bıçak çekti.								
17. Romantik partnerime karşı sesimi yükselttim/bağırdım.								
18. Romantik partnerim bana karşı sesini yükseltti bağırdı.								
19. Romantik partnerimin boğazını sıktım.								
20. Romantik partnerim benim boğazımı sıktı.								
21. Tartışma sırasında odayı, evi ya da bulunduğumuz mekanı terk ettim.								
22. Tartışma sırasında odayı, evi ya da bulunduğumuz mekanı terk etti.								
23. Romantik partnerimi duvara vurdum/çarptım.								
24. Romantik partnerim beni duvara vurdu/çarptı.								
25. Romantik partnerimi kötü bir sevgili olmakla suçladım.								
26. Romantik partnerim beni kötü bir sevgili olmakla suçladı.								
27. Romantik partnerimi dövdüm.								
28. Romantik partnerim beni dövdü.								
29. Romantik partnerimi zorla alıkoydum.								

30. Romantik partnerim beni zorla alıkoydu.								
31. Romantik partnerimi üzmek için bir şey yaptım.								
32. Romantik partnerim beni üzmek için bir şey yaptı.								
33. Romantik partnerime tokat attım.								
34. Romantik partnerim bana tokat attı.								
35. Romantik partnerim kavgamızdan dolayı bedenimde ertesi gün de devam eden fiziksel acı hissettim.								
36. Romantik partnerim kavgamızdan dolayı bedeninde ertesi gün de devam eden fiziksel acı hissetti.								
37. Romantik partnerimi dövmek ya da ona bir eşya fırlatmakla tehdit ettim.								
38. Romantik partnerim beni dövmek ya da bana bir eşya fırlatmakla tehdit etti.								
39. Romantik partnerimi tekmeledim.								
40. Romantik partnerim beni tekmeledi.								

Appendix G: The Revised Conflict Tactics Scale (CTS 2) – Parent Form

Bir çiftin, ne kadar iyi geçinseler de karşılarındaki kişiye sinirlendikleri, karşı taraftan farklı şeyler istedikleri ya da sadece yorgun, moralleri bozuk olduğu için tartıştıkları, kavga ettikleri zamanlar olacaktır/olabilir. Çiftler farklılıklarından kaynaklanan bu tip durumları çeşitli şekillerde çözmeye çalışırlar. Aşağıdaki liste, partnerler arasında farklılıklar olduğunda olabilecekler hakkındadır. Lütfen, **sizin çocuk olduğunuz dönemde**, anne ve babanız arasındaki ilişkiyi hatırlamaya çalışarak, aşağıdaki listede yer alan davranışları ne sıklıkla sergilediklerini belirtiniz.

	Hiçbir zaman	Çok ender olarak	Bazen	Sıklıkla	Her zaman
1. Babam, anneme hakaret ya da küfür ederdi.					
2. Annem, babama hakaret ya da küfür ederdi.					
3. Babam, anneme onu yaralayabilecek bir eşya fırlatırdı.					
4. Annem, babama onu yaralayabilecek bir eşya fırlatırdı.					
5. Babam, annemin kolunu burkardı ya da saçını çekerdi.					
6. Annem, babamın kolumu burkardı ya da saçımı çekerdi.					
7. Babam, annemi şişko ya da çirkin (veya benzeri sıfatlar) diye çağırırdı.					
8. Annem, babamı şişko ya da çirkin (veya benzeri sıfatlar) diye çağırırdı.					
9. Kavgaları sonucunda babamın vücudunda incinme, çürük ya da ufak kesikler olurdu.					
10. Kavgaları sonucunda annemin vücudunda incinme, çürük ya da ufak kesikler olurdu.					
11. Babamın annemi itip sarstığı olurdu.					
12. Annemin babamı itip sarstığı olurdu.					

13. Babam, anneme ait herhangi bir eşyaya zarar verirdi.				
14. Annem, babama ait herhangi bir eşyaya zarar verirdi.				
15. Babam, anneme silah ya da bıçak çekerdi.				
16. Annem, babama silah ya da bıçak çekerdi.				
17. Babam, anneme karşı sesini yükseltirdi/bağırırdı.				
18. Annem, babama karşı sesini yükseltirdi/bağırırdı.				
19. Babam, annemin boğazını sıkardı.				
20. Annem, babamın boğazımı sıkardı.				
21. Babam, annemle tartışmaları sırasında odayı, evi ya da bulundukları mekanı terk ederdi.				
22. Annem, babamla tartışmaları sırasında odayı, evi ya da bulundukları mekanı terk ederdi.				
23. Babam, annemi duvara vururdu/çarpardı.				
24. Annem, babamı duvara vururdu/çarpardı.				
25. Babam, annemi kötü bir eş olmakla suçlardı.				
26. Annem, babamı kötü bir eş olmakla suçlardı.				
27. Babam, annemi döverdi.				
28. Annem, babamı döverdi.				
29. Babam, annemi zorla alıkoyardı.				
30. Annem, babamı zorla alıkoyardı.				
31. Babam, annemi üzmek için bir şey yapardı.				
32. Annem, babamı üzmek için bir şey yapardı.				
33. Babam, anneme tokat atardı.				
34. Annem, babama tokat atardı.				

35. Babam, annemle kavgalarından dolayı bedeninde ertesi gün de devam eden fiziksel acı hissederdi.					
36. Annem, babamla kavgalarından dolayı bedeninde ertesi gün de devam eden fiziksel acı hissederdi.					
37. Babam, annemi dövmek ya da ona bir eşya fırlatmakla tehdit ederdi.					
38. Annem, babamı dövmek ya da ona bir eşya fırlatmakla tehdit ederdi.					
39. Babam, annemi tekmelerdi.					
40. Annem, babamı tekmelerdi.					

