

THE MEDIATOR ROLE OF ANGER EXPRESSION STYLES BETWEEN
EXPERIENCING PARENTAL PSYCHOLOGICAL AGGRESSION AND
PSYCHOLOGICAL DATING AGGRESSION PERPETRATION
AMONG COLLEGE STUDENTS

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Prof. Dr. Meliha Altunışık
Director

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

Prof. Dr. Cennet Engin Demir
Head of Department

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

Assoc. Prof. Dr. Zeynep Hatipoğlu Sümer
Supervisor

Examining Committee Members

Prof. Dr. Yaşar Özbay	(HKU, EDS)	_____
Assoc. Prof. Dr. Zeynep Hatipoğlu Sümer	(METU, EDS)	_____
Prof. Dr. Oya Yerin Güneri	(METU, EDS)	_____

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.

Name, Last name : Leyla Ergüder

Signature :

ABSTRACT

THE MEDIATOR ROLE OF ANGER EXPRESSION STYLES BETWEEN EXPERIENCING PARENTAL PSYCHOLOGICAL AGGRESSION AND PSYCHOLOGICAL DATING AGGRESSION PERPETRATION AMONG COLLEGE STUDENTS

Ergüder, Leyla

M.S., Department of Educational Science

Supervisor: Assoc. Prof. Dr. Zeynep Hatipoğlu Sümer

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The purpose of the study is to investigate the role of anger expression styles as mediators of the association between experiencing parental psychological aggression and psychological dating aggression perpetration among dating college students. The sample of the study comprised of 614 college students from a public university in Hatay. Emotional Abuse and Neglect Subscale of Childhood Trauma Questionnaire (CTS), Anger Expression Style Subscale of State-Trait Anger-Anger Expression Styles Inventory (STAXI), Multidimensional Measure of Emotional Abuse (MMEA) and Personal Information Form were used to collect data. Structural equation modeling (SEM) was utilized to test the hypothesized model.

The results of single-sample SEM demonstrated that the proposed model explained 15% of the variance in perpetration of psychological dating aggression. The findings revealed

indirect effects of experiencing parental emotional aggression in predicting psychological dating aggression perpetration via expressing anger outwards and controlling anger types of anger expression styles. Therefore, the findings of the study demonstrated the importance of both parental and behavioral variables in use of psychological dating aggression. The theoretical and practical implications and recommendations for future research were presented.

Keywords:parental psychological aggression, anger expression styles, psychological dating aggression perpetration, single-sample structural equation modeling.

ÖZ

ÜNİVERSİTE ÖĞRENCİLERİNİN ÇOCUKLUKTA MARUZ KALDIĞI EBEVEYN KAYNAKLI PSİKOLOJİK SALDIRGANLIĞA FLÖRT İLİŞKİLERİNDE PSİKOLOJİK SALDIRGANLIĞA BAŞVURMALARI ARASINDA ÖFKE İFADE TARZLARININ ARACI ROLÜ

Ergüder, Leyla

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Danışmanı: Doç. Dr. Zeynep Hatipoğlu Sümer

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Bu çalışmanın amacı, flört ilişkisi olan üniversite öğrencilerinin öfke ifade tarzlarının, çocuklukta maruz kalınan ebeveyn kaynaklı psikolojik saldırganlığa flört ilişkilerinde psikolojik saldırganlığa başvurma arasındaki ilişkiye aracılık etmedeki rolünü incelemektir. Araştırmanın örneklemini, Hatay’da bir devlet üniversitesine devam eden 614 öğrenci oluşturmuştur. Bu çalışmada veri toplama araçları olarak Çocukluk Çağı Örselenme Yaşantıları Ölçeği-Duygusal İstismar ve Duygusal İhmal alt boyutu, Sürekli Öfke-Öfke İfade Tarzları Ölçeği-Öfke İfade Tarzları alt boyutu, Çok Boyutlu Duygusal İstismar Ölçeği ve Kişisel Bilgi Formu kullanılmıştır. Çalışma kapsamında, yapısal eşitlik modellemesi önerilen modeli test etmek için kullanılmıştır.

Tek gruplu yapısal eşitlik modellemesi sonuçları, önerilen modelin flört ilişkisinde psikolojik saldırganlığa başvurmaya ilişkin varyansın %15’ini açıkladığını göstermiştir.

Bulgular, çocukluk döneminde maruz kalınan ebeveyn kaynaklı psikolojik saldırganlığın öfke ifade biçimlerinden öfkeyi dışa vurma ve öfkeyi kontrol etme aracılığıyla psikolojik flört saldırganlığına başvurma üzerinde dolaylı bir etkiye sahip olduğunu göstermiştir. Böylece çalışmanın bulguları ebeveyne ilişkin ve davranışsal değişkenlerin psikolojik flört saldırganlığına başvurmadaki önemini göstermiştir. Kuramsal ve uygulamaya yönelik çıkarımlar ve gelecekteki araştırmalara yönelik öneriler sunulmuştur.

Anahtar Kelimeler: Ebeveyn kaynaklı psikolojik saldırganlık, öfke ifade tarzları, psikolojik flört saldırganlığına başvurma, tek örneklemlili yapısal eşitlik modellemesi.

To My Parents and Sister

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Aggression among romantic partners is one of the major concerns around the world, and rates of it in Turkey tend to raise as it becomes subject of news each day. According to World Health Organization (WHO), “violence against intimate partners occurs in all countries, all cultures and at every level of society without exception”(2002, p.15). Even violence among married couples is highly emphasized and well-known by people, according to Straus (2004), dating violence is more common than marital violence.

During emerging adulthood, the developmental period between 18 and 25 years of age, behaviors of aggression are common among dating couples (Woodin, Caldeira, & O’Leary, 2013). College is a main arena for dating aggression, defined as physical, psychological, and sexual violence and harassment (Carr & VanDeusen, 2002). According to Cornelius, Shorey and Beebe(2010), it is estimated that psychological aggression occurs in approximately 70–90% of college student dating relationships. Hence, it is clear that the perpetration of psychological dating violence among college students is a prevalent problem.

There has been much interest regarding the development process behind aggression perpetration in romantic relationships. As one of the behavior researchers, Bandura, states “most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.”(1977, p.22). For an individual, the first place to observe and learn aggressive response is where they live. Bandura (1977) states that since learning generally occur when models of behavior are

perceived as having high status, competence, power, and exposure, parents, who commonly are viewed in this way by their children, are one of the main sources of learning. Children who observe parents whileperpetrating aggression, observe an entire script for that behavior that not only the aggressive behavior but also emotional causes for aggression, situations of aggression, and results of aggression. This affects the perceptions of children related to usage of that type of behavior. According to Foshee, Bauman, and Linder (1999), even we generally think of aggression has negative consequences, since aggression is a powerful in terms of coercion, children who observe family violence may see many rewarding results of using violence. Thus, using aggression is reinforced by observing the behavior of others and its positive consequences.

Busby, Holman, and Walker (2008) claimed that if aggression happens in the family, aggressive behaviors might be normalized, so making them highly likely in adulthood. According to Busby et al. (2008), the social learning theory underlines the learning of interpersonal aggression via experience and exposure; especially, the family is perceived as an instruction ground of violence, and in their study, results showed that all types of violence in the family of origin made levels of aggression in the romantic relationship higher. Hence, the idea that aggression is transmitted inter-generationally is supported. According to O’Leary, children exposed to marital violence are prone to repeating violence in their own romantic relationships by the popular theory of a cycle of violence (1988; as cited in Lichter& McCloskey, 2004). Foshee, et al.(1999) statedthat experiencing violence from an adult and witnessing inter-parental violence were significantly and positively related with dating aggression perpetrationfor both genders. They also found that social learning theory variables explained about 21% of female and 15% of male perpetration of dating violence.

Moreover, Taft, Schumm, Marshall, Panuzio, and Holtzworth-Munroe (2008) state “Partner violent men report higher rates of childhood abuse victimization and exposure to inter-parental violence than do non-violent men, and numerous studies have shown that such potential trauma exposure is associated with the perpetration of abusive

relationship behavior in adulthood” (p.637). Marshall and Rose’s (1988) study showed that being a victim of violence as a child is a predictor of experiencing and perpetrating violence as an adult. Aggressive relationship between parent and children plays a crucial role in teaching children to perpetrate aggressive behavior in their relationships (Makin-Byrd & Bierman, 2013).

According to Crawford and Wright (2007), emotional maltreatment is the most experienced form of child abuse since while psychological abuse happens in isolation, most cases of physical and sexual maltreatment includes element of psychological abuse. Furthermore, psychological maltreatment incident that followed by lack of emotional expression may engender communication problems in romantic relationships in which identifying and expressing one’s needs and dealing with conflict is significant to the maintenance of a mutually healthy relationship. Thus, emotional abuse experienced in an interpersonal context may cause of trust and intimacy issues in future relationships. Crawford and Wright (2007) stated that even with controlling other categories of child abuse experiences, child emotional maltreatment predicted adult aggression perpetration and revictimization.

On the other hand, Elkins, Moore, McNulty, Kivisto, and Handsel (2013) stated that models of aggression suppose that anger has an important role in predicting aggressive behavior, whether the relationship causal or not. Buss and Perry claimed that anger is usually emotional precursor of dating aggression (1992; as cited in Wolf & Foshee, 2003, p. 309). If anger cannot be controlled, it causes to negative consequences in an individual’s relationships with people such as intimate partners (Clarey, Hokoda, & Ulloa, 2010). For instance, research on college women has shown that women’s one of the most commonly endorsed motives for perpetrating psychological aggression was anger (Leisring, 2013).

Furthermore, Shorey, Seavey, Quinn, and Cornelius (2014) asserted that not all angry people perpetrate dating violence, but anger management deficiency may become cause of transformation of anger to aggression. Woodin et al. (2013) stated that couples who

have difficulty in conflict management are at huge risk for the perpetration of aggression within relationship with each other. Baker and Stith (2008) found that anger management skills were strongly related to male and female dating aggression perpetration, and the relationship was negative, means that having less anger management skills increases the likelihood of usage aggression against a dating partner. For example, in their study on college men, Lundeberg, Stith, Penn, and Ward (2004) found that physically abusive dating partners have poorer anger management skills than those who are not physically violent dating partners.

Since exposure to aggression in one's family of origin may affect aggression in romantic relationships (O'Keefe, 1998), college students in a dating relationship may respond to anger in a way that they have observed and learned from their parents. Wolf and Foshee (2003) found that experiencing aggression from parents was positively related to children's use of detrimental anger expression styles for both gender, and that such anger expression styles made rate of perpetration of dating aggression among college students higher. Clarey et al.(2010) also found that controlling anger, experiencing inter-parental violence, and dating aggression perpetration all strongly correlated with each other, and anger control mediates the relationship between exposure to family violence and dating aggression perpetration. These results supported the assumptions based on social learning theory that people who experience aggression within family learn anger expression styles which increase the likelihood of dating aggression perpetration (Clarey et al., 2010). Moreover, Eckhardt, Jamison, and Watts (2002) stated that men who perpetrate dating violence scored higher on anger in, and anger out but lower on anger control on Anger Expression Style Inventory than did non-violent men.

1.2. Purpose of the Study

The main purpose of the study is to reveal the mediator role of anger expression styles (anger in, anger out, and anger control) between experiencing psychological aggression from parents (i.e. emotional abuse and neglect) and psychological dating aggression perpetration among dating college students. Guided by the Social Learning Theory principles (Bandura, 1971), this study aims to investigate the structural relationships

among experiencing parental emotional abuse and neglect, anger expression styles, and use of psychological dating aggression, and the extent to which combination of those variables explain for psychological dating aggression perpetration among college students. Moreover, the study examines not only direct paths from perceived parental variable, but also takes anger expression styles as mediator variable in predicting psychological dating aggression perpetration. Figure 1.1 presents the conceptual structure of the proposed model of the present study.

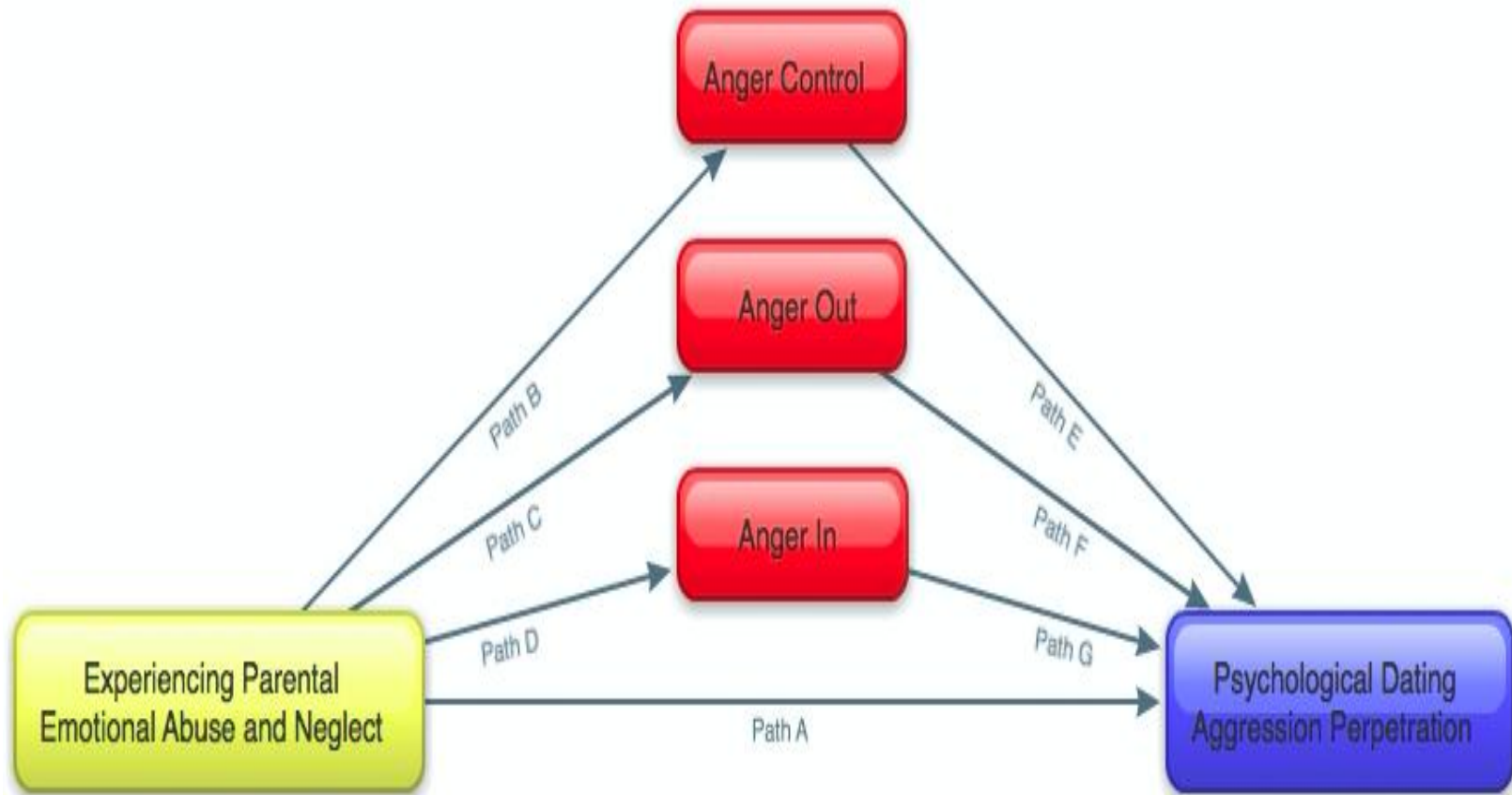


Figure 1. 1 Conceptual Structure of the Proposed Model

Note: Anger Control: Controlling anger, Anger Out: Expressing anger outwards, Anger In: Expressing anger inwards

1.3. Research Question

According to the proposed model, the main research question of the study is: To what extent do psychological dating aggression among college students is predicted by path model included experiencing emotional abuse and neglect (i.e., parental psychological aggression) and anger expression styles (i.e., anger in, anger out, and anger control)?

1.4. Hypotheses

According to the purpose and research question of the current study, the following hypotheses were tested.

Hypothesized Direct and Indirect Effects

Hypothesis 1: (EXPERIENCING AGGRESSION to PSYCHOLOGICAL AGGRESSION PERPETRATION). Experiencing parental psychological aggression is significantly and directly related to psychological aggression perpetration (Path A).

Hypothesis 2: (EXPERIENCING AGGRESSION to ANGER CONTROL). Experiencing parental psychological aggression is significantly and directly related to controlling anger (Path B).

Hypothesis 3: (EXPERIENCING AGGRESSION to ANGER OUT). Experiencing parental psychological aggression is significantly and directly related to expressing anger outwards (Path C).

Hypothesis 4: (EXPERIENCING AGGRESSION to ANGER IN). Experiencing parental psychological aggression is significantly and directly related to expressing anger inwards (Path D).

Hypothesis 5: (ANGER CONTROL to PSYCHOLOGICAL AGGRESSION PERPETRATION). Controlling anger insignificantly and directly related to psychological aggression perpetration (Path E).

Hypothesis 6: (ANGER OUT to PSYCHOLOGICAL AGGRESSION PERPETRATION). An expressing anger outward insignificantly and directly related to psychological aggression perpetration (Path F).

Hypothesis 7: (ANGER IN to PSYCHOLOGICAL AGGRESSION PERPETRATION). Expressing anger inward insignificantly and directly related to psychological aggression perpetration (Path G).

Hypothesis 8: (EXPERIENCING AGGRESSION to ANGER EXPRESSION STYLES to PSYCHOLOGICAL AGGRESSION PERPETRATION). Experiencing parental psychological aggression is related to anger expression styles, which, in turn, insignificantly and indirectly related to psychological aggression perpetration.

1.5 Significance of Study

While selecting variables of the study, exhaustive circumstances of Turkey is considered that there is huge increase in dating violence events in society among young adults that some of them end with death. The magnitude of the issue proposes the significance to identify precursors of adult aggression early in people's lives (Busby et al., 2008). Moreover, research shows that psychological aggression perpetration is precipitator of physical aggression and aggression in other relationships (e.g., Baker & Stith, 2008; Murphy & O'Leary, 1989). In a parallel manner, Murphy and O'Leary (1989) studied the relationship between psychological aggression and physical aggression in early marriage. A sample consisting of 393 engaged couples were selected, and findings showed that one's psychological aggression perpetration predicted physical aggression in their marriage.

On the other hand, Gover, Kaukinen, and Fox (2008) stated that aggression within married and cohabiting couples is different from experienced and perpetrated aggression within dating relationship. Even though lack of formal commitment, drinking problem and sexual jealousy affects dating aggression strongly, married and cohabiting couples struggle with another issues associated with responsibilities on social, economic and family matters. All these differences shape their experience and expression of aggression in their intimate relationships. Hence, dating violence and marital violence needs to be examined separately as in this study. Violence studies generally about women's aggression victimization within Turkish violence literature. Few studies have examined the intergenerational transmission of violence theory in predicting dating violence in Turkey (e.g. Toplu-Demirtas, 2015).

Furthermore, “despite this logical inference, there are few studies examining the role anger control plays in the relationship between exposure to inter-parental violence and perpetration of dating violence” (Clarey et al., 2010, p.620). This study is important in terms of searching both genders' psychological aggression perpetration and its relations with perceived parental emotional/psychological aggression and anger expression style factors. Hence, this study is unique since it is the first attempt to study the mechanism linking anger expression styles as predictor and mediator to the association between experiencing psychological aggression and psychological dating aggression perpetration in Turkey. Besides, the indirect relationship between experienced parental psychological aggression and psychological aggression perpetration has not been examined in earlier studies. It would help to fill the gap in the literature on the matter. It is hoped that this study would contribute to the field and society, and would applied to practice by using results that predicted to support the use of family-based interventions which address experiencing family violence and underlines anger management methods. The findings of the study also can be used in the field of counseling and clinical mental health since the importance of screening dating violence, history of psychological abuse and anger expression and management would be evidenced. For instance, university counselors can help perpetrators to reduce their aggressive behaviors toward their dating partner by teaching them anger management strategies. They could implement psycho-educational

group and individual interventions according to need of the students. Findings may help high school and primary school counselors to conduct early preventive interventions for both adaptive anger expression styles and use of dating aggression and to notice parental emotional abuse and neglect for interference.

1.6 Definition of the Terms

Experiencing Parental Psychological Aggression (Emotional Abuse and Neglect) refers to “repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or of value only in meeting another’s needs” (APSAC, 1995).

Psychological Dating Aggression Perpetration has four factors which are restrictive engulfment, denigration, hostile withdrawal, and dominance/intimidation (Murphy & Hoover, 1999).

Restrictive engulfment involves “tracking, monitoring, and controlling the partner's activities and social contacts, along with efforts to squelch perceived threats to the relationship” (Murphy& Hoover, 1999, p.49).

Hostile withdrawal involves “avoidance of the partner during conflict and withholding of emotional availability or contact with the partner in a cold or punitive fashion”(Murphy& Hoover, 1999, p.49).

Denigration involves “humiliating and degrading attacks on the partner's self-esteem”(Murphy& Hoover, 1999, p.49).

Dominance/Intimidation involves “threats, property violence, and intense verbal aggression” (Murphy & Hoover, 1999, p.49).

Anger Expression Styles refers to “the way one typically responds to anger” (Wolf & Foshee, 2003, p.309)

Anger control refers to regardless of the direction of expression, the control of angry feelings (Wolf & Foshee, 2003, p.310).

Anger-out refers to “anger expressed toward other persons or subjects in the environment” (Forgays, Forgays, & Spielberger, 1997, p. 498).

Anger-in refers to “anger that is experienced but held in” (Forgay et al, 1997, p. 498).

CHAPTER II

REVIEW OF LITERATURE

This chapter included the review of the literature of the current study. The first section explained dating aggression and psychological dating aggression. The second section covered the main theories of psychological dating aggression. The third section reviewed related literature on the model variables. In the fourth section, Turkish literature on dating aggression was discussed. Finally, the last section summarized the literature review chapter.

2.1 Dating, Dating Aggression, and Psychological Dating Aggression

According to Straus (2004) dating is a “dyadic relationship involving meeting for social interaction and joint activities with an explicit or implicit intention to continue the relationship until one or the other party terminates or until some other more committed relationship is established (e.g., cohabiting, engagement, or marriage)” (p.792). Another recent definition explains dating as “a relationship in which two individuals share an emotional, romantic, and/or sexual connection beyond a friendship, but they are not married, engaged, or in a similarly committed relationship (Murray & Kardatzke, 2007, p. 79). Both definitions were adopted in the current study since they both composed depth and valid description together.

Aggression is another crucial concept to define. It is broader term than violence, and aggression refers to “any malevolent act, i.e., an act carried out with the intention of, or which is perceived as having the intention of, hurting another. The injury can be psychological, material deprivation, or physical pain or damage” (Gelles & Straus, 1979, p.554). In the literature, even aggression is a broader term than violence

(Gelles&Straus,1979) terms of dating violence and dating aggression used for same or similar meanings. For instance, dating aggression defined as physical, psychological, and sexual violence and harassment (Carr & VanDeusen, 2002). Also, Shorey et al., (2012) stated that “dating violence includes psychological, physical, and sexual aggression” (p. 290). In addition,Lohman, Neppl, Senia, and Schofield (2013) described overall intimate partner violence as physical, sexual, and psychological abuse by person toward romantic partners of the opposite or same gender. As explicit, dating aggression and dating violence terms are correspond to the same meaning and used interchangeably so that in the current studyempirical studies under these two terms bothwere reviewed. Furthermore, in terms of age of the population studied, dating aggression refers to adolescents (aged between 12 and 18) and single college students (aged 18 and more). In this study, the intension was to investigate dating aggression amongundergraduate and graduate dating college students.

For psychological type of violence or aggression, there are various terms that are used in the literature such as psychological aggression, psychological violence, emotional abuse, verbal abuse, emotional maltreatment, and psychological maltreatment. This variety came from ambiguity of definitions of violence, aggression, and abuse as it was discussed before. In this study, psychological aggression was used to refer to the issue between dating college students. Also, experiencing parental psychological aggression (emotional abuse and neglect) was used to refer the problem between parent and child as strongly suggested by literature for these certain types.

Psychological aggressionis defined as “general concept and range of behaviors engaged in by intimate adult partners which encompass the range of verbal and mental methods designed to emotionally wound, coerce, control, intimidate, psychologically harm, and express anger.” (Follingstad,2007, p.443). According to Lohman et al. “psychological abuse, often defined as psychological aggression, refers to severe sarcasm, acting in an offensive or degrading manner toward another, ultimatums or threats, and restrictions” (2013, p. 501).

Moreover, the most detailed and inclusive definition found in the literature is “psychologically aggressive acts include behaviors such as ridiculing, verbal threats, isolating one’s partner from family and friends, and attempting to control one’s partner, and are intended to degrade one’s partner and attack his or her self-worth by making him or her feel guilty, upset, or inadequate” (Lawrence, Yoon, Langer, & Ro, 2009, p.20). According to Murphy and Hoover (1999), different from physically harmful behaviors, which threat partner’s bodily integrity, psychologically abusive behaviors threat “emotional well-being and sense of self” (p.40), become cause of fear, and harm to self-concept of partner.

There are lots of measures of psychological dating aggression, and evaluating exact amount or frequency of behaviors is difficult since studies differ in their definitions and measurement tools (Follingstad et al., 2005). Assessing psychological aggression is crucial, and existing measures often includes short list of aggressive acts that most of them verbal, so a four-factor model developed which includes Restrictive Engulfment, Denigration, Hostile Withdrawal, and Dominance/Intimidation factors and named as Multidimensional Measure of Emotional Abuse (MMEA; Murphy & Hannover, 1999). Restrictive engulfment refers “tracking, monitoring, and controlling the partner's activities and social contacts, along with efforts to squelch perceived threats to the relationship”, hostile withdrawal includes “avoidance of the partner during conflict and withholding of emotional availability or contact with the partner in a cold or punitive fashion”, denigration involves “humiliating and degrading attacks on the partner's self-esteem”, and dominance/intimidation refers “threats, property violence, and intense verbal aggression” (Murphy & Hoover, 1999, p.49).

2.2 Theories of Psychological Dating Aggression

In this section, the main theories that explain psychological dating aggression was described briefly before presenting related literature. The current study derived experiencing psychological aggression/maltreatment (emotional abuse and neglect), and

anger expression styles (as behavioral factor) from Social Learning Theory. Other theoretical approaches will be explained as well.

2.2.1 Social Learning Theory

According to Bandura (1971), behavior can be learned through experiencing it or observing it when others do. Learning through experience generally shaped by the results of the action that either rewarding or punishing. In their lives, all people constantly deal with conditions in some certain ways, and they experience consequences of those circumstances that they may be reinforced or discarded. On the other hand, learning cannot be limited to aforementioned explanation, it also happens through modeling. Bandura (1971) states that behaviors learned via being influenced by examples, and underlines the importance of retention of it that one has to have memory of behavior so that could learn. In other words, children imitate what they observe from their parents, and they could internalize type of behavior so that they could carry it to their relations with intimate partners.

Mixture of these two ways of learning show itself as explanation of aggression learning. If children have been exposed to aggression within family by witnessing or experiencing it, they both see consequences of certain events and take as a model for themselves. Aggression's result sounds harmful to mature person, however in terms of powerful in coercion that children perceive it as rewarding (Foshee et al., 1999). Social learning theory proposes this process through intergenerational transmission theory.

According to O'Keefe(1998), the intergenerational transmission of violence is aroused from social learning theory, and "children who grow up in families in which they have witnessed inter-parental violence or experienced child abuse are more likely to imitate and/or perhaps tolerate these behaviors than are children from nonviolent homes" (p. 40). Hence, bywitnessing and experiencing aggression within family of origin, if childrenaccept aggression is appropriate reaction to conflict, they are more likely behave violently when they confront with controversy in their future intimate relations.

Accordingly, in their study with 303 arrested men, Eriksson and Mazerolle (2015) examined if intimate partner violence perpetration is effected by observing aggression perpetrated by both parents, same-sex (father to mother) and opposite-sex (mother to father) parents. Findings suggested that observing father to mother violence predicts perpetration of violence toward romantic partner which verifies a cycle of violence. Carr and VanDeusen (2002) explored the relationship between witnessing violence between parents as a child and dating aggression perpetration. Utilizing a sample of 99 men college students, they found that being witnessed to aggression between parents significantly related with the physical dating aggression perpetration in college men.

McGee (1997) stated that experiencing violence in family of origin constitutes a cycle of aggression, and gives an example of male perpetrated violence of family example. In this case, mother is passive, and father is abuser. Following this approach, male children will become abusive in their future relationship, and female children internalize their mother's attitude that will have abusive relationship, too. Furthermore, Wolf and Foshee (2003) concluded from their study that adolescents, who experience violence within family, develop anger expression styles that make them probable future perpetrators of dating violence.

2.2.2 Feminist Theory

Feminist Theory analyzes sociocultural context to understand the base under aggressive intimate relationships since it is crucial to view where they flourish (Bell & Naugle, 2008). According to main supporters of this theory, sexism in patriarchal communities is the core cause of intimate partner violence (Dobash & Dobash, 1979; Yllo, 1988). Female inequality shaped by gender roles, and it is proposed that men have more power than women that they could control them (Dobash & Dobash, 1979).

According to Baker and Stith (2008), feminist theory highlighted the significance of gender in dating aggression perpetration. Feminist theory assumes that factors contributing violence shows alteration in terms of gender since power over partner and

hierarchy shaped differently in romantic relationships for males and females due to the social norms of society. Even women perpetrate aggression, feminist theorists tend to justify it as a consequence of male's behavior. For instance, the result of the study demonstrated that women's perpetration of physical violence was depended on men's actions that if a man perpetrates physical or psychological, a woman could respond with physical aggression. Then, the man would likely to retaliate which would probably result with injury since men physically stronger than women (Baker & Stith, 2008).

2.2.3 Power Theory

Straus (1976) stated that family violence cannot be explained by only cultural constructs, but also structure of the family needs to be taken into account. Acceptance of violence, sexism, conflict within family predicts partner aggression that would probably result in family aggression (Baker & Stith, 2008). Power theory also suggests that differences of power levels between male and female cause conflict within family that positively associated with aggression between partners (Straus, 1977). Hence, power theorists didnot agree with the view of feminist theorists` that takes only males as responsible of intimate partner violence, rather they suggested power imbalance as cause of aggression.

Straus (1979) developed one of the most common and valid measure of intimate partner violence, Conflict Tactics Scale, based on the power (conflict) theory. Power theorists accepted that conflicts within partners and partner-children relations are engendered from attempted maladaptive ways to deal with disagreements.

2.2.4 Attachment Theory

Initially introduced by Bowlby (1969), attachment theory asserts that relationship between an infant and at least one primary caregiver have to be developed for the child's social and emotional development, and specifically for learning to manage their emotions. He also stated that child have to explore to learn about environment and how to communicate with others. However, this discovery requires effort and includes risks, so it is preferred and actually needed to have guardian, a person who offers safe place

and one can trust undoubtedly. Ainsworth, Waters, Blehar and Wall (2015) call it as secure base.

Nevertheless, if primary caregivers, attachment figures treat their children harshly, reject them, abuse or neglect them, and if they tend to control their children extremely, they develop negative schema of others and even for themselves according to Bowlby (1969). According to Crawford and Wright, “representational models are typically constructed in terms of beliefs regarding the degree to which the “self” is thought to be acceptable and worthy of love and the “other” is believed to be responsive and able to be depended upon to provide love and care” (2007, p. 96), and this schemata guide intimate partner relations.

Aforementioned approaches of parents may cause of deficiency of emotion regulation and unhealthy ways of communication with others (Ainsworth et al., 2015). In their study with a sample of 301 college students, Crawford and Wright (2007) found that a mediator role of schemata of mistrust, entitlement, emotional inhibition, and insufficient self-control on the association between child psychological maltreatment and aggression perpetration. Hence, inappropriate and insufficient care of parents would develop problems such as insecure romantic attachment style and relationship difficulties in adulthood which may show itself as intimate partner aggression.

2.3 Proposed Model Variables

2.3.1 Anger and Anger Expression Styles

The mediator variable of this study was derived from Social Learning Theory (Bandura, 1971) which proposes that if children grow in aggressive family environment, they may perpetrate violence or accept violence in their future relationships. They may express their emotions as they learn how to express them by family experiences. Thus, their anger expression styles are shaped by their early experiences which may affect their use

of aggression toward their intimate partners. So, the researcher focused on anger expression styles of college students in the present study.

Anger is a common feeling which is experienced by all people, unfortunately “a negative emotion both in terms of subjective experience and social evaluation” (Averill, 1983, p. 1146). Spielberger has identified anger as “an emotional state that varies in intensity from mild irritation to intense fury and rage” (1985; as cited in Bhavé & Saini, 2009, p. 183). Murphy and Oberlin (2001) defined anger as “a powerful response, triggered by another negative emotion that results in an attack of variable intensity that is not always appropriate” (p. 16). They state that negative emotions trigger anger such as fear, pain, disappointment, frustration, loneliness, rejection and jealousy. Also, Shaver, Schwartz, Kirson, and O'Connor (1987) stated that anger generally involves with other feelings given as irritation, exasperation, disgust, envy, and torment. As can be inferred from definitions, feelings that are directly associated with anger are highly probable in intimate relationships.

Anger expression is a reaction to stimulations of environment, and it also controls emotional displeasure related to problems with other people (Garaigordobil, 2011). The way anger is expressed differs for individuals that anger can be externalized by assaulting and threatening or can be internalized by being agitated (Hussian & Sharma, 2014). According to Spielberger (1988) and Garaigordobil (2011), there are three main styles that people use to cope with anger, which are anger control, internal anger (anger in) and external anger (anger out). Anger control consists of seeking and doing certain things to reduce the level of anger, and solving the problem. Internal anger (anger-in) is a dealing style with anger by suppressing experienced feelings of fury or annoyance rather than expressing them physically or verbally. External anger (anger-out) is an expression style that refers to one's aggressive behaviors (verbal or physical) toward other people or objects from environment when he or she experiences anger.

Another important conceptualization of anger expression styles in the literature is Holt's classification (1970). According to Holt, there are two main types of anger expression;

constructive and destructive. Constructively angry person can establish the positive relationship with other, but in destructive expression of anger, angry person only wants to win, shows his or her anger by physical attack or verbal accusation. Hence, constructive anger expression can be similar to anger control, and destructive anger can be similar to anger out and anger in.

Differences between anger expression styles are significant when examining the association of anger to psychopathology, because anger expression styles are related with both physical and mental health (Stewart, Levin-Silton, Sass, Heller, & Miller, 2008). According to Diong and Bishop (1999), anger expression is positively associated with stress and coping, and negatively and directly related with psychological well-being. Hussian and Sharma (2014) conducted a research on 200 adolescents, and found that bully perpetrators often use anger-out style of anger expression whereas the non-perpetrators experience anger-in. Bully perpetrators' mental health was also significantly better than non-perpetrators, and the study results demonstrated that mental health directly and positively associated with anger-out and negatively associated with anger-in. Thus, expression way of anger gives information about person who experiences them, and it is associated with mental health of individuals.

Another study conducted in Japan with 457 high school students was examined the relationships among anxiety, depression and anger expression styles (Kitamura & Hasui, 2006). Results of the regression analysis showed that anger out and anger control predicted the anxiety score significantly after controlling for demographics and depression score, and anger in was significantly and positively associated with depression while anger out and anger control were negatively related with depression scores after controlling for demographics and anxiety score.

Unsurprisingly, Jorgensen, Johnson, Kolodziej, and Schreer (1996) found that internal anger is positively related with resting blood pressure, cardiovascular disease severity, and cardiovascular mortality. In their study, Curley, Tung and Keuthen (2016) explored whether there is an association between anger expression styles and hair pulling severity

in a sample of 158 adult females with chronic hair pulling. Hair pullers' reports illustrated that they have significantly higher rates of inwardly directed anger. Hair pulling severity strongly affected by internalized anger.

van Elderen, Maes, and Komproe (1997) compared the sample of Dutch residents and 257 coronary heart disease patients to investigate the role of anger expression styles in the progression coronary heart disease and other chronic diseases. Findings showed that the community population of Dutch residents scored significantly higher on anger out than a sample of coronary heart disease patients. It can be inferred that externalized anger associated with a lower risk of facing coronary heart disease. On the other hand, Oberleitner, Mandel, and Easton (2013) attempt to investigate the role of anger expression on alcohol dependence and intimate partner violence perpetration, and concluded that externalizing anger (anger-out) related to higher usage of drug across treatment and higher perpetration of verbal violence. They suggested longer-term or intensive treatments for participants who tend to use anger-out as anger expression. Additionally, Taylor, Larson, and Norman (2013) found that depression and pain have independent and additive association with externalized anger.

Anger expression styles are also correlated with personality traits according to Martin, Wan, David, Wegner, Olson, and Watson (1999). Four-hundred and fifty-seven college students attended to study, and findings demonstrated that anger-out and anger-in were significantly related with Agreeableness and Neuroticism, respectively. Additionally, there was significant and positive relationship between anger-out and both self-reported health behaviors and somatic complaints.

Again, the influence of anger expression styles on personality issue was investigated via Pease and Lewis (2015). They carried out a study consisting of 1631 participants (901 males and 730 females). Big Five personality traits (neuroticism, agreeableness, extraversion, openness to experience, and conscientiousness) were measured with anger expression styles. Results indicated that neuroticism predicts all styles of anger expression, agreeableness was negatively related with Anger-Out, conscientiousness

was significantly and positively associated with Anger Control and Anger Out, and extraversion was significantly and negatively related with Anger In and Anger Out. Hence, findings of the study resemble to findings of Martin et al. (1999) and Pease and Lewis (2015), and both results showed how anger expression style varies across personality traits.

2.3.2 Experiencing Parental Psychological Aggression: Child Maltreatment, Emotional Abuse and Neglect

The exogenous (perceived parental) variable of this study was derived from Social Learning Theory (Bandura, 1971) which proposes that if children grow in aggressive environment, they may become aggressive respondents or acceptors of aggression in their lives. Growing up in violent family may result in lots of destructive ways, but in this study parental aspect which shows itself as witnessing parental aggression and experiencing aggression from parents (child maltreatment) will be the focus. In the present study, the researcher investigated experiencing aggression variable's emotional abuse and neglect category.

Child maltreatment is generally classified as three forms of abuse and two forms of neglect: psychological, physical, sexual abuse; and psychological and physical neglect. The main difference between abuse and neglect is that abuse is an act of commission whereas neglect is an omission (Starr, Dubowitz, & Bush, 1991). However, emotional abuse and neglect was assessed together in this study since according to Garbarino, Guttman, and Seeley, borders between them is artificial (1986; as cited in Starr et al., 1991, p.26). As explicit, emotional abuse and neglect often defined together in the literature, and it can be concluded that they are interwoven in lots of cases.

Emotional (or psychological) abuse and neglect is a parent and child relationship which consists of harmful interactions that causing damage to child's psychological health and development, includes omission and commission, and requires nonphysical communication (Glaser, 2002). The American Professional Society on the Abuse of Children (APSAC, 1995) defines psychological maltreatment as "a repeated pattern of

caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or of value only in meeting another's needs." and illustrates it in six forms as "spurning, terrorizing, exploiting/corrupting, denying emotional responsiveness, isolating and mental, health, medical and educational neglect" (as cited in Glaser, 2002, p.702).

Most recently, Lassri, Luyten, Cohen, and Shahar (2016) tested the impact of childhood emotional maltreatment on young adults' romantic relationship within an integrative mediational model including self-criticism and attachment. The sample of the study consists of 99 undergraduates (14 males and 85 females). Structural equation modeling indicated that there was a significant relationship between experiencing emotional maltreatment and satisfaction of romantic relationship with attachment avoidance's mediator effect. Moreover, Tillyer (2015) conducted a study to analyze association between childhood maltreatment and violence victimization of adolescents. Researcher used longitudinal data with 3 waves, and used 2.762 cases for this empirical study. Results demonstrated that childhood maltreatment strongly related with adolescents' violence victimization.

Wright, Crawford, and Del Castillo (2009) aimed to explore experiencing parentalemotional abuse and emotional neglect's impact on young adults' maladaptive long-term outcome by determining its effect on symptoms of anxiety, dissociation, and depression. Data were collected from 301 college students (52% female and 48% male). Both emotional abuse and neglect indirectly associated with later symptoms of anxiety and depression, and mediator variables were schemas of shame, vulnerability to harm, and self-sacrifice. Emotional neglect was also related with dissociation, and association was mediated by the schemas of vulnerability to harm and shame. Findings indicated that an early relation with parents' impact is crucial that affects psychological adjustment and later cognitive schemas. In the same manner, Higgins and McCabe (2003) state that psychological maltreatment and neglect contribute to adjustment problems in adulthood.

In another study of adult mental health, Dovran, Winje, Øverland, Arefjord, Hansen and Waage (2015) investigated the relation of childhood maltreatment on general psychological and post-traumatic distress. With a sample of 551 adults, results concluded that high prevalence of experiencing maltreatment as a child, and all categories of childhood maltreatment predicts general psychological distress and post-traumatic significantly and positively.

According to Kim and Cicchetti (2010), development of emotion regulation is mainly influenced by parenting behaviors. In their longitudinal study, one of the aims was investigating relationship between childhood maltreatment and emotional regulation. Their sample consisted of 215 maltreated and 206 non-maltreated children whose aged 6-12. Structural equation modeling's findings showed that experiencing physical and sexual abuse and neglect were associated with emotion dysregulation. It was suggested that caregiving behaviors could be harmful to the children's development of self-system and their ability to control emotional arousals. Additionally, experiencing maltreatment during infancy-toddlerhood affected emotion regulation significantly and negatively that when the researcher compared with non-maltreated children, the difference on regulation skills was high. However, when they compared children, who experience maltreatment later than toddlerhood and non-maltreated child, the difference between their emotional regulations was not that much. Hence, they concluded that trauma or stress caused by experiencing family aggression can be cause of inability to manage emotions such as anger.

Furthermore, Coates and Messman-Moore (2014) conducted a study to determine mediator role of negative internalized beliefs and emotion dysregulation on relationship between depression and childhood psychological maltreatment. Seven-hundred and seventy-one female undergraduates contributed to the study. Structural model indicated that both proposed mediator variables affected relationship significantly with explaining approximately sixty-eight percent of the variance in symptomatology. Again, emotional maltreatment's impact on emotional regulation was underlined.

Paul and Eckenrode (2015) conducted a longitudinal study on 638 youth, and evidenced multi-dimensional structure of childhood psychological maltreatment, and effect of it on development of depressive symptoms of adolescent. Zhang, Finy, Bresin, and Verona (2015) suggested that experiencing family aggression is strongly related with youths' self and other directed harm. In their study, Khan, McCormack, Bolger, McGreenery, Vitaliano, Polcari, and Teicher (2015) found that among categories of childhood maltreatment, nonverbal emotional abuse was the strongest predictor of major depressive disorder symptomology for men and peer emotional abuse for women. Results also yielded that suicidal ideation was associated significantly with nonverbal emotional abuse at age 14 and surprisingly parental verbal abuse at age 5. Hence, literature supports the idea that childhood maltreatment, emotional abuse and neglect cause multiple damages to people in general that most commonly show itself when they grow up.

2.4 Related Research on the Associations between Model Variables

The proposed associations of parental emotional abuse and neglect in childhood, anger expression styles and psychological dating aggression perpetration were provided in the review of the literature. This section summarizes the research studies about variables in the model with regard to purpose of the study because there are few models which test these relationships all together. First of all, the research studies describing the relationships between exogenous variable (experiencing parental psychological aggression) and endogenous variable (psychological aggression perpetration) was illustrated. Secondly, the associations between mediator variables (anger expression styles) and endogenous variable (psychological aggression perpetration) were presented. Thirdly, studies describing relationships between exogenous variable (experiencing parental psychological aggression) and mediator variable (anger expression style) was given. Lastly, the association of exogenous variable (experiencing parental psychological aggression), mediator variables (anger expression styles) and endogenous variable (psychological aggression perpetration) were described. On the other hand, the number of studies decreases when the issue specifically addressed the relation

between experiencing emotional abuse and neglect from parents, anger expression styles and psychological aggression perpetration among dating college student. Hence, flexibility was necessary and appreciated, and the review of literature also covered studies with samples of different age groups (adolescents and married participants) and other types of childhood maltreatment and intimate partner aggression perpetration.

To start with, Marshall and Rose (1988) proposed that experiencing family aggression is associated with perpetrating abuse, and they tested their hypothesis on 336 undergraduate students. Results illustrated that seventy-five percent of the sample expressed intimate partner violence and sixty-four percent were victims of intimate partner abuse. Also, approximately seventy-six percent of sample was abused by their parents. Multiple regression analysis indicated that experiencing childhood maltreatment predicted both perpetrating and victimizing abuse in adulthood.

Kaura and Allen (2004) designed a study with a sample consisting of 352 male and 296 female undergraduate dating college students. They filled a dating violence survey. Results indicated that parental violence estimated as the strongest predictor of dating violence perpetration in their study. Findings also showed that mother's violence was associated with male perpetration of dating violence, whereas father's violence was related to female perpetration of dating violence.

With reference to prior research, Gover et al. (2008) examined the relationship between being exposed to family of origin violence and being dating aggression perpetrator and survivor. Sample of the study consisted of approximately 2,500 college students from two universities. Findings showed that experiencing family aggression as a child predicts involvement in aggressive intimate relationships for both genders, which supports intergenerational transmission of violence theory.

Moreover, Karakurt, Geiley, and Posada (2013) proposed a model consisting of relationships between being exposed to violence during childhood (both witnessing parental aggression and experiencing aggression), egalitarian attitude, attachment

insecurity, and dating aggression. Findings yielded that women who have witnessed to parental aggression were more likely to be victims in their romantic relationships. Researchers claimed that this result might be related to society that discourages females to respond aggressively.

Conducting a study with a sample of 164 men and their partners, Taft et al. (2008) explored associations between family-of-origin maltreatment and intimate partner aggression, and study also included PTSD disorder symptoms and social information processing deficits variables. Bivariate analyses indicated that experiencing childhood rejection positively and significantly correlated with psychological and physical aggression perpetration in adulthood and witnessing interparental violence positively predicted psychological aggression perpetration of adults. Also, structural modeling showed that childhood parental rejection (emotional abuse) was indirectly related with the perpetration of aggression that mediator variables were social information processing deficits and PTSD symptoms.

Correspondingly, Zhang et al. (2015) studied with childhood maltreatment, PTSD, spiritual well-being and intimate partner violence variables. Differently from other studies, they explored the mediator role of intimate partner violence and spiritual well-being on the relationship between childhood maltreatment and PTSD. They conducted this study on a clinical sample which consists of 192 African American women with a history of both suicide attempt and exposure of intimate partner violence within a year. Results indicated that existential well-being predicted as a mediator of the relation between childhood maltreatment and PTSD symptoms.

Edwards, Dixon, Gidycz, and Desai (2014) designed a model to search the moderator effect of hostile-dominant interpersonal problems (HDIP) on relationship between family of origin violence and intimate partner violence perpetration in adolescence and young adulthood with a sample of 228 college men. Path analyses' findings suggested that proposed model fitted to data. Furthermore, sexual and psychological child maltreatment significantly predicted HDIP, and correspondingly, HDIP was significantly associated

with psychological, physical, and sexual intimate partner aggression perpetration. Thus, psychological abuse indirectly and significantly associated with psychological aggression perpetration.

In their study, Kerley, Xu, Sirisunyaluck, and Alley (2010), investigated the transmission of aggression's effect on 816 married women sample in Bangkok, Thailand to analyze the impact of childhood exposure to family violence associated to intimate partner aggression perpetration and victimization during adulthood. They found that experiencing violence in the family of origin is indirectly related to psychological and physical aggression perpetration. Hence, Thai women with history of family violence tend to perpetrate psychological aggression. Both effects of experiencing physical abuse during childhood and witnessing parental violence were statistically significant, but witnessing variable's effect was stronger than experiencing family violence. Moreover, Delson and Margolin (2015) described sixteen studies' transmission rates between experiencing family violence and marital violence. Findings suggested that family violence was reported by nearly sixty percent of the maritally aggressive men, whereas approximately twenty percent of maritally nonaggressive men report family violence.

Murrell, Christoff, and Henning (2007) studied on 1,099 adult males who have different level of family violence exposure to compare and analyze the differences of their violent offenses' generality, frequency, and severity, their nonviolent criminal behavior, and psychopathology. Results indicated that childhood exposure to violence is significantly and positively associated with severity, frequency and generality of violence and psychopathology. Moreover, study supported modeling theory that men who have witnessed family violence perpetrate violence more frequently.

Utilizing the actor-partner interdependence model, Fritz, Slep, and O'Leary (2012) examined the family aggression's effect on intimate partner violence. They studied with 453 heterosexual married or cohabiting partners, and used self-reported measures. The result of the study supported intergenerational transmission of aggression theory that

family violence histories of participants predicted physical aggression perpetration. Specifically, mother to child violence was the strongest predictor variable of the study.

Most recently, Machisa, Christofides, and Jewkes (2016) explored the relationship between child abuse, mental health outcomes and perpetration of intimate partner violence with a sample of 416 African men. The sixty-three percent of men were emotionally abused, fifty-five percent of them were neglected, eighty-eight percent were physically abused, and twenty percent of them were sexually abused at least once when they were a child. Structural equation modeling's findings described that there is a direct link between child abuse and intimate partner violence perpetration. Additionally, child trauma predicted post-traumatic stress disorder symptomatology.

Makin-Byrd and Bierman (2013) designed a longitudinal study in which they explored the association between aggressive family dynamics in childhood and early adolescence and perpetration of dating violence and victimization in late adolescence, in a sample of 401 children (57 % male) who were followed from kindergarten entry to 18 years of age. Findings revealed that aggressive family interactions during childhood and early adolescence affected dating aggression formation. If children develop an aggressive responding style at home, they may generalize it to other interactions. Thus, responding style and managing emotions predict future relationships' quality. Reyome (2010) also stated in the review study that childhood psychological maltreatment is significantly and negatively related with relationship quality, and positively associated with intimacy fear.

In another study, response style of adolescence was also searched to understand the link between dating aggression and child maltreatment. Foshee, Bauman, and Linder (1999) empirically studied association between exposure to family violence and adult dating violence. Data collected from 1,965 eighth and ninth grade students. As expected, experiencing family aggression was positively related to dating violence. Aggressive conflict-response style and acceptance of dating aggression were Social Learning Theory derived mediator variables for both genders. According to findings, person who

exposed to family violence had a more aggressive conflict-response style, and person who had an aggressive response style was more likely to perpetrate dating violence.

Furthermore, consequences of psychological aggression are also evidenced by researchers. In their study, Taft, O'Farrell, Torres, Panuzio, Monson, Murphy, and Murphy (2006) searched for the correlates of psychological aggression perpetration and victimization among 145 heterosexual couples from community sample. They found that for both genders, victimization of psychological aggression was related with psychological distress, anxiety, and physical health symptoms more than the effects of physical aggression perpetration, and depression levels of women was positively correlated with psychological aggression victimization.

Shorey, Febres, Brasfield, and Stuart (2011) concluded from dating women college student sample study that researchers ask participants to give a reason for perpetrating dating violence to their partners when they disagree with each other. Results indicated that anger was the most frequently reported reason of psychological aggression perpetration. Likewise, Leisring (2013) found that anger was one of the most common reasons for perpetration of dating violence among dating college women in her study with 409 college women students.

Shorey, Cornelius and Idema (2011) examined the possible associations between anger, emotional regulation and female-perpetrated psychological aggression. One-hundred and forty-five female undergraduates participated in the study. Results suggested that trait anger was associated with psychological aggression perpetration directly, and it also mediated the relationship between emotion regulation and psychological aggression.

According to Baker and Stith (2008), low anger management skills resulted as predictor of dating violence perpetration for male college students in their study with 132 male participants. Moreover, Turcotte-Seabury (2010) carried out a study with 14,252 college students to demonstrate the associations between perpetration of violence and anger

management ability. She found that people who had difficulty in managing their anger were more likely to perpetrate violence.

Shorey et al. (2014) conducted a study to explore the mediator role of partner-specific anger management in the relation between mindfulness and dating violence perpetration by females. The participants of the study consisted of 481 undergraduate female students. The results yielded that mindfulness and anger management are related with dating aggression perpetration. In addition, structural equation modeling findings suggested that anger management mediated association between some sub-constructs of mindfulness and psychological aggression perpetration.

Eckhardt, Jamison, and Watts (2002) attempted to investigate the link between anger expression styles and dating violence perpetration. One-hundred and fifteen male participants who were in a committed heterosexual dating relationship filled out the scales, and dating violence group included 17 men who had physical aggression history with their partners within a year. Other nonviolent group consisted of 16 men selected from the participant pool which includes men with no physical aggression history. Results showed that dating violence group had significantly lower scores on anger control scale of STAXI (State-Trait Anger Expression Styles Inventory) and higher scores on trait anger, anger in, and anger out scales of STAXI.

Murphy, Taft, and Eckhardt (2007) conducted an experimental study that compare three groups of partner violent men; pathological anger, low anger control and normal anger. They found that pathological anger group (Cluster 1) who had average scores on the STAXI anger out subscale, lower scores on the anger in subscale, and lowest scores on the anger control subscale had higher levels of hostile withdrawal, denigration, dominance-intimidation and overall psychologically aggression than low anger group and normal anger group. However, restrictive engulfment scores were not significantly different between groups. Low anger control group's (Cluster 2) scores were in the normal range of anger in and anger out subscales, but scores were very low on the anger

control subscale. Normal anger (Cluster 3) group's scores were not problematic according to STAXI.

Rapoza, Wilson, Widmann, Riley, Robertson, Maiello, Villot, Manzella, and Ortiz-Garcia (2014) examined the relation of childhood maltreatment, anger, and cultural background on psychological well-being, blood pressure, and physical health. Diverse sample includes 198 adults. Multiple regression analysis showed that anger and childhood maltreatment predicted physical health significantly and negatively.