Appendix H: Bell Object Relations and Reality Testing Inventory (BORRTI)

Her bir maddeyi dikkatlice okuyun. Eğer madde içinde söz edilen durum sizin için doğruysa **DOĞRU** seçeneğini; eğer sizin için doğru değilse **YANLIŞ** seçeneğini işaretleyin. Her bir madde için sadece bir seçeneği işaretleyin. Hiç atlamadan tüm maddeleri yanıtlayın.

	DOĞRU	YANLIŞ
1. En az bir tane tutarlı ve doyurucu ilişkim var.		
2. Birdenbire içime kapanabilir ve haftalarca kimseyle konuşmayabilirim.		
3. Genellikle bana en yakın olanları eninde sonunda incitirim.		
4. Çevremdekiler bana bir yetişkinden çok, çocukmuşum gibi davranır.		
5. Aile ilişkilerimi bozmadan evdeki anlaşmazlıklarla uğraşabilirim.		
6. İnsanlar üzerinde güç kullanmaktan gizli bir zevk duyarım.		
7. Bazen istediğimi elde etmek için hemen hemen her şeyi yaparım.		
8. Bana yakın olan biri tüm dikkatini bana vermediğinde, çoğu kez kendimi incinmiş ve reddedilmiş hissederim.		
9. Eğer biriyle yakınlaşmaya başlarsam ve bu kişi güvenilmez biri çıkarsa, olaylar bu hale geldiği için kendimden nefret edebilirim.		
10. Birine yakınlaşmak benim için zordur.		
11. Cinsel yaşamım tatmin edicidir.		
12. Çevremdekiler üzerinde hiçbir etkim yoktur.		
13. İnsanlar, onları görmediğimde, benim için yoktur.		
14. Hayatta çok incitildim.		
15. En derin duygularımı paylaşabildiğim ve benimle böyle duygularını paylaşan biri var.		
16. Ne kadar kaçınmaya çalışırsam çalışayım, en önemli ilişkilerimde aynı zorluklar ortaya çıkar.		
17. Biriyle tamamen "bir" olmak için güçlü bir istek duyarım.		
18. İlişkilerde, karşımdaki kişiyle sürekli bir arada olmadığım sürece tatmin olmam.		
19. Karşı cinsten olanlarla ilişkilerim hep aynı şekilde sonuçlanır.		
20. Başkaları sık sık beni aşağılamaya çalışır.		
21. Benim yerime kararlarımı vermeleri için genellikle başkalarına bel bağlarım.		
22. Birine güvendiğimde genellikle pişman olurum.		
23. Bana yakın birine kızdığım zaman, bunu onunla ayrıntılarıyla konuşabilirim.		

24. İstediğimi almanın en iyi yolu başkalarını ustaca idare etmektir.		
25. Etrafımda karşı cinsten birileri varken genellikle kendimi gergin hissederim.		
26. Bir şeylerin dışında bırakılacağımdan sık sık kaygı duyarım.		
27. Herkesi memnun etmem gerektiğini hissederim aksi takdirde beni reddedebilirler.		
28. Kendimi kapatıp birkaç ay kimseyle görüşmem.		
29. Hayatımdaki önemli insanlar tarafından olası reddedilmelere karşı duyarlıyımdır.		
30. Arkadaş edinmek benim için sorun değildir.		
31. Karşı cinsten olanlarla nasıl tanışılacağı ya da konuşulacağını bilmem.		
32. Bana yakın olan birine istediğim bir şeyi yaptıramadığımda, kızgın ya da incinmiş hissederim.		
33. Yalnız bir yaşam sürmek benim kaderimdir.		
34. İnsanlar birbirine karşı asla dürüst değildir.		
35. İlişkilere çok şey katar ve çok şey alırım.		
36. Karşı cinsten olanlarla tanışmak ya da konuşmaktan utanırım.		
37. İyi bir annenin, çocuklarını daima memnun etmesi gerektiğine inanırım.		

Appendix I: Ethical Approval

İnsan Araştırmaları Etik Kurulu   2020/06

Etik Kurul Kararları

TED ÜNİVERSİTESİ

İNSAN ARAŞTIRMALARI
ETİK KURULU

ETİK KURUL KARARLARI

Toplantı Tarihi   28.09.2020
Toplantı Sayısı   2020/07
Toplantı Yeri   Dekanlık Toplantı Odası
Toplantı Saati   10:00
Toplantıya Katılanlar

Raportör

Gündem   : Ted Üniversitesi İnsan Araştırmaları Etik kurulu Toplantıları COVİD-19 salgını nedeni ile online yapılmış olup kararları toplu olarak yazılıp e-imza ile imzaya açılmıştır.

G 66   : TED Üniversitesi, Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Öğretim Üyesi Doç. Dr. Ilgın Gökler Danışman'ın "Varolan ilişkideki yakın partner şiddetinin yordanmasında kök aileye ilişkin risk etkenlerinin rolünün incelenmesi: Nesne ilişkileri kuramına dayalı bir model önerisi ve testi" başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü

Karar 66   : TED Üniversitesi, Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Öğretim Üyesi Doç. Dr. Ilgın Gökler Danışman'ın "Varolan ilişkideki yakın partner şiddetinin yordanmasında kök aileye ilişkin risk etkenlerinin rolünün incelenmesi: Nesne ilişkileri kuramına dayalı bir model önerisi ve testi" başlıklı çalışmasının başvurunuzun araştırma uygun olduğuna
OYBİRLİĞİ İLE KARAR VERİLDİ.