One recent longitudinal study was conducted by Reyes, Foshee, Fortson, Valle, Breiding, and Merrick (2015) that they used three waves of data obtained from 1965 adolescents to determine the set of hypotheses. First two waves were separated by a 7-month, and interval between waves 2 and 3 was 1-year. One of the hypotheses was about mediator role of anger dysregulation on relation between witnessing and experiencing family aggression and physical dating aggression perpetration. The cross-lagged regression models' findings described the association between childhood violence histories and dating aggression was mediated by anger dysregulation.

According to Wolf and Foshee (2003), one's way of anger expression might affect dating aggression perpetration. In their study with adolescent sample consisted of 1,965 participants from North Carolina, they examined the mediator role of anger expression style between experiencing family violence and dating aggression perpetration. It is one of the closest model to present study. However, they defined anger expression style as constructive, destructive direct and destructive indirect similar to Holt's (1970) categorization. Results indicated that destructive anger aggression style mediates the association between exposing family violence and dating violence perpetration for both genders.

Like Wolf and Foshee (2003), Clarey, Hokoda and Ulloa (2010) investigated the relationships between exposure to family violence, anger expression and perpetration of adolescence dating violence, and additionally acceptance of violence. They conducted

their research in Mexico with 241 high school students, aged 15-18. Multiple regression analysis suggested that anger control explains the association between witnessing parental violence and dating aggression perpetration. Results of this study is also consistent with the findings of Wolf and Foshee's (2003) study.

Gardner, Moore, and Dettore (2014) investigated the relationship between childhood maltreatment, anger experience and expression, and offending intimate or non-intimate violence. Data were gathered from 88 violence (intimate or non-intimate) offenders. Mediation analyses' results illustrated that emotional regulation difficulties is a mediator of the association between childhood maltreatment and anger experience and expression among offenders.

2.5 Studies of Dating Aggression in Turkey

Dating aggression is rarely studied in Turkey. Moreover, there has been no longitudinal study conducted about this issue, yet. In Turkish literature vein, studies on dating aggression consists of studies which search different variables' relation with dating aggression, scale development, and scale adaptation. In this section, the limited literature on dating aggression in Turkey was summarized.

To start with, Aslan, Vefikuluçay, Zeyneloğlu, Erdost, and Temel (2008) revealed the prevalence rates of dating aggression perpetration and victimization in dating college students. The study sample consisted of 97 nursing students who had dating relationships. Findings demonstrated that approximately twenty-nine percent of students had experienced aggression from their partners. Age was positively associated with dating aggression victimization. It was also found that approximately twelve percent of the participants perpetrate dating aggression in their current romantic relationships.

İnan-Aslan (2002) attempted to investigate the relationship between attachment, power satisfaction, and seriousness of the relationship, traditionality, religiousness, and dating violence among college students. Data were collected from 277 undergraduate students

(108 males and 169 females) at four universities in Turkey. Results indicated that motivations of psychological aggression perpetrations were same for both genders. There was positive association between traditional gender role attitudes and sexual aggression perpetration and physical and sexual aggression victimization. Power satisfaction was associated with psychological aggression perpetration and the sexual violence victimization negatively. Findings also demonstrated that prevalence of psychological and physical aggression was lower than the rates in married Turkish samples and American samples.

Sezer (2008) adopted the Acceptance of Couple Violence Scale to measure the participants' attitudes on aggression in intimate relations. By using this scale, Kaya-Sakarya (2013) aimed to compare dating students' acceptance of violence levels with demographic variables on a sample of 1106 adolescents (427 males and 679 females). Results showed that acceptance of violence scores of Engineering/Architecture faculty students compared to Literature faculty students, and male participants compared to females were higher. Additionally, students from higher economic status compared to low, and high educated families compared to low accept dating violence less. Likewise, Kepir-Savoly, Ulaş, and Demirtaş-Zorbaz (2014) used the same aforementioned scale to assess acceptance of violence levels in their study to explore relations among relationship history, gender, acceptance of violence, irrational beliefs and duration of the relationship with a sample of 256 college dating students. Findings indicated that gender predicted the acceptance of couple violence, and length of the relationship and irrational beliefs on relationships were positively related to acceptance of violence.

Moreover, Yumuşak (2013) investigated the association between attitudes toward sexism, narcissistic personality characteristics, attitudes toward dating violence, perpetrating, and victimizing dating violence. Data were collected from 1171 dating college students. Results illustrated that ambivalence sexism and narcissistic personality were strongly and positively related with attitudes toward dating aggression. Attitudes toward dating violence were also significantly predicted by dating aggression perpetration and victimization.

Toplu-Demirtaş, Hatipoğlu-Sümer, and White (2013) conducted a study that explores investment model variables' effect on dating aggression. The sample of the study was composed of 390 dating college women, and approximately seventy-nine percent of them reported at least one incident of aggression in their current intimate relationships. Regression analyses' findings demonstrated that the mediator role of satisfaction on association between victimization of psychological dating violence and commitment. In their descriptive study, Kılınçer and Tuzgöl-Dost (2013) examined to what extent psychological variables and demographic variables predict college students' intimate partner aggression with a sample of 411 (280 women and 131 men) college students. Step-wise regression analyses indicated that self-esteem was significantly associated with intimate aggression victimization according to the first model. Second model proposed and illustrated the relationships among age, gender, length of relationship, avoidance, self-esteem and being abused by romantic partner.

Toplu-Demirtaş (2015) conducted a study to investigate the mediator roles of acceptance of psychological aggression, sexist beliefs, patriarchy and gender socialization on relationship between witnessing inter-parental violence and psychological aggression perpetration. The sample of the study included 1015 college students who had dating relationships. Multi-sample structural equation modeling was used to test the model, and model explained 31% of variance in perpetration of psychological dating aggression. Results revealed that acceptance of psychological aggression mediate the relations between variables, and highlighted the importance of societal, cognitive and parental variables' impact on psychological aggression perpetration. Surprisingly, witnessing father-to-mother psychological aggression was not directly associated with psychological aggression perpetration, while witnessing mother-to-father psychological aggression significantly and positively related with perpetration of psychological dating aggression.

More recently, Yıldırım (2016) explored the effects of self-esteem and gender attitude on attitudes toward dating violence among dating college students. Data were collected

from 749 undergraduates (373 men and 376 women) in a state university in Ankara. The results of the study demonstrated that self-esteem and attitudes toward dating violence significantly and positively correlated with each other. In addition, experiencing and witnessing violence were found to be related with self-esteem and gender attitudes. Likewise, the link between attitudes toward dating violence and dating violence perpetration was found to be significant.

On the other hand, several researchers adapted scales (Sezer, 2008; Karakurt, Erguner-Tekinalp, & Terzi, 2009; Toplu-Demirtaş & Hatipoğlu-Sümer, 2013; Yumuşak & Şahin, 2014) and Kılınçer and Tuzgöl-Dost (2013) developed an inventory which measures psychological aggression. Karakurt et al. (2009) translated the Emotional Abuse Questionnaire (EAQ) from English to Turkish. Validation process conducted with 95 college students. EAQ consists of 66 items with four-point Likert type scale and four sub-constructs of isolation, degradation, sexual abuse and property damage, and asks experiences of psychological aggression to participants. The alpha values of subscales were found as .89, .92, .73, and .86 respectively. Results also showed that EAQ was valid to use in Turkish culture.

Toplu-Demirtaş and Hatipoğlu-Sümer (2013) adapted the Multidimensional Measure of Emotional Abuse (MMEA) scale which has four dimensions of psychological aggression: Restrictive Engulfment, Denigration, Hostile Withdrawal, and Dominance/Intimidation with a sample of 254 volunteered dating college students (see Method chapter for details). Yumuşak and Şahin (2014) adapted the Attitudes towards Dating Violence Scale into Turkish. The 52-item scale is five-point Likert type. The exploratory factor analysis and confirmatory factor analysis were conducted to check validity and reliability of the measure. Results indicated that scale was valid and reliable. Furthermore, Romantic Relationship Assessment Inventory (RRAI) was developed to assess university students' perceived aggression in intimate relationships by Kılınçer and Tuzgöl-Dost (2013). Validity tests conducted on a 426-college student sample. RRAI includes 70 items, one factor and five-point Likert type scale. The Cronbach alpha

reliability coefficient of the scale was computed as .97. It was also found that there as a negative association between relationship satisfaction and psychological aggression.

2.6 Summary of the Review of Literature

In this chapter, the review of literature including definitions of dating aggression and psychological aggression, main theories of dating aggression, proposed model variables (experiencing parental psychological aggression, anger expression styles, and psychological aggression perpetration), related literature on associations between model variables, and dating aggression studies in Turkey were presented. Social Learning Theory which is theoretical base of the current study supported the importance of revealing impacts of perceived parental psychological aggression and anger expression styles variables on dating aggression perpetration. Upon review of the literature, it can be inferred that there was rich international, but limited Turkish literature ondating aggression in college studentsample. Neither abroad nor in Turkey, there was not any study specifically explored the mediator role of anger expression styles on relation between experiencing parental psychological aggression and psychological aggression perpetration. This study was the first attempt in that manner.

CHAPTER III

METHOD

This chapter describes the methodological procedures of the study under seven sections. First section presents the design of the study. Second section of the chapter describes the sample of the study and its demographic features. In the third section, psychometric properties of the data collection measures were given. The fourth section of the chapter provides information about data collection and ethical procedures. The fifth section describes the variables of the current study. In the sixth section, data analysis and Structural Equation Modeling (SEM) were provided. The limitations of the study were discussed in the final section.

3.1 Research Design

In the current study, correlational design is used in order to reveal the relationship between parental psychological aggression, anger expression styles, and psychological dating aggression perpetration. Correlational research is a type of design which examines possible relationships of two or more variables and describes the degree to which two or more variables are related without manipulation (Fraenkel & Wallen, 2005).

Current study seeks for possible relationship between the dependent variable (psychological aggression perpetration), independent variable (experiencing parental psychological aggression), and mediator variables (anger expression styles). Moreover, structural equation modeling (SEM) was employed to predict associations among those variables. SEM is defined as a strong multivariate method for studying relationships between observed and latent variables (Song & Lee, 2012).

3.2 Participants

The data were collected from undergraduate and graduate students enrolled in Mustafa Kemal University, one of the state universities in Hatay, who had a current dating relationship or had a dating relationship within six months at the time of data collection. Convenience sampling method was used. During the data collection process, the researcher reached to 690 dating college students, who were volunteer to participate in the study. However, after data cleaning procedure, 76 of the participant data were excluded. Hence, the final sample was comprised of 614 dating college students.

As presented in Table 3.1, a total of 403 participants were female (65.6%) and 211 were male (34.4%). The age of the participants ranged between 18 and 37 with a mean of 21.92 (median=21; mode=21) and a standard deviation of 2.59. Of 614 dating college students, 567 (92.3%) students were undergraduate and 47 (7.7%) were graduate. The distribution of undergraduate students was 156 (25.4%) preparatory, 20 (3.3%) freshmen, 112 (18.2%) sophomores, 130 (21.2%) juniors, and 147 (23.9%) seniors. All graduate students, (n= 47; 7.7%) were master students.

Table 3. 1

Demographic Characteristics of College Students (N= 614)

Variables	<i>f</i>	%
Gender		
Female	403	65.6
Male	211	34.4
Grade Level		
Undergraduate	567	92.3
Preparatory	156	25.4
Freshman	20	3.3
Sophomores	112	18.2
Junior	130	21.2
Senior	147	23.9
Graduate/Master	47	7.7

Furthermore, information on their relationship was also gathered from the sample to analyze their relationship characteristics (Table 3.2).

As seen in the Table 3.2, a substantial percentage of participants reported to be flirting/dating (82.4%). The rate according to gender was also high that 82.9% of females and 81.5% of males were defined their relationship type as flirting/dating. The rest reported their relationship as engaged (13.5%) and cohabiting (3.6%). The average relationship duration was one and half years ($M = 19.66$ in month; $SD = 20.72$) with a range of 119 months (min = 1 and max =120). The communication frequency of dating college students were as follows:47.1% communicate more than once a day, 32.7% every day,and10.7% several times a week. The rest of the participants (8.9%) reported that they speak with each other once a week or less than once a week.

Table 3. 2

Relationship Characteristics of College Students (N= 614)*

Variables	Gender				Total	
	Female		Male			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Type of the relationship						
Flirting/Dating	334	82.9	172	81.5	506	82.4
Engaged	58	14.4	25	11.8	83	13.5
Cohabiting	8	2.0	14	6.6	22	3.6
Communication frequency						
Less than a month	9	2.2	4	1.9	13	2.1
Once a month	5	1.2	6	2.8	11	1.8
Once every two weeks	9	2.2	6	2.8	15	2.4
Once a week	8	2.9	7	3.3	15	2.4
Several times a week	37	9.2	29	13.7	66	10.7
Everyday	133	33.0	68	32.2	201	32.7
More than once a day	199	49.4	90	42.7	289	47.1
Contact of face to face frequency						
Less than a month	62	15.4	25	10.9	85	13.8
Once a month	57	14.1	17	8.1	74	12.1
Once every two weeks	39	9.7	12	5.7	51	8.3
Once a week	54	13.4	17	8.1	71	11.6
Several times a week	107	26.6	81	38.4	188	30.6
Everyday	59	14.6	40	19.0	99	16.1
More than once a day	21	5.2	17	8.1	38	6.2
Future of the relationship						
We'll get married	213	52.9	96	45.5	309	50.3
We'll stay together	6	1.5	5	2.4	11	1.8
I will break off	31	7.7	10	4.7	41	6.7
My partner will break off	6	1.5	7	3.3	13	2.1
No idea/Don't know	141	35.0	90	42.7	231	37.6

*Note. N varies due to missing data

Nearly one out of three college students reported to contact face to face several times a week (31.0%) and every day (16.1%) with their partner. Nevertheless, 13.8% of dating college students reported they meet less than a month, and 12.1% of them see each other once a month. Besides, only 38 out of 614 students (6.2%) from sample contact face to face more than once a day. Furthermore, the majority of dating college students planned to get married with their partner (50.3%). On the other hand, great percentage (37.6%) didnot have any idea about the future of their relationships.

3.3 Data Collection Instruments

In the current study, data were collected by a set of instruments including Turkish versions of Emotional Abuse and Neglect Subscale of Childhood Trauma Questionnaire (CTQ; Bernstein et al., 1994) (*see Appendix A*), Anger Expression Styles Subscale of State-Trait Anger and Anger Expression Styles Inventory (STAXI; Spielberger, 1988) (*see Appendix B*), Multidimensional Measure of Emotional Abuse (MMEA; Murphy & Hoover, 1999) (*see Appendix C*) and Personal Information Form (*see Appendix D*).

3.3.1 Childhood Trauma Questionnaire (CTQ)- Emotional Abuse and Neglect Scale

Childhood Trauma Questionnaire was developed by Bernstein et al., (1994) to assess childhood maltreatment. CTQ is a self-report and retrospective questionnaire which requires participants to rate the frequency of events related to child abuse and neglect on a five-point Likert-type scale (starting from "never true" to "very often true"). It composed of 70-items that all starts with "When I was growing up", and has five subscales – emotional abuse, emotional neglect, physical abuse, physical neglect, and sexual abuse (Bernstein et al., 1994; Bernstein et al. 1997). Cronbach alpha coefficients of the scale ranged from .79 to .94.

The CTQ was adapted into Turkish by Aslan and Alparslan (1999). Turkish version of the scale consists of 40 items and three subscales; *emotional abuse and neglect, physical*

abuse, and sexual abuse. Each subscale measures each subtype of childhood maltreatment on a five-point Likert-type scale. The sum of scores of the three scales yields the total score. Translation process was done by the researcher, and it was reviewed by three psychiatrists and one psychologist. Then, five judges consist of psychiatrists and psychologists were asked to compare translated version of CTQ with the original CTQ. The beginning phrase translated as "When I was a child and adolescent" rather than "When I was growing up", and lastly the Turkish form of CTQ was back-translated by two bilingual psychiatrists (Aslan & Alparslan, 1999).

Results of the study with Turkish college students showed that Turkish version of CTQ is valid and reliable with Cronbach's alpha .96 and Spearman-Brown split half coefficients .93 (Aslan & Alparslan, 1999). After factor analysis, Turkish version of the scale's structure showed 3 main factors as emotional abuse and neglect, physical abuse and sexual abuse. Cronbach alpha coefficients of these subscales were .95, .94 and .94 respectively.

In the current study, one of the subscales of CTQ, emotional abuse and neglect, was used to assess psychological childhood maltreatment of Turkish college student sample. Emotional abuse and neglect subscale has 19 items, and scores are ranging from 19 to 95. Reverse scoring was done for 15 out of 19 items in the Emotional Abuse and Neglect subscale of Childhood Trauma Questionnaire to assure consistency of the data for analysis. Cronbach's coefficient alpha (α) for Childhood Trauma Questionnaire-Emotional Abuse and Neglect subscale was found to be .91 for current use.

3.3.2 State-Trait Anger and Anger Expression Inventory (STAXI)- Anger Expression Styles Scale

State-Trait Anger and Anger Expression Scale was developed by Spielberger (1988) to measure anger and anger expression. Turkish version of the scale was developed by Özer (1994). It consists of 34 items, and four subscales. In this study, 3 subscales were used to examine anger expression style of participants. Anger expression subscales (AngerEX) which were used in this study are; "Anger Control" (8 items) "Anger-out" (8 items) and

“Anger-in”(8 items). These subscales are generally designed for evaluating the tendencies of Anger In (tendency to withhold anger expression), Anger Out (degree to which anger is behaviorally expressed), and Anger Control (degree to which angry feelings are controlled and reduced).

The scale is a four-point Likert typed self-report scale. Scoring of the scale is as follows: “Almost never”(1), “Sometimes”(2), “Often”(3) and “Almost always”(4). The lowest score that can be obtained from the scale is 34, while the highest score is 136 (Özer, 1994). Spielber et al. (1988) found alfa coefficients for anger-control, anger-in and anger-out are respectively .85, .76 and .74 in a student sample. In Turkish version, alpha coefficients for the anger expression style subscales are between; .80-.90 for anger-control, .69-.91 for anger-out, and .58-.76 for anger-in (Özer, 1994).

Within the scope of this study, reliability of STAXI was examined again. Internal consistency coefficients of the subscales were found .86, .75, and .64 for anger-control, anger-out, and anger-in respectively.

3.3.3 Multidimensional Measure of Emotional Abuse (MMEA)

Multidimensional Measure of Emotional Abuse was developed by Murphy and Hoover(1999) to measure psychological aggression among dating college students. The MMEA is a self-report scale, and consists of 28-items (56 items when twice asked, first for perpetration and then for victimization) in dating relationships. It has four subscales; *Restrictive Engulfment* (1-7 items), *Denigration* (8-14 items), *Hostile Withdrawal* (15-21 items), and *Dominance/Intimidation* (22-28 items). In a sample of dating college students, the reliability coefficients for perpetration and victimization were .85, .84 for Restrictive Engulfment, .91, .88 for Hostile Withdrawal, .92, .89 for Denigration, and .91, .83 for Dominance/Intimidation, respectively. The MMEA is an 8-point frequency scale (never, once, twice, 3-5 times, 6-10 times, 11-20 times and more than 20 times in the past 6 months and not in the past six months, but it has happened before). Score of

measure is estimated by summing up responses of participants which ranged between 0 and 42 for each subscale. Higher scores suggest more psychological aggression.

The MMEA was adapted to Turkish by Toplu-Demirtaş and Hatipoğlu-Sümer (2013). Four experts translated 56-item scale into Turkish, and a bilingual expert back translated it into English. Then, its language, expression and age-appropriateness for college students were evaluated by field experts. The final Turkish version of MMEA was administered to 254 volunteer dating college students, and the construct validity of scale revealed same, four factors, and structure of the scale. The reliability coefficients for perpetration and victimization were computed as .74, .73 for Restrictive Engulfment, .83, .86 for Hostile Withdrawal, .68, .70 for Denigration, and .73, .77 for Dominance/Intimidation, respectively.

In this study, MMEA's perpetration dimension was used to assess perpetration of psychological dating violence. As suggested by Murphy and Hoover (1999), since study researcher interested in psychological aggression perpetration in the past six months, the response category 7-not in the past six months, but it has happened before- was recoded as zero while estimating scores. In the present study, internal consistency of MMEA was computed by Cronbach alpha coefficient ($n = 614$). For the total scale, the Cronbach alpha correlation coefficient was found .91.

3.3.4 Personal Information Form

Personal Information Form was developed by the researcher. Through personal information form, questions on demographics and relational variables were asked to participants. It included questions on demographics such as the participant's sex, age, and grade level. Form asks questions on relationship characteristics; length of the relationship in months, relationship status, frequency of communication with partner, frequency of face to face contact with partner, and idea on future of the relationship with partner.

3.4 Data Collection Procedure

The data were collected by the researcher during the spring semester of 2015-2016 academic year. Firstly, an ethical permission was granted from the Human Subjects Ethics Committee of the Middle East Technical University (*see* Appendix X for the permission). Then, approval from Mustafa Kemal University's Ethics Committee was obtained by the researcher to apply the scales in the university. Following, the researcher contacted to the dean of faculties and instructors from university. A survey package was consisted of demographics and measures in the following order: Personal Information Form, Childhood Trauma Questionnaire-Emotional Abuse and Neglect subscale, Anger Expression Styles Scale, and Multidimensional Measure of Emotional Abuse. With the permission of the course instructors, all measures as a set were employed in the classroom settings by the researcher. In the beginning of administration, the candidates of the survey were explicitly identified (currently dating college students or had dating relationship within six months). Before administration of questionnaires, informed consents were obtained, and purpose and benefit of the study were explained to participant students by the researcher. Participants were specifically instructed to fill out forms individually. Information on student identity such as name, surname and id number was not asked. The completion of the all measures took approximately 20 minutes.

3.5 Description of Variables

In this section, exogenous variables (experiencing parental psychological aggression), mediator variable (anger expression styles), and endogenous variable (psychological aggression perpetration) were described and operationalized.

3.5.1 Exogenous variables (experiencing parental psychological aggression)

Experiencing parental psychological aggression (i.e. emotional abuse and neglect from parent) variable was included into study as exogenous variable (*see* Table 3.3 for

operational definitions of study variables).

Emotional abuse and neglect was measured by Emotional Abuse and Neglect subscale of Childhood Trauma Questionnaire (CTQ) as 19 item 5- point continuous scale ranged from 19 to 95 points.

Table 3. 3

Operational Definitions of the Variables

Variable	Scale	Description	Range
<i>Exogenous Variables</i>			
Perceived Parental			
Experiencing EA and EN	CTQ-EA-EN	19 item; 5 point	Continuous; min-max = 19-95
<i>Mediator Variables</i>			
Anger Expression Styles			
Anger-Control	STAXI-AngerEX	8 item; 4 point	Continuous; min-max = 8-32
Anger-Out	STAXI-AngerEX	8 item; 4 point	Continuous; min-max = 8-32
Anger-In	STAXI-AngerEX	8 item; 4 point	Continuous; min-max = 8-32
<i>Endogenous Variables</i>			
Psychological Aggression			
Restrictive Engulfment	MMEA	7 item; 7 point	Continuous; min-max = 0-42
Denigration	MMEA	7 item; 7 point	Continuous; min-max = 0-42
Hostile Withdrawal	MMEA	7 item; 7 point	Continuous; min-max = 0-42
Dominance/Intimidation	MMEA	7 item; 7 point	Continuous; min-max = 0-42

3.5.2 Mediator variables (anger expression styles)

Anger expression styles variables were identified as mediator variables. As anger expression styles Anger-Control, Anger-Out and Anger-In were used (*see* Table 3.3 for operational definitions of study variables).

Anger-Control was measured by Anger Expression subscale of State-Trait Anger-Expression Scale as 8 item 4- point continuous scale ranged from 8-32 points.

Anger-Out was measured by Anger Expression subscale of State-Trait Anger-Expression Scale as 8 item 4-point continuous scale ranged from 8-32 points.

Anger-In was measured by Anger Expression subscale of State-Trait Anger-Expression Scale as 8 item 4-point continuous scale ranged from 8-32 points.

3.5.3 Endogenous variable (psychological aggression)

Psychological aggression was utilized as an endogenous variable (see Table 3.3 for operational definitions of study variables).

Psychological aggression was measured by Restrictive Engulfment, Denigration, Hostile Withdrawal, and Dominance/Intimidation subscales of Multidimensional Measure of Emotional Abuse (MMEA) as 7 item 7-point continuous scale ranged from 0-42 points for each subscale.

3.6 Data Analyses

The aim of this study was to develop a model of psychological aggression perpetration and test it. Structural Equation Modeling (SEM) was conducted to examine the relationship between experiencing parental psychological aggression, anger expression styles, and psychological dating aggression perpetration among dating college students in Hatay.

According to Bryne (2006), “structural equation modeling conveys two important aspects of the procedure: (a) that the causal processes under study are represented by a series of structural equations, and (b) that these structural relations can be modeled pictorially to enable a clearer conceptualization of the theory under study” (p. 3). Theoretical models can be controlled by SEM that make assumptions about how variables become constructs and how do relate these constructs with each other

(Schumacker& Lomax, 2004). Blunch (2008) states that mapping of these causal connections among the variables is the fundamental aim of the analysis.

Firstly, initial procedures were conducted on the data such as missing data screening and assumptions testing by using SPSS 22. Next, descriptive statistics and reliability tests was performed to describe participants' demographic and relationship characteristics and in order to make sure that the scales used in the study are reliable by using SPSS 22. Finally, as the primary analysis, the measurement and structural models were evaluated bysingle sample Structural Equation Modeling (SEM) through the use of LISREL 9.1 software.

3.7 Limitations of the Study

Findings of the present study should be viewed with caution in light of a few limitations. First of all, sampling method of this study is convenient sampling that participants selected because of their accessibility. All subjects were student of Mustafa Kemal University. Hence, it limits the representativeness of entire population of dating college students in Turkey. Secondly, generalization issue is another limitation that is related with sample of the study. It is hard to generalize results for other universities in other regions of Turkey because of the differences between demographic characteristics and other factors.

The third limitation of the study is recall bias. The study partially based on the information from participants' past, so retrospective reports of the childhood maltreatment variable is subject to memory distortion. Participants might have difficulty to remember what they experienced from parents when they were children and behaviors they engaged in their romantic relationship within a year. Furthermore, social desirability must be taken into account, because college students may have tendency to respond dating violence perpetration questions in a socially desirable manner (Shorey et al., 2011). Thus, there was a risk of participants' giving social desirable responses and manipulating truths.

Finally, the ratio of male and female participants suggests gender bias. There is a big difference between number of female participants (65.5%) and male participants (34.5%) of the study. It may be related with subject of the study that females believed to be more interested in relationship surveys, or may be male students' unwillingness to reveal their relationship situation explicitly. In addition, data mostly collected from faculty of education where more female students enrolled, so it could be another reason of gender bias.

CHAPTER IV

RESULTS

This chapter demonstrates the results of the study. First of all, the preliminary analyses were presented. Secondly, the descriptive statistics in terms of gender and the results of the correlational analyses among study variables were described. Afterwards, the measurement model, proposed structural model, and trimmed model were tested, and presented with their results. Finally, hypotheses testing were provided.

4.1 Preliminary Analyses

Prior to analysis, the assumptions were checked, the descriptive statistics were given and inter-correlations among all variables presented with regard to gender by using SPSS 22.

4.1.1 Assumption checks

As a step toward to SEM analysis, assumptions were checked cautiously, starting with data screening.

4.1.1.1 Data screening

Firstly, data entered by eye-checking, and accuracy was ensured by controlling maximum and minimum values via frequencies. As suggested by Hair, Hult, Ringle and Sarstedt (2014), the remaining missing data were replaced by mean score. Then, reverse coding was done to necessary items of the scales.

4.1.1.2 Sample size

Sample size is a crucial factor of SEM analysis. According to Gorsuch(1983) the ratio of cases to free parameters needs to be at least 5:1. The current study has total of 71 parameters. Hence, the sample size of 614 was sufficient.

4.1.1.3 Missing data

Six hundred and ninety dating college students attended the study. Cases with missing values exceeding 5% were excluded according to Tabachnick and Fidel (2001, p. 59). Thirty-five data excluded from data set respectively, so remaining 655 data set's outliers were checked and eliminated. As a result, 614 data remained for analyses as explained below.

4.1.1.4 Influential outliers

As a next step, univariate and multivariate outliers were examined. Univariate outliers were controlled by standardized z score values by using SPSS 22. According to Tabachnick and Fidell (2001), sample size has a crucial impact on maximum and minimum z scores that it is usual to detect univariate outliers with large sample size. Outliers were found for Restrictive Engulfment, Denigration, and Dominance sub-constructs of psychological aggression, parental emotional abuse and neglect, and Anger-Out and Anger-In sub-constructs of Anger Expression Styles. Table 4.1 describes the number of univariate outliers and the minimum and maximum values of z-scores.

Table 4. 1

Minimum and Maximum Values and Number of Cases for Z-Scores (N=614)

Z-scores	<i>Min</i>	<i>Max</i>	<i># of Cases</i>
Zscore(Emotional Abuse and Neglect)	-1.25	5.05	6
Zscore(Anger-Control)	-2.51	2.14	-
Zscore(Anger-Out)	-2.10	4.00	5

Table 4. 2 (continued)

Minimum and Maximum Values and Number of Cases for Z-Scores (N = 614)

Z-scores	<i>Min</i>	<i>Max</i>	<i># of Cases</i>
Zscore(Anger-In)	-2.47	3.60	2
Zscore(Restrictive Engulfment)	-1.14	3.68	6
Zscore(Denigration)	-.52	6.45	17
Zscore(Hostile Withdrawal)	-1.40	2.97	-
Zscore(Dominance)	-.58	5.12	17

Moreover, multivariate outliers were detected using SPSS 22 by calculating Mahalanobis distance. Nineteen cases were identified as multivariate outliers. Cases with multivariate outliers firstly removed from data set, then univariate outliers which are different from multivariate outlier cases (N = 22) removed from dataset. Therefore, analyses conducted without multivariate and univariate outliers and with the data set including 614 cases.

4.1.1.5 Normality

For checking univariate normality assumption, skewness and kurtosis values for each scale was examined. According to Leech, Barrett and Morgan (2005), if skewness and kurtosis values are not distributed between -1 and +1, the sample is not normally distributed (p.28). As can be seen in Table 4.2, the normality assumption was violated.

Table 4. 3

Indices of Normality for Study Variables (N=614)

Variables	<i>Skewness</i>	<i>Kurtosis</i>
CTQ-EA-EN	.95	.39
AngerEX-Anger-Control	.13	-.57
AngerEX-Anger-Out	.58	.39

Table 4. 4 (continued)

Indices of Normality for Study Variables (N = 614)

Variables	<i>Skewness</i>	<i>Kurtosis</i>
AngerEX-Anger-In	.32	-.22
MMEA-Restrictive Engulfment	1.01	.74
MMEA-Denigration	2.46	6.59
MMEA-Hostile Withdrawal	.58	-.18
MMEA-Dominance	2.34	5.89

According to Tabachnick and Fidell (2001,p.72), “multivariate normality is the assumption that each variable and all linear combinations of the variables are normally distributed.” According to Kline (2005),in studies which use Structural Equation Modeling,one of the conditions of multivariate normalityis univariate normality assumption. Since variables of the study were not normally distributed, the normality assumption was violated. To obviate this problem, LISREL’s “normal scores” option was used to obtain covariance matrix for measurement and model testing, and analyses were conducted based on these covariance matrices by Maximum Likelihood technique (Çelik & Yılmaz, 2013).

4.1.1.6 Linearity and homoscedasticity

By checking scatterplots of all variables, it was concluded that associations are linear and variances distributed homogeneously between variables. As can be seen in Figure 4.1, almost all variables’ scatterplots were oval shaped that showed multivariate normality and linearity. Hence, the assumptions of linearity and homoscedasticity were ensured.

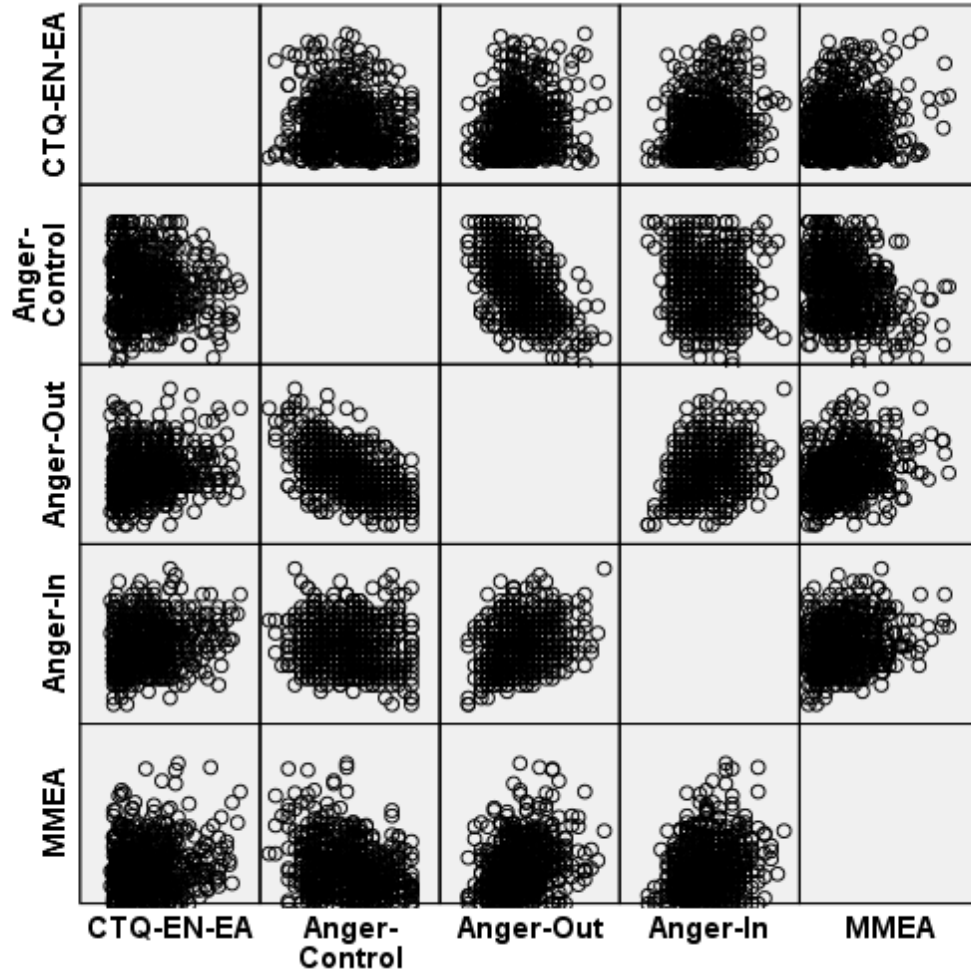


Figure 4.1 Scatterplot matrix of all variables in the study

4.1.1.7 Multicollinearity

For univariate multicollinearity, correlations between variables were observed to view if any exceeded the cutoff value of .90 (Tabachnick & Fidell, 2001, p. 82). The highest value is .51 in the correlation matrix, so strong bivariate correlations were not identified. For univariate multicollinearity, values of tolerance and VIF (Variance Inflation Factor) were explored. According to the thresholds for VIF value, there were no value exceeds 2 that the maximum value is 1.55. Tolerance values ranged between .93 and .65. In conclusion, multicollinearity assumption was not violated.

4.1.2 Descriptive statistics and gender differences

In this part, dating college students' characteristics explored by computing descriptive statistics including means and standard deviations for all study variables. Differences among gender were identified to make decision of using multi-sample analysis. Descriptive statistics were measured by SPSS 22.

4.1.2.1 Descriptive statistics for study variables

Descriptive statistics, the means and standard deviations for each variable were analyzed for total sample and by gender. Within tests, p value used as .005. To detect differences between males and females, independent t tests were conducted. Levene's test was conducted for homogeneity of variances assumption, and variances among groups were assumed equal ($p > .05$). All Levene's tests were non-significant, $p > .05$. Cohen's d s were also evaluated to determine effect size. Cohen's d values interpreted if 0.2 as small, 0.5 as medium, and 0.8 as large (Cohen, 1988). As described in the Table 4.3, there were significant differences in scores of experiencing parental psychological aggression [$t(612) = -5.07, p = .000, \text{Cohen's } d = .43$], and the magnitude of the difference was small to medium. Male ($M_{\text{male}} = 34.40, SD = 10.24$) college students compared to female counterparts ($M_{\text{female}} = 30.03, SD = 10.07$) had higher experiencing parental psychological aggression scores.

Table 4. 5

Means, Standard Deviations, and Gender Differences for Study Variables ($p=.05/10=.005$)

Variables	<i>Possible Range</i>	Total (N=614)		Females (N=403)		Males (N=211)		<i>t</i> *	<i>p</i>	<i>Cohen's d</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Experiencing EA and EN**	19-95	31.53	10.33	30.03	10.07	34.40	10.24	-5.07	.000	-.43
Anger Control	8-32	22.02	4.70	21.80	4.70	22.44	4.67	-1.64	.102	-.14
Anger Out	8-32	15.96	3.60	15.82	3.57	16.24	3.65	-1.35	.177	-.12
Anger In	8-32	17.12	3.61	16.92	3.58	17.51	3.68	-1.92	.055	-.16
Restrictive Engulfment	0-42	8.72	7.30	8.87	7.44	8.42	7.04	.73	.465	.06
Denigration	0-42	2.12	3.70	2.11	3.60	2.15	3.88	-.13	.899	-.01
Hostile Withdrawal	0-42	12.80	9.07	13.79	9.27	10.90	8.37	3.79	.000	.33
Dominance/Intimidation	0-42	2.77	4.33	2.87	4.40	2.57	4.21	.82	.412	.07

Note. * two tailed, $df=612$

**Experiencing EA and EN = Experiencing Emotional Abuse and Emotional Neglect

The results of comparisons in terms of gender revealed no differences in mediator variables; anger control [$t(612) = -1.64, p = .10$], anger out [$t(612) = -1.64, p = .18$] and anger in [$t(612) = -1.92, p = .05$]. The means obtained from dating college students for anger control ($M_{\text{control}} = 22.02, SD = 4.70$) were highest which were followed by the mean scores of anger in ($M_{\text{in}} = 17.12; SD = 3.61$). Anger out had the lowest scores ($M_{\text{out}} = 15.96, SD = 3.60$). This pattern was repeated for both genders.

Among psychological aggression sub-constructs, hostile withdrawal had the maximum mean value ($M_{\text{Hostile}} = 12.80, SD = 9.07$). It was followed by the mean scores of restrictive engulfment ($M_{\text{Restrictive}} = 8.72; SD = 7.30$). Denigration ($M_{\text{Denigration}} = 2.12, SD = 3.70$) and dominance ($M_{\text{Dominance}} = 2.77, SD = 4.33$) had similar lower mean scores in comparison with other sub-constructs. Furthermore, according to independent t tests' results, restrictive engulfment is the only one which was altered in terms of gender; for males ($M_{\text{male}} = 10.90, SD = 8.37$) and females ($M_{\text{female}} = 13.79, SD = 9.27$), [$t(612) = 3.79, p = .00, \text{Cohen's } d = .33$]. According to Cohen (1988), the difference was small to medium.

In conclusion, mediator variables were not result in significant differences, and only one subscale of endogenous variables and an exogenous variable showed significant differences in terms of gender. Difference's strengths were small to medium. Hence, it was inferred that gender might not distort of model testing.

4.1.3 Bivariate correlations among study variables

Inter-correlations were computed for each variable in the sample to understand the possible associations between experiencing parental emotional abuse and neglect (i.e. psychological aggression), anger expression styles and psychological dating aggression perpetration among male and female college students. Pearson product-moment correlation test was conducted. Table 4.4 illustrates correlations among variables. Cohen's guideline (1998) was used to interpret findings; correlations from .10 to .29 labeled as weak, .30 to .49 as moderate and .50 to 1.00 as strong.

Table 4. 6

Intercorrelations among Study Variables for Women*** and Men College Students

Variables	1	2	3	4	5	6	7	8
1. Experiencing EA and EN****	-	-.15**	.19**	.22**	.03	.19**	.11*	.13**
2. Anger Control	-.12	-	-.53**	-.11*	-.18**	-.16**	-.21**	-.32**
3. Anger Out	.16*	-.53**	-	.33**	.14**	.20**	.23**	.31**
4. Anger In	.25**	-.11	.29**	-	.14**	.23**	.23**	.20**
5. Restrictive Engulfment	.18**	-.17*	.15*	.11	-	.41**	.47**	.52**
6. Denigration	.17*	-.22**	.18**	.06	.30**	-	.42**	.50**
7. Hostile Withdrawal	.12	-.13	.27**	.21**	-.48**	.38**	-	.49**
8. Dominance/Intimidation	.22**	-.32**	.37**	.13	-.34**	.54**	.45**	-

Note. * $p < .05$, ** $p < .01$, two tailed. ***Intercorrelations for women participants ($N = 403$) are presented above the diagonal, and intercorrelations for men participants ($N = 211$) are presented below the diagonal. **** Experiencing Emotional Abuse and Emotional Neglect

For men, twenty-one out of twenty-eight bivariate correlations were statistically significant. The relationship between exogenous and mediator variables were positive and weak for anger out and anger in ($r = .16, p < .05, r = .25, p < .01$, respectively), but correlations between experiencing emotional abuse/neglect and anger control were negative and not significant ($r = -.12, p > .05$). Anger out, one of the sub-construct of anger expression styles, were positively and weakly correlated with all sub-constructs of exogenous variable ($r = .15, p < .05, r = .18, p < .01, r = .27, p < .01, r = .37, p < .01$ respectively) which was predicted. On the other hand, Anger in had only significant relationship with Hostile Withdrawal ($r = .21, p < .01$) within endogenous variables. Conversely, Anger control was negatively correlated with all sub-constructs of psychological aggression except Hostile Withdrawal ($r = -.17, p < .05, r = -.22, p < .01, r = -.13, p > .05, r = .32, p < .01$ respectively).

Among psychological aggression variables, the strongest correlation was between Denigration and Dominance/Intimidation ($r = .54, p < .01$), and the weakest was among Restrictive Engulfment and Denigration ($r = .30, p > .05$). All correlations among constructs of endogenous variable were moderate or strong. Lastly, the relationship between exogenous and endogenous variables were positive but weak or insignificant ($r = .18, p < .01, r = .17, p < .05, r = .12, p > .05, r = .22, p < .01$).

For women, twenty-seven out of twenty-eight bivariate correlations were statistically significant. The relationship between exogenous and mediator variables were positive and weak for anger out and anger in ($r = .19, p < .01, r = .22, p < .01$, respectively), and negative and weak for anger control ($r = -.15, p < .01$). Anger control had significant, negative and weak or moderate relationship with psychological aggression perpetration sub-constructs ($r = -.18, p < .01, r = -.16, p < .01, r = -.21, p < .01, r = -.32, p < .01$). As in the men's, anger out had also significant, but positive and weak or moderate correlations among endogenous variables ($r = .14, p < .01, r = .20, p < .01, r = .23, p < .01, r = .31, p < .01$). Anger in was positively and weakly correlated with psychological aggression ($r = .14, p < .01, r = .23, p < .01, r = .23, p < .01, r = .20, p < .01$).

Among endogenous variables, the strongest correlation was between Restrictive Engulfment and Dominance/Intimidation ($r = .52, p < .01$), and similar to men's, the weakest was among Restrictive Engulfment and Denigration ($r = .41, p < .01$). Same as men, all correlations among constructs of psychological aggression perpetration were moderate or strong. The relationship between exogenous and endogenous variables were weak or insignificant and positive ($r = .03, p < .01, r = .19, p < .05, r = .11, p > .05, r = .13, p < .01$).

The correlation matrix showed weak or no correlations among exogenous and endogenous variables which supports the impact of mediators between exogenous and endogenous variables. As a result, the findings of the correlations ensure evidence for the hypothesized model.

4.2 Primary Analyses

As the primary analyses, the measurement model was developed and tested. Secondly, the structural model was established and evaluated. Thirdly, the model was trimmed, and the direct and indirect associations were evaluated. Hypotheses testing were given as the fourth step. Lastly, the results were provided.

4.2.1 Model testing

For model testing, two-stage approach was used that measurement model is tested at first, then if problems detected, they were fixed before testing structural equation model (Kline, 2005). Hence, the measurement model was developed and tested by confirmatory factor analysis. Then, structural equation modeling was specified and estimated by structural equation modeling. To robust aforementioned nonnormality, the maximum likelihood estimation (MLE) was chosen while testing measurement and structural model. Analyses were conducted by LISREL 9.1. Several fit indices were used to assess the measurement and structural model in this study as can be seen in Table 4.

Table 4. 7

Fit Indices and Acceptable Thresholds

Fit Index	Acceptable Thresholds
χ^2	Low χ^2 with insignificant p value ($p > .05$)
χ^2/df ratio	$\chi^2/\text{df} < 5$ (Schumacker & Lomax, 2004)
SRMR	SRMR $< .10$ (Kline, 2005)
RMSEA	RMSEA $< .05$, close approximate fit; $.05 < \text{RMSEA} < .08$, reasonable approximate fit; RMSEA $> .10$, poor fit (Byrne, 2001; Kline, 1998)
CFI	CFI $\geq .93$ (Byrne, 1994)
TLI	TLI $\geq .90$ (Schumacker & Lomax, 1996)

4.2.2.1 Measurement model

The measurement model is used to measure the latent variable representativeness of observed variables. Preliminary single group confirmatory factor analysis was carried out for the full sample data to check whether or not any modification was needed for hypothesized model before conducting SEM. The measurement model was presented in Figure 4.2.

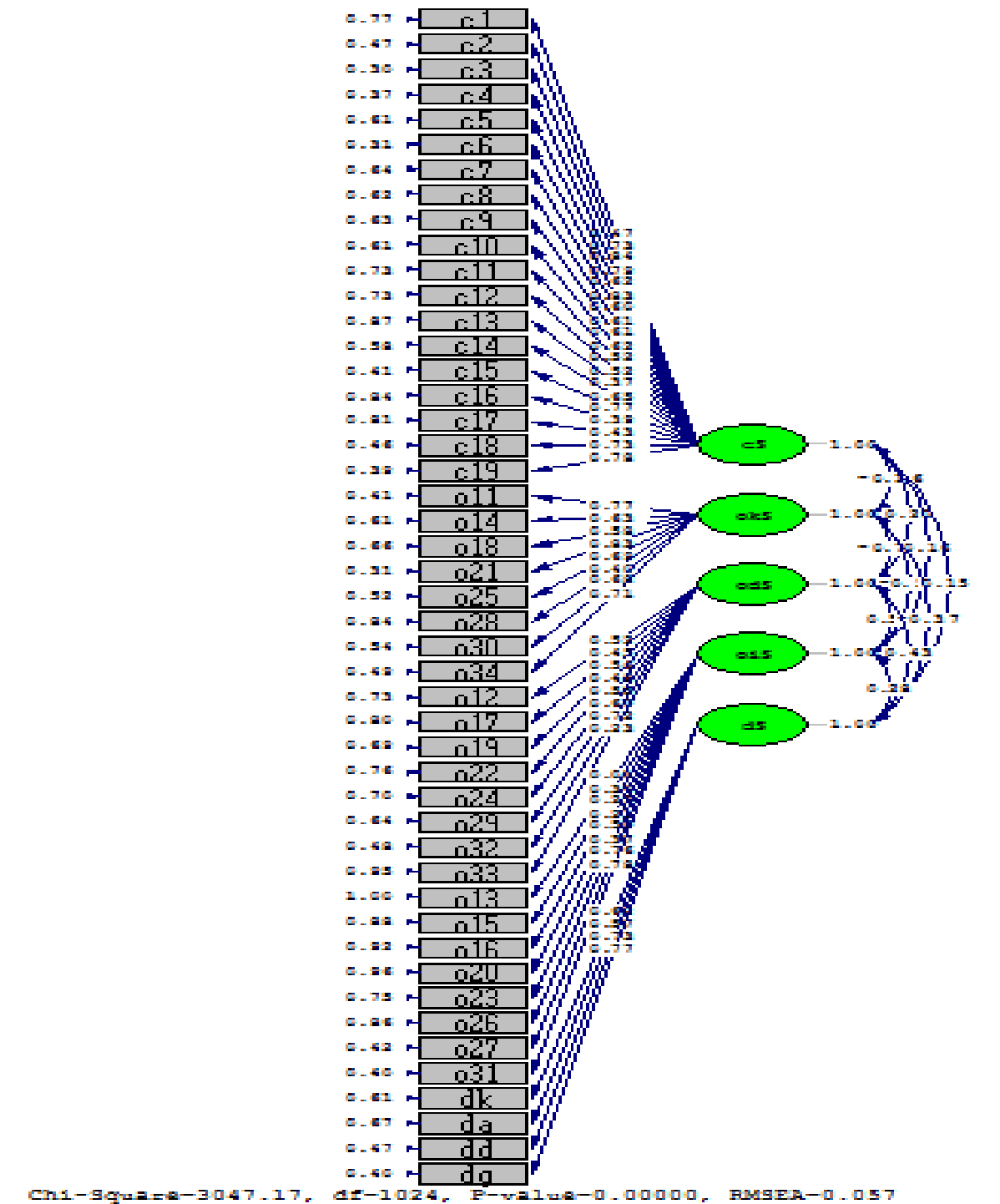


Figure 4. 2Measurement model with standardized regression weights, squared multiple correlations and latent factor correlations

Note: cS: Experiencing Emotional Abuse and Neglect, okS: Anger Control, odS: Anger Out, oiS: Anger In, dS: Psychological Dating Aggression Perpetration

As presented in Table 4.6, the chi square was significant, $\chi^2 (1024, N = 614) = 3047.17$, ($p = .00$). The normed chi square (χ^2/df) was found as 2.97 which was less than 5 that was recommended value (Schumacker & Lomax, 2004). The RMSEA value was .05 which was reasonable approximate fit (Byrne, 2001; Kline, 1998). The standardized RMR (SRMR) was .06, lower than suggested cutoff value of .10 (Kline, 2005). The other fit indices CFI and TLI had same value of .95 which was acceptable (Byrne, 1994; Schumacker & Lomax, 1996, respectively). To sum up, the fit indices explored that measurement model fits.

Table 4. 8

The Result of SingleGroup Confirmatory FactorAnalysis: Measurement Model

	χ^2	df	χ^2/df	CFI	TLI	SRMR	RMSEA
Single Group Full Sample	3047.17	1024	2.97	.95	.95	.06	.05

As a next step, parameter estimates were identified for model validation. Standardized regression weights and squared multiple correlations were investigated to check indicators' loadings on latent variables and differences of groups. The standard regression coefficients interpreted if less than .10 as small, around .30 as medium, and higher than .50 as large effect (Kline, 2005). The great majority of the standardized regression weights was around .50 or above which refers large effect. The range of scores was between .01 and .83, and only one of them, anger-in item, was below .10. Furthermore, the squared multiple correlations were ranged from 8.1% to 70%.

Table 4. 9

The Standardized Regression Weights(SRW) and Squared MultipleCorrelations (SMC)in
Measurement Model

Factors & Items	SRW	SMC
C1→ CS	.47	.23
C2→ CS	.73	.53
C3→ CS	.84	.70
C4→ CS	.79	.63
C5→ CS	.62	.39
C6→ CS	.83	.69
C7→ CS	.60	.36
C8→ CS	.61	.38
C9→ CS	.62	.37
C10→ CS	.62	.39
C11→ CS	.52	.27
C12→ CS	.52	.27
C13→ CS	.37	.13
C14→ CS	.65	.42
C15→ CS	.77	.59
C16→ CS	.39	.16
C17→ CS	.43	.19
C18→ CS	.73	.54
C19→ CS	.78	.61
O11→ OKS	.77	.59
O14→ OKS	.63	.39
O18→ OKS	.58	.34
O21→ OKS	.83	.69
O25→ OKS	.69	.48
O28→ OKS	.40	.16
O30→ OKS	.68	.46
O34→ OKS	.71	.51

Table 4. 7 (Continued)

Factors & Items	SRW	SMC
O12→ ODS	.52	.27
O17→ ODS	.45	.20
O19→ ODS	.56	.31
O22→ ODS	.49	.24
O24→ ODS	.55	.30
O29→ ODS	.60	.36
O32→ ODS	.72	.52
O33→ ODS	.23	.052
O13→ OIS	.01	.00
O15→ OIS	.34	.12
O16→ OIS	.29	.081
O20→ OIS	.21	.042
O23→ OIS	.50	.25
O26→ OIS	.37	.14
O27→ OIS	.76	.58
O31→ OIS	.78	.60
DK→ DS	.62	.39
DA→ DS	.57	.33
DD→ DS	.73	.53
DG→ DS	.77	.60

Note: cS: Experiencing Emotional Abuse and Neglect, okS: Anger Control, odS: Anger Out, oiS: Anger In, dS: Psychological Dating Aggression Perpetration

Overall, it was concluded that indicator variables were explained by their latent variables well, so proposed model was appropriate and ready for structural equation modeling without any fixing on model.

4.2.2.2 Structural model

A single-sample Structural Equation Modeling was conducted to investigate the direct and indirect associations among the experiencing psychological aggression from parents, anger expression styles, and psychological dating aggression perpetration. It was identified that how much variance in the mediator and outcome variables were explored by the model by utilizing the squared multiple correlation coefficients. For determining overall model fit, chi-square, normed chi-square, SRMR, CFI, TLI, and RMSEA were interpreted. To analyze direct, indirect and total effects, parameter estimates were applied.

Following fit indices were used to analyze overall model fit (Table 4.5). For χ^2/df ratio, Schumacker and Lomax's (2004) recommendation were taken ($\chi^2/df < 3$). For SRMR, Kline (2005) was used ($SRMR < .10$). For RMSEA, this threshold was used; $RMSEA < .05$, close approximate fit; $.05 < RMSEA < .08$, reasonable approximate fit; $RMSEA > .10$, poor fit (Byrne, 2001; Kline, 1998). For CFI and TLI, a CFI greater than .93 (Byrne, 1994) and a TLI greater than .90 (Schumacker & Lomax, 1996) were preferred.

4.2.2.2.1 Hypothesized model

According to hypothesized structural equation model illustrated in Figure 4.3, the direct associations of experiencing parental psychological aggression (i.e. emotional abuse and neglect) (exogenous variable) on anger expression styles (anger control, anger out, and anger in) (mediator variables) and use of psychological aggression (endogenous variable) and the direct associations of anger control, anger expression styles (anger control, anger out, and anger in) (mediator variables) on use of psychological aggression (endogenous variable) were analyzed.

Additionally, the indirect associations of experiencing emotional abuse and neglect (exogenous variables) on use of psychological aggression (endogenous variable) via anger expression styles (anger control, anger out, and anger in) (mediator variables)

were analyzed.

4.2.2.2.2 Model testing

A single group structural equation modeling was used to test the hypothesized model. The results were illustrated in Table 4.8. Although Chi-square value was significant, ($\chi^2(1027) = 3429.67$, $p < .001$), the normed chi square (χ^2/df) value was 3.33 which was recommended (Schumacker & Lomax, 2004). Both CFI and TLI were above thresholds, .94 and .93, respectively (Byrne, 1994; Schumacker & Lomax, 1996). SRMR was .09, lower than suggested cutoff value of .10 (Kline, 2005). The value of RMSEA was .06 and showed reasonably good fit (Byrne, 2001; Kline, 1998). To sum up, the hypothesized structural model fitted to the data.

Table 4. 10
Summary of the Model Fit Statistics for the Hypothesized Model

	Goodness of Fit Indices						
	χ^2	df	χ^2/df	CFI	TLI	SRMR	RMSEA
Proposed Model	3429.67	1027	3.33	.94	.93	.09	.06

Considering the measurement part of the model, the loadings ranged between .06 and .84, and most of them were above .50 showing that the observed variables were explained by corresponding latent variables (see Appendix E). Figure 4.3 illustrates the proposed structural model. Only latent variables are described in the figure to read the model easily.

In the structural model, 4 out of 7 paths were statistically significant. The significant regression coefficients ranged between -.21 and .25, small to medium in effect size magnitude. The two paths out of four significant paths were from exogenous (experiencing emotional abuse and neglect) to mediators (anger control and anger out), and the other two were from mediators (anger control and anger out) to endogenous variable (psychological aggression). The direct paths from experiencing emotional abuse and neglect to psychological aggression, experiencing emotional abuse and neglect to

anger in, and anger in to psychological aggression were statistically non-significant paths. Figure 4.3 describes non-significant paths in red arrows and significant paths in black arrows with standardized estimates (also see Appendix F).

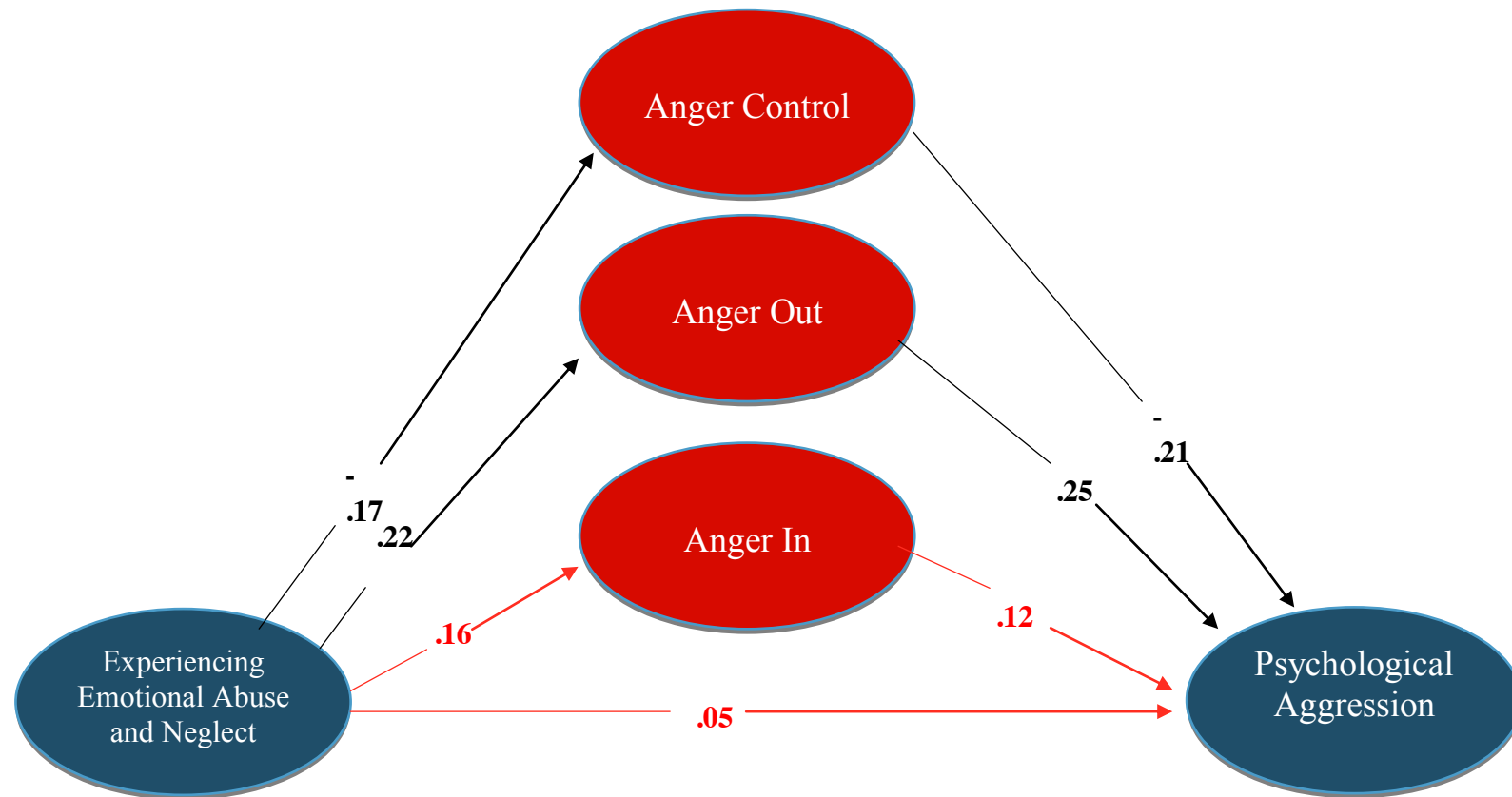


Figure 4. 3The hypothesized model with standardized estimates and significant and nonsignificant paths

Note: Anger Control, Anger Out and Anger In are Anger Expression Styles

The squared multiple correlation coefficients (R^2) were estimated to describe how much variance was accounted for in the latent variables. Table 4.9 illustrated the R^2 values for mediator and endogenous of the model. Experiencing emotional abuse and neglect explained 2.7% of the variance in anger control, 5% of the variables in anger out, and 2.7% of anger in. The overall model accounted for 14% of the variance in psychological aggression.

Table 4. 11
Squared Multiple Correlations for Latent Variables

	R^2	SE
Mediator variables		
Anger Control	.027*	.97
Anger Out	.050*	.95
Anger In	.027*	.96
Endogenous variable		
Psychological aggression	.14*	.86

* $p < .05$

4.2.2.2.2.1 Direct and indirect associations

Estimates for direct and indirect effects were presented in Table 4.10, red lines showed the non-significant paths. Specifically, experiencing psychological aggression (emotional abuse and neglect) had a negative and small significant direct effect on anger control ($\beta = -.17$, $p < .05$) and a positive and small significant direct effect on anger out ($\beta = .22$, $p < .05$). Contrary to the expectation, direct effect of experiencing emotional abuse and neglect to anger in scores was not significant ($\beta = .16$, $p > .05$).

Table 4. 12

Standardized Direct, Indirect, and Total Effects

		Experiencing EA and EN	Anger Control	Anger Out	Anger In
Anger Control	Direct Effect-.17*				
Indirect Effect	-				
	Total Effects-.17*				
Anger Out	Direct Effect	.22*			
Indirect Effect	-				
	Total Effects.22*				
Anger In	Direct Effect	.16			
Indirect Effect	-				
	Total Effects.16				
Psychological	Direct Effect	.05-.21*	.25*	.12	
Aggression	Indirect Effect .12*	-	-	-	
Perpetration	Total Effects .12*	-.21*	.25*	.12	

Note. * $p < .05$

Moreover, two out of three direct effects between mediator and endogenous variables were statistically significant. Particularly, anger control ($\beta = -.21$, $p < .05$) predicted psychological aggression negatively. It suggests that increase in controlling anger makes psychological dating aggression perpetration less likely. Also, the direct effect of anger out ($\beta = .25$) on psychological aggression were positive and small to moderate as expected. Anger in ($\beta = .12$, $p > .05$) did not have a direct effect on psychological aggression perpetration.

The direct effects from exogenous variable to endogenous variable was statistically insignificant, ($\beta = .05$, $p > .05$). On the other hand, the indirect effects of exogenous variables on the endogenous variable was statistically significant that experiencing parental psychological aggression positively predicts psychological aggression perpetration ($\beta = .12$, $p < .05$).

4.2.2.2.3 Model Trimming

The results of the test of the hypothesized model showed that some paths were statistically insignificant in the model. Model trimming was conducted for obtaining better fitting model. For this purpose, non-significant paths were removed from the model.

A single group structural equation modeling was used to test the trimmed model. The results were illustrated in Table 4.11. The chi-square value was significant, ($\chi^2(698) = 2267.05$, $p = .00$), the normed chi square (χ^2/df) value was 3.24 which was smaller than 3.33, normed chi square value of proposed model, which shows better fit. Both CFI and TLI shows better values that are greater than unmodified model's values .95 and .95, respectively, and obviously above thresholds (Byrne, 1994; Schumacker & Lomax, 1996). As expected SRMR was .08, lower than suggested cutoff value of .10 (Kline, 2005) and SRMR value of first hypothesized model. Also, the value of RMSEA decreased that was .06 that suggested reasonably good fit (Byrne, 2001; Kline, 1998). The chi-square difference test was conducted to contrast the goodness-of-fit chi-square value of a less restrictive, hypothesized model with the goodness-of-fit chi-square value of a more restrictive, nested model (Bollen, 1989). The results of the comparison showed that the Chi-square difference test was non-significant $\Delta\chi^2(330) = 1162.62$. Hence, the trimmed model fitted the model more than the proposed model. Figure 4.4 illustrates the trimmed structural model. Only latent variables are described in the figure to read the model easily.

Table 4. 13

Summary of the Model Fit Statistics for the Hypothesized Model

	Goodness of Fit Indices						
	χ^2	df	χ^2/df	CFI	TLI	SRMR	RMSEA
Proposed Model	2267.05	698	3.24	.95	.95	.08	.06

Considering the measurement part of the trimmed model, the loadings ranged between .37 and .84, and most of them were above .50 that all medium or large in effect size showing that the observed variables were explained by corresponding latent variables (See Appendix G). Figure 4.4 describes paths with standardized estimates.

In the structural model, all paths were statistically significant. The significant regression coefficients ranged between -.19 and .32, small to medium in effect size magnitude. The two paths out of four significant paths were from exogenous (experiencing emotional abuse and neglect) to mediators (anger control and anger out), and the other two were from mediators (anger control and anger out) to endogenous variable (psychological aggression) (see Appendix H).

The squared multiple correlation coefficients (R^2) were estimated to describe how much variance was accounted for in the latent variables. Table 4.9 illustrated the R^2 values for mediator and endogenous of the model. Experiencing emotional abuse and neglect explained 2.7% of the variance in anger control as in the proposed model, and exogenous variable explained 5.2% of the variables in anger out which is slightly higher than first model. The overall nested model accounted for 15% of the variance in psychological aggression that is also higher than proposed model's squared multiple correlation coefficient as expected.

Table 4. 14
Squared Multiple Correlationsfor Latent Variables

	R^2	SE
Mediator variables		
Anger Control	.027*	.97
Anger Out	.052*	.95
Endogenous variable		
Psychological aggression	.15*	.85

Note. * $p < .05$

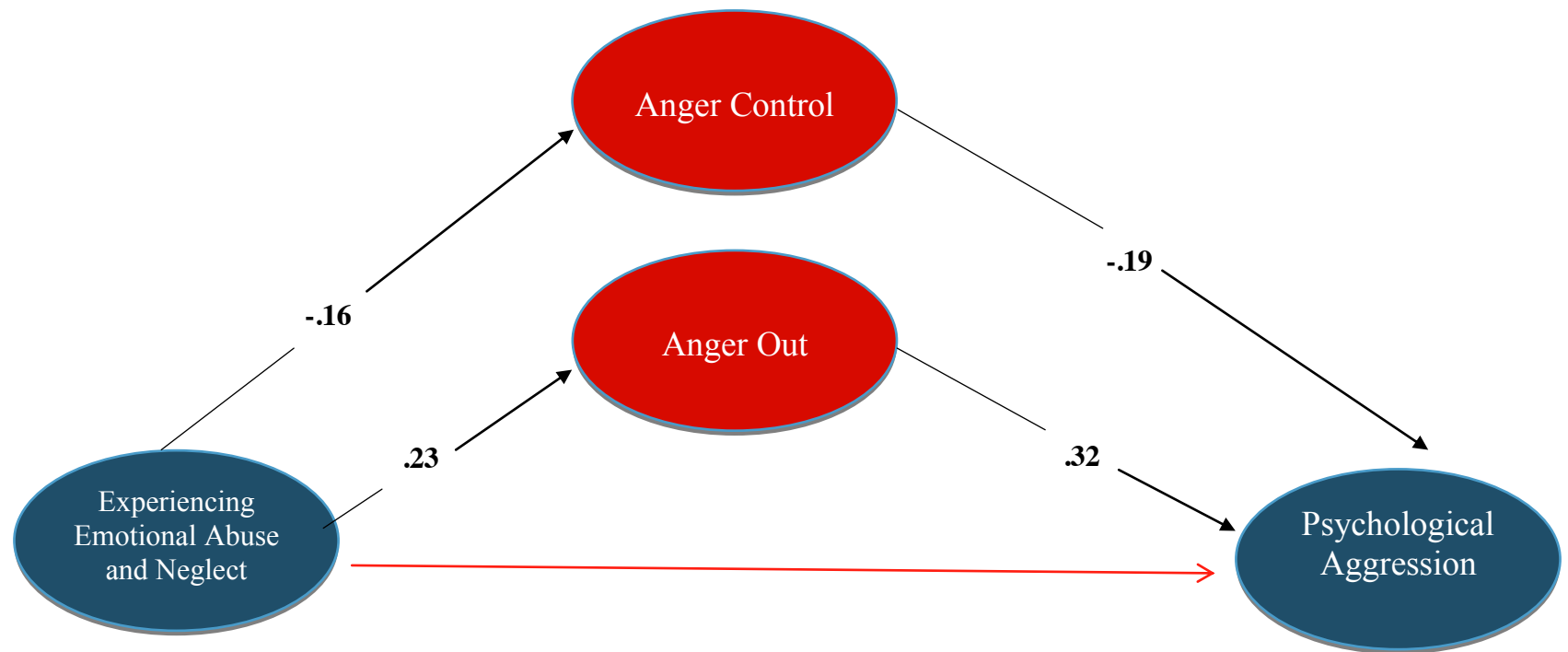


Figure 4. 4The trimmed model with standardized estimates and paths

Note: Anger Control, Anger Out and Anger In are Anger Expression Styles

4.2.2.2.3.1 Direct and indirect associations

Experiencing emotional abuse and neglect had a negative and small significant direct effect on controlling anger ($\beta = -.16$, $p < .05$) and a positive and small significant direct effect on expressing anger out ($\beta = .23$, $p < .05$). Thus, experiencing psychological aggression from parents makes anger control behaviors less likely. Furthermore, it can be inferred that experiencing parental psychological aggression positively correlated with expressing anger outwards.

Table 4. 15
Standardized Direct, Indirect, and Total Effects

		Experiencing EA and EN	Anger Control	Anger Out
Anger Control	Direct Effect	-.16*		
	Indirect Effect	-		
	Total Effects	-.16*		
Anger Out	Direct Effect	.23*		
	Indirect Effect	-		
	Total Effects	.23*		
Psychological Aggression Perpetration	Direct Effect	-	-.19*	.32*
	Indirect Effect	.11*	-	-
	Total Effects	.11*	-.19*	.32*

Note. * $p < .05$

Moreover, direct effects between mediator and endogenous variables were statistically significant. Particularly, anger control ($\beta = -.19$, $p < .05$) predicted psychological aggression negatively. The direct effect of anger out ($\beta = .32$, $p < .05$) on psychological aggression were positive and moderate. It suggested that psychological dating aggression is significantly affected by expressing anger outwards. Also, the indirect effects of exogenous variables on the endogenous variable was statistically significant that experiencing parental psychological aggression positively predicts psychological dating aggression perpetration among dating college students ($\beta = .11$, $p < .05$).

4.2.2.2.4Hypotheses testing

In this part, the aforementioned hypotheses were discussed with respect to the results of analyses. The single group structural equation modeling's results were reported. Five out of eight hypotheses were supported.

Hypothesis 1: Experiencing psychological aggression from parents is significantly and directly related to psychological aggression perpetration (Path A). The results refuted the hypothesis 1 that there is no direct and significant association between experiencing psychological aggression and psychological aggression perpetration ($\beta = .05$, $p > .05$).

Hypothesis 2: Experiencing psychological aggression from parents is significantly and directly related to controlling anger (Path B). The results validated the hypothesis 2 that the relationship was significant and negative ($\beta = -.16$, $p < .05$).

Hypothesis 3: Experiencing psychological aggression from parents is significantly and directly related to expressing anger outwards (Path C). The results confirmed the hypothesis 3 that the relationship was significant and positive ($\beta = .23$, $p < .05$).

Hypothesis 4: Experiencing psychological aggression from parents is significantly and directly related to expressing anger inwards (Path D). The hypothesis 4 was disapproved that relationship was nonsignificant ($\beta = .16$, $p > .05$).

Hypothesis 5: Controlling anger is significantly and directly related to psychological aggression perpetration (Path E). The results approved the hypothesis 5 that the relationship was significant and negative ($\beta = -.19$, $p < .05$).

Hypothesis 6: Expressing anger outwards is significantly and directly related to psychological aggression perpetration (Path F). The results justified the hypothesis 6 that the relationship was statistically significant and positive ($\beta = .32$, $p < .05$).

Hypothesis 7: Expressing anger inwards is significantly and directly related to psychological aggression perpetration (Path G). The hypothesis 7 was rejected. The relationship was statistically nonsignificant ($\beta = .12, p > .05$).

Hypothesis 8: Experiencing parental psychological aggression is related to anger expression styles, which, in turn, is significantly and indirectly related to psychological aggression perpetration. The results supported the hypothesis 8. The indirect association was significant and positive ($\beta = .11, p < .05$).

CHAPTER V

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter consists of three parts. Firstly, findings of the proposed model and hypothesis were discussed with reference to relevant literature. In the second part, practical implications of the current study were presented. Last of all, recommendations were given for further research, and gaps in the literature were identified.

5.1 Discussion Regarding the Proposed Model and Hypothesis

The aim of the current study was to explore the initiating variables of psychological aggression perpetration within a proposed model. Based on Social Learning Theory variables, a structural model was conducted in which experiencing psychological aggression was assumed to have influence on psychological aggression perpetration via anger expression styles. The theoretical and applied implications utilized to suggest the proposed model, and it was tested through single group structural equation modeling. The hypothesized model was demonstrated in the Figure 1.1 (p. 6), and the results described in chapter four.

As stated earlier, there are limited studies which explore dating aggression in Turkey. Furthermore, the variables that were investigated in present study were not studied in Turkey before, and conceptual model of this study was also rarely explored by researchers around the world. Preceding studies also differ from current study with their samples (different age groups) and variables as perpetration, victimization and other types of violence (physical and sexual). This circumstance engenders the difficulty for the researcher that discussing findings and comparing results with other studies become

harder. Therefore, the results compared and contrasted with certain and related parts of the previous studies.

The findings of the structural equation modeling demonstrated that hypothesized associations were supported by the data. The analyses recommended modification of removing internalized anger variable and direct path between exogenous and endogenous variable out of the model. Thus, the researcher trimmed the model. The trimmed model accounted for 15% of the variance in psychological aggression that is higher than proposed model's squared multiple correlation coefficient (14%) as expected.

The findings showed the significance of the variables of the study in dating aggression perpetration. Derived from Social Learning Theory, experiencing parental emotional abuse and neglect (i.e. parental psychological aggression) indirectly predicted dating aggression perpetration among dating college students through anger expression styles. Having been exposed to psychological aggression from parents, children learn by observing and may imitate their parents' way of anger expressions (Bandura 1971). Among mediator variables, effect of expressing anger inward was not statistically significant even if it seemed to be positive association between emotional abuse and neglect victimization and psychological abuse perpetration. Unlike anger-in, externalizing anger was significantly and positively related with both exogenous and endogenous variables. Not surprisingly, controlling anger variable of the anger expression style negatively associated with experiencing parental psychological aggression and psychological aggression perpetration, also mediated the relationship between dependent and independent variables of the study.

The preliminary findings illustrated from weak to strong relationships between the exogenous, mediator and endogenous variables. The strongest relationship was found between two sub-constructs of psychological aggression perpetration, namely Denigration and Dominance. Additionally, an expressing anger outward (anger out) was the most effective predictor of psychological dating aggression. The lowest

relationships among associations yielded in preliminary analysis were between expressing anger inwards and controlling anger, restrictive engulfment and expressing anger inwards and hostile withdrawal and experiencing emotional abuse and neglect. Thus, even before primary analyses, anger-in factor demonstrated its weakness on model variables.

The present study's hypotheses were discussed separately. When considering direct associations, 4 out of 7 hypotheses were supported. Considering proposed indirect effect, mediation hypothesis was supported.

Hypothesis 1 assumed that experiencing parental psychological aggression is significantly and directly related to psychological aggression perpetration (Path A). The hypothesis was rejected that the relationship was non-significant. In other words, experiencing psychological aggression from parents and dating college students' psychological aggression perpetration was not connected directly. The findings were consistent with some of the findings (Karakurt et al., 2013; Makin-Byrd & Bierman, 2013), but mostly inconsistent with the relevant literature (Crawford & Wright, 2007; Edwards et al., 2014; Gover et al., 2015; Kaura & Allen, 2004; Kerley et al., 2010; Machisa et al., 2016; Marshall & Rose, 1988; Taft et al., 2008; Wolf & Foshee, 2003; Zhang et al. 2015). For instance, Taft et al. (2008) found that childhood parental abuse (rejection in their study) was significantly and positively correlated with psychological abuse perpetration. Correspondingly, Edwards et al. (2014) explored that childhood emotional abuse and neglect significantly and positively related with psychological intimate partner aggression. Crawford and Wright (2007) identified emotional abuse/neglect as an independent predictor of perpetration of aggression in adulthood. Child emotional maltreatment predicted adult aggression perpetration. Also, Kaura and Allen (2004) found that parental violence was the strongest predictor of dating aggression perpetration. In their study, Gover et al. (2015) explored that college students who have childhood abuse history are thirty-five percent more likely to perpetrate psychological aggression compared to students who did not have childhood abuse experience, so there is a significant relationship between childhood maltreatment

and psychological abuse perpetration. Furthermore, Kerley et al. (2010) illustrated that childhood exposure to violence associated with psychological violence perpetration in adulthood. Moreover, Marshall and Rose (1988) stated that experience of childhood abuse predicted male's perpetration of aggression directly. In addition, Wolf and Foshee (2003) demonstrated direct, significant, and weak association between experiencing family violence and dating violence perpetration by females and strong relationship between experiencing family violence and dating violence perpetration by males. Zhang et al. (2015) also found that "individuals who were both victims of and witnesses to family aggression (Victim + Witness) demonstrated the highest levels of self- and other-directed harm compared to youth who were only exposed to interparental aggression" (p. 167). Machisa et al. (2016) also found that child abuse directly related with sexual or physical aggression perpetration.

On the other hand, as found in the present study, Karakurt et al. (2013) stated that there was not direct relationship between parental violence on relationship aggression for both genders. Furthermore, Makin-Byrd and Bierman (2013) found that there is insignificant relationship between childhood maltreatment and dating aggression. To sum up, direct effect of emotional abuse and neglect predicted due to the strong literature support, however as in aforementioned few cases, childhood maltreatment might not directly affect dating aggression perpetration. The finding of the hypothesis 1 was consistent with the other findings of the study since the researcher supposed mediator variables exist in the association and provided hypotheses on mediator variables' effect on the relationship between experiencing psychological aggression and perpetration of psychological dating aggression. The finding might be an evidence that not all people who psychologically abused in their childhood perpetrate psychological aggression in their future intimate relationships.

Next, hypotheses on direct relations between exogenous variable and mediator variables will be presented, but because findings regarding these hypotheses were too limited, a general discussion was presented after the hypotheses were summarized separately.

Hypothesis 2: Experiencing parental psychological aggression is significantly and directly related to controlling anger (Path B). The hypothesis was validated and the direction was negative. In other saying, dating college students who experienced emotional abuse and neglect from their parents demonstrate less control over their anger compared to students who do not have parental psychological abuse history.

Hypothesis 3: Experiencing parental psychological aggression is significantly and directly related to expressing anger outwards (Path C). Hypothesis was confirmed that the relationship was significant and positive. Namely, dating college students who experience psychological aggression from their parents in their childhood more likely to express their anger outwards.

Hypothesis 4: Experiencing parental emotional aggression is significantly and directly related to expressing anger inwards (Path D). The hypothesis was disapproved that relationship was nonsignificant. In other words, experiencing psychological aggression from parents and psychological aggression perpetration was not connected significantly.

Regarding the hypotheses 2, 3 and 4, there is very limited literature which specifies relations between parental aggression and anger expression styles. To start with, in their studies with offender group, Gardner et al. (2014) found specifically, emotional abuse and neglect were related to anger experience and expression. However, findings of current study contradicted with some results of the Gardner et al.'s (2014) study that they found expressing anger inwards was predicted by emotional abuse and neglect which is opposite of the present study's finding. They also found anger out and anger control variables insignificant in terms of predicted by emotional abuse and neglect. According to Wolf and Foshee (2003), experiencing aggression from parents was positively associated with children's use of detrimental anger expression styles for both gender. By deriving idea from Social Learning Theory, the researcher supposed that if children learn aggression is appropriate reaction to conflict, they more likely behave violently when they confront with controversy in their future intimate relations.

On the other hand, Gardner et al. (2014) explored that emotional regulation mediated the relationship between childhood maltreatment and anger and anger expression styles. Congruently, Kim and Cicchetti (2010) stated that parenting behaviors were associated with emotion regulation. Since anger is an emotion, and regulating anger means style of expression as used in this current study; expressing outward, inward and controlling it. Consistent with the explanation, Kim and Cichetti's (2010) study's findings supported findings of this study because they concluded that neglect is associated with emotional dysregulation. Coates and Messman-Moore (2014) also underlined the importance of the association between psychological maltreatment and emotional dysregulation. Reyes et al.(2015) also stated that childhood maltreatment predicted difficulties of anger management.

Next, hypotheses on direct associations between mediator variables and endogenous variable will be presented. Discussion on findings was held together because of the scarce findings.

Hypothesis 5: Controlling anger insignificantly and directly related to psychological aggression perpetration (Path E). Hypothesis was approved. The relationship was significant and negative. In other words, dating college students who control their anger are less likely to perpetrate psychological aggression in their romantic relationships.

Hypothesis 6: Expressing anger outwards insignificantly and directly related to psychological aggression perpetration (Path F). Hypothesis was justified that the relationship was statistically significant and positive. That is, dating college students who express their anger toward environment or other people were more liable to perpetrate psychological aggression.

Hypothesis 7: Expressing anger inwards insignificantly and directly related to psychological aggression perpetration (Path G). The hypothesis was rejected. The relationship was statistically non-significant; in other words, expressing anger inwards

(experiencing but suppressing it) and psychological dating aggression perpetration is unconnected.

Findings demonstrated that if people cannot control their anger and show it to their environments, they are more likely to become aggressive. Another point of the finding was expressing anger inwards was not significantly affect one's use of psychological aggression. This may result since ambiguous end of the process; namely suppressing anger may result in more serious breakdown or may be cause of calming down. Thus, conclusion of it alters from case to case or person to person that is not affective in all cases so that not statistically found as an important effect. By logical inference, results make sense, but there needs to be further empirical work to prove it.

The association between anger expression styles and psychological aggression perpetration found in this study was supported by the previous studies (Baker & Stith, 2008; Eckhardt et al., 2002; Murphy et al., 2007; Shorey et al., 2011; Shorey et al., 2014) that illustrated impact of way of anger expression on intimate aggression perpetrations. For instance, Eckhardt et al. (2002) attempted to explore empirically the relation between anger expression styles and dating violence perpetration among male dating college students. They found that students who perpetrate violence had significantly lower scores on anger control and higher scores on anger out and anger in scales of STAXI which perfectly harmonized with the findings of the current study (in this study Anger In's effect was insignificant but positively correlated with psychological aggression perpetration). Murphy et al. (2007) concluded that men who perpetrate violence toward their romantic partner reported generalized anger problems. In their study, they compared three groups of partner violent men from high frequency to normal on anger expressing. They found that pathological anger group who had average scores on the STAXI anger out subscale, lower scores on the anger in subscale, and lowest scores on the anger control subscale engage more psychologically aggressive behaviors than normal anger control group who have scores on the anger expression within the normal range. Specifically, the highest difference on scores between these two groups was on Hostile Withdrawal subscale of MMEA.

Furthermore, Shorey et al. (2011) stated that people who do not use psychological aggression in their intimate relationships reported less trait anger and problems with managing their emotions than perpetrators. Difficulties with controlling emotions were related with increased anger, which, in turn, predicted psychological aggression perpetration. Aforementioned increased anger might be expressed by people through psychologically aggressive behaviors toward their partner. Correspondingly, Baker and Stith (2008) stated that people who have difficulty in managing their anger more likely to perpetrate violence which underlined controlling anger's importance. Shorey et al. (2014) evidenced anger management's significance by conducting correlation analysis on psychological aggression perpetration and anger management. They found that they are significantly and negatively associated with each other. In other words, if one can control his or her anger, he or she is less likely to attempt to use psychologically aggressive behaviors.

Hypothesis 8: Experiencing parental psychological aggression is related to anger expression styles, which, in turn, is significantly and indirectly related to psychological aggression perpetration. The hypothesis was supported. The indirect association, mediation effect was significant and positive. In other words, dating college students who were exposed to parental emotional abuse and emotional neglect were more prone to express their anger outwards and have difficulty to control their anger, which in turn, led to perpetrate psychological aggression toward their partner.

The literature has been limited regarding the mediator role of anger expression styles on relation between childhood emotional maltreatment victimization and psychological dating aggression perpetration. However, existing body of literature were in line with the present study's findings (Reyes et al., 2015; Wolf & Foshee, 2003). For example, in their longitudinal study, Reyes et al., (2015) explored that anger dysregulation acted as mediator variable on association between been exposed to parental aggression and physical dating aggression perpetration. Likewise, Wolf and Foshee (2003) reported that anger expression styles mediated the relationship between experiencing family violence

and dating aggression perpetration. They state that “Anger expression styles would be the mechanism through which exposure to family violence would promote dating violence” (p. 315), and suggested that children who experienced family aggression learn anger expression styles that endanger them to be a perpetrator of dating aggression.

Overall, even dating aggression is a trend subject among media and currently popular topic to study in Turkish literature, there has been no research specifically on the relations between experiencing parental psychological aggression, anger expression styles and psychological dating aggression perpetration yet. Therefore, this was the first study which investigated the hypothesized model based on Social Learning Theory. The present findings contributed and enriched the literature on dating aggression. It showed that perpetration of aggression was based on expression of aggression more than experiencing aggression earlier. On the other hand, the proposed model explained 15% of variance in perpetration of psychological dating aggression, so there are other predictor factors of psychological dating aggression perpetration that need to be investigated.

5.2 Implications for Theory and Practice

The present research was conducted to investigate the mediator role of anger expression styles on the relation between experiencing parental psychological aggression and psychological dating aggression perpetration among a sample of undergraduate and graduate dating students enrolled at a state university in Hatay. This study affirmed that experiencing emotional abuse and emotional neglect from parents and use of psychological aggression toward dating partner is related through anger expression styles. The findings of the study are expected to expand the body of the knowledge in dating aggression literature and offer implications for both preventing and intervening psychological dating aggression perpetration.

First of all, findings of the study demonstrated that how common psychological aggression is regardless of gender and age, and highlighted the importance of the

phenomenon. Guided by Social Learning Theory (Bandura, 1971), the proposed model showed that parental and behavioral variables are crucial to determine possible sources of psychological dating aggression perpetration among college students. Therefore, the current study contributed to understanding progression of dating aggression theoretically.

Furthermore, the findings of the present study demonstrated evidence on effects of hypothesized variables. First of all, anger expression styles, specifically, expressing anger outwards and controlling anger mediated the association between having exposed to childhood emotional maltreatment and psychological aggression perpetration. Furthermore, among anger expression styles, the tendency to engage in visible acts of anger and regulation of anger reactions consciously had significant direct effect on psychological aggression perpetration. Hence, as prevention, anger management and communication skills trainings or psychoeducational group counseling could be administered by counselors and experts with planned programs which include instructing healthy ways of dealing with conflict, emotion/anger regulation practices and appropriate expression of anger exercises. For instance, Schwartz, Magee, Griffin, and Dupuis (2004) conducted an experimental study to evaluate the effectiveness of group intervention which was developed to affect risk and protective factors of dating aggression. The experimental and control group comprised of 28 and 30 undergraduate students, respectively. The experimental group received information session and training on anger management and communication skills. At the end, psychoeducation group demonstrated significant increase in adaptive anger management behaviors. These results evidenced that students may learn skills that change their aggressive behavior toward intimate partner. Prevention programs might instruct students some cognitive-behavioral methods to regulate anger such as relaxation training (Shorey et al., 2011). Practitioners who work in colleges or even high schools can carry out these types of programs (psychoeducation groups or trainings) that may be beneficial for students in their current or future relationships. Moreover, anger management training would enrich premarital counseling practices which help dating partners who plan to marry. Since partners might learn how to control and express anger properly, they will deal with conflicts which might arise from several cohabiting situations and

responsibility stressors. Hence, learning appropriate anger expression styles would contribute preparation and maintainability of marriage.

The perceived parental variable of the proposed model did not predict psychological aggression perpetration directly as hypothesized. However, the result of the study evidenced that there is significant and negative relationship between experiencing psychological aggression and use of psychological aggression via expression styles of anger. Furthermore, receiving emotional maltreatment from parents directly affected anger management skills and way of anger expression. That is, the family environment in which people live and the behavior type that they developed, not surprisingly, influence future intimate relationship quality and promote use of psychological aggression toward romantic partner. Thus, efforts to prevent dating aggression should include parental interventions since they are influential factor of perpetration of psychological aggression. For instance, educational meetings and trainings should be organized to inform parents about maltreatment's harm on the child. Furthermore, interventions are needed when current abuse detected. For recognizing maltreated child, teachers firstly should be trained to raise their knowledge and awareness, and then they need to be alert to signs and observe students' behaviors such as their anger expression styles. Counseling should be provided for those experiencing childhood maltreatment.

For college students specifically, university counseling centers should conduct screening procedures of dating violence regularly. Psychological aggression is not an easy phenomenon to understand and determine. College dating students might not aware that they are abused psychologically. Awareness gaining is necessary for college students who victimized by the psychological aggression and perpetrators of psychological dating aggression. For example, while conducting this current study, some of the participants told the researcher that they did not think what they reported on psychological abuse scale was psychological aggression before. Thus, both assessment measures and psycho-educational groups would be useful to enhance mindfulness on this matter. Also, as stated earlier, dating violence prevention programs as anger management practices would make college students aware of their maladaptive way of coping strategies on

disagreements within romantic relationships and destructive anger expression styles, and help them to engage more constructive and controlling emotional expressions which hopefully lead to permanent change of behavior and lower aggression. All in all, this issue brings a huge responsibility to counselors, families and educators on preventing and intervening psychological dating aggression in order to protect young people to suffer from dating aggression.

5.3 Recommendations for Future Research

The present research which explored the mediational role of anger expression styles in relation between experiencing parental psychological aggression and psychological aggression perpetration of dating college students is a unique in terms of its estimated variables. Hence, first of all, the findings of the current study should be compared and hopefully supported with the results of future replication studies.. Moreover, couple samples can be used that using partner reports will make data more realistic. In that sense, using dyadic analysis of romantic partners is recommended for future research to investigate partner effects and gaining more accurate data.

Thirdly, derived from Social Learning Theory, experiencing emotional abuse and neglect (i.e. experiencing parental psychological aggression) selected as exogenous variable. As inferred from literature, family violence overall predicts intimate partner aggression directly or indirectly (i.e. Gover et al., 2008; Karakurt et al., 2013; Kaura & Allen, 2004; Kerley et al., 2010; Marshall & Rose, 1988; Murrell et al., 2007; Taft et al., 2008; Zhang et al., 2015). Being exposed to family violence refers both “witnessing” inter-parental aggression and “experiencing” aggression from parent (Bandura, 1971). In this study, only one aspect of family violence’s influence, experiencing parental emotional abuse and neglect on mediator and endogenous variable was explored. Thus, it is suggested to investigate witnessing parental aggression and experiencing childhood maltreatment together as exogenous variable for further study to completely understand the family violence effect on psychological dating aggression perpetration and anger expression styles. Likewise, studies which investigate other Social Learning Theory

variables' effect on dating aggression perpetration and victimization would be enlightening.

Furthermore, this study selected one type of dating violence (psychological) as endogenous variable. It is recommended to explore on physical and sexual dating aggression as dependent variable in order to understand dating aggression problem extensively. There is a huge gap in Turkish literature on all types of dating aggression and need for research. Also, new models which include trait anger and anger management skills variables would be insightful. Moreover, there are other theoretical perspectives and models of intimate partner violence (i.e. Baker & Stith, 2008; Bell & Naugle, 2008; Bowlby, 1969; Straus, 1976) which explains its motives and several risk factors. Further studies may build their model with base of other theories which would enrich understanding of dating violence overall.

On the other hand, the design of the current study is correlational and cross-sectional which limits causality. Longitudinal studies on dating aggression perpetration may give broader results since literature proves that underlying causes develop over time. Also, empirical study findings would be fruitful that can estimate effects of prevention methods and can demonstrate causality between variables.

To test if hypothesized relationships differ with regard to gender, multi-sample structural equation modeling could be utilized in future research. Furthermore, it is suggested to conduct research with a larger sample from several backgrounds such as different cities and different colleges in Turkey and with random sampling. Lastly, it is highly recommended to study on adolescences since dating aggression is also a common problem among them, and it is associated with childhood maltreatment, too (Clarey et al. 2010; Foshee et al. 1999; Makin-Byrd & Bierman, 2013; Reyes et al. 2015; Wolf & Foshee, 2003).

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APPENDICES

Appendix A: Sample Items of Childhood Trauma Questionnaire

Emotional Abuse and Neglect Subscale

Çocukluk Çağı Örselenme Yaşantıları Ölçeği Duygusal İstismar ve Duygusal İhmal Alt Boyutu Örnek Maddeleri

Ölçekte sizlerin geçmiş yaşantılarınız ile ilgili bazı sorular bulunmaktadır Sizden, her ifadeyi dikkatle okuyup, ifadeye belirtilen davranışı çocukluğunuzda gerçekten yaşıyıp yaşamadığınızı doğru olarak işaretlemeniz beklenmektedir. Vereceğiniz karar göre ilgili ifade için 5 yanıt seçeneğinden birini işaretleyiniz. Cevaplarınızı iyice düşünerek ve içtenlikle vermeniz, araştırmanın sağlığı bakımından çok önemlidir. Katkılarınız için teşekkür ederim.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Çok sık
1. Ben çocukken, hiç kimse benimle ilgilenmediği için, kendi bakımımı kendimindaha iyi yaptığımı hissederdim.					
2. Ben çocukken, ailemde benimle ilgilenen ve beni koruyanbirinin olduğunu bilirdim.					
3. Ben çocukken, gereksinimim olansevgi ve ilgiyi gördüm					
4. Ben çocukken, ailemde kendimi önemli ya da özel hissetmemisağlayan biri vardı.					
5. Ben çocukken, ailemde, başarılı biri olma isteyen, bir kişinin varlığım hissederdim.					
6. Ben çocukken, sevildiğimi hissederdim.					
7. Ben çocukken, bana verilen cezalar çok katıydı.					
8. Ben çocukken, ailemde, beni başımın belaya girmesindenkoruyan birileri vardı.					
9. Ben çocukken, duygusal olarakistismar edildiğime inanıyorum.					

**Appendix B: Sample Items* of State-Trait Anger and Anger Expression Style
Inventory- Anger Expression Styles Subscale**

Sürekli Öfke-Öfke Tarz Ölçeği Örnek Maddeleri

YÖNERGE: Herkes zaman zaman kızgınlık veya öfke duyabilir. Ancak, kişilerin öfke duygularıyla ilgili tepkileri farklıdır. Aşağıda, kişilerin öfke ve kızgınlık tepkilerini tanımlamada kullandıkları ifadeler göreceksiniz. Herbir ifadeyi okuyun ve öfke ve kızgınlık duyduğunuzda **genelde ne sıklıkta** ifadede tanımlanan şekilde davrandığınızı veya tepki gösterdiğinizi parantezlerden uygun olanını karalayarak belirtin. Doğru veya yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeyin.

		Hemen Hiçbir Zaman	Bazen	Çok zaman	Hemen Her Zaman
ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...					
1.	Öfkemi kontrol ederim	1	2	3	4
2.	Kızgınlığımı gösteririm	1	2	3	4
3.	Öfkemi içime atarım	1	2	3	4
4.	Başkalarına karşı sabırlıyım	1	2	3	4
5.	Somurtur ya da surat asarım	1	2	3	4
6.	Başkalarına iğneli sözler söylerim	1	2	3	4

*Note Only two sample items per dimensions were illustrated.

Appendix C: Sample Items* of Multidimensional Measure of Emotional Abuse

Çok Boyutlu Duygusal İstismar Ölçeği Örnek Maddeleri

Aşağıda, partnerinizle (kız ya da erkek arkadaş/sevgili/flört) ilişkinizdeki son altı ayı düşünerek yanıtlamanız istenen maddeler verilmiştir. Lütfen, belirtilen her bir davranışı ne sıklıkta yaptığınızı gösteren rakamı aşağıdaki derecelendirmeyi kullanarak işaretleyiniz. Eğer bu davranışlardan birini son altı ay içinde göstermediyseniz ama daha önceden yaptıysanız 7'yi işaretleyiniz.

- (1) Bir kere (4) 6-10 kere (7) Son altı ayda olmadı ama daha önce oldu
(2) İki kere (5) 11-20 kere (0) Hiçbir zaman olmadı
(3) 3-5 kere (6) 20 kereden fazla

	Bir kere	İki kere	3-5 kere	6-10 kere	11-20 kere	20 + kere	Son 6 ayda olmadı	Hiç olmadı
1. Partnerimin bazı arkadaşları veya aile üyeleriyle görüşmesini engellemeye çalıştım.	1	2	3	4	5	6	7	0
2. Partnerimin arkadaşları ile çok fazla zaman geçirmesinden şikâyet ettim.	1	2	3	4	5	6	7	0
3. Partnerime bir başka kişinin ondan daha iyi bir eş/sevgili olacağını söyledim.	1	2	3	4	5	6	7	0
4. Partnerimin dış görünüşünü eleştirdim.	1	2	3	4	5	6	7	0
5. Bir konu hakkında konuşmayı reddettim ya da surat astım/küstüm.	1	2	3	4	5	6	7	0
6. Bir çatışma ya da anlaşmazlık anında kasıtlı olarak partnerimden uzak durdum.	1	2	3	4	5	6	7	0
7. Partnerimi vurmakla/dövmekle tehdit ettim.	1	2	3	4	5	6	7	0
8. Partnerimi korkutmak için tehlikeli bir şekilde araba kullandım.	1	2	3	4	5	6	7	0

*Note Only two sample items per dimensions were illustrated.

Appendix D: Sample Items of Personal Information Form

Kişisel Bilgi Formu Örnek Maddeleri

1. **Cinsiyetiniz:** Kadın () Erkek ()
2. **Yaşınız:** _____
3. **Sınıfınız:**
() Hazırlık () 1. Sınıf () 2. Sınıf () 3. Sınıf () 4. Sınıf () Yüksek lisans () Doktora
4. **Aşağıdakilerden hangisi şu anki romantik ilişkinizin durumuna en uygun ifadedir?**
() Flört/Çıkma () Sözlü/Nişanlı () Birlikte Yaşama
5. **Şu anki romantik ilişkiniz ne kadar zamandır devam ediyor / bittiyse ne kadar süre devam etti?(Lütfen ay olarak belirtiniz)**
_____ Ay
6. **Aşağıdakilerden hangisi romantik ilişkinizdeki haberleşme sıklığınızı en iyi tanımlar?**
() Ayda bir defadan az () Ayda bir defa () İki haftada bir
() Her hafta () Haftada birkaç kez () Her gün () Gün içinde birden çok
7. **Aşağıdakilerden hangisi romantik ilişkinizdeki buluşma sıklığınızı en iyi tanımlar?**
() Ayda bir defadan az () Ayda bir defa () İki haftada bir
() Her hafta () Haftada birkaç kez () Her gün () Gün içinde birden çok
8. **Aşağıdakilerden hangisi romantik ilişkinizin geleceğini en iyi tanımlar?**
() Evleneceğiz.
() Evlenmeden, böyle, birlikte devam edeceğiz.
() Bitecek, ben ayrılmak istiyorum/ayrılacağım.
() Bitecek, partnerim ayrılmak istiyor/ayrılacak.
() Geleceğimiz hakkımda bir fikrim yok/bilmiyorum.

Appendix E: Middle East Technical University Human Subjects Ethics Committee Approval Letter

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816 / 148

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Gönderilen: Doç.Dr. Zeynep HATİPOĞLU SÜMER

Eğitim Bilimleri

Gönderen: Prof. Dr. Canan SÜMER

İnsan Araştırmaları Kurulu Başkanı

İlgil: Etik Onayı

Sayın Doç.Dr. Zeynep HATİPOĞLU SÜMER'in danışmanlığını yaptığı yüksek lisans öğrencisi Leyla ERGÜDER'in "Üniversite öğrencilerinin çocuklukta maruz kaldığı ebeveyn kaynaklı psikolojik istismar ile flört ilişkilerinde psikolojik şiddete başvurmaları arasında öfke ve öfke ifade biçimleri ve bağlama stillerinin aracı rolü" başlıklı araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay 2016-EGT-050 protokol numarası ile 20.04.2016-31.12.2016 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

Uygulamalı Etik Araştırma Merkezi

İnsan Araştırmaları Kurulu Başkanı

Prof. Dr. Meliha ALTUNİŞİK

İnsan Araştırmaları Kurulu

Üyesi

Prof. Dr. Mehmet UTKU

İnsan Araştırmaları Kurulu

Üyesi

Prof. Dr. Ayhan SOL

İnsan Araştırmaları Kurulu

Üyesi

Yrd.Doç.Dr. Pınar KAYGAN

İnsan Araştırmaları Kurulu

Üyesi

Appendix F: Mustafa Kemal University Ethics Committee Approval Letter



**T.C.
MUSTAFA KEMAL ÜNİVERSİTESİ
ÜNİVERSİTE ETİK KURULU KARARLARI**



TARİH	TOPLANTI SAYISI	KARAR NO	SAYFA NO
14.04.2016	07	01/01	01/02

Üniversitemiz Etik Kurulu 14.04.2016 tarihinde Prof. Dr. Seval YAVUZ başkanlığında toplanarak aşağıdaki kararı almıştır.

KARAR-01 Üniversitemiz Eğitim Fakültesi Dekanlığı'nın 07/04/2016 tarih ve 21735 sayılı yazısı gereğince Eğitim Bilimleri Bölümü öğretim elemanı Arş.Gör. Leyla ERGÜDER'in yüksek lisans tez araştırması kapsamında "Üniversite Öğrencilerinin Çocuklukta Maruz Kaldığı Ebeveyn Kaynaklı Psikolojik İstismar ile Flört İlişkilerinde Psikolojik Şiddete Başvurmaları Arasında Öfke ve Öfke İfade Biçimleri ve Bağlanma Stillerinin Aracı Rolü" isimli çalışması görüşülerek;

a) "Araştırmaya Gönüllü Katılım Formunu" okudum ve onaylıyorum,

☐ Evet ☐ Hayır

b) "Duyuru Formu"nu okudum.

☐ Evet ☐ Hayır

Yukarıdaki soruların ankete ilave edilerek, isim beyanlı "Araştırmaya Gönüllü Katılım Formu"nun kullanılmaması koşulu ve anketin uygulanacağı birimlerin onayı da alınarak uygulanmasının kabulüne; durumun ilgili Fakülteye bildirilmesine ve Rektörlük Makamına arzuna oy birliği ile karar verilmiştir.

(İMZA)
Prof. Dr. Seval YAVUZ
Başkan

(İMZA)
Prof. Dr. Nafiz ÇELİKTAŞ
ÜYE

(İMZA)
Prof. Dr. Necmi İŞLER
ÜYE

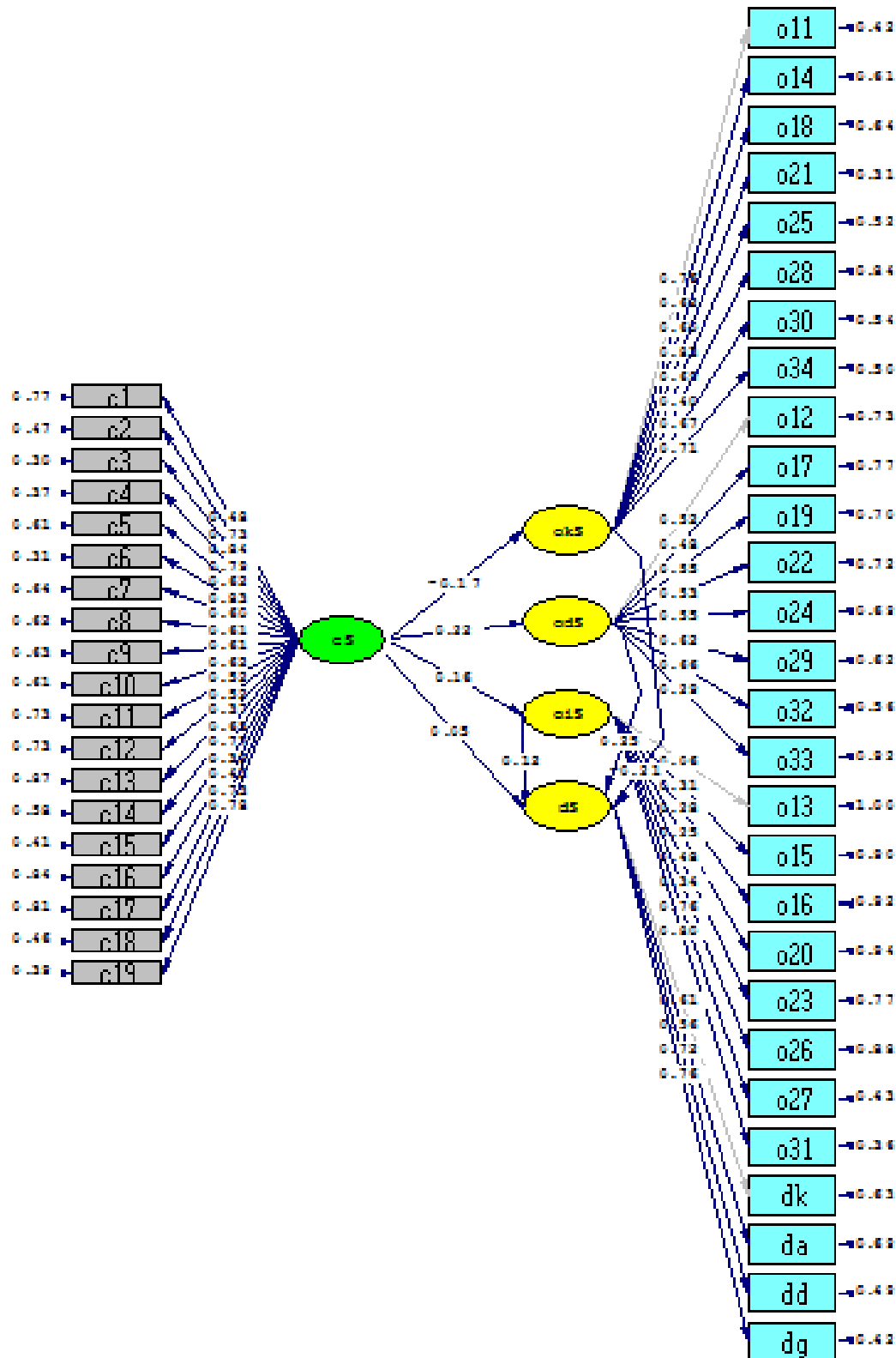
(İMZA)
Prof. Dr. Songül KAKILLI ACARAVCI
ÜYE

(İMZA)
Prof. Dr. Ayda TELLİOĞLU
ÜYE

(İMZA)
Doç. Dr. Akın YAKAN
ÜYE

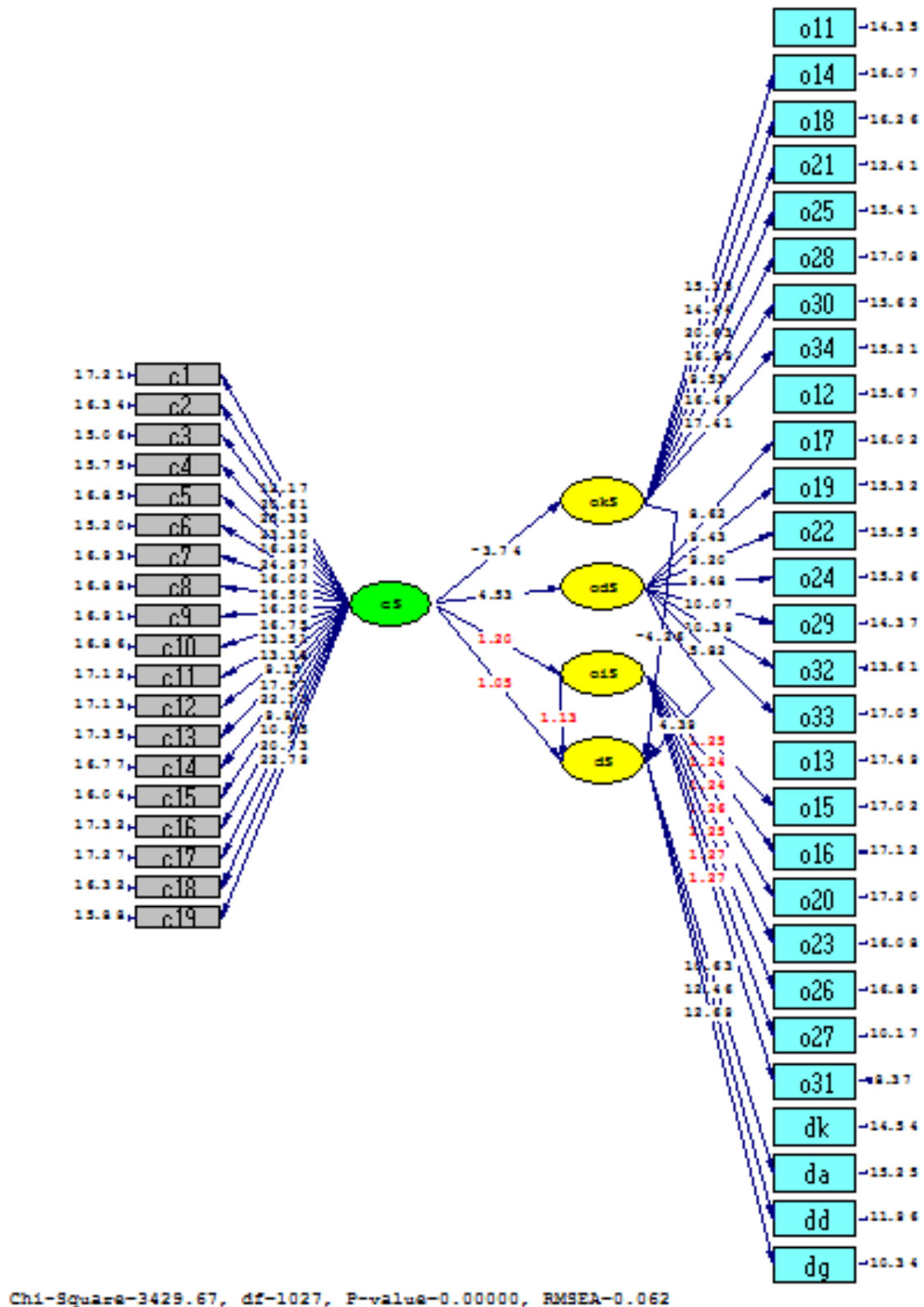
(İMZA)
Doç. Dr. Alper ASLAN
ÜYE

Appendix G: Hypothesized Structural Model with Standard Estimates

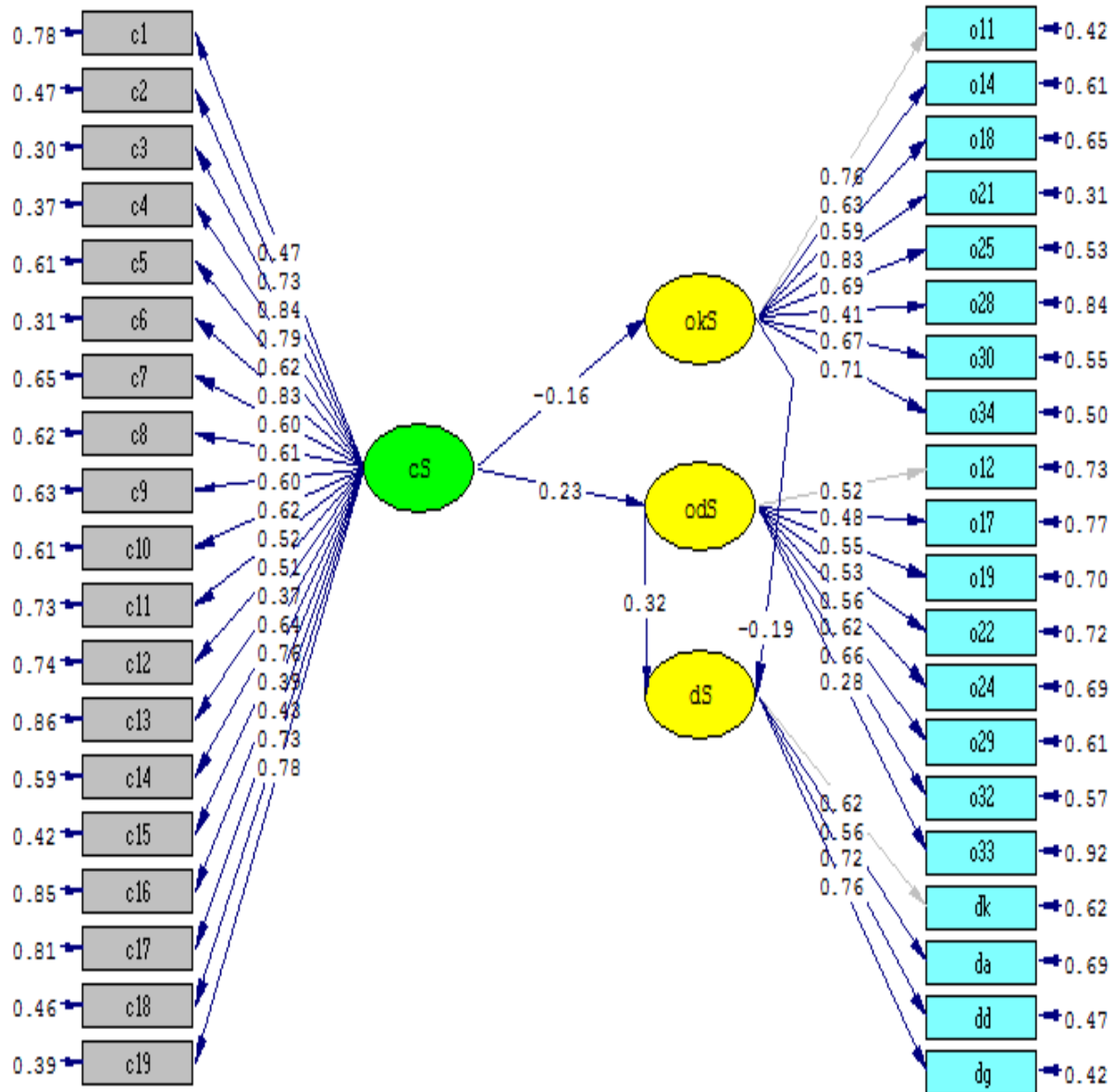


Chi-Square=3429.67, df=1027, P-value=0.00000, RMSEA=0.062

Appendix H: Hypothesized Structural Model with t-values

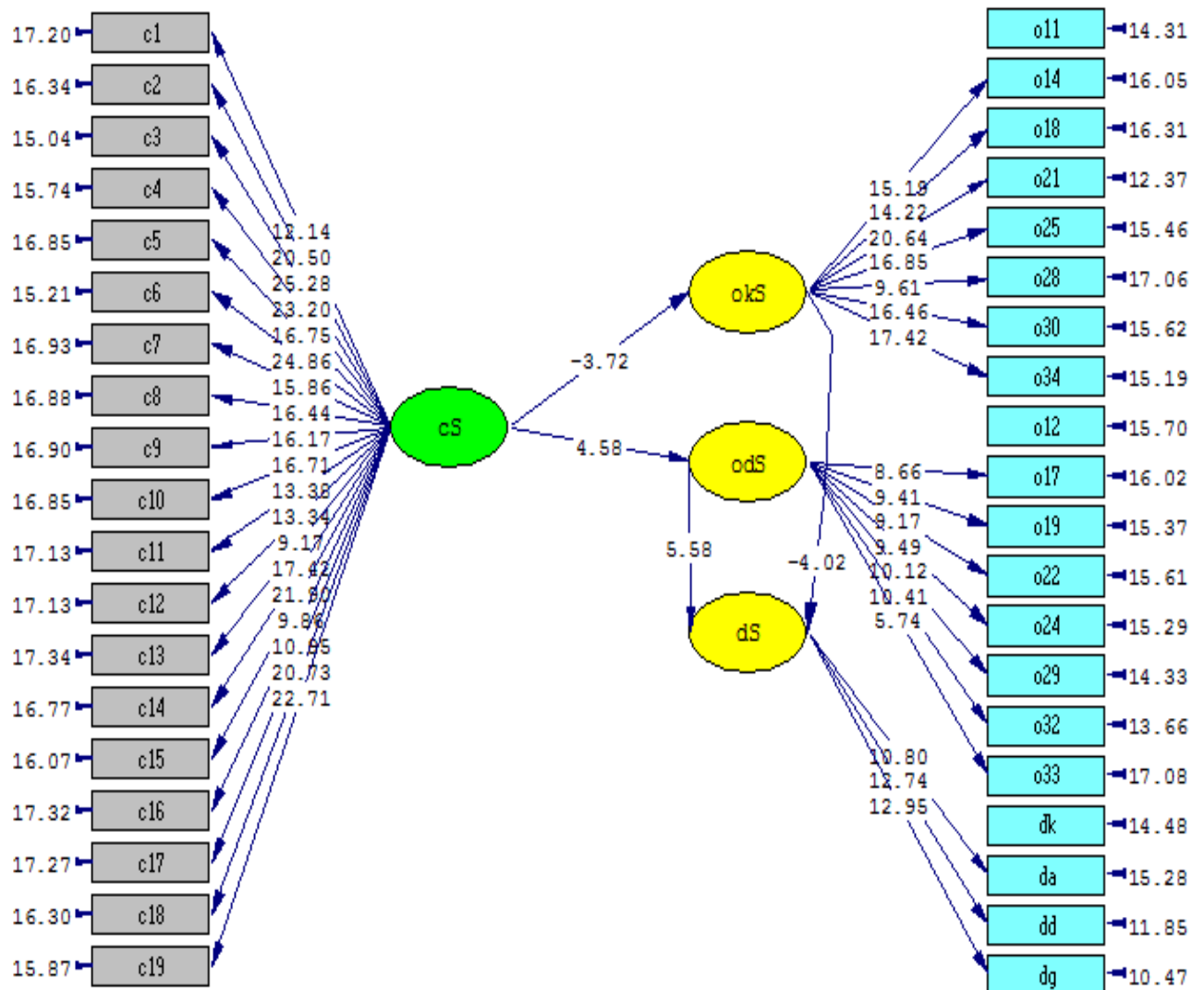


Appendix I: Trimmed Model with Standard Estimates



Chi-Square=2267.05, df=698, P-value=0.00000, RMSEA=0.061

Appendix J: Trimmed Model with t-values



Chi-Square=2267.05, df=698, P-value=0.00000, RMSEA=0.061

Appendix K: Turkish Summary

TÜRKÇE ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNİN ÇOCUKLUKTA MARUZ KALDIĞI EBEVEYN KAYNAKLI PSİKOLOJİK SALDIRGANLIĞA FLÖRT İLİŞKİLERİNDE PSİKOLOJİK SALDIRGANLIĞA BAŞVURMALARI ARASINDA ÖFKE İFADE TARZLARININ ARACI ROLÜ

1. GİRİŞ

Romantik ilişkilerde psikolojik saldırganlık hem dünya da hem de Türkiye’de göz ardı edilmesi mümkün olmayan bir sorundur. Dünya Sağlık Örgütüne göre “yakın ilişki kurulan partnere karşı gösterilen şiddet istisnasız her ülkede, her kültürde ve toplumun her seviyesinde yaşanmaktadır” (2002, s. 15). Evli çiftler arasındaki şiddet daha çok vurgulanıyor ve biliniyor olmasına rağmen, Strauss’a göre (2004) flört şiddeti evlilik şiddetinden daha yaygın bir problemdir.

Yetişkinliğe geçiş aşamasında, 18-25 yaş arasındaki gelişim çağında, flört ilişkisindeki çiftler arasında saldırganlığın yaygın olduğu belirtilmektedir (Woodin, Caldeira, ve O’Leary, 2013). Cornelius, Shorey ve Beebe’e (2010) göre üniversite öğrencilerinin flört ilişkilerinin ortalama %70-90’ında psikolojik flört şiddetine rastlanmaktadır. Dolayısıyla, üniversite öğrencileri arasında psikolojik şiddete başvurma yaygın olarak görülen bir problemdir.

Romantik ilişkilerde saldırganlığa başvurma sürecinin gelişim aşamaları bir çok araştırmacı için merak konusu olmuştur. Davranış bilimcilerden biri olan Bandura, “insan davranışlarının çoğunun model alma aracılığıyla gözlemleyerek öğrenildiğini; kişinin diğerlerini gözlemleyerek yeni davranışın ortaya çıkmasıyla ilgili bir fikir edindiğini sonrasında da benzeri durumlarda bu kodlanmış bilginin kişinin davranışı için rehber görevi gördüğünü” belirtmiştir (1977, s. 22). Bireyin saldırganlık tepkilerini öğreneceği ilk

yer yařadıđı yakın çevredir. Bandura'yagöre (1977) öğrenme genelde davranışları model alınan kişiler yüksek statü, güç ve yeterliliđe sahip olarak algılandığında gerçekteştiđinden, genel olarak çocukları tarafından tanımlanan şekilde algılanan ebeveynler öğrenmenin ana kaynaklarından birisidir. Ebeveynlerini saldırganlıđa başvururken gözlemleyen çocuklar olayı bir bütün olarak gözlemlerler. Bir başka deyişle çocuk sadece saldırgan davranışı deđil aynı zamanda bu davranışın duygusal sebeplerini, saldırganlık durumlarını ve saldırganlığın sonuçlarını da gözlemler. Bu durum çocukların bu tip davranışı kullanma ile ilgili algılarını etkiler. Yetişkinler genelde saldırganlığın olumsuzsonuçları olduđunu düşünseler desaldırganlık, baskı kurma açısından bir güç göstergesidir ve bu yüzden aile şiddetini gözlemleyen çocuklar, şiddet kullanmanın olumlu sonucunu da gözlemler (Foshee, Bauman, ve Linder, 1999). Dolayısıyla saldırganlıđa başvurma, diđerlerinin davranışlarını ve bu davranışların olumlu sonuçlarını da gözlemleyerek pekiştirilmiş olur.

Saldırganlık aile ortamında ortaya çıkmışsa, saldırgan davranışlar normalleştirilebilir ve böylece yetişkinlikte ortaya çıkma ihtimali daha yüksek olur (Busby, Holman ve Walker 2008). Sosyal öğrenme kuramında deneyim ve maruz kalma aracılığıyla gerçekteşen kişiler arası saldırganlık vurgulanmış, özellikle aile, şiddeti öğrenme ortamı olarak kabul edilmiştir. Araştırmalar sonucunda aile ortamında gerçekteşen tüm şiddet türlerinin, gelecekteki romantik ilişkilerde yaşanabilecek saldırganlığı arttırdığı görülmüştür.Dolayısıyla saldırganlığın gelecek kuşaklara aktarılması görüşü desteklenmiştir (Busby ve ark., 2008). Popüler şiddet döngüsü teorisine göre, evlilik içi şiddete maruz kalmış olan çocuklar, şiddeti kendi romantik ilişkilerinde tekrarlama eğilimi göstermektedirler (O'Leary, 1988, akt. Lichter ve McCloskey, 2004). Foshee ve ark. (1999), yetişkin kaynaklımaruz kalınan şiddetin ve ebeveynler arası şiddete tanık olmanın, her iki cinsiyette flört saldırganlığına başvurmayla istatistiksel olarak önemli ölçüde ve pozitif olarak ilişkili olduđunu belirtmektedir.

Bir diđer taraftan, duygusal saldırganlıktek başına deneyimlenirken, fiziksel ve cinsel çođu saldırganlık olayı psikolojik saldırganlıkboyutunu da içermektedir. Dolayısıyla,duygusal saldırganlık, çocuk istismarının en çok deneyimlenen formudur

(Crawford ve Wright, 2007). Çocuk istismarının diğer boyutları kontrol altında tutulsa bile, çocukluk çağı duygusal istismarının, yetişkinlikte saldırganlığa başvurma ve maruz kalma durumlarını yordadığı ifade edilmektedir (Crawford ve Wright, 2007).

Öte yandan, saldırganlığı açıklayan modeller, öfkenin nedensel olsun veya olmasın, saldırgan davranışa başvurmayı önemli ölçüde yordadığını öne sürmektedir (Elkins, Moore, McNulty, Kivisto ve Handsel, 2013). Buss ve Perry' e göre öfke, çoğunlukla flört şiddetinin duygusal öncüsü olarak kendini göstermektedir(1992; akt. Wolf ve Foshee, s. 309, 2003). Eğer öfke kontrol edilemezse, kişinin diğer insanlarla iletişimde olumsuz sonuçlar ortaya çıkabilir (Clarey, Hokoda ve Ulloa, 2010). Örneğin, üniversite öğrencisi kadınlarla yapılan bir çalışmada, kadınların psikolojik saldırganlığa başvurusundaki en etkili güdülerden bir tanesinin öfke olduğu tespit edilmiştir (Leisring, 2013).

Tüm kızgın insanlar flört saldırganlığına başvurmamaktadır, ancak öfke kontrol sorunları öfkenin saldırganlığa dönüşmesine sebep olabilmektedir (Shorey, Seavey, Quinn ve Cornelius, 2014). Woodin ve ark. (2013)' a göre öfke yönetimi becerileriyle, kadın ve erkeklerin flört saldırganlığına başvurmaları arasında, negatif yönlü güçlü bir ilişki vardır. Bir başka deyişle, öfke kontrol becerilerindeki eksiklik, flört saldırganlığı olasılığını arttırmaktadır (Baker ve Stith, 2008). Örneğin, Lundeberg, Stith, Penn ve Ward (2004) erkek üniversite öğrencileriyle yaptıkları bir çalışmada fiziksel flört şiddetine başvuran bireylerin, başvurmayan bireylere nazaran daha zayıf öfke kontrol becerilerine sahip olduğu sonucuna ulaşmışlardır.

Ebeveyn kaynaklı saldırganlığa maruz kalma ile çocukların işlevsel olmayan öfke ifade biçimleri kullanması arasında olumlu bir ilişki bulunmaktadır ve bu öfke ifade biçimleri, üniversite öğrencilerinin flört şiddetine başvurma olasılığını arttıran bir etkiye sahiptir (Wolf and Foshee, 2003). Ayrıca Clarey ve ark.'na göre (2010), öfkeyi kontrol etme, ebeveynler arası şiddeti deneyimleme ve flört saldırganlığına başvurma, birbiriyle ilişkilidir ve öfke kontrolü, aile şiddetine maruz kalma ile flört şiddetine başvurma arasındaki ilişkiye aracılık etmektedir. Bu sonuçlar sosyal öğrenme kuramından

türetilen, aile içi şiddete maruz kalan kişiler flört şiddetine başvurmayı yordayacak öfke ifade biçimleri öğrenirler varsayımını desteklemektedir(Clarey ve ark., 2010). Eckhardt, Jamison ve Watts (2002), flört şiddetine başvuran erkeklerin başvurmayan erkeklere göre, öfke ifade biçimlerinden, öfkeyi içe ve dışa yöneltmede daha yüksek, öfke kontrolünde ise daha düşük puanlar aldıklarını bulmuşlardır.

1.2 Araştırmanın Amacı

Bu çalışmanın amacı flört ilişkisi olan üniversite öğrencilerinin öfke ifade tarzlarının, çocukta maruz kalınan ebeveyn kaynaklı psikolojik saldırganlıkla flört ilişkilerinde psikolojik saldırganlığa başvurma arasındaki ilişkiye aracılık etmedeki rolünü incelemektir. Bu araştırma, Sosyal Öğrenme Kuramı (Bandura, 1971) prensipleri ışığında, ebeveyn kaynaklı psikolojik saldırganlık, öfke ifade biçimleri ve psikolojik flört saldırganlığınabaşvurmaarasındaki yapısal ilişkileri incelemeyi ve bu değişken kombinasyonlarının üniversite öğrencileri arasında psikolojik flört saldırganlığına başvurmayı ne ölçüde yordadığını araştırmayı amaçlamıştır. Çalışma psikolojik flört saldırganlığını bağımlı,, ebeveyn kaynaklı psikolojik saldırganlık yaşantısını bağımsız değişken, öfke ifade biçimlerini ise aracı değişken olarak modele katarak inceler. Araştırmada aşağıdaki temel soruya yanıt aranmıştır:

- Ebeveyn kaynaklı duygusal istismar ve ihmal (psikolojik saldırganlık) ve öfke ifade biçimleri değişkenlerinden oluşturularak önerilen model, üniversite öğrencileri arasındaki psikolojik flört saldırganlığına başvurma davranışlarını ne ölçüde açıklamaktadır?

1.3 Araştırmanın Hipotezleri

Yukarıda belirtilen araştırmanın amacı ve sorusu doğrultusunda, aşağıdaki hipotezler test edilmiştir.

1. Ebeveyn kaynaklı psikolojik istismar ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır.
2. Ebeveyn kaynaklı psikolojik istismar ile öfke kontrolü arasında doğrudan bir ilişki vardır.
3. Ebeveyn kaynaklı psikolojik istismar ile öfkeyi dışa yansıtma arasında doğrudan bir ilişki vardır.
4. Ebeveyn kaynaklı psikolojik istismar ile öfkeyi içe yansıtma arasında doğrudan bir ilişki vardır.
5. Öfke kontrolü ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır.
6. Öfkeyi dışa yansıtma ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır.
7. Öfkeyi içe yansıtma ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır.
8. Ebeveyn kaynaklı psikolojik istismar ile psikolojik saldırganlığa başvurma, öfke ifade biçimleri aracılığı ile dolaylı olarak ilişkilidir.

1.4 Araştırmanın Önemi

Türkiye’de bir çoğu ölümlerle sonuçlanan flört şiddeti olaylarındaki ciddi artış, araştırma için değişken seçiminde göz önünde bulundurulmuştur. Konunun ehemmiyeti, yetişkinlikte saldırganlığa başvurma nedenlerinin belirleniminin önemini de göstermektedir (Busby ve ark., 2008). Ayrıca araştırmalar psikolojik saldırganlığa başvurma, fiziksel saldırganlık ve ilişkilerde yaşanan diğer saldırganlık türlerinin

sıklığında yordadığını göstermiştir (örn. Baker ve Stith, 2008; Murphy ve O’Leary, 1989). Jorgensen’e göre evlilik şiddetinin eğitim zemini flört şiddetidir (1986; akt., O’Keefe, s.40, 1998). Bu görüşe paralel olarak, Murphy and O’Leary (1989) evliliğin ilk dönemlerinde yaşanan psikolojik saldırganlık ve fiziksel saldırganlık arasındaki ilişkiyi 393 nişanlı çiftten oluşan bir örnekleme araştırmışlardır. Bulgular kişinin psikolojik saldırganlığa başvurmasının, fiziksel saldırganlığa başvurmasını yordadığını göstermiştir.

Türkiye’deki şiddet çalışmaları genelde kadınların şiddete maruz kalmasıyla ilgilidir. Bu çalışma her iki cinsiyetin psikolojik saldırganlığa başvurması ve ebeveyn kaynaklı algılanan duygusal istismar ve öfke ifade biçimlerinin psikolojik saldırganlığa başvurma ile ilişkisini araştırması açısından önemlidir. Türkiye’de nesiller arası şiddet taşınımı teorisine dayalı çok az sayıda çalışma yapılmıştır (örn. Toplu-Demirtas, 2015). Ayrıca, “öfke kontrolünün ebeveyn şiddetine maruz kalmak ve flört şiddetine başvurmak arasındaki ilişkide oynadığı rol, yalnızca birkaç çalışma tarafından incelenmiştir” (Clarey ve ark., s.620, 2010). Bu çalışma Türkiye’de, ebeveyn kaynaklı duygusal istismar ile psikolojik flört saldırganlığına başvurma arasındaki ilişkide öfke ifade biçimlerinin yordayıcı etkisini araştırmayı amaçlayan ilk çalışma olması açısından önemlidir. Aynı zamanda, daha önce ebeveyn kaynaklı duygusal istismar ile psikolojik flört saldırganlığına başvurma arasındaki dolaylı ilişki araştırılmamıştır. Bu açıdan çalışmanın literatürdeki önemli bir boşluğu doldurmaya yardımcı olması amaçlanmaktadır. Çalışmanın psikolojik danışma alanına, topluma katkı sağlaması ve bulguların uygulamalara yön vermesilmektedir.

2. YÖNTEM

2.1 Araştırmanın Deseni

Bu çalışma ilişkisel araştırma desenine sahiptir. Çalışma ebeveyn kaynaklı psikolojik istismar, öfke ifade biçimleri ve psikolojik saldırganlığa başvurma arasındaki yapısal

ilişkiyi incelemek üzere tasarlanmıştır. Ayrıca, yapısal eşitlik modellemesi, sözü edilen değişkenler arasındaki ilişkiyi ortaya çıkarması amacıyla kullanılmıştır.

2.2 Örneklem

Bu araştırmanın verileri flört ilişkisi yaşayan ya da son altı ayda flört ilişkisi deneyimi olan, Mustafa Kemal Üniversitesinde öğrenimini sürdüren lisans ve lisansüstü düzeydeki üniversite öğrencilerinden edinilmiştir. Kolay ulaşılabilirlik yöntemiyle, çalışmaya katılmaya gönüllü olan 690 üniversite öğrencisine ulaşılmıştır. Veri temizleme süreçlerinden sonra 76 veri elenmiş ve böylece çalışmanın son örneklemini flört ilişkisi olan 614 üniversite öğrencisi oluşturmuştur.

2.3 Veri Toplama Araçları

Bu çalışmada, Çocukluk Çağı Örselenme Yaşantıları Ölçeği-Duygusal İstismar ve Duygusal İhmal alt boyutu (ÇÖYÖ-Dİ-Dİ, Bernstein ve ark., 1994), Sürekli Öfke-Öfke İfade Tarzları Ölçeği-Öfke İfade Tarzları alt boyutu (SÖÖTÖ-ÖTÖ, Spielberger, 1988), Çok Boyutlu Duygusal İstismar Ölçeği (ÇBDİÖ, Murphy ve Hoover, 1999) ve Kişisel Bilgi Formu veri toplama aracı olarak kullanılmıştır.

2.3.1 Çocukluk Çağı Örselenme Yaşantıları Ölçeği (ÇÖYÖ)

Çocukluk çağı örselenme yaşantıları ölçeği (ÇÖYÖ), Bernstein ve ark. (1994) (ölçek için bkz. Ek A) tarafından geliştirilmiş, katılımcılardan çocukluklarında yaşadıkları istismar ve ihmal olaylarının sıklığını 5'li Likert tipi ölçek üzerinde belirtmelerini isteyen, geçmişe yönelik, bir öz bildirim ölçeğidir.

Ölçeğin Türkçe uyarlaması Aslan ve Alparslan (1999) tarafından gerçekleştirilmiştir. Ölçeğin Türkçe versiyonu 40 madde ve 3 alt boyuttan oluşmaktadır; duygusal istismar ve ihmal, fiziksel istismar ve cinsel istismar. 3 alt ölçekten elde edilen puanların toplamı, toplam puanı verir. Ölçeğin geçerlilik ve güvenirlik çalışmaları yapılmış ve iç tutarlılık

katsayıları toplam ölçek için .96, alt boyutlar için ise sırasıyla .95, .94 ve .94 olarak bulunmuştur.

Bu çalışmada ÇÖYÖ'nün alt ölçeklerinden duygusal istismar ve ihmal, çocukluk çağında yaşanan ebeveyn kaynaklı psikolojik saldırganlığı ölçmek için kullanılmıştır. Ölçeğin duygusal istismar ve ihmal alt boyutu 19 maddeden oluşur ve puanlar 19-95 arasında dağılım gösterir. Ölçeğin bu çalışmada elde edilen iç tutarlılık katsayısı duygusal istismar ve ihmal alt boyutu için .91 olarak hesaplanmıştır.

2.3.2 Sürekli Öfke-Öfke İfade Tarzları Ölçeği (SÖÖTÖ)

Sürekli öfke-öfke ifade tarzları ölçeği Spielberger (1988) (ölçek için *bknz* Ek B) tarafından öfkeyi ve öfkenin nasıl ifade edildiğini ölçmek için geliştirilmiştir. Türkçeye Özer (1994) tarafından kazandırılan ölçek, 34 madde ve 4 alt boyuttan oluşmaktadır. Bu çalışmada öfke ifade tarzlarını ölçen 3 alt boyutu kullanılmıştır; “Öfke kontrol” (8 madde), “Öfke dışı” (8 madde) ve “öfke içe” (8 madde). Bu alt ölçekler, katılımcıların öfkeyi içe yöneltme, öfkeyi dışı yöneltme ve öfkeyi kontrol etme eğilimlerini ölçmek için tasarlanmıştır.

Ölçek 4'lü Likert tipi puanlamaya sahip, bir kendini değerlendirme ölçeğidir. Ölçekten elde edilecek puan aralıkları 34-136 arasında değişmektedir. Spielberger ve ark. (1988) öğrenci örneklemini ileyaptıkları bir çalışmada iç tutarlılık katsayılarını öfke kontrol, öfke içe ve öfke dışı için sırasıyla .85, .76 ve .74 olarak bulmuştur. Türkçe versiyonunda öfke ifade tarzları alt ölçekleri için iç tutarlılık katsayıları, öfke kontrol için .80-.90 aralığında, öfke dışı için .69-.91 aralığında ve öfke içe için .58-.76 aralığındadır (Özer, 1994).

Bu çalışma kapsamında ölçeğe dair elde edilen iç tutarlılık katsayıları öfke kontrol, öfke dışı ve öfke içe için sırasıyla .86, .75 ve .64 olarak hesaplanmıştır.

2.3.3 Çok Boyutlu Duygusal İstismar Ölçeği (ÇBDİÖ)

Çok Boyutlu Duygusal İstismar Ölçeği, Murphy ve Hoover (1999) (ölçek için *bknz* Ek C) tarafından üniversite öğrencilerinin flört ilişkilerindeki psikolojik saldırganlığı ölçmek için geliştirilmiştir. ÇBDİÖ, 28 madde ve 4 boyutlu (Kontrol, Aşağılama, Düşmanca geri çekilme, Gözdağı) bir kendini değerlendirme ölçeğidir. Ölçekteki maddeler son altı ay içinde belirtilen davranışların ne sıklıkta olduğunu ölçmeye çalışmaktadır. Her bir madde için 8 seçeneğin olduğu ölçekte, “1” olayın bir kere, “2” iki kere, “3” 3-5 kere, “4” 6-10 kere, “5” 11-20 kere, “6” 20 kereden fazla olduğunu, “7” son 6 ayda olmadığını, “0” ise hiç olmadığını ifade eder. Alt ölçeklerden alınan yüksek puanlar, psikolojik saldırganlıkla ilgili davranışın yaşanma sıklığındaki fazlalığı gösterir.

Ölçek Toplu-Demirtaş ve Hatipoğlu-Sümer (2013) tarafından Türkçeye çevrilmiştir. 254 gönüllü flört ilişkisi olan üniversite örnekleminde yapılan çalışma kapsamında incelenen faktör yapısı, ölçeğin orijinaliyle benzerlik göstermiş ve bulgular ilgili popülasyonda ölçeğin Türkçe versiyonunun da geçerli ve güvenilir bir ölçme aracı olduğunu ortaya koymuştur.

Bu çalışmada ÇBDİÖ, psikolojik saldırganlığa başvurma davranışını ölçmek için kullanılmıştır. Ölçeğin bu çalışmada elde edilen iç tutarlılık katsayısı .91 olarak bulunmuştur.

2.3.4 Kişisel Bilgi Formu

Kişisel bilgi formu, katılımcıların kişisel, demografik ve ilişkisel bilgilerine ilişkin soruları içeren bir formdur (form için *bknz* Ek D). Form araştırmacı tarafından hazırlanmıştır.

2.4 Veri Toplama Süreci ve İşlem

Veriler arařtırmacı tarafından 2015-2016 eēitim ēretim yılının bahar dneminde toplanmıřtır. ncelikle ODT İnsan Arařtırmaları Etik Kurulu'ndan geerli etik izin alınmıřtır. Ardından lekleri niversitede uygulayabilmek iin Mustafa Kemal niversitesi etik kurulundan izin alınmıřtır. lme araları ders sorumlusunun izni alınarak sınıf ortamında uygulanmıřtır. lek daēıtılmadan nce anketi doldurma řartları (halihazırda flrt iliřkisi iinde olma veya son altı ay iinde flrt iliřkisi deneyimine sahip olma ve 18 yařından byk olma) belirtilmiř, alıřmanın amacı ve faydaları arařtırmacı tarafından aıklanmıř ve katılacak kiřilerden bilgilendirilmiř onam alınmıřtır. Katılımcılar lekleri bireysel olarak doldurmaları konusunda uyarılmıřlardır. Katılımcılardan kimlik bilgilerini ieren isim, soy isim ve numara gibi hibir bilgi alınmamıřtır. alıřmanın tm leklerinin tamamlanması ortalama 20 dakika srmřtr.

2.5 Veri Analizi

Bu alıřmanın amacı, psikolojik saldırganlıēa bařvurmaya dayalı bir model oluřtırmak ve bu modeli test etmektir. Yapısal eřitlik modeli ile deēiřkenler arası iliřkiler anlařılmaya alıřılmıřtır. Verilere iliřkin ncelikli prosedrleri geekleřtirmek, betimsel istatistikler ve gvenilirlik testleri iin SPSS 22 programı kullanılmıřtır. LISREL 9.1 programı kullanılarak, Yapısal Eřitlik Modeli (YEM) ile lm modeli ve yapısal modeller test edilmiřtir.

2.6 alıřmanın Sınırlılıkları

alıřma sonuları, bir takım sınırlılıklar gz nne alınarak deēerlendirilmelidir. İlk olarak, alıřmanın rnekleme kolay ulařılabilirlik yntemiyle oluřturulmuřtur. Tm katılımcılar Mustafa Kemal niversitesi ērencileridir. Bulgular, Trkiye'deki tm flrt iliřkisi olan niversite ērencileri poplasyonunu temsil etmemektedir. İkinci olarak, demografik ve eřitli faktrler aısındanTrkiye'nin diēer blgelerinin Hatay'dan farklı olabileceēi ve dolayısıyla alıřmanın sonularının farklı blgelerdeki niversite ērencilerine genellenebilirliēi konusunun dikkatle ele alınması gerekmektedir. nc

sınırlılık ise, çalışmanın bulgularının kısmen katılımcıların geçmişleriyle ilgili bilgilere dayalı olmasıdır. Örneğin çocuklukta duygusal saldırganlığa maruz kalma yaşantısı geçmişe yönelik bir veri olduğundan, katılımcılar hatırlamakta zorlanabilir ve doğru bilgiler elde edilemeyebilir. Ayrıca katılımcıların toplumsal beğenilirlik yönünde cevap vermiş olma ve gerçekleri manipüle etmiş olma riski de söz konusudur. Son olarak, katılımcılar arasındaki cinsiyet dağılımı göz önünde bulundurulması gereken bir sınırlılıktır. Çalışmadaki kadın katılımcılar (%65.5) ve erkek katılımcılar (%34.5) arasında rakamsal olarak büyük fark vardır. Bu durum, çalışmanın içeriğini oluşturan ilişki içerikli anketlere kadınların daha ilgili olmasından kaynaklanmış olabilir.

3. BULGULAR

İlk olarak, ölçüm modeli test edilmiştir. Uyum değerleri kabul edilebilir düzeyde olduğu için (Tablo 4.6) yapısal modele ilişkin ölçüm modelinin bu veriye uygun olduğu bulunmuştur. Bunun üzerine, tek örneklemlili yapısal model test edilmiştir. Uyum değerleri kabul edilebilir çıkmasına rağmen (Tablo 4.8), önerilen modelde kuramsal olarak ilişkili olması beklenen tüm yollar anlamlı çıkmamıştır. Bu sebeple istatistiksel olarak anlamlı bulunmayan yollar modelden çıkarılarak yeni model tekrar test edilmiştir. Yeni elde edilen modelin de uyum iyiliği indeksleri; ki-kare, serbestlik derecesi 3.24, CFI değeri .95, TLI değeri .95, SRMR değeri .08 ve RMSEA değeri .06 olarak bulunmuştur. Bu sonuçlar ışığında, uyum iyiliği indekslerinin kabul edilebilir aralıkta olmasıyla, modelin veriye uyum sağladığı sonucuna varılmıştır.

Modelde önerilen yolların hepsi istatistiksel olarak anlamlı çıkmamıştır. Sekiz hipotezden beşinin model tarafından desteklendiği görülmüştür. Tek örneklemlili YEM analizi sonuçları, hipotez başlıkları altında özetlenmiştir:

Hipotez 1: Ebeveyn kaynaklı psikolojik istismar ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır. Bu hipotez sonuçlar tarafından çürütülmüştür. Ebeveyn kaynaklı psikolojik şiddete maruz kalmakla psikolojik flört saldırganlığına

başvurmak arasında doğrudan, istatistiksel olarak anlamlı bir ilişki yoktur ($\beta = .05$, $p > .05$).

Hipotez 2: Ebeveyn kaynaklı psikolojik istismar ile öfke kontrolü arasında doğrudan bir ilişki vardır. Bu hipotez bulgular tarafından desteklenmiştir, aradaki ilişki istatistiksel olarak anlamlı ve negatif yönlüdür ($\beta = -.16$, $p < .05$).

Hipotez 3: Ebeveyn kaynaklı psikolojik istismar ile öfkeyi dışa yansıtma arasında doğrudan bir ilişki vardır. Sonuçlar hipotezi desteklemiştir. İlişki istatistiksel olarak anlamlı ve pozitiftir ($\beta = .23$, $p < .05$).

Hipotez 4: Ebeveyn kaynaklı psikolojik istismar ile öfkeyi içe yansıtma arasında doğrudan bir ilişki vardır. Bu hipotez sonuçlar tarafından desteklenmemiştir. İstatistiksel olarak anlamlı bir ilişki yoktur ($\beta = .16$, $p > .05$).

Hipotez 5: Öfke kontrolü ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır. Sonuçlar hipotez 5 i destekler niteliktedir. İlişki istatistiksel olarak anlamlı ve negatiftir ($\beta = -.19$, $p < .05$).

Hipotez 6: Öfkeyi dışa yansıtma ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır. Bu hipotezin doğruluğu sonuçlarca ispatlanmıştır. İlişki istatistiksel olarak anlamlı ve pozitif yönlüdür ($\beta = .32$, $p < .05$).

Hipotez 7: Öfkeyi içe yansıtma ile psikolojik saldırganlığa başvurma arasında doğrudan bir ilişki vardır. Bu hipotez reddedilmiştir. İstatistiksel olarak anlamlı bir ilişki yoktur ($\beta = .12$, $p > .05$).

Hipotez 8: Ebeveyn kaynaklı psikolojik istismar ile psikolojik saldırganlığa başvurma, öfke ifade biçimleri aracılığı ile dolaylı olarak ilişkilidir. Hipotez 8 sonuçlar tarafından desteklenmiştir. Aradaki ilişki istatistiksel olarak anlamlı ve pozitif yönlüdür ($\beta = .11$, $p < .05$).

Diğer taraftan, çoklu korelasyon katsayısının karesi (R^2) incelendiğinde, modeldeki değişkenlerin psikolojik saldırganlığa başvurma üzerindeki varyansın %15'ini açıkladığı görülmüştür.

4. TARTIŞMA

4.1 Önerilen Araştırma Modeli ve Hipotezlere İlişkin Tartışma

Bu çalışmanın bulguları, ebeveyn kaynaklı maruz kalınan duygusal istismar ve ihmalle psikolojik saldırganlığa başvurma arasında doğrudan istatistiksel olarak anlamlı bir ilişki olmadığını göstermiştir. (Hipotez 1). Literatürde bu bulguyu destekleyen çalışmalar olmasına rağmen (Karakurt ve ark., 2013; Makin-Byrd ve Bierman, 2013), çoğu çalışmanın bulgularıyla çelişmektedir (Crawford ve Wright, 2007; Edwards ve ark., 2014; Gover ve ark., 2015; Kaura ve Allen, 2004; Kerley ve ark., 2010; Marshall ve Rose, 1988; Taft ve ark., 2008).Örneğin Taft ve ark. (2008) çocuklukta ebeveyn tarafından reddedilmenin psikolojik şiddete başvurmayla pozitif ilişkili olduğunu belirtmiştir. Benzer şekilde, Edwards ve ark.'nın (2014) çalışması çocuklukta maruz kalınan duygusal istismarın, psikolojik istismara başvurma ile istatistiksel olarak anlamlı ve pozitif ilişkili olduğunu göstermektedir. Crawford ve Wright (2007) duygusal istismar ve ihmale maruz kalmanın, yetişkinlikte saldırganlığa başvurmayı yordadığını ifade etmiştir. Ayrıca, Kaura ve Allen (2004) ebeveyn şiddetinin flört şiddetinin en önemli yordayıcısı olduğunu belirtmiştir. Gover ve ark.'nın (2015) çalışmasında, çocuklukta istismara uğramış üniversite öğrencilerinin, istismara uğramamış öğrencilere nazaran %35 oranında daha fazla psikolojik saldırganlığa başvurdıkları saptanmıştır. Kerley ve ark. (2010) da çocuklukta şiddete maruz kalmanın, yetişkinlikte psikolojik saldırganlığa başvurmayı yordadığını ifade etmişlerdir. Marshall ve Rose (1988) çocukluk istismar deneyiminin erkeklerde saldırganlığı doğrudan etkilediğini öne sürmüştür.

Diğer taraftan, Karakurt ve ark. (2013), her iki cinsiyet içinde ebeveyn şiddetiyle ilişki saldırganlığı arasında doğrudan bir ilişki olmadığını bulmuşlardır. Ayrıca Makin-Byrd ve Bierman (2013), çocukluk istismarıyla flört saldırganlığı arasındaki ilişkinin istatistiksel olarak anlamsız olduğunu saptamıştır. Özetle, duygusal istismar ve ihmalin doğrudan etkisi literatür tarafından desteklenmiş olsa bile, bu çalışma gibi bazı çalışmalar çocuklukta psikolojik saldırganlığa maruz kalmanın, flört ilişkisinde saldırganlığa başvurmayı doğrudan etkilemediğini göstermektedir.

Hipotez 2 ve 3 bulgular tarafından doğrulanmış; öfke kontrolüyle öfkeyi dışa vurma değişkenlerinin çocuklukta ebeveyn kaynaklı duygusal istismar ve ihmale maruz kalmayla ilişkili olduğu, fakat öfkeyi içe aktarma değişkeniyle anlamlı bir ilişkisi olmadığı bulunmuştur (Hipotez 4). Gardner ve ark. (2014) duygusal istismarın öfke deneyimi ve ifade tarzıyla ilişkili olduğunu bulmuştur. Fakat bu çalışmanın bulguları, Gardner ve ark.'nın (2014) bulgularından farklıdır. Onların çalışmasında öfke içe değişkeni psikolojik saldırganlığa maruz kalmayla ilişkili ancak öfke kontrol ve öfke dışa değişkenleriyle ilişkisiz bulunmuştur. Wolf ve Foshee'e göre ise(2003) ebeveyn tarafından saldırganlığa maruz kalma, çocukların hasar verici öfke ifade tarzları kullanmalarıyla pozitif olarak ilişkilidir.

Bir diğer taraftan, Gardner ve ark. (2014) duygu kontrolünün, çocuk istismarı ve öfke ve öfke ifade biçimleri arasındaki ilişkiyi yordadığını belirtmiştir. Benzer bir şekilde Kim ve Cicchetti de (2010) ebeveyn davranışlarının kişinin duygu kontrolüyle ilişkili olduğunu bulmuştur. Öfke de bir duygu olduğundan, öfke kontrolü bu çalışmada öfke ifade biçimleri kalıbıyla ifade edilmiştir. Açıklamayla paralel olarak, Kim ve Cicchetti'nin (2010) çalışmasının bulguları mevcut çalışmanın bulgularıyla örtüşmektedir çünkü onların çalışmasında da çocuklukta ihmal edilmenin duygu kontrolünde yaşanan zorluklarla ilişkili olduğu bulunmuştur. Coates ve Messman-Moore (2014) da psikolojik olarak kötüye kullanılma ile duygusal düzensizliğin arasındaki bağlantının altını çizmişlerdir. Ayrıca Reyes ve ark. (2015) da çocukluk istismar ve ihmalinin, öfke kontrol becerilerini olumsuz olarak etkilediğini belirtmişlerdir.

Hipotez 5 ve 6 bulgular tarafından desteklenmiş; öfke kontrol ve öfke dışa değişkenleriyle psikolojik flört saldırganlığına başvurma arasında doğrudan bir ilişki olduğu, fakat öfke içe değişkeniyle psikolojik flört saldırganlığına başvurma arasında istatistiksel olarak anlamlı ve doğrudan bir ilişki olmadığı bulunmuştur (Hipotez 7). Çalışmanın bulguları, önceki çalışmaların bulguları tarafından desteklenmektedir (Baker ve Stith, 2008; Eckhardt ve ark., 2002; Murphy ve ark., 2007; Shorey ve ark., 2011). Eckhardt ve ark.'nın (2002) erkek üniversite öğrencilerinin öfke ifade biçimleri ile flört şiddetine başvurmaları arasındaki ilişkiyi inceleyen deneysel çalışmalarında, şiddete başvuran öğrencilerin, başvurmayanlara nazaran, öfke kontrol puanlarının daha düşük, öfke içe ve öfke dışa puanlarının ise daha yüksek olduğu görülmektedir. Murphy ve ark. (2007) romantik partnerlerine karşı şiddete başvuran erkeklerin, genel öfke problemleri olduğunu belirtmişler ve deneysel çalışmalarında ise, patolojik öfke grubundaki bireylerin öfke kontrol puanlarının en düşük, öfke dışa puanlarının ortalama ve öfke içe puanlarının ortalamanın altında olduğunu, normal öfke grubuna göre patolojik öfke grubunun daha çok psikolojik şiddete başvurduğu gözlenmiştir. Shorey ve ark. (2011) psikolojik şiddete başvurmayanların başvuranlara oranla daha az öfke yönetim problemi yaşadığını belirtmişlerdir. Öfke kontrolünde yaşanan zorlukların, daha fazla öfkeye ve dolayısıyla daha fazla psikolojik şiddete başvurmaya sebep olduğu ifade edilmektedir. Baker ve Stith (2008) de öfke kontrolünde zorluk yaşayanların şiddete daha çok başvurduklarını belirterek, öfke kontrolünün öneminin altını çizmiştir.

Bu çalışmanın bulguları, ebeveyn kaynaklı maruz kalınan duygusal istismar ve ihmalle psikolojik saldırganlığa başvurma arasında dolaylı ve istatistiksel olarak anlamlı bir ilişki olduğunu göstermiştir (Hipotez 8). İlişki, istatistiksel açıdan önemli ve pozitif bulunmuş, öfke ifade biçimleri olan öfke kontrolü ve öfkeyi dışa vurma tarafından anlamlı biçimde yordanmıştır. Literatürde aynı değişkenleri kullanarak oluşturulmuş araştırmalar oldukça sınırlıdır. Ancak yine de literatürde mevcut araştırmayı destekleyen çalışmalar vardır (Reyes ve ark., 2015; Wolf ve Foshee, 2003). Örneğin, boylamsal çalışmalarında Reyes ve ark. (2015), öfke bozukluğunun aile içi şiddete maruz kalma ve fiziksel flört şiddetine başvurma arasında yordayıcı değişken olarak işlevi olduğunu göstermiştir. Benzer bir şekilde Wolf ve Foshee (2003) de aile içi saldırganlığa maruz

kalmakla, flört saldırganlığına başvurmak arasındaki ilişkiyi öfke ifade biçimlerinin yordadığını bulmuşlar, öfke ifade biçimlerinin psikolojik saldırganlığa başvurmayı teşvik ettiren, aile içi saldırganlığa maruz kalma durumlarında bir mekanizma görevi gördüğünü belirtmişlerdir.

4.2Kuramve Uygulamaya Yönelik Çıkarımlar

Bu çalışmanın bulguları, mevcut flört saldırganlığıliteratürünü genişletmeyi hedeflemiş, psikolojik saldırganlığı önleme ve müdahale çalışmaları ile ilgili çıkarımlar ortaya koymuştur. Sosyal Öğrenme Kuramı(Bandura, 1971) rehberliğinde, önerilen model, ebeveyne dayalı ve davranışsal değişkenlerin üniversite öğrencileri arasında yaşanan psikolojik flört şiddetini ne ölçüde açıkladığını göstermiştir. Bu nedenle, bu çalışma flört saldırganlığı oluşumunun kuramsal olarak açıklanmasına katkı sağlamıştır.

Çatışmalarla sağlıklı başa çıkma, duygu-öfke kontrolü ve uygun öfke ifade pratikleri içeren, öfke kontrolü ve iletişim becerileri eğitimleri veya psiko-eğitim grupları psikolojik danışmanlar ve uzman kişiler tarafından uygulanabilir. Ayrıca, önleyici programlar öfkeyi yönetmeyi öğretene,çeşitli gevşeme tekniklerini de içeren bilişsel-davranışsal yaklaşım odaklı olarak hazırlanabilir ve üniversitelerde, hatta liselerde çalışan uygulamacılar tarafından yürütülebilir. Ebeveynlere yönelik örneğin, çocuk istismar ve ihmalinin olumsuz etkilerini konu alan eğitimler,seminerve çalıştaylar düzenlenebilir. Ayrıca, müdahale çalışmaları bağlamında, mevcut istismar ve ihmal durumunun tespiti için öğretmenlerin farkındalıklarını arttıracak eğitimlerin düzenlenmesi sağlanabilir. Ailesi tarafından psikolojik saldırganlığa maruz kalan çocuklara ise danışmanlık hizmeti sunulabilir.Üniversite psikolojik danışma ve rehberlik merkezlerinde görevli danışmanlar flört şiddetine başvurma ve maruz kalma ile ilgili düzenli olarak tarama çalışmalarıyapabilir, ihtiyacı olanlara ise danışmanlık hizmeti sağlayabilir.

4.3 Gelecekteki Araştırmalar için Öneriler

Öncelikle, gelecekte yapılacak çalışmalarda aynı değişkenlerin farklı örneklemelerde tekrarlanması ve bulguların karşılaştırılması önerilmektedir. Ayrıca, gelecekte yapılacak çalışmalarda, her iki partnerden ve ebeveynlerden de veri toplanması önemli görülmektedir. Bu çalışmada, Sosyal Öğrenme Kuramından yararlanılarak, duygusal istismar ve ihmale maruz kalma bağımsız değişken olarak alınmıştır. Literatürde ebeveyn tarafından uygulanan şiddetin romantik ilişki şiddetine etkisini inceleyen birçok çalışma mevcuttur (örn. Gover ve ark., 2008; Karakurt ve ark., 2013; Kaura ve Allen, 2004; Kerley ve ark., 2010; Marshall ve Rose, 1988; Murrell ve ark., 2007; Taft ve ark., 2008; Zhang ve ark., 2015). Ebeveyn psikolojik şiddetine maruz kalmak ise hem istismar ve ihmali deneyimleme hemde tanık olma olarak açıklanmaktadır (Bandura, 1971). Bu çalışmada deneyimleme incelenmiştir. Gelecekteki çalışmalarda ebeveynler arası saldırganlığa tanık olmanın da etkisinin incelenmesi önerilmektedir.

Ayrıca bu çalışmada, flört saldırganlığı türlerinden psikolojik şiddete başvurma incelenmiştir. Gelecekte yürütülecek araştırmalarda diğer saldırganlık türlerinin de araştırılması, sürekli öfke ve öfke yönetim becerilerinin de değişken olarak modellere eklenmesi önerilmektedir. Bir diğer taraftan, yakın ilişkilerde saldırganlığı açıklayan başka kuramsal yaklaşımlar ve modeller mevcuttur (örn. Baker ve Stith, 2008; Bell ve Naugle, 2008; Bowlby, 1969; Straus, 1976) ve farklı kuramsal yaklaşımlara dayanan modellerin sınındığı çalışmaların yapılmasının flört saldırganlığının anlamaya katkı sağlayacağı düşünülmektedir.

Türkiye de flört saldırganlığının deneysel ve boylamsal olarak incelendiği herhangi bir çalışmaya rastlanmamıştır. Gelecekte bu türde yapılacak çalışmaların, problemin altında yatan sebepleri ortaya çıkarabilecek nitelikte bulgular sunabileceği ve değişkenler arası nedenselleği ortaya çıkarabileceği düşünülmektedir.

Bu araştırmada tek örneklemli yapısal eşitlik modeli kullanılmıştır. İlerideki çalışmalarda, cinsiyet farklarının da ortaya konabilmesi için, çok gruplu yapısal eşitlik

modelinin kullanılması önerilmektedir. Ayrıca araştırma bulgularının genellenebilirliğini arttırmak için farklı şehir ve üniversitelerden, rasgele seçim yöntemiyle örneklem oluşturulması önerilmektedir. Son olarak, flört saldırganlığı ergenler arasında da oldukça yaygın ve çocuklukta maruz kalınan kötü muameleyle ilişkili olduğu ifade edildiğinden (Clarey ve ark., 2010; Foshee ve ark., 1999; Makin-Byrd ve Bierman, 2013; Reyes ve ark., 2015; Wolf ve Foshee, 2003), ergen popülasyonunda da bu konunun çalışılması önerilmektedir.

Appendix L: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : ERGÜDER
Adı : LEYLA
Bölümü : EĞİTİM BİLİMLERİ

TEZİN ADI (İngilizce) : THE MEDIATOR ROLE OF ANGER EXPRESSION STYLES BETWEEN EXPERIENCING PARENTAL PSYCHOLOGICAL AGGRESSION AND PSYCHOLOGICAL DATING AGGRESSION PERPETRATION AMONG COLLEGE STUDENTS

TEZİN TÜRÜ : Yüksek Lisans ☒ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: