

SECURE EXPLORATION:
CONCEPTUALIZATION, TYPES, AND RELATIONSHIPS WITH
SECURE ATTACHMENT, SELF-CONSTRUALS AND OTHER SELF-
RELATED VARIABLES

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ABSTRACT

**SECURE EXPLORATION:
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OTHER SELF-RELATED VARIABLES**

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The aim of the present study was to enhance understanding of secure exploration within the perspective of attachment theory and Imamoğlu's (2003) Balanced Integration-Differentiation (BID) model. A two-dimensional model of exploration was proposed consisting of trust for self and approaching the unknown, and scales were developed to study exploration separately from attachment both as a general and a domain-specific (i.e., cognitive, relational, self-related, spatial, and time-related) orientation. A questionnaire consisting of measures concerning exploration, attachment, self-construals, and other affective-relational (i.e., positive

self- and other-models, trust for self, self-satisfaction, positive future expectations, trait anxiety) and intrinsic motivational (i.e., need for exploration, need for cognition, approaching the unknown, tolerance for ambiguity, curiosity, separation-differentiation security) variables, was administered to 434 (280 female, 154 male) Turkish university students. On the basis of the results, it was concluded that, (1) trust for self and approaching the unknown represent important dimensions in understanding secure exploration and variations in insecure exploration orientations; (2) exploration orientation, like attachment, represents both a general as well as a domain-specific orientation; (3) attachment and exploration represent distinct but complementary orientations, and *separation-differentiation security* provides a conceptual link between the two; (4) attachment and exploration may represent the foundations of relational and individuation self orientations, respectively; (5) secure attachment and secure exploration tend to be associated with the distinct but complementary affective-relational and intrinsic motivational domains, respectively; (6) of the four types of attachment-exploration orientations formed by crossing the secure and insecure ends of each, being secure in both orientations seems to be associated with optimal psychological functioning.

Keywords: Exploration, Attachment, Self-Construals, Types of Exploration, Optimal Psychological Functioning

ÖZ

GÜVENLİ KEŞİF YÖNELİMİ:
KAVRAMSALLAŞTIRILMASI, TİPLERİ, GÜVENLİ BAĞLANMA,
BENLİK KURGULARI VE DİĞER BENLİKLE İLİNTİLİ DEĞİŞKENLERLE
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Bu çalışmanın amacı, bağlanma kuramı ve İmamoğlu'nun (2003) Dengeli Ayırışma-Bütünleşme modeli çerçevesinde güvenli keşif yöneliminin incelenmesidir. Kendine güven ve bilinmeyene yaklaşımdan oluşan iki boyutlu bir keşif yönelimi modeli önerilmiş; ve keşif yönelimini bağlanma yöneliminden ayrı bir yönelim olarak inceleyen hem genel, hem de alana özgü (bilişsel, ilişkisel, benlik-ilişkili, mekansal, ve zaman-ilişkili) ölçümler geliştirilmiştir. Keşif yönelimi, güvenli bağlanma, benlik kurguları, ve diğer duygusal-ilişkisel (yani, olumlu benlik ve başkaları modelleri, kendine güven, kendinden memnuniyet,

olumlu gelecek beklentisi, sürekli kaygı) ve içsel motivasyonel (yani, keşif ihtiyacı, kavrama gereksinimi, bilinmeyene yaklaşım, belirsizliğe tolerans, merak, ayrılma-ayrışma güvenliği) nitelikte değişkenlerle ilgili ölçeklerden oluşan bir anket 434 (280 kız, 154 erkek) Türk üniversite öğrencisine uygulanmıştır. Bulgulardan hareketle şu sonuçlara varılmıştır: (1) kendine güven ve bilinmeyene yaklaşım değişkenleri, güvenli ve güvensiz keşif yönelimi tiplerini anlamakta önemli boyutlar olarak kabul edilebilir; (2) keşif yönelimi, bağlanma yönelimine benzer şekilde, hem genel hem de alana özgü bir yönelim olarak düşünülebilir; (3) bağlanma ve keşif yönelimleri birbirinden ayrı ama birbirini tamamlayıcı nitelikte yönelimlerdir ve *ayrılma-ayrışma güvenliği* aralarında kavramsal bir bağ oluşturmaktadır; (4) bağlanma ve keşif yönelimlerinin, sırasıyla, ilişki ve kendileşme yönelimlerinin temellerini oluşturduğu düşünülebilir; (5) güvenli bağlanma ve güvenli keşif yönelimleri, sırasıyla, birbirini tamamlayıcı nitelikte iki ayrı alanı temsil eden duygusal-ilişkisel ve içsel motivasyonel değişken alanlarıyla ilişkilendirilebilir; (6) bağlanma ve keşif yönelimlerinin güvenli ve güvensiz kombinasyonlarından oluşan dört bağlanma-keşif yönelim tipi arasından hem bağlanma hem de keşif yöneliminde güvenli olanın psikolojik işleyiş açısından en uygun tip olduğu söylenebilir.

Anahtar Kelimeler: Keşif Yönelimi, Güvenli Bağlanma, Benlik Kurguları, Keşif Yönelimi Tipleri, Optimal Psikolojik İşleyiş

To my guiding light,

my parents...

whose love will always be my secure base

and without whom I could never have completed this journey...

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my secure base and safe haven...

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PREFACE

Present dissertation exemplifies the close interplay between attachment and exploration systems, not only as its topic of investigation but also in its process of development. When I first considered studying this topic, it involved a modest idea of investigating some measures related with the neglected topic of exploration orientation as related to secure attachment. However, using my primary attachment figure as a secure base *with whom* to explore, my initial modest idea led us to avenues I could never have foreseen. Hence, whatever merits this dissertation may have should be viewed as exemplifying the complementary nature of the link between attachment and exploration systems.

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CHAPTER 1

INTRODUCTION

Exploration is an inseparable part of human life. As children we play with toys, touch objects that are new to us, try to reach some upper shelves, search for little treasures hidden inside drawers, or observe strangers. As we grow up, there comes a time to go to different cities, meet new people, get a job, learn to do different things, all of which involve some form of exploration. One may be more or less of an explorer, but people need to explore in order to survive.

As will be discussed later on in this dissertation, attachment theory also considers exploration as an inseparable part of human functioning. However, as important as it is, exploration received much less attention in the attachment literature than it deserves. This dissertation aims to take a step towards filling this gap by examining the relationship between secure attachment and exploration, as well as self-construals and other self-related variables.

In this section, first, the basic principles and concepts of attachment theory are set forth. Second, studies on exploratory behavior as a function of attachment are examined concerning both children and adults. Thirdly, some cross-cultural challenges to the attachment-exploration link are considered; and finally, the

conceptual framework, research questions and expectations of the present dissertation are presented.

1.1. Theoretical Perspective: Attachment Theory

1.1.1. Foundations of Attachment Theory

Humans are vulnerable beings. They have a need for both physical and emotional protection for survival and proper development. The human infant is totally helpless at birth and during the early years of life; without the protection of a caregiver (who is, in most cases, the mother), its chances for survival are practically non-existent.

The need for physical protection seems to be quite clear. The infant has to be safe from the dangers in the environment, and also it has to be fed and taken care of. According to traditional psychoanalytic and social learning theories, the reason why a tie between the infant and the mother develops is because the mother feeds the infant (e.g., Freud, 1910/1957; Sears, Macobby, & Lewin, 1957 both cited in Cassidy, 1999). The child then starts to positively associate the presence of the mother with the satisfaction of hunger. However, other researchers conducting animal studies (e.g., Harlow, 1958) indicated that for infants, being fed was not the only reason to develop a bond with another being. It seemed that, for example, the need for bodily contact could be among the reasons for the development of such a bond.

It is through the observation of such studies and his dissatisfaction with the traditional theories formerly mentioned, John Bowlby attempted to explore the roots and the nature of the tie between the child and the mother. He wanted to explain how infants became emotionally attached to their primary caregivers, and distressed when separated from them (Bowlby, 1969, 1973). Attachment theory, which is originated from Bowlby's ideas, further developed and refined through his collaboration with Mary Salter Ainsworth, and soon became the joint work of Bowlby and Ainsworth.

Ainsworth, Bell, and Stayton (1971) developed a measurement tool, called the "Strange Situation", which is a laboratory procedure that was designed to examine the balance of attachment and exploratory behavior under conditions of stress (short episodes of separation and reunion with the caregiver). The Strange Situation aimed to identify the individual differences in attachment quality in infants, and enabled classification of the infant's attachment relationship into one of three main groups: a "secure" group, and two "insecure" groups, "avoidant" and "ambivalent". This classification was based on the infant's behavior toward the caregiver during the two reunion episodes, which was viewed in the context of behavior in the preceding and intervening episodes as well as in response to the caregiver's current behavior. Those infants classified as "secure" used their mothers as a secure base for exploration. They showed signs of missing the parent when separated, and signs of happiness when reunited. If they got upset, they sought contact with their parents, and once comforted, they returned back to exploration. Those who were classified as "avoidant" explored readily without showing much affect or secure base behavior. They did not show visible signs of

distress when separated from their parents, and actively avoided them during reunion. They sought distance from their parents and instead often showed interest in toys. Finally, the infants classified as “ambivalent” failed to engage in exploration. They showed signs of distress when separated from the parent, and when they were reunited, they showed alternate behaviors ranging from seeking contact or appearing passive to angry rejection or throwing tantrums. The Strange Situation method triggered the empirical study of attachment theory, largely enabling it to develop to what it is today (Cassidy, 1999). Below, an overview of the basic concepts of the theory is provided.

1.1.2. Basic Concepts of the Theory

The infant’s relationship with the primary caregiver especially during the first two years of life is the focus of attachment theory. The responsiveness of the caregiver and the quality of the responses seem to be of major significance in the formation of a secure relationship between the infant and the caregiver. Proximity maintenance, secure base, and safe haven are the three defining features of attachment, and the basic functions of an attachment relationship. *Proximity maintenance* is staying close to and resisting separations from the attachment figure. *Secure base* is using the attachment figure as a base from which to explore unfamiliar environments. Finally, *safe haven* is turning to the attachment figure for comfort and support, especially in times of distress (Ainsworth et al., 1971; Bowlby, 1969/1982).

The infant develops certain expectations as to how the caregiver will respond to him or her based on repeated exposures with the caregiver. These

expectations then help the infant adjust his or her behavior accordingly, and lead to the formation of *internal working models* (or mental representations) which include models of self and the attachment figure, and are used to predict the availability and responsiveness of the caregiver (Bowlby, 1969/1982). Once such mental representations are formed, they continue influencing the way the individual perceives himself or herself and others, and through this process, individuals carry their attachment styles into adulthood.

Researchers seem to agree that attachment is characterized by two basic underlying dimensions (Brennan, Clark, & Shaver, 1998). The first dimension, *avoidance*, reflects the extent to which people distrust the goodwill of others and try to maintain emotional distance from relationship partners. The other dimension, *anxiety*, reflects the extent to which people worry that a partner might not be available or supportive in times of distress. Those scoring low in these two dimensions are characterized by a secure attachment style, holding positive expectations that other people will be available and supportive when needed (e.g., Bartholomew & Horowitz, 1991). Those positive expectations or working models tend to be carried into adulthood, as considered below.

1.1.3. Adult Attachment

In his writings, Bowlby (1979) referred to attachment behavior as characterizing human beings “from the cradle to the grave” (p. 129). While the early studies of attachment focused solely on attachment patterns in childhood, later studies attempted to develop the theory further into adult attachment.

Involvement in romantic relationships is probably the most important development in adulthood, since such relationships may ultimately become lifelong attachments (Ainsworth, 1989). Hazan and Shaver (1987) suggested that romantic love could be regarded as an attachment process in which an affectional bond develops between two adults, which resembles the attachment bond that forms between infants and their parents. By using the three major attachment styles in infancy (secure, avoidant, anxious-ambivalent) in their studies, they found the relative prevalence of these attachment styles to be the same in adulthood as in infancy. Also, the individuals characterized by different attachment styles were found to differ predictably in the way they experienced romantic love. Specifically, secure individuals seemed to have trusting, happy relationships and they reported being able to show support and acceptance to their partners' weaknesses. Avoidant individuals exhibited fear of intimacy, jealousy and emotional instability. Anxious-ambivalent individuals were characterized by obsession, emotional instability, desire for reciprocation and union, extreme sexual attraction and jealousy.

Reformulating Ainsworth's three-category classification of attachment styles in childhood, and its adaptation to adulthood by Hazan and Shaver (1987), Bartholomew and Horowitz (1991) further developed a model of attachment styles in adulthood. They proposed two types of internal working models, based on individual's level of dependency on others and their extent of avoidance of intimacy. Together, the *internal working model of self* and the *internal working model of the other* determined four different types of attachment styles; secure, preoccupied, dismissing and fearful (see Figure 1.1.).

As shown in Figure 1.1., a *secure attachment style* is characterized by feelings of being worthy of love, and an expectation that other people are generally accepting and responsive; thus, trustworthy. A *preoccupied attachment style*, on the other hand, is made up of a negative model of the self, and a positive model of the other. Therefore, while perceiving other people as trustworthy, the individual regards himself or herself as unworthy of love. Those individuals with a *dismissing attachment style* regard themselves as worthy of love, but they do not perceive other people as accepting or trustworthy. Finally, *fearful attachment style* is characterized by two negative working models. The individual perceives himself or herself as unworthy of love, and others as untrustworthy and unaccepting (Bartholomew & Horowitz, 1991).

		Model of Self (Dependence)	
		Positive (Low)	Negative (High)
Model of Other (Avoidance)	Positive (Low)	CELL I SECURE Comfortable with intimacy and autonomy	CELL II PREOCCUPIED Preoccupied with relationships
	Negative (High)	CELL IV DISMISSING Dismissing of intimacy Counter-dependent	CELL III FEARFUL Fearful of intimacy Socially avoidant

Figure 1.1. Four-Category Model of Adult Attachment Proposed by Bartholomew & Horowitz (1991).

Adult attachment studies mostly used either the three-category measurement of Hazan and Shaver (1987), or the four-category classification by Bartholomew and Horowitz (1991) and generally considered them in relation to close relationships (e.g., Brennan & Shaver, 1995; Collins & Read, 1990; Cozzarelli, Sümer, & Major, 1998; Hazan & Shaver, 1994; Sümer & Cozzarelli, 1999). In general, those studies revealed that secure people perceived love relationships as satisfying and trustful, were better able to cope with distress, and felt less distress than insecure persons. Thus, attachment has been studied mostly in relation to relationships. However, as noted above, exploration also has an important place in attachment theory through the secure base concept. Still, exploration-related aspects of attachment theory have been relatively neglected, as considered below.

1.2. Place of Exploration in Attachment Theory

According to attachment theory, there is a complex relationship between the attachment behavioral system and other biologically based behavioral systems. Bowlby (1973) emphasized two of these as being particularly related to the attachment system in children: the exploratory behavioral system and the fear behavioral system. The activation of these systems is proposed to be related to the activation of the attachment system.

Exploration and attachment as separate systems are considered to be complementary yet mutually inhibiting systems. They seem to have evolved to help the child to learn about the environment while being protected by maintaining proximity to the attachment figure (Cassidy, 1999). In the words of Ainsworth

(1972), “The dynamic equilibrium between these two behavioral systems is of even more significance for development (and for survival) than either in isolation.” (p. 118).

Infants balance these two systems by evaluating the environmental cues and the caregiver’s availability and likely behavior. When the environment is judged to be dangerous by the infant, exploration is not very likely, and the attachment system is quite likely to be activated. When the attachment system is not activated, on the other hand, exploration is facilitated. It can be said that attachment does not interfere with exploration, but encourages it (Cassidy, 1999).

According to Bowlby (1973), the infant’s belief that the attachment figure will be available (i.e., both accessible and responsive) when needed, is just as important as the physical presence of the attachment figure for the child to freely engage in exploration. While for infants and young children, physical contact with the attachment figure might be necessary to feel completely secure, older children and adults can usually feel safe by simply knowing that their attachment figures can be contacted when needed. Thus, what seems to be more important for adults is “felt security” (Sroufe & Waters, 1977). In the following two sections, the relationship between attachment security and exploratory behavior during childhood and adulthood is examined further in the context of related empirical studies.

1.2.1. Relationship between Attachment Security and Exploratory Behavior in Childhood

Exploratory behavior has been mostly studied in infancy and childhood. Such studies revealed a positive relationship between secure attachment and exploration; for example, securely attached infants were more likely to engage in autonomous exploration, and to show more enthusiasm, curiosity, and less frustration in problem solving situations (Magai & McFadden, 1995). Secure attachment has also been found to be directly associated with sophisticated symbolic play, active exploration and play engagement and task persistence for infants and toddlers (Cassidy, 1986).

In another study, by Pastor (1981), children who were classified as securely attached, anxiously avoidant, or anxiously resistant were paired with securely attached children for a play session together with their mothers. The results of the study revealed that securely attached children were more sociable and more positively oriented toward both their mothers and peers. According to the qualitative evaluations, securely attached children related in friendly and cooperative ways with both their peers and mothers, and attempted to engage their peers in the play session. Pastor argued that the child's positive relationship with his or her mother might have generalized to a positive social orientation toward others. Securely attached children seemed to have developed an expectation that other interpersonal experiences will also be positive.

In a longitudinal study, Moss and St-Laurent (2001) examined the association between attachment and school-related cognitive functioning in

children. When the children were approximately six years of age, by using a separation-reunion procedure, the quality of the children's attachment to their mothers, the affective quality of mother-child interaction patterns, and cognitive engagement of the children were evaluated in a laboratory setting. When the children's mastery motivation and academic performance were measured two years later, it was found that secure children had higher scores than their insecure peers on communication, cognitive engagement, and mastery motivation (Moss & St-Laurent, 2001).

In a study by van den Boom (1994), it was hypothesized that enhancing maternal responsiveness will improve the quality of interaction between the mother and the infant; the quality of attachment and infant exploration. To test this hypothesis, 6-month-old infants, selected on the basis of their irritability, and their mothers were randomly assigned to intervention and control groups. After a 3-month intervention period, when the infants were 9 months of age, intervention-group mothers were significantly more responsive, stimulating, visually attentive, and controlling of their infant's behavior than the control group mothers. Intervention infants were more sociable, better able to soothe themselves, and engaged in exploration more than the control group infants. There was also an improvement in the quality of exploration in the sense that intervention infants engaged in cognitively sophisticated kinds of exploration more than those in the control group (van den Boom, 1994).

Attachment bond with the mother and that with the father might also lead to differences in exploratory behavior. Some researchers suggest that fathers have the role of a playmate (e.g., Bridges, Connell, & Belsky, 1988). A study by Kazura

(2000) indicated that securely attached children engaged in higher levels of sophisticated play while playing with their fathers than did insecurely attached children. The children, feeling secure in their relationship with their father, felt free to explore the environment to a full extent. The study further indicated that, while fathers' type of involvement with their children focused on play interactions, mothers tended to engage their children in more social exchanges during play.

Thus, these studies indicate that secure attachment seems to enhance exploration, as predicted by the original formulation of attachment theory. In general, secure children seem to engage in more concentrated exploration of novel stimuli and show more focused attention as they engage in particular tasks (Grossmann, Grossmann, & Zimmermann, 1999). Secure attachment seems to be a very important psychological precondition for playful exploration. When they cannot readily adapt to a particular situation, secure children can respond flexibly to challenges while maintaining a secure feeling during exploration, and if their competence ceases to be sufficient, they can turn to their social resources. Grossmann et al. (1999) called this a "wider view of attachment", in which the freedom to explore against difficulties and the freedom to call for and accept help are both viewed as necessary and important aspects of security. In their words,

A secure parental base provides a child with the confidence needed for meeting challenges of exploration...Exploratory interest and enthusiasm are based on a feeling of security that reflects an anticipated positive evaluation of the environment. We propose to use the concept of "security of exploration" as an integral part of the concept of "security of attachment". (p. 761)

Thus, they conclude that "freedom to explore the external and internal world is an important attachment-related issue throughout the lifespan" (Grossman et al.,

1999, p. 767). Below, the relationship between attachment and exploration is considered further at the adult level.

1.2.2. Relationship between Attachment Security and Exploratory Behavior in Adulthood

Exploration in infancy and childhood has been studied extensively, and yielded consistent findings. The exploratory aspects of attachment behavior in adulthood, on the other hand, seem to have gone relatively unexamined. As noted before, until recently, studies on adult attachment have focused more on the relational aspects of attachment, such as romantic love and close relationships, coping with stress, and relationship attributions (e.g., Brennan & Shaver, 1995; Collins & Read, 1990; Cozzarelli, Sümer, & Major, 1998; Hazan & Shaver, 1994; Mikulincer & Florian, 1998; Sümer & Cozzarelli, 1999). On the other hand, the studies examining the relationship between adult attachment and exploration cannot be said to have investigated a wide range of issues.

Among the areas that attracted attention are work and leisure activities (e.g., Carnelley & Ruscher, 2000; Hazan & Shaver, 1990). Hazan and Shaver (1990) investigated whether love and work in adulthood would be functionally similar to attachment and exploration in infancy and childhood. According to this study, secure individuals reported high levels of work satisfaction, placed more value on relationships than work, had a positive approach to work, reported lower levels of fear of failure and rejection from coworkers. They also reported enjoying their vacations and not allowing work to negatively affect their health or relationships. Anxious-ambivalent participants reported relatively low job satisfaction, had

worries about their work performance, had trouble completing projects, and stated that they were easily distracted at work. Although they preferred to work with others, they thought that others often interfered with their work. These individuals also reported that their love relationships affected their work lives. As for the avoidant participants, they reported high levels of job satisfaction, greater dissatisfaction with their coworkers, and often preferred to work alone. They valued work success over relationships, used work to avoid socializing, and reported that work interfered with their health and relationships (Hazan & Shaver, 1990). Overall, Hazan and Shaver's findings seem to imply that when compared to insecure individuals, securely attached individuals may have a greater tendency to engage in exploration for its intrinsic value.

In another study, Ketterson and Blustein (1997) examined the role of attachment in adolescents' career exploration process. In this study, the level of exploratory activity included exploration of one's self (in terms of personal values, attributes, interests) and the relevant educational and vocational environment. The findings indicated that secure attachment was positively associated with environmental exploration.

In their study, Carnelley and Ruscher (2000) found that secure and preoccupied individuals valued attachment relationships over leisure exploration, unlike avoidant individuals who preferred exploration over relationships. As will be proposed later in this dissertation, there might be different types of exploration, and the secure individuals in this study might have preferred another type (such as relational exploration) over leisure exploration. Furthermore, preoccupied and fearful individuals (participants high in anxiety about attachment) expressed social

reasons such as seeking intimacy and gaining social approval as the basis of their motivation to engage in leisure exploration. These individuals also reported using leisure exploration to regulate negative affect they experienced as a result of relationship problems.

In adulthood, the notion of exploration can take on a much more cognitive meaning than it has in childhood. Of course discovering new physical environments, or engaging in novel experiences are still important in adulthood, but the increased cognitive complexity of adult beings enables them to “explore” within the domain of cognitive functioning. Information processing is an important part of cognitive functioning. Searching for new information and bringing together new information with existing cognitive structures seem to be the basic aspects of information processing. In a related study, Mikulincer (1997) examined the relationship between adult attachment style and information processing. The study revealed that secure individuals, as compared with avoidant and anxious-ambivalent individuals, tended to be higher in tolerance of unpredictability and ambiguity, and they were less likely to support rigid beliefs. These people also had a greater tendency to assimilate new data in their social judgments than those who were identified as insecure.

Mikulincer and Arad (1999) further examined cognitive openness in close relationships. According to their studies, secure individuals were more likely than insecure individuals to change their perceptions of their partner following certain behaviors of their partner that are incongruent with their expectations. Again, in general, secure attachment was found to be related to the integration of new data within cognitive structures.

In another related study, Mikulincer and Sheffi (2000) examined the role a person's attachment style might play in moderating the effects of positive affect on categorization and creative problem solving. Their main hypothesis that attachment style would moderate the effects of positive affect on cognitive processes especially for secure individuals was confirmed. The researchers interpreted their findings in line with the "mood as an input" approach (Martin, Ward, Achee, & Wyer, 1993). According to this view, how positive affect is interpreted seems to determine the effects of positive affect on cognitive processing. Mikulincer and Sheffi (2000) argued that secure individuals may have a tendency to interpret positive affect as a signal indicating that everything is all right, that they are closer to reaching their goals, or that they are enjoying a particular task at hand. Then, these people may consider such signals as an input for cognitive processing, and they may respond to them by loosening their cognitive strategies and engaging in playful and creative exploration.

It seems that secure individuals not only cope with negative affect efficiently (Mikulincer & Florian, 1998), but also make better use of the consequences of the arousal of positive affect, such as enhanced creativity. Such enhanced creativity might help secure individuals to adapt to environmental demands, set realistic goals, enjoy task performance, and preserve positive mood. Thus, secure individuals' ability to maintain psychological well-being might be, in part, due to the enhanced creativity derived from positive affect (Mikulincer & Sheffi, 2000).

In another study, Green and Campbell (2000) examined the relationship between chronic attachment styles and exploratory behavior in adults. They

constructed an exploration scale that measures willingness to engage in physical (e.g., “If I had the time and money, I would like to travel overseas this summer”), social (e.g., “I would like the chance to meet strangers”), and intellectual (e.g., “I would like to go to a modern art museum”) exploration. The results of the study indicated that individuals’ attachment styles characterized by anxiety and/or avoidance showed a significant negative correlation with their exploration scores. In a follow-up study, by using a sentence memorization task, Green and Campbell (2000) primed different attachment styles by exposing participants to attachment-related sentences. Participants who were primed with a secure attachment style were more open to exploration than those who were primed with insecure styles.

In their study, Aspelmeier and Kerns (2003) found that self-reports of secure attachment were associated with feelings of competence at academic tasks and positive attitudes about the exploration of novel and social situations. Self-reports of dismissing, preoccupied, and fearful attachment, on the other hand, were associated with avoidance of exploration of social information; anxiety about academic performance; and negative attitudes about social, physical, and novel exploration, respectively (Aspelmeier & Kerns, 2003).

Recently, Elliot and Reis (2003) regarded Bowlby's exploration system and White's (1959) effectance motivation as interchangeable concepts and tried to examine the link between secure-insecure attachment and approach-avoidance achievement motivation. They found evidence to support their hypotheses that secure attachment tends to be associated with approach-oriented achievement motivation whereas insecure attachment tends to be associated with avoidance-oriented motivation in achievement settings. In other words, they argued that

securely attached individuals tend to approach achievement situations as a positive challenge; on the other hand, the insecurely attached ones regard them as a threat and hence try to avoid such situations in order to protect themselves from appearing incompetent. Thus, the insecurely attached persons may be trying to avoid the anxiety-provoking failure or danger while for the secure persons, the possibility of failure may not be as anxiety-provoking because they tend to feel assured of the secure base provided by their attachment figures regardless of their achievement outcomes.

Thus, the relatively limited number of studies reviewed above generally supported the assertions of attachment theory regarding the positive association between secure attachment and exploration, which is explained by the secure base notion. However, in recent years, basic assertions of the attachment theory involving exploration and the secure base notion have been challenged from a cross-cultural perspective, as considered below.

1.3. The Cross-Cultural Challenge to Attachment Theory: Is the Attachment-Exploration Link Universal or Culture-Bound?

In their review of the cross-cultural attachment studies, van Ijzendoorn and Sagi (1999) concluded that although data from Islamic countries and India are lacking, attachment theory can claim universality on the basis of existing studies. However, some other psychologists have criticized attachment theory for being biased toward Western ways of thinking (Harwood, Miller, & Irizarry, 1995; Rothbaum, Pott, et al., 2000; Rothbaum, Weisz, et al., 2000). Specifically, it has

been noted that the theory is built on the values of autonomy, individuation, and exploration, which are emphasized in the Western outlook, whereas in countries such as Japan, caregiver sensitivity, social competence, and secure base are understood quite differently. Thus, the universality claim of attachment theory has been questioned: For instance, Rothbaum, Pott et al. (2000) questioned the universality of such processes as using the caregiver as a secure base for exploration, separation-individuation, and the inevitability of conflict between partners in all relationships. Instead they suggested that development follows different paths in different cultures; for example, while the U.S. path may be one of *generative tension*, the Japanese one may be referred to as a path of *symbiotic harmony*. The emphasis of the latter is suggested to be on union, others' expectations, stability and assurance of relationships. They hypothesized that relationships in all cultures tend to be important although their meaning and dynamics may be different.

As noted above, in Bowlby's (1982) and Ainsworth et al.'s (1971) formulations, attachment system is most strongly linked with the exploration system in an inexorable manner via the secure base concept. According to Posada et al. (1995), Bowlby and Ainsworth “placed the secure base phenomenon at the center of their analysis and defined an attachment figure as a person whom the child uses as a secure base across time and situations” (p. 27). That is, a person whose attachment needs are fulfilled feels free to explore his or her environment. On the other hand, Rothbaum, Weisz, et al. (2000) claim that the link between attachment and exploration systems may not be primary and universal as it is claimed; instead, for example, in Japan, the primary link may be between attachment and dependence

systems. That is, while sensitive caregivers in the U.S. may be promoting their children's exploration of the environment, the Japanese ones may be promoting their dependence on attachment figures. Hence, they argue that caregivers' sensitivity may be responsive to the infants' need for social engagement in the Japanese context and to that of individuation and autonomy in the U.S. context. Other psychologists have provided similar arguments and supportive data (see Harwood et al., 1995 for a review). For example, while Anglo-American mothers' representation of the desirable Strange Situation behavior involved an optimal balance of autonomy and relatedness, that of the Puerto Rican mothers' involved a balance of proper conduct (i.e., obedient, quiet, respectful, well-mannered, etc.) and positive engagement (Harwood et al., 1995).

Thus, there is a controversy in the literature regarding the exact nature of the relationship between attachment and exploration systems. Furthermore, there is a gap in the literature concerning the nature and characteristics of the exploration system. Limited number of related studies have only investigated whether exploratory behavior is related with secure attachment as predicted by the secure base premise. However, a direct study of the exploration system has been neglected. As noted above, the aim in the present research has been to increase our understanding of the exploration system, first by investigating the nature and types of exploration orientation; and then by studying its association with the attachment system, self-construal orientations, and other self-related variables, as further explained below.

1.4. Conceptual Framework of the Present Research

Attachment theory has been regarded as leading the way to “one of the broadest, most profound and creative lines of research in 20th century psychology” (Cassidy & Shaver, 1999, p. x). However, in the related literature, attachment theory has been considered mostly as a theory of interpersonal relationships. In fact, Rothbaum, Weisz, et al. (2000) have referred to it as “psychology's most influential theory of relatedness” (p. 1093). The aim in the present dissertation is to extend this outlook by studying the exploration system and the interplay between attachment and exploration systems, which are regarded as separate but complementary systems of human development and functioning.

The essence of secure attachment may be said to involve feeling free and secure about both relating to others and separating from them. That is, secure attachment involves, on the one hand, securely affiliating and relating to others, and on the other, securely separating from them to explore on one's own. In contrast, an insecurely attached individual would be expected to have anxieties about both relating to others, as well as, separating or differentiating from them and going on one's own. Thus, it is proposed that for optimal development and functioning, these relational orientations toward others and separational orientations toward exploration need to be balanced. In fact, according to Bowlby and Ainsworth's original formulations, secure attachment as a global, general orientation, may be said to involve distinct but complementary relational and exploratory tendencies. In this vein, Ainsworth (1972) stated that “All of the behavioral systems implicated in attachment must be viewed in *balance* (italics added) with those which have aims incompatible with proximity-seeking” (p. 108).

Accordingly, seeking proximity with significant others may be based on the basic human need for relatedness (Bakan, 1966; Guisinger & Blatt, 1994; Imamoğlu, 1995, 1998; Kağıtçıbaşı, 1996; Ryan, 1991), while feeling free to explore on one's own by somewhat distancing oneself from others, may be based on an evolutionary-based motivation for personal growth (Aron & Aron, 1997) and individuation (Guisinger & Blatt, 1994; Imamoğlu, 1995, 1998, 2003). As mentioned earlier, of these two orientations, the one concerning the attachment system has been studied quite extensively; however, its association with the latter exploration system has been rather neglected in the related literature. It is considered that one of the reasons for this neglect may be the lack of a conceptual framework integrating the two systems and the lack of related measuring instruments involving the exploration orientation.

Thus, an important outlook of the present dissertation is to consider these two basic human tendencies or “behavioral systems” of attachment and exploration together in the same study and to examine how they relate to each other, as well as, to other self-related variables. In line with the present outlook, first it was necessary to formulate a model within which secure and insecure exploration can be clearly conceptualized so that exploration can be examined as a process distinct from attachment. For this purpose, we proposed a four-category classification of secure-insecure exploration in the following section.

1.4.1. A Proposed Four-Category Classification of Secure-Insecure Exploration

The proposed model of secure exploration shown in Figure 1.2., is developed in parallel to Bartholomew and Horowitz's (1991) four-category model of adult attachment shown in Figure 1.1.

		Model of Self (Trust-Mistrust)	
		Positive	Negative
Model of Unknown (Approach-avoidance)	Positive	SECURE Comfortable with self and the unknown	PREOCCUPIED Mistrustful of self in approaching the unknown
	Negative	DISMISSING Avoidant of the unknown	FEARFUL Fearful of the unknown

Figure 1.2. Proposed Model of Secure-Insecure Exploration.

As represented in Figure 1.2., the proposed model involves two types of internal working models of secure exploration, based on individuals' level of trust or confidence in self, and their extent of avoidance of the unknown or the unfamiliar. In other words, the internal working model of self and the internal working model of the unknown are proposed to determine four different types of exploration styles, in parallel to the four types of attachment styles proposed by Bartholomew and Horowitz (1991). The same labels are used for ease of comparison with the original model.

As can be seen in Figure 1.2., a positive model of self and a positive model of the unknown are proposed to enable *a secure exploration style*, which is assumed

to involve being comfortable with self and the unknown; i.e., being trustful of self in approaching the unknown. On the other hand, the insecure types are assumed to have at least one negative model concerning either their selves or the unknown.

Of the insecure types, the *preoccupied* ones are assumed to have a negative model of self, but a positive model of the unknown, such that they are assumed to have inclinations to approach the unknown but lack the necessary self-confidence to do so. The *dismissing* ones, on the other hand, are assumed to have a positive model of self, but a negative one for the unknown which they are assumed to avoid. Finally, those with the *fearful* style, with two negative working models, are also assumed to avoid the unknown which they fear.

In order to measure the above-noted secure and insecure exploration types, general and domain-specific exploration scales were developed as considered in more detail later in the Method section. Briefly, these scales consisted of short paragraphs tapping the secure, preoccupied, dismissing, and fearful exploration styles in each of the general and specific domains, consisting of the cognitive, self-related, relational, spatial, and time-related domains. Within the limits and purposes of the present dissertation, in general, only the security of exploration (rather than types of insecurity) is considered in relation to attachment security using Bartholomew and Horowitz's related and parallel scale as further explained in the Method section.

1.4.2. Conceptualization of Exploration Orientation as General and/or Domain-Specific

An important problem in the attachment literature concerns the conceptualization of attachment style as a general, trait-like or as a relationship-specific orientation. Bowlby (1969/1982) regarded attachment style as a persistent trait-like characteristic. Accordingly, as noted above, he argued that one's early expectations, derived from repeated interactions with the primary caregiver in time are organized into internal working models which tend to persist by becoming integrated into the personality structure; and hence serve as prototypic internal representations for later social relationships.

As noted above, Bowlby's premise that early attachment relationships affect adult relationships has been supported (e.g., Bartholomew, 1993; Hazan & Shaver, 1987). However, some other investigators have argued and provided support that attachment styles may not only reflect some enduring characteristics of individuals, but one's attachment behaviors in particular relationships may also depend on one's working models for that specific relationship or context (Baldwin, Keelan, Fehr, Enns, & Koh-Rangarajoo, 1996; Bartholomew & Horowitz, 1991; Berlin & Cassidy, 1999; Collins & Read, 1994; Cozzarelli, Hoekstra, & Bylsma, 2000; Furman, Simon, Shaffer, & Bouchee, 2002; Imamoğlu & Imamoğlu, 2004; Ross & Spinner, 2001). For example, Imamoğlu & Imamoğlu (2004) found that Turkish individuals' attachment orientations in different contexts (i.e., family, peer, romantic contexts) depend on both their general orientations as well as the similarity of the contexts concerned. Thus, attachment styles can be conceptualized as both general and context-specific orientations.

In the present study, parallel with the findings concerning attachment, the exploration orientation was also conceptualized as both a general orientation, associated with prototypic internal representations, as well as domain-specific orientations. As noted above and further explained later on, exploration orientation was considered in the cognitive, relational, spatial, self- and time-related domains. Although some domain-related differences were expected, still the domain-specific exploration orientations were expected to be associated with each other as well as the general exploration orientation.

1.4.3. Relationship between Secure Attachment-Exploration and Self- Construals

As noted above, Bowlby's idea of working models is used to refer to mental representations the individual forms concerning the self and others, on the basis of past interactions with attachment figures. In fact, Bartholomew and Horowitz (1991) stated that the self model represents a fundamental dimension of the individual's attachment style. As mentioned before, related studies generally studied people's ideas and behaviors about relationships (e.g., Hazan & Shaver, 1987), and found secure and insecure groups to differ in terms of expectations, perceptions, and functioning in close relationships (e.g., Feeney & Noller, 1990; Mikulincer & Erev, 1991; Pietromonaco & Carnelley, 1994).

However, apart from one's conceptions of relationships, attachment experiences' impact on his or her self-conception is also a central idea in attachment theory, as noted before. Accordingly, on the basis of secure attachment experiences, people may learn to feel valued by others and come to value

themselves. In contrast, those who feel rejected by others may learn to feel unworthy of love. These expectations were tested in terms of self-esteem, and as noted above, secure adults were found to have higher self-esteem than insecure ones (e.g., Bylsma, Cozzarelli, & Sümer, 1997; Feeney & Noller, 1990; Griffin & Bartholomew, 1994), while one study found no difference between secure and avoidant adults (Collins & Read, 1990).

Mikulincer (1995) extended these findings beyond positivity to content and structure of self-representations. Specifically, he showed that secure people have more positive self-views but admit some negative attributes as well; more complex self-schemas (differentiated and integrated self-structures) and show low self-discrepancies. However, he has noted that these differences may reflect general differences in cognitive organization or skills, and need to be studied using different techniques.

The above-noted study by Mikulincer (1995) was based on Hazan and Shaver's (1987) tripartite model. In a direct test of the relationship between attachment orientations and self-construals, Imamoğlu & Imamoğlu (2005) used Bartholomew and Horowitz's (1991) four-category attachment classification and Imamoğlu's (1995, 1998, 2003) Balanced Integration Differentiation (BID) model of self-construals, as explained below. Briefly, BID model considers the individuation and relational self orientations as distinct and complementary in that the former refers to an intrapersonal differentiative orientation while the latter refers to an interpersonal integrative orientation. Those high in individuation are said to develop with an internal frame of reference according to their personal abilities, inclinations, and own wishes, whereas those low in individuation (i.e., the

“normatively patterned”) are considered to develop with an external frame of reference according to normative expectations and social control. On the other hand, the high and low ends of the relational orientation refer to being related and separated, respectively. A combination of the high and low ends of these two distinct dimensions yields four self construal types; i.e., separated-individuated, separated-patterned, related-patterned, and related-individuated. Of these, only the related-individuated self-construal is asserted and found to represent a balanced state of differentiation and integration, and hence, a state of optimal human functioning (Imamoğlu, 2002, 2003).

In line with the studies that relate secure attachment to positive self-representations and functioning in close relationships referred to above (e.g., Feeney & Noller, 1990; Mikulincer, 1995), Imamoğlu and Imamoğlu (2005) found the more securely attached individuals to have more related-individuated, or balanced self-construals than the insecure ones. However, attachment seemed to be mostly associated with the relational rather than the individuation orientation. Thus, in the present study, in line with Imamoğlu's (2003) suggestion that attachment and exploration orientations may represent the foundations of the relational and individuation self orientations, respectively, secure attachment was expected to be associated with relatedness, while secure exploration with individuation, since the former tends to be more affective-relational, while the latter more intrinsic motivational in nature (Imamoğlu, 2003), as further considered below.

1.4.4. Relationship between Secure Attachment-Exploration and Positive Affective- Relational and Intrinsic Motivational Orientations

In line with Bowlby's idea of "internal working models" regarding self and significant others, past literature indicates that secure attachment tends to be associated with positive affectivity concerning both self and relationship partners; for example, as noted above, compared to insecure ones, secure individuals tend to have higher self-esteem (e.g., Bylsma, Cozzarelli, & Sümer, 1997; Feeney & Noller, 1990; Griffin & Bartholomew, 1994) and to have more trusting, happy and friendly close relationships with others (e.g., Feeney & Noller, 1990; Hazan & Shaver, 1987). In line with these findings, secure attachment was expected to be associated with feeling satisfied with one's self and with positive models of self and others. Furthermore, such a positive affective state was also expected to be extended to a positive outlook to the future. In other words, in addition to being more likely to be satisfied with themselves and others, secure individuals were expected to have more positive future expectations or to be more optimistic about the future than insecure ones.

Unlike the affective-relational aspects, the relationship between secure attachment and intrinsic motivational variables has not been explored except for some recent studies mentioned above (e.g., Mikulincer, 1997). This may be because secure attachment has been construed as having implications for close relationships. However, as noted before, due to the interplay between attachment and exploration, one may expect those who are securely attached to show more intrinsic motivational orientations. In fact, Mikulincer (1997) found a secure attachment working model to be positively associated with information search and

integration of new information within cognitive structures. In other words, securely attached individuals seem to have more open and flexible minds, and may be more likely to describe themselves as curious.

In view of the above-noted findings, secure attachment may be expected to be associated with higher intrinsic motivation (e.g., having higher need for cognition, curiosity, and tolerance for ambiguity). However, our expectations were based on Imamoğlu's (2002, 2003) findings that individuation and relatedness tend to be associated with qualitatively different domains (i.e., the former being intrinsic motivational, the latter being affective-relational in nature) and her assertion that those self orientations are founded on exploration and attachment orientations, respectively, which tend to complement each other. Thus, within the present conceptual framework, secure exploration was expected to be a stronger predictor of intrinsic motivational variables than secure attachment. On the other hand, secure attachment was expected to be a stronger predictor of affective-relational variables than secure exploration. Still, however, due to their complementary relationship both attachment and exploration might, to some degree, be expected to be positively associated with both domains.

Expecting exploration tendencies to be associated more with the intrinsic motivational domain is also consistent with the related conceptualizations of curiosity. For instance, the dictionary defines curiosity in terms of “A desire to learn or know; something novel or extraordinary that arouses interest” (Webster's II new Riverside university dictionary, 1984, p.337). Accordingly, related literature has considered curiosity in terms of such variables as novelty, complexity, conflict, and ambiguity. For example, Berlyne (1960) proposed two types of exploratory

tendencies: diversive and specific curiosity, referring to actively seeking out novelty and challenge and seeking depth in a particular area of knowledge or experience, respectively. Regulating self to seek out novelty and challenge has been regarded as intrinsically motivating (Kashdan, Rose, & Fincham, 2004; Ryan & Deci, 2000). Thus, secure exploration more than attachment, was expected to be positively associated with variables of the intrinsic motivational domain such as curiosity, need for cognition (defined as the tendency to engage in and enjoy thinking, by Cacioppo and Petty, 1982), and tolerance for ambiguity (defined as "...a willingness to accept a state of affairs capable of alternate interpretations, or of alternate outcomes...Low ambiguity tolerance is shown by the desire to have everything reduced to black and white" (English & English, 1958, p. 24).

1.4.5. Overview of Basic Research Questions and Expectations

The basic research questions addressed in the present dissertation are briefly summarized below together with the related expectations.

Question 1. How can exploration orientation be conceptualized? Can it be conceptualized in terms of the dimensions of trust for self and approaching the unknown as proposed by the two-dimensional model?

In line with the two-dimensional four-category model proposed above, it was expected that trust for self and approaching the unknown would constitute two basic dimensions of the exploration orientation. Different combinations of these dimensions were assumed to yield four different exploration tendencies, of which

only being high in both dimensions (i.e., high trust for self and high tendency to approach the unknown) represented a secure exploration orientation.

Question 2. (a) Does secure exploration represent a general or domain-specific orientation? In other words, does it vary according to different domains or not? (b) If so, then how are general and domain-specific exploration orientations related with each other?

In line with the related studies concerning attachment (e.g., Collins & Read, 1994; Cozzarelli et al., 2000; Imamoğlu & Imamoğlu, 2004; Ross & Spinner, 2001), it was expected that (a) the degree to which one feels secure in exploration may show variation across domains; e.g., cognitive, relational, self-related, spatial, and future-related domains. For instance, a person who feels quite at ease about exploring the physical environment may not feel equally secure in thinking about himself/ herself or relationships with others. Still, however, again in parallel to related findings concerning attachment, it was expected that (b) secure exploration can also be considered as a general trait-like characteristic; that is, someone who tends to be high in general exploration orientation might be expected to feel relatively more secure in all domains than a generally less secure person. Thus, secure exploration can be understood as both a general orientation as well as a domain-specific one.

Question 3. How are secure exploration and secure attachment orientations related with each other? That is, what is the nature of the relationship between secure attachment and secure exploration?

In contrast to the interpretation of attachment theory that regards exploration to be inevitably linked with the primary attachment system but in congruence with the original premise (that regards attachment and exploration as separate and complementary systems), secure exploration and secure attachment were expected to represent two separate but complementary (i.e., somewhat positively associated) orientations. That is, they were not expected to be very strongly correlated so as to imply that exploration system tends to be inevitably linked with the primary attachment system. It was considered that such a conceptualization is more congruent with the recent culture-related critiques of the attachment theory, as considered above (Rothbaum, Pott et al., 2000; Rothbaum, Weisz, et al., 2000) and more in line with the self-construal related suggestions of the BID model (Imamoğlu, 2003).

To further analyze the nature of the link between attachment and exploration systems, the concept of *separation-differentiation security* was proposed to refer to feeling secure (rather than anxious) about physically separating or having ideas that diverge from one's family, and hence feeling secure about differentiating according to one's inner referents. It was assumed that for securely separating and differentiating, one needs to feel assured about the mutual love-acceptance in one's relations with the family, as described by Imamoğlu (2003) in her proposal of "balanced" family contexts. As such, separation-differentiation security was proposed as a conceptual link between attachment and exploration systems. Thus, it was expected that separation-differentiation security would mediate between secure attachment and secure exploration, having stronger links with the latter.

Question 4. How are secure attachment and exploration orientations related with relational and individuational self-construal orientations? How are attachment and exploration orientations associated with different self-construal types?

In line with Imamoğlu's (2003) suggestion that attachment and exploration can be considered to represent the origins of the relational and individuational orientations, respectively, secure attachment was expected to be a stronger predictor of relatedness and secure exploration was expected to be a stronger predictor of individuation. Accordingly, individuals with balanced or related-individuated self-construals were expected to be more secure in both attachment and exploration, as compared particularly to those having the most unbalanced, separated-patterned type of self-construal.

Question 5. How are secure attachment and exploration orientations associated with variables representing affective-relational and intrinsic motivational domains? That is, do they predict those variables equally well or in a differentiated manner?

Our expectations were in line with the findings based on the BID model and other related studies noted above, which indicated relatedness and individuation to be associated with affective-relational and intrinsic-motivational domains, respectively (Imamoğlu, 2002, 2003). Accordingly, attachment was expected to be associated basically with the affective-relational variables; namely, positive self- and other-models, self-satisfaction, positive future expectations, relatedness, low trait anxiety, and trust for self. On the other hand, exploration was expected to be

associated basically with intrinsic-motivational variables; i.e., need for cognition, curiosity, need for exploration, approaching the unknown, individuation, tolerance for ambiguity, and separation-differentiation security. However, in line with the proposed complementary relationship, positive linkages were expected between attachment and exploration orientations and the variables associated with each, as proposed by the BID model. Hence, for instance, variables of the intrinsic motivational domain might also be associated with the attachment system, but only weakly, compared to the exploration system; and vice versa.

Question 6. Does an orientation involving both secure attachment and secure exploration represent a more optimal state of psychological functioning (in terms of the variables considered), than orientations involving other combinations of attachment and exploration?

Assuming attachment and exploration to be distinct systems, four affective-motivational types of orientations were proposed by crossing these distinct dimensions; i.e., secure-safe, (high in both attachment security and exploration security), secure-unsafe (high in attachment security, low in exploration security), insecure-safe (low in attachment security, high in exploration security), and insecure-unsafe (low in both attachment and exploration security). Of these, the secure-safe orientation type was expected to represent an optimal state of psychological functioning in all of the affective-relational and intrinsic-motivational variables noted above, particularly as compared to the insecure-unsafe type; i.e., the secure-safe respondents were expected to be significantly more related, individuated, to have positive self and other models, positive future orientation, trust for self, low trait anxiety, high need for cognition, curiosity, need for

exploration, high tendency to approach the unknown, tolerance for ambiguity and separation-differentiation security.

Question 7. Are there gender differences in secure exploration orientation as related to the variables considered?

In general, the basic mechanisms concerning exploration and attachment systems were expected to apply to both males and females. However, some relative gender differences can be expected for females to be more secure in both attachment and exploration-related variables than males in view of the findings which indicate the well-educated females to score higher in both relatedness and individuation than the males (e.g., Imamoğlu, 2003; Imamoğlu & Karakitapoğlu-Aygün, in press; Kurt, 2000).

CHAPTER 2

METHOD

2.1. Participants

Four-hundred and thirty-four Turkish university students (280 female, 154 male) participated in the study. The participants were students in psychology courses from three universities in Ankara; i.e., Middle East Technical University, Bilkent University, and Hacettepe University, with a mean age of 21 (Range: 17-36). Most of the students were of urban background (91 %). Most of their fathers were university graduates and post-graduates (54 %), and 27 % were high school graduates, whereas 19 % had junior-high or elementary level education or less; respective percentages for mothers were 35 %, 29 %, and 36 %. Of the mothers, 65 % were homemakers. Thus, most of the students who participated in the study came from the middle-upper socioeconomic status (SES).

2.2. Measures

The questionnaire administered consisted of demographic questions and scales to be checked. The scales described below were presented so that similar types of scales (e.g., scales measuring exploration in different domains) were placed at different places in the questionnaire. In doing so, it was hoped that different

scales would serve as buffers for each other and control response sets. The scales for which only the English-forms were available (i.e., Curiosity and Exploration Inventory, and Tolerance for Ambiguity Scale) were translated to Turkish by two bilingual psychologists and checked by another bilingual judge through back translations.

2.2.1. Relationship Questionnaire (RQ)

Bartholomew & Horowitz's (1991) measure of attachment styles consisting of four descriptive paragraphs (representing secure, preoccupied, dismissing, and fearful styles) was used in the study as the core measure of the participants' attachment orientation (see Appendix A.1.). Participants were asked to respond to each paragraph using 7-point scales (1= not at all descriptive of me, 7= totally descriptive of me). The Turkish form of this scale was previously used by Sümer and Güngör (1999) who reported that the scale has acceptable psychometric characteristics.

2.2.2. Positive Model of Self and Positive Model of Other Scales

Considering that a model of self and a model of other are the two basic dimensions of attachment orientation, Positive Model of Self and Positive Model of Other Scales have been developed for the present purposes (see Appendix A.2.1. and A.2.2.). In both scales, participants were asked to respond to the items using 7-point scales (1= totally disagree, 7= totally agree).

Positive Model of Self Scale consisted of nine items measuring one's views of self (e.g., "I am happy with the way I am", "Instead of accepting me the way I

am, I sometimes feel that my family expects me to be a different person”-reverse item). High mean scores on this scale indicate having a positive mental representation of oneself.

Positive Model of Other Scale consisted of nine items measuring the way one perceives other people (e.g., “I believe that the positive characteristics of the people I know are more than the negative ones”, “I guess it is best to keep away from people”-reverse item). High mean scores on this scale indicate having a positive mental representation of other people.

2.2.3. The Exploration Questionnaire

An exploration scale parallel to Bartholomew and Horowitz’s (1991) attachment measure, Relationship Questionnaire (RQ), has been developed for the present purposes. The Exploration Questionnaire consisted of six sets of four paragraphs; of these, one set involves the general exploration orientations, while the other five sets concern domain-specific exploration orientations, i.e., cognitive, relational, self-related, spatial, and time-related domains. For each set, participants are asked to rate how descriptive each paragraph is of themselves on 7-point scales (1= not at all descriptive, 7= totally descriptive).

In line with the four-category exploration model proposed in the Introduction above, and as shown in Appendix A.3., the general version aimed to enquire about secure, preoccupied, dismissing, and fearful exploration orientations in general. The cognitive version asked specifically about cognitive explorations (e.g., thinking, knowledge). The relational one asked about exploring people, i.e., new people with different characteristics. The self-related version enquired about

being open to learning things about oneself, i.e., exploring the origins and depths of one's emotions and thoughts and discovering new characteristics. The spatial version involved exploring new, unfamiliar places and their nature and characteristics. Finally, the time-related version asked about going beyond the present to explore the future, i.e., to think, imagine and/or plan about the unknown, novel aspects of the future.

In each set of four paragraphs, the first paragraph about secure exploration stated that one feels comfortable with oneself in such exploratory acts; the second one about preoccupied exploration, stated that although one would be interested in exploring, one feels anxious about not being able to cope with it; the third paragraph about dismissing exploration, stated that one is not interested in exploring the unknown and is very content with one already knows; finally, the last paragraph about fearful exploration, stated feeling uneasy and fearful about the unknown.

2.2.4. Trust for Self and Approaching the Unknown Scales

These scales were developed in accordance with the proposal that trust for self and approaching the unknown may underlie the basic dimensions of the exploratory orientation, as explained in the Introduction. Each scale consisted of eight items to which participants were to respond using 7-point scales of agreement/disagreement (1=strongly disagree, 7=strongly agree). Three items in each scale were reverse-scored to protect against response bias. High scores indicated high trust for self and high tendency to approach the unknown, respectively.

The Trust for Self scale consisted of items tapping the degree to which one feels trust for oneself that he or she can cope with the difficulties or novelties in life (see Appendix A.4.1.). Some sample items may be “I generally trust myself”; “I often feel helpless in coping with the difficulties of life”(reverse scored); “Regardless of whether or not there are people whom I can count on, I feel that I can always count on myself”.

On the other hand, the Approaching the Unknown scale aimed to measure the degree to which one tends to approach or avoid the unknown (see Appendix A.4.2.). Some sample items may be stated as follows: “In general I identify with the idea of ‘stay away from the unknown, abide by the known’.”(reverse scored); “The unknown things seem to attract me”; “I regard the idea of travelling in time or the universe interesting and appealing”.

2.2.5. The Need for Exploration Scale

Thirty-nine items were created to tap the need for exploration in different domains; e.g., cognitive, interpersonal, spatial, temporal, self-related (see Appendix A.5.). Twenty-one of these were reverse items to control for response biases. Some sample items are: “Instead of trying newly opened shops, I prefer to shop at those I am accustomed to” (reverse item); “I enjoy questioning ideas which are taken for granted”; “I am interested in discovering new places”; “I am curious about the personality characteristics of the people I know”; “Rather than thinking about an unknown future, I am more interested in the known present time” (reverse item). High mean scores on this scale indicate having a high need for exploration.

2.2.6. Separation-Differentiation Security Scale

This scale consists of 15 items created for the present purposes (see Appendix A.6.). Separation-differentiation security has been defined as the freedom to think, feel and act in a genuine way without fear of losing or not being able to feel the love and acceptance of one's family. That is, it is proposed that those individuals characterized by separation-differentiation security would feel that the love of their families has become so much a part of themselves that they could feel it even if they were separated physically (a strong sense of felt security); and so they would not feel anxious about being their true selves or expressing their differences. Some sample items may be stated as follows: "Because I always feel my family's love inside me, I can work even at far away places"; "I cannot be separated from my family even if it is for a brief period of time" (reverse scored); "Having different opinions from those of my family makes me anxious" (reverse scored); "Even if I think differently on some issues, I always feel that my family's support is with me". Eight of the 15 items were reverse scored to control for response bias. Respondents were asked to indicate their degree of agreement or disagreement with the items using 7-point scales (1=strongly disagree, 7=strongly agree). High mean scores indicated high separation-differentiation security.

2.2.7. The Balanced Integration-Differentiation (BID) Scale

Imamoğlu's (1998, 2003) self-construal scale is made up of two subscales (see Appendix A.7.). The Interrelational Orientation subscale consists of 16 items measuring interpersonal integration (i.e., having and valuing close emotional ties to one's family and others). A high score on this scale indicates feelings of

relatedness, whereas a low score indicates feelings of separatedness. Cronbach's alpha values for this subscale have been reported to vary between .80 and .91 in different studies. (Gezici & Güvenç, 2003; Güler, 2004; Imamoğlu, 1998, 2003; Imamoğlu-Karakitapoğlu-Aygün, in press; Kurt, 2000). The second subscale of the measure, the Self-Developmental Orientation subscale, consists of 13 items measuring intrapersonal differentiation toward individuation (i.e., relying on one's inner qualities and interests as a developmental frame of reference, rather than accommodating oneself to a normative frame of reference). A high score on this subscale refers to a self-developmental tendency toward individuation, whereas a low score refers to a tendency toward normative patterning. Cronbach's alpha values for this subscale have been reported to vary between .74 and .82 in previous studies (Gezici & Güvenç, 2003; Güler, 2004; Imamoğlu, 1998, 2003; Imamoğlu-Karakitapoğlu-Aygün, in press; Kurt, 2000). Test-retest reliability of the BID scale was found to be .82 (Güler, 2004). In congruence with the other scales used in the present study, the BID Scale was also used as a 7-point scale (1= totally disagree, 7=totally agree). The mean scores on the two subscales were used to measure relatedness and individuation, respectively.

2.2.8. Need for Cognition Scale (NCS)

Cacioppo and Petty's (1982) Need for Cognition Scale is a measure of the tendency to engage in and enjoy thinking. Originally, NCS had 45 items; of these, 34 items were retained in Cacioppo and Petty's later studies. In adapting the Turkish version used in the present study, Imamoğlu (2001) started out with the original 45 items, and reduced the number of items to 27 (see Appendix A.8.).

Cronbach's alpha values of the Turkish form were reported to be .88 and .91. (Imamoğlu, 2001, 2003, respectively). Participants were asked to rate the items on 7-point scales (1= totally disagree, 7= totally agree).

2.2.9. Tolerance for Ambiguity Scale

This scale is a combination of six items selected from the Intolerance of Ambiguity Scale developed by Budner (1962), and 12 items selected from the Revised Scale for Ambiguity Tolerance (Revision of the Rydell and Rosen, 1966 scale) by MacDonald (1970). The idea in selecting these items was to include those with high face validity and cross-cultural relevance. We aimed to be able to come up with a reliable measure of the tolerance for ambiguity by using the best items of this combined scale. The reliabilities of the existing scales seemed less than satisfactory; for example, those for Budner's scale varied between .39 and .62 for different samples (Budner, 1962). On the other hand, although MacDonald (1970) reported improving the reliability of the 16-item Rydell and Rosen (1966) scale (from .64 to .86) by adding four more items, some of the items did not appear to have face validity; e.g., "Sometimes I rather enjoy going against the rules and doing things I'm not supposed to do"; or "Perfect balance is the essence of all good composition"; or did not seem to be clear, e.g., "I would rather bet, 1 to 6 on a long shot than 3 to 1 on a probable winner". Thus, the 18 items shown in Appendix A.9. were presented to participants who were asked to indicate their degree of agreement or disagreement using 7-point scales (1=strongly disagree, 7=strongly agree). Fourteen of the items were reverse scored so that high scores indicated high tolerance for ambiguity.

2.2.10. Curiosity and Exploration Inventory (Trait Version)

Kashdan, Rose, and Fincham's (2004) Curiosity and Exploration Inventory was used in the study as one of the measures of exploration orientation (see Appendix A.10.). It consists of seven items, which gives an index of curiosity (e.g., "I am not the type of person who probes deeply into new situations or things"-reverse scored). Respondents were asked to rate the items on a 7-point scale (1= totally disagree, 7= totally agree). Alpha for the original scale has been reported to vary between .72 and .80 (Kashdan et al., 2004).

2.2.11. Self-Satisfaction Index

This index, developed by Imamoğlu (2001), consists of six questions asking how satisfied or pleased one feels with oneself; how competent one feels; to what degree one feels one has achieved one's goals; how satisfied one feels with one's life in general; and if it were possible, to what extent one would wish to change oneself (see Appendix A.11.). Respondents were asked to rate the items by using 5-point scales (1= not at all, 5= very). Higher mean scores on this index were considered to indicate self-satisfaction, with Cronbach's alpha values of .88 and .86 in previous studies (Imamoğlu, 2001, 2003, respectively).

2.2.12. Positive Future Expectations Scale

This scale developed by Imamoğlu (2001) consists of five items concerned with the degree to which one has positive or negative expectations for one's future (see Appendix A.12.). Some sample items are: "I am optimistic about achieving my future aims"; "I can be regarded as pessimistic concerning my personal future."

(reverse scored). The Cronbach's alpha coefficients of this scale were found to be .85 (Imamoğlu, 2001) and .93 (Güler, 2004) in previous studies.

2.2.13. Trait Anxiety Scale

State-Trait Anxiety Scale's (Spielberger, Gorsuch, & Lushene, 1970) 20-item Trait Anxiety subscale was used as a measure of anxiety (see Appendix A.13.). The Turkish version (LeCompte & Öner, 1976) of the scale was found to have acceptable psychometric characteristics. LeCompte and Öner have reported the Cronbach's alpha coefficients to be between .83 and .87; and test-retest reliabilities were reported to vary between .71 and .86. Some sample items are: "I worry about trivial stuff", "I usually do not trust myself", "I am generally happy" (reverse item). Higher mean scores on this scale indicate high trait anxiety. Respondents were asked to rate the items on a 7-point scale (1= totally disagree, 7= totally agree).

2.3. Procedure

Participants were asked to complete the questionnaire set in classroom settings. They were given the instructions: "This study aims to understand your views about yourself and other people. There are no right or wrong answers, and you are not asked to write your names. What is important is that you express your sincere thoughts openly and provide answers on the basis of your initial reactions. Please answer all of the following questions sincerely. Thank you very much for your participation". The participants were given bonus grades for their participation in the study. The time for completing the questionnaire was about 30-50 minutes.

CHAPTER 3

RESULTS

Data have been analyzed in accordance with the seven basic questions raised in the Introduction. Hence, the results are presented by following the order of the questions except for the seventh question regarding gender differences. If applicable, results involving gender are presented as related to the analyses concerning other questions. Also, although the relationship between attachment and exploration was related with the third question, results concerning the distinct nature of these two orientations are reported first because the measures specified in those analyses have been used in later analyses.

Descriptive information about the characteristics of the scales with regards to the present study has been summarized in Table 3.1. More detailed information about the analyses involving the factor structure of the newly developed or adapted scales can be found in Appendix B. As can be seen in Table 3.1, the Cronbach's alpha coefficients of all the scales were found to be acceptable. Further reference will be made to the characteristics of the specific scales when reporting the related results below.

Table 3.1. Descriptive Information About the Scales Used in the Present Study

Measures	Number of Items	Mean	SD	α
Composite Exploration Index	24	5.57	.81	.93
General Exploration	4	5.37	.99	.82
Relational Exploration	4	5.41	1.01	.78
Cognitive Exploration	4	5.46	.92	.79
Self-Related Exploration	4	5.66	.92	.76
Spatial Exploration	4	5.78	.93	.80
Time-Related Exploration	4	5.39	.99	.80
Need for Exploration	39	5.06	.68	.93
Approaching the Unknown	8	5.39	.92	.88
Trust for Self	8	5.30	.91	.88
Separation-Differentiation Security	15	5.39	.76	.84
Spatial Separation Security	7	5.30	1.03	.86
Parental Acceptance Security	4	5.56	1.17	.85
Psychological Differentiation Security	4	5.39	1.06	.79
Composite Attachment Index	19	4.94	.88	.85
Attachment (Simple Measure)	1	4.67	1.61	
Positive Model of Self	9	5.19	.86	.78
Positive Model of Other	9	4.95	.83	.77
Tolerance for Ambiguity	16	4.16	.73	.80
Self Developmental Orientation Scale (Individuation)	13	5.28	.75	.83
Interrelational Orientation Scale (Relatedness)	16	5.13	.99	.90
Need for Cognition	27	5.09	.72	.92
Curiosity and Exploration Inventory	7	4.84	.93	.80
Self-Satisfaction	6	3.39	.70	.88
Trait Anxiety	20	3.48	.80	.89
Positive Future Expectations	5	5.56	1.02	.92

3.1. Analyses Concerning Question 3: Attachment and Exploration as Distinct Orientations

As noted above, in this section the results of analyses involving correlations and factor analysis of the data on secure, preoccupied, dismissing, and fearful styles

of both attachment and exploration are reported. In doing so, an attempt was made to investigate the nature of the relationship between secure attachment and secure exploration measures, in relation to Question 3.

3.1.1. Relationships Between General Attachment and Exploration Ratings for Secure, Preoccupied, Dismissing, and Fearful Tendencies

3.1.1.1. Intercorrelations Between Related Variables

To explore how secure, preoccupied, dismissing, and fearful attachment orientations were associated with the respective general exploration orientations, intercorrelations were calculated as shown in Table 3.2. As can be seen in Table 3.2, all the correlations involving secure and insecure types of exploration were significant, coefficients ranging between .48 and .59 ($p < .001$). On the other hand, the correlations between the four secure and insecure styles of attachment orientations were generally nonsignificant for the dismissing type, and were .30 and .33, respectively for the preoccupied with secure and the preoccupied with fearful tendencies ($p < .001$). The only relatively strong association was between the two poles of secure and fearful attachment orientations ($r = .56, p < .001$).

As for the associations involving attachment and exploration orientations, the correlations were either nonsignificant (for those involving dismissing orientations) or significant but weak (correlation coefficients ranging between .08 and .27).

Table 3.2. Intercorrelations Between Secure, Preoccupied, Dismissing, and Fearful Styles of Attachment and Respective General Exploration Orientations

	1	2	3	4	5	6	7
<i>Attachment</i>							
1. Secure	—						
2. Preoccupied (R)	.30***	—					
3. Dismissing (R)	.01	-.05	—				
4. Fearful (R)	.56***	.33***	.10*	—			
<i>Exploration</i>							
5. Secure	.21***	.08*	.05	.19***	—		
6. Preoccupied (R)	.27***	.23***	.01	.20***	.57***	—	
7. Dismissing (R)	.05	.09*	.04	.06	.56***	.48***	—
8. Fearful (R)	.23***	.15***	.01	.17***	.51***	.52***	.59***

Note: Items indicated as (R) indicate items recoded so that higher scores imply lower preoccupied, dismissing or fearful scores. * $p < .05$; ** $p < .01$; *** $p < .001$

3.1.1.2. Factor Analysis of Related Variables

To explore whether ratings for the paragraphs representing secure, preoccupied, dismissing, and fearful exploration orientations tend to be distinct from those of attachment orientations, a varimax rotated principal axis factoring was conducted. According to eigenvalue greater-than-one and explained variance greater than 5 % criteria, two factors were obtained. As can be seen in Table 3.3, ratings for the four exploration paragraphs constituted the Exploration Factor, which explained 27.29 % of the total variance. The fearful, secure, and preoccupied attachment tendencies formed the Attachment Factor, which explained 17.05 % of the variance. On the other hand, the dismissing attachment tendency did not load on any of the factors (in the three-factor solution it appeared as a separate weak factor explaining only 4.26 % of the variance). Thus, ratings of the four paragraphs involving exploration seemed to form a response domain distinct from those of the attachment domain.

3.1.2. The Measures for Secure Attachment and Secure Exploration Orientations Used in the Present Study

Since the basic aim of the present dissertation was to explore general and domain-specific secure exploration as related to secure attachment (rather than exploring the relationships between secure, preoccupied, dismissing, fearful tendencies), mean secure exploration orientation measures were calculated by finding the means of the secure and the reverse-coded insecure ratings separately

Table 3.3. Results of the Varimax Rotated Factor Analysis Involving Ratings for Secure, Preoccupied, Dismissing and Fearful Orientations

Items	Loading
Factor 1- Exploration Orientation	
(eigenvalue = 2.93, explained variance = 27.29 %)	
Dismissing Exploration (R)	.78
Secure Exploration	.73
Fearful Exploration (R)	.72
Preoccupied Exploration (R)	.68
Factor 2- Attachment Orientation	
(eigenvalue = 1.55, explained variance = 17.05 %)	
Fearful Attachment (R)	.77
Secure Attachment	.70
Preoccupied Attachment (R)	.40
Dismissing Attachment (R)	

for the paragraphs involving general and each of the five specific exploration domains. As can be seen in Table 3.4, ratings for secure, preoccupied, dismissing, and fearful exploration orientations all were significantly correlated and item-total

correlations for each domain were quite high. As shown in Table 3.1, Cronbach's alpha coefficients varied between .82 and .76.

On the basis of these alpha coefficients, and other related results noted above, it was decided that using mean secure exploration scores involving composite responses to the four secure and insecure exploration paragraphs might be more reliable than using responses only to the secure exploration paragraphs. Hence, in the following sections involving secure exploration orientations, mean composite scores were used, unless otherwise stated.

Unlike the case in exploration orientation, ratings for secure and insecure attachment orientations could not be combined to yield a single composite score. As mentioned above, correlations between ratings for different styles of attachment orientations were not high or were not even significant for the dismissing attachment orientation. Alpha coefficient for all four items was found to be .52 and even when the dismissing attachment item was deleted, it was not higher than .66. On the basis of these findings, in the following sections, mean rating for secure attachment paragraph was used to represent secure attachment orientation rather than a composite score of secure and insecure attachment ratings.

Results of a regression analysis indicated that positive self and positive other scores together explained 22 % of the variance in secure attachment. The contributions of both variables were significant; standardized Beta coefficients being .24 and .30 for positive self and other models ($p < .000$).

Table 3.4. *Correlations Between General and Domain-Specific Ratings for Secure, Preoccupied, Dismissing, and Fearful Exploration Orientations and Related Item-Total Correlations*

	Exploration Styles				
Exploration Domains	Secure	Preoccupied	Dismissing		Item-Total Correlations
General ($\alpha= .82$)					
Secure	—				.66
Preoccupied (R)	.57	—			.62
Dismissing (R)	.56	.48	—		.65
Fearful (R)	.51	.52	.59	—	.65
Cognitive ($\alpha= .79$)					
Secure	—				.65
Preoccupied (R)	.60	—			.62
Dismissing (R)	.44	.35	—		.51
Fearful (R)	.49	.53	.51	—	.63
Relational ($\alpha= .77$)					
Secure	—				.67
Preoccupied (R)	.50	—			.48
Dismissing (R)	.55	.32	—		.58
Fearful (R)	.52	.39	.55	—	.60
Self-Related ($\alpha= .76$)					
Secure	—				.59
Preoccupied (R)	.48	—			.53
Dismissing (R)	.48	.34	—		.53
Fearful (R)	.42	.47	.48	—	.58
Spatial ($\alpha= .80$)					
Secure	—				.63
Preoccupied (R)	.49	—			.57
Dismissing (R)	.55	.40	—		.60
Fearful (R)	.50	.52	.54	—	.64
Time-Related ($\alpha= .80$)					
Secure	—				.64
Preoccupied (R)	.52	—			.58
Dismissing (R)	.53	.38	—		.57
Fearful (R)	.49	.53	.51	—	.64

Note: Ratings for the preoccupied, dismissing and fearful exploration orientations are reverse scored.

All correlations are significant at least at the .001 level.

3.1.3. Gender Differences in General and Domain-Specific Secure and Insecure Exploration Orientations

To explore gender differences in exploration orientation, first, a one-way MANOVA was conducted using gender as the independent variable and four types of general exploration orientation (i.e., secure, preoccupied, dismissing, and fearful, the latter three being reverse scored) scores as the dependent variables. Results indicated that males and females did not differ in terms of general exploration orientations involving secure, preoccupied, dismissing, and fearful tendencies.

Secondly, to explore domain-specific differences in exploration orientations separate MANOVAs were conducted using gender as the independent variable and the five exploration domains (i.e., cognitive, relational, self-related, spatial, and time-related) as the dependent variables, for each of the secure, preoccupied, dismissing, and fearful tendencies. Related Wilks' lambda reached significance only for secure and dismissing exploration tendencies, $F_s(5, 428) = 4.73$ and 5.94 , $p < .000$, $\eta^2 = .05$ and $.07$, respectively.

As shown in Table 3.5, the univariate F tests indicated females to have more secure exploration orientation than males in all domains except the cognitive for which they did not differ. On the other hand, the males seemed to show more dismissing type of exploration tendency than females in all domains although the trend for the time-related domain did not reach significance. Males also seemed to have a more fearful tendency in the relational exploration domain as compared to females (Table 3.5).

Table 3.5. Gender Differences in Domain-Specific Secure, Preoccupied, Dismissing, and Fearful Exploration Tendencies

Exploration Domain	Female	Male	<i>F</i> *	<i>p</i>	<i>MSE</i>	η^2
	M (sd)	M (sd)				
Secure						
Cognitive	5.38 (1.19)	5.38 (1.21)	.00	n.s.	1.44	.00
Relational	5.62 (1.19)	5.27 (1.28)	7.78	.006	1.51	.02
Self-related	5.98 (.95)	5.66 (1.22)	9.32	.002	1.12	.02
Spatial	6.05 (1.08)	5.78 (1.14)	5.82	.02	1.22	.01
Time-related	5.56 (1.16)	5.23 (1.33)	7.07	.008	1.50	.02
Preoccupied						
Cognitive	2.94 (1.38)	2.78 (1.26)	1.48	n.s.	1.80	.00
Relational	2.89 (1.55)	2.95 (1.34)	1.77	n.s.	2.18	.00
Self-related	2.61 (1.34)	2.69 (1.29)	1.77	n.s.	1.75	.00
Spatial	2.53 (1.39)	2.49 (1.23)	.08	n.s.	1.78	.00
Time-related	2.84 (1.33)	2.97 (1.35)	.86	n.s.	1.79	.00
Dismissing						
Cognitive	2.25 (.91)	2.60 (1.24)	10.80	.001	1.08	.02
Relational	2.47 (1.19)	3.03 (1.42)	19.51	.000	1.63	.04
Self-related	2.11 (1.03)	2.59 (1.36)	16.94	.000	1.33	.04
Spatial	2.13 (1.06)	2.55 (1.27)	13.33	.000	1.30	.03
Time-related	2.57 (1.25)	2.75 (1.25)	2.07	.15	1.57	.01
Fearful						
Cognitive	2.27 (1.07)	2.32 (1.10)	.34	n.s.	1.16	.00
Relational	2.15 (1.15)	2.43 (1.21)	5.56	.02	1.38	.01
Self-related	2.24 (1.18)	2.38 (1.36)	1.39	n.s.	1.55	.00
Spatial	1.97 (1.08)	2.13 (1.09)	2.11	n.s.	1.18	.01
Time-related	2.35 (1.21)	2.39 (1.10)	.10	n.s.	1.37	.00

* df = 1, 432.

3.2. Analyses Concerning Question 1: Conceptualization of Exploration in Terms of Trust for Self and Approaching the Unknown

The analyses reported in this section are concerned with conceptualization of secure exploration in terms of the dimensions of trust for self and approaching the unknown. As will be remembered, these two dimensions not only served as the

basis of the paragraphs representing general and domain-specific exploration orientations, but were measured also by using the scales of Trust for Self and Approaching the Unknown. An attempt was made to test the proposed conceptualization, first by using the scores from the Trust for Self and Approaching the Unknown Scales to create four-types of exploration; secondly, by using those two variables as dependent variables in a MANOVA to test the effects of being high/low in general exploration security; and thirdly, by using those two variables as predictors of composite secure exploration scores in a regression analysis, as explained below.

3.2.1. Testing the Validity of the Proposed Four-Category Model of Exploration Based on the Trust for Self and Approaching the Unknown Dimensions

Using the medians of the scores from the Trust for Self and Approaching the Unknown Scales as cut-off points, high (above the median) and low groups were created, the combinations of which yielded four exploration types. As has been proposed in the introduction, these were labeled as secure (high on both), preoccupied (low in trust, high in approach), dismissing (high in trust, low in approach), and fearful (low in both), in parallel to Bartholomew and Horowitz's (1991) Relationship Questionnaire. These four exploration types were used as the independent variable.

As for the dependent variable, an overall composite secure exploration index was created by obtaining the mean of the general and the five domain-specific secure exploration indices (representing the means of each of the four-paragraph

sets; i.e., paragraphs representing one secure and the reverse scored three insecure exploration orientations).

A one-way ANOVA was conducted using the four exploration types created as the independent variable and the overall composite secure exploration index scores as the dependent variable. Results indicated the exploration types effect to be significant, $F(3, 430) = 77.76, p < .000, MSE = .38, \eta^2 = .35$. According to follow-up analysis using Tukey HSD test, the four exploration types appeared to represent four homogeneous subsets ($p < .05$), the means of which were: 6.07 for secure ($SD = .55, N = 130$), 5.70 for preoccupied ($SD = .53, N = 79$), 5.46 for dismissing ($SD = .60, N = 66$), and 4.99 for fearful ($SD = .70, N = 159$) exploration orientations. Thus, the four exploration types formed by crossing the trust for self and approaching the unknown dimensions seemed to form four homogeneous groups that differ significantly from each other in terms of secure exploration, as shown in Figure 3.1.

3.2.2. Differences in Trust for Self and Approaching the Unknown

Ratings of Respondents High or Low in Secure Exploration

A 2 (gender) X 2 (secure exploration: low, high) MANOVA conducted on the data involving trust for self and approaching the unknown indicated the multivariate effect for secure exploration to be significant, $F(2, 429) = 132.77, p < .000, \eta^2 = .38$, whereas that for gender was not significant. According to the related

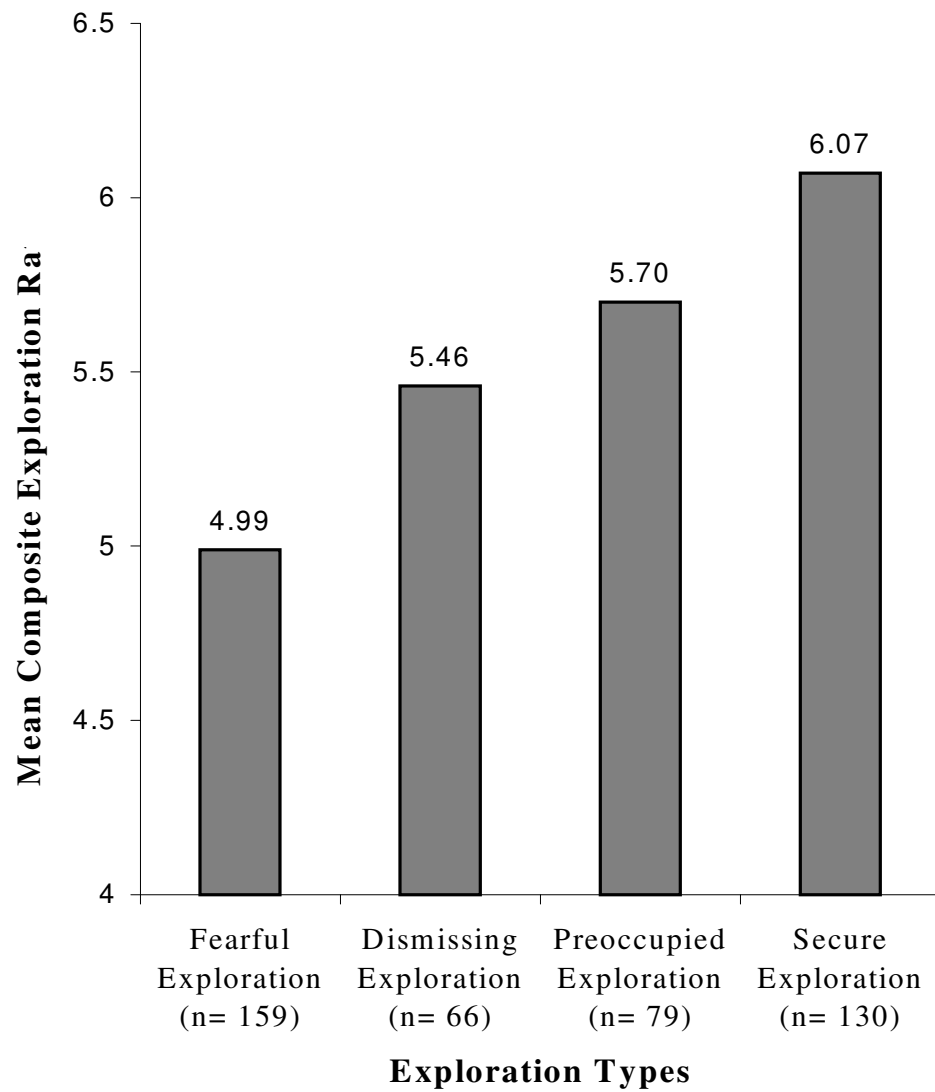


Figure 3.1. Mean (composite) secure exploration ratings of the fearful, dismissing, preoccupied, and secure exploration types (formed by crossing the high/low groups on the trust for self and approaching the unknown scales) yielding four homogeneous groups.

univariate tests, respondents high in exploration security had significantly higher scores in both trusting themselves and in approaching the unknown than those low in exploration security (see Table 3.6). Being secure in exploration explained 14 %

of the variance in trust for self and 35 % of the variance in approaching the unknown.

Table 3.6. Differences Between Respondents High or Low in General Exploration Security in Terms of Trust for Self and Approaching the Unknown

	General Exploration Security				<i>F</i> *	<i>p</i>	<i>MSE</i>	η^2
	Low		High					
Variables	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Trust for Self	4.99	.89	5.69	.77	67.49	.000	.70	.14
Approaching the Unknown	4.90	.82	6.00	.63	229.97	.000	.55	.35

3.2.3. Trust for Self and Approaching the Unknown as Predictors of Secure Exploration

According to regression analyses, scores from the Trust for Self and Approaching the Unknown Scales together predicted 54 % of the variance in overall composite secure exploration scores. The contributions of both variables were significant (Standardized beta coefficients being .37 and .52 for Trust for Self and Approaching the Unknown, respectively, $p < .000$).

3.3. Analyses Concerning Question 2: Relationship Between Different Types and Measures of Exploration Orientation

The analyses reported in this section are concerned with the nature of the relationship between general and domain-specific exploration orientations in relation to Question 2. Accordingly, first, correlations between general and specific

exploration scores are reported; secondly, the factor analysis of the related data is considered; thirdly, MANOVA and ANOVA results are reported, involving differences in domain-specific exploration orientations and need for exploration, respectively, between respondents high or low in general exploration security; finally, gender differences in general and specific exploration orientations are considered.

As explained in the previous section, secure exploration orientation scores were obtained by finding the means of the respondents' ratings in response to the four paragraphs involving secure, preoccupied, dismissing, and fearful exploration orientations (reverse coding the latter three insecure ratings) for each of the general and the five specific exploration domains. In the analyses explained in the following sections, these mean general and domain-specific secure exploration scores were used, unless otherwise stated.

3.3.1. Correlations Between General and Domain-Specific Secure Exploration Orientation Scores

To explore the relationships between general and domain-specific exploration orientations, Pearson correlation coefficients were found. As shown in Table 3.7, correlations between general and domain-specific secure exploration mean scores were highly significant ($p < .0001$). The strength of the correlations were moderate to strong, range being from .46 (for relational and time-related exploration) to .70 (for general and cognitive exploration). In fact, a factor analysis of the data involving the five types of domain-specific secure exploration

orientations indicated them to be unidimensional, as explained in the following section.

Table 3.7. Correlations Between General and Domain-Specific Secure Exploration Mean Scores

Type of Exploration	General	Cognitive	Relational	Self-Related	Spatial	Time-Related
General	$\bar{}$					
Cognitive	.70	$\bar{}$				
Relational	.54	.57	$\bar{}$			
Self-Related	.48	.65	.52	$\bar{}$		
Spatial	.52	.62	.51	.52	$\bar{}$	
Time-Related	.49	.60	.46	.57	.56	$\bar{}$

Note: N = 434; $p < .0001$ for all correlations.

3.3.2. Factor Analysis of the Data Involving Different Types of Domain-Specific Exploration Orientations

Data involving the five types of domain-specific secure exploration scores were subjected to a factor analysis to explore the basic dimensions of this orientation. Factor analysis yielded only one factor which explained 64.53 % of the total variance, with an eigenvalue of 2.93 (see Table 3.8). These findings indicated that secure exploration orientations in different domains can generally be considered as a unidimensional orientation.

3.3.3. Domain-Specific Secure Exploration Differences Between Respondents Who Tend to be High or Low in General Exploration Security

To examine the domain-specific implications of being high or low in general exploration security, a 2 (gender) X 2 (secure general exploration: low, high)

MANOVA was conducted using the five domain-specific secure exploration scores as the dependent variables. Using Wilks' lambda, the multivariate general exploration effect was significant, $F(5, 426) = 39.27, p < .000, \eta^2 = .32$. As shown in Table 3.8, all five of the univariate effects were significant. Accordingly,

Table 3.8. Factor Loadings for the Factor Analysis of the Data Involving Domain-Specific Secure Exploration Orientations

Exploration Types	Factor Loadings
Factor 1. Secure Exploration Orientation	
Cognitive	.84
Relational	.76
Self-Related	.74
Spatial	.73
Time-Related	.67
Extraction Method: Principal Axis Factoring	

respondents high in general exploration security were significantly more secure in all domains of exploration, i.e., cognitive, relational, self-related, spatial, and time-related. As shown in Table 3.9, general exploration security seemed to have more impact on secure exploration in the cognitive domain (explaining 28 % of the variance) than in the other domains (explaining 15-17 % of the variance).

The above-noted results were found to be independent of gender. However, the significant gender differences in domain-specific secure exploration have not been considered since they have already been reported in section 3.3.5.

Table 3.9. Domain-Specific Secure Exploration Differences Between Respondents High or Low in General Exploration Security

General Exploration Security							
Exploration Security Domains	Low		High				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i> *	<i>MSE</i>	η^2
Cognitive	5.01	.86	6.00	.67	170.41	.60	.28
Relational	5.02	.97	5.89	.84	90.30	.81	.17
Self-related	5.35	.89	6.05	.80	76.80	.71	.15
Spatial	5.44	.98	6.21	.64	87.59	.70	.17
Time-related	5.02	.98	5.83	.80	90.70	.80	.17
N	238		196				

* $df = 1, 430$; $p < .000$ for all differences.

3.3.4. Differences in Need for Exploration Between Respondents High or Low in Secure Exploration

To examine differences in need for exploration between males and females who tend to be high or low in secure exploration a 2 X 2 ANOVA was conducted.

Both main effects of gender and secure exploration reached significance.

Respondents high in secure exploration ($M = 5.42$, $SD = .56$) had significantly higher need for exploration scores than the low ones ($M = 4.78$, $SD = .63$), $F(1, 430) = 128.98$, $MSE = .35$, $p < .000$. This effect indicated that being high or low in secure exploration explained 23% of the variance in need for exploration. As for the gender main effect, females seemed to be higher in need for exploration than the males $F(1, 430) = 6.14$, $MSE = .35$, $p < .01$, $\eta^2 = .01$ ($Ms = 5.11, 4.98$; $SDs = .64, .73$, respectively).

3.4. Analyses Concerning Question 3 Continued: Relationship Between Secure Attachment and Secure Exploration Orientations

As will be remembered, the relationship between attachment and exploration was briefly considered in section 3.1. in order to test the empirical basis of using attachment and exploration as distinct measures. In this section, the relationship between attachment and exploration orientations is pursued further in relation to Question 3. Accordingly, first, related correlations are considered; secondly, secure attachment is considered as a predictor of general and domain-specific exploration; thirdly, secure attachment differences between males and females who tend to be high/low in exploration security is considered; fourthly, differences in positive self-other models, trust for self and approaching the unknown, and separation-differentiation security are considered between respondents high/low in secure exploration and secure attachment; and finally, separation-differentiation security is considered as a predictor of secure exploration together with secure attachment.

3.4.1. Correlations Between Secure Exploration, Secure Attachment, and Related Variables

As will be remembered, correlations between attachment and exploration in terms of secure, preoccupied, dismissing, and fearful styles were considered above in section 3.1.1.1. In this section, correlations of general and domain-specific exploration orientations with attachment-related variables are reported. As can be seen in Table 3.10, all the correlations between general and domain-specific exploration scores and attachment-related measures were significant. However, in general, the correlations of secure attachment scores with general and domain-

specific exploration scores were significant, but weak, except for Relational Exploration, which was moderately associated ($r = .40$). A similar pattern was obtained for associations involving positive other model, which again seemed to have a relatively stronger association with Relational Exploration, compared to other types. The variables of positive self model and separation-differentiation security also seemed to be consistently associated with general and domain-specific exploration scores, except for the parental acceptance component of separation-differentiation security, which, in general, was weakly associated.

Table 3.10. Correlations of General and Domain-Specific Secure Exploration Scores with Attachment-Related Variables

	Secure Exploration					
	General	Cognitive	Relational	Self-Related	Spatial	Time-Related
Secure Attachment	.24	.23	.40	.20	.19	.18
Positive Model of Self	.34	.38	.39	.42	.29	.36
Positive Model of Other	.29	.29	.47	.31	.26	.24
Separation-Differentiation Security	.42	.52	.44	.44	.50	.56
<i>Separation Security</i>	.42	.47	.35	.30	.45	.47
<i>Parental Acceptance</i>	(.09)	.15	.17	.22	.17	.22
<i>Differentiation Security</i>	.30	.42	.39	.44	.38	.46

Note: All correlation coefficients are significant at least at the .001 level, except for $r = .09$, $p < .07$.

3.4.2. Secure Attachment as a Predictor of General and Domain-Specific Secure Exploration

Regression analyses using secure attachment as the independent variable and general and domain-specific secure exploration scores as the dependent variables indicated that secure attachment explained 6 % of the variance in secure general exploration, $F(1, 432) = 26.59, p < .000$; 5 % of the variance in secure cognitive exploration, $F(1, 432) = 24.06, p < .000$; 16 % of the variance in secure relational exploration, $F(1, 432) = 83.07, p < .000$; 4 % of the variance in secure self-related exploration, $F(1, 432) = 18.13, p < .000$; 4 % of the variance in secure spatial exploration, $F(1, 432) = 15.96, p < .000$; and 3 % of the variance in time-related secure exploration, $F(1, 432) = 14.30, p < .000$. When overall composite secure exploration scores were considered by combining general and domain-specific exploration scores, secure attachment explained 9 % of the variance in secure exploration, $F(1, 432) = 44.42, p < .000$.

3.4.3. Secure Attachment Differences Between Male and Female Respondents High or Low in Secure Exploration

To explore attachment security differences between males and females who tend to be high or low in (general) secure exploration, a 2 (gender) X 2 (secure exploration: low, high) ANOVA was conducted. Results indicated both main effects to be significant. Respondents high ($M = 4.98, SD = 1.59$) in general exploration security were more securely attached than the low ones. ($M = 4.40, SD = 1.58$), $F(1, 430) = 4.53, MSE = 2.48, p < .001, \eta^2 = .02$.

According to gender main effect, females ($M = 4.77$, $SD = 1.55$) were more securely attached than the males ($M = 4.47$, $SD = 1.70$), $F(1, 430) = 4.53$, $p < .03$, $\eta^2 = .01$. The interaction effect did not reach significance.

3.4.4. Differences in Positive Models of Self and Other Between Respondents High/Low in Secure Attachment and Secure Exploration

To explore differences in self-other models of male and female respondents who tend to be high or low in secure attachment and secure (general) exploration, a 2 (gender) X 2 (secure attachment: low, high) X 2 (secure exploration: low, high) MANOVA was conducted using positive self and positive-other scores as dependent variables. Using Wilks' criteria, multivariate effects for both attachment and exploration were significant, $F(2, 425) = 29.34$, $p < .000$, $\eta^2 = .12$; and $F(2, 425) = 13.60$, $p < .000$, $\eta^2 = .06$, whereas that for gender was not so. As indicated by eta-squares, attachment seemed to have twice as much impact on self-other models.

As shown in Table 3.11, the related univariate tests indicated that respondents high in attachment security had more positive self and other models than the low ones. Secure attachment explained 9 % of the variance in both self and other models. Similarly, respondents high rather than low in exploration security had more positive self and other models (Table 3.11). However, exploration security seemed to have less impact than attachment security (variance explained by exploration being .05 and .03 for self and other models, respectively).

Table 3.11. Differences Between Respondents Low or High in Secure Attachment and Secure Exploration in Terms of Related Variables

	Low		High			
Variables	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	η^2
Secure Attachment						
Positive Model of Self	4.97	.88	5.56	.67	42.51***	.09
Positive Model of Other	4.72	.79	5.32	.76	41.52***	.09
Separation-Differentiation Security	5.25	.73	5.63	.75	11.80***	.03
<i>Spatial Separation Security</i>	5.14	1.05	5.57	.93	8.17**	.02
<i>Parental Acceptance</i>	5.49	1.13	5.66	1.21	.49	.00
<i>Psychological Differentiation Security</i>	5.21	1.05	5.70	1.01	11.33***	.03
Trust for Self	5.04	.94	5.73	.66	47.06***	.10
Approaching the Unknown	5.26	.95	5.61	.82	4.32*	.01
Secure Exploration						
Positive Model of Self	4.99	.88	5.44	.75	23.54***	.05
Positive Model of Other	4.77	.81	5.17	.80	14.61***	.03
Separation-Differentiation Security	5.17	.72	5.66	.72	33.82***	.07
<i>Spatial Separation Security</i>	5.00	1.01	5.66	.94	31.82***	.07
<i>Parental Acceptance</i>	5.50	1.04	5.63	1.30	.66	.00
<i>Psychological Differentiation Security</i>	5.14	1.07	5.70	.96	22.85***	.05
Trust for Self	4.99	.89	5.69	.77	50.07***	.11
Approaching the Unknown	4.90	.82	6.00	.63	195.88***	.32

Note: df = 1, 426.

* p < .05; ** p < .01; *** p < .001.

3.4.5. Differences in Trust for Self and Approaching the Unknown Between Respondents High/Low in Secure Attachment and Secure Exploration

To explore differences in trust for self and approaching the unknown scores of males and females who were high or low in secure attachment and secure (general) exploration, a 2 (gender) X 2 (secure attachment: low, high) X 2 (secure

exploration: low, high) MANOVA was conducted. Using Wilks' criteria, the multivariate effects for both attachment and exploration were significant, $F(2, 425) = 24.23, p < .000, \eta^2 = .10$, and $F(2, 425) = 112.06, p < .000, \eta^2 = .35$, respectively. The other effects were not significant.

As shown in Table 3.11, the univariate tests indicated that respondents high rather than low in secure attachment had higher scores in both trust for self and approaching the unknown with a much higher impact on trust for self. Similarly, respondents high rather than low in secure exploration had higher mean scores in both trust for self and approaching the unknown. As can be seen in Table 3.11, secure attachment and exploration had similar degree of impact on trust for self ($\eta^2 = .10$ and $.11$, respectively). On the other hand, while the impact of attachment on approaching the unknown was minimal ($\eta^2 = .01$), that of exploration was quite strong ($\eta^2 = .32$).

3.4.6. Differences in Separation-Differentiation Security Between Respondents High/Low in Secure Attachment and Secure Exploration

To explore differences in separation-differentiation security between male and female respondents high or low in secure attachment and secure (general) exploration, a 2 (gender) X 2 (secure attachment: low, high) X 2 (secure exploration: low, high) ANOVA was conducted. Results indicated all (three) main effects to be significant. According to gender main effect, mean for females ($M = 5.46, SD = .76$) was higher than that for males ($M = 5.28, SD = .74$), $F(1, 426) = 8.79, MSE = .49, p < .003, \eta^2 = .02$

As shown in Table 3.11, attachment main effect indicated that respondents high rather than low in attachment security to have higher separation-differentiation security scores. Similarly, those high rather than low in exploration security appeared to be higher in separation-differentiation security (Table 3.11). The impact of exploration seemed to be greater than that of attachment on separation-differentiation security ($\eta^2 = .07$ and $.03$, respectively).

Furthermore, a 2 (gender) X 2 (secure attachment: low, high) X 2 (secure exploration: low, high) MANOVA was conducted using the three dimensions of separation-differentiation security as dependent variables, i.e., spatial separation security, parental acceptance, and psychological differentiation security. The multivariate effects for all three variables were significant; $F(3, 424) = 5.82, p < .001, \eta^2 = .04$ for gender; $F(3, 424) = 5.55, p < .001, \eta^2 = .04$ for attachment; and $F(3, 424) = 15.47, p < .000, \eta^2 = .10$ for exploration.

As shown in Table 3.11, the univariate tests for both secure attachment and exploration reached significance only for spatial separation and psychological differentiation security and not for parental acceptance. Accordingly, respondents high rather than low in secure attachment and exploration had significantly higher scores in both spatial separation and psychological differentiation security.

As for the gender effect, only the univariate test for parental acceptance was significant, indicating that the females reported more parental acceptance than the males ($M_s = 5.71, 5.28$; $SD_s = 1.10, 1.24$, respectively), $F(1, 426) = 15.72, p < .000, \eta^2 = .04$.

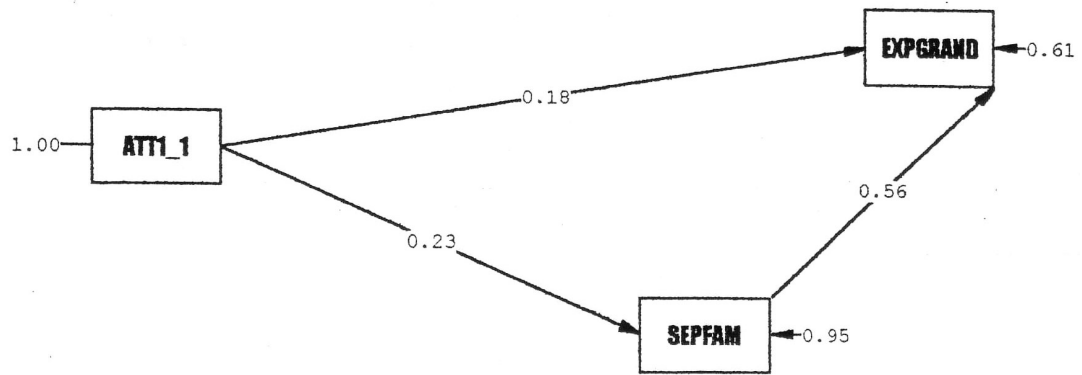
3.4.7. Separation-Differentiation Security as a Mediator Between Secure Attachment and Secure Exploration

As noted above in section 3.4.2., secure attachment explained 9 % of the variance in overall exploration security. Results of a stepwise regression analysis indicated that when separation-differentiation security was entered after secure attachment, the explained variance in secure exploration increased to 39 %, as shown in Table 3.12. When entered after separation-differentiation security, secure attachment still predicted secure exploration but its contribution was reduced to 3 % ($p < .000$).

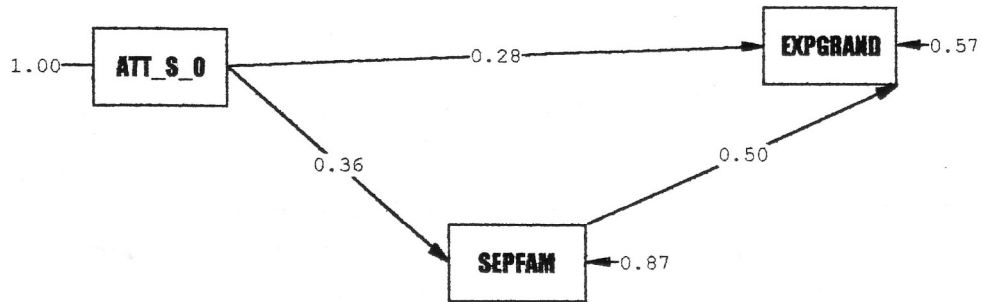
Table 3.12. Results of a Stepwise Regression Analysis Involving Secure Attachment and Separation-Differentiation Security as Predictors and Secure Exploration as the Criterion Variable

	Adjusted Beta Coefficient	Adjusted R ²	R ² change	F change	<i>p</i>
Model 1					
Secure Attachment	.30	.09	.09	44.42	.000
Model 2					
Secure Attachment	.18				
Separation-Differentiation Security	.56	.39	.30	214.87	.000

Whether separation-differentiation security served as a mediator between secure attachment and exploration (using an overall composite measure consisting of the mean domain-specific exploration measures) was tested using LISREL. Figure 3.2.(a) shows the results of the first analysis of using the simple secure attachment measure while Figure 3.2.(b) shows the results of the second analysis



(a)



(b)

Figure 3.2. (a) and (b). Significant path coefficients showing the relationships between attachment, exploration, and separation-differentiation security obtained by LISREL using the simple attachment measure in (a), and the composite attachment index (i.e., mean of attachment and positive models of self and other measures) in (b). (*Note:* ATT1_1 = Simple attachment measure; ATT_S_O = Composite attachment index; EXPGRAND = Composite Exploration Index; SEPFAM = Separation-differentiation security).

conducted using a composite attachment index formed by obtaining the mean of attachment and positive self-other measures. Both analyses yielded perfect fit for the model ($\chi^2 = 0.00$, $p = 1$, root mean square error of approximation = 0.00). As can be seen in Figure 3.2. (a) and (b), attachment predicted exploration both directly and indirectly; however, compared to the direct route the indirect via separation-differentiation security was found to be stronger in both analyses, providing converging evidence.

3.5. Analyses Concerning Question 4: Relationships Between Secure Attachment-Exploration Orientations and Individuational-Relational Self-Construals

As explained below, relationships of attachment and exploration orientations with relational and individuational self-construals were investigated first by considering attachment and exploration orientations as independent variables, and then by considering them as dependent variables in two MANOVA designs; thirdly, the assertion that attachment and exploration might be considered as the origins of relational and individuational self orientations was tested using LISREL. Finally, differences between the four self-construal types proposed by the BID model were investigated in terms of attachment and exploration-related variables.

Before explaining those results, first correlations of relatedness and individuation with attachment- and exploration-related variables are considered to get an overview of the associations involved. By the way, as predicted by the BID model, relatedness and individuation were found to be distinct ($r = .09$, $p < .07$). As

can be seen in Table 3.13, positive self- and other-models and secure attachment seemed to have stronger correlations with relatedness than individuation although the correlations with the latter were also significant. Separation-differentiation security appeared to be associated with both individuation and relatedness; however, of its components, Physical Separation Security was not correlated with relatedness but moderately correlated with individuation ($r = .44$); in contrast, the component of Parental Acceptance was correlated with relatedness quite strongly but was correlated only weakly with individuation, finally, the component of Psychological Differentiation Security appeared to be associated equally strongly with both relatedness and individuation.

Table 3.13. Correlations of Relational and Individuational Self-Orientations with Attachment- and Exploration-Related Measures

	Relatedness	Individuation
Secure Attachment	.25***	.18***
Positive Self-Model	.53***	.31***
Positive Other-Model	.52***	.13**
Separation-Differentiation Security	.38***	.49***
<i>Physical Separation Security</i>	-.06	.44***
<i>Parental Acceptance</i>	.66***	.13**
<i>Psychological Differentiation Security</i>	.40***	.42***
Secure General Exploration	.15**	.45***
Secure Cognitive Exploration	.19***	.59***
Secure Relational Exploration	.33***	.41***
Secure Self-Related Exploration	.21***	.45***
Secure Spatial Exploration	.28***	.49***
Secure Time-Related Exploration	.25***	.47***
Trust for Self	.38***	.32***
Approaching the Unknown	.02	.48***
Need for Exploration	.20***	.60***

* $p < .05$; ** $p < .01$; *** $p < .001$.

On the other hand, general and domain-specific exploration orientations as well as the need for exploration had weak (though significant) correlations with relatedness, but moderately strong to strong ones with individuation. Finally, while trust for self seemed to be equally associated with both relatedness and individuation, the variable of approaching the unknown was moderately associated with individuation ($r = .48$) but not correlated with relatedness.

3.5.1. The Effects of High/Low Secure Attachment and Secure Exploration on Individuational and Relational Self Orientations

A 2 (gender) X 2 (secure attachment: low, high) X 2 (secure exploration: low, high) MANOVA was conducted on individuational and relational self construal scores. According to Wilks' lambda criterion only the three main effects were significant; $F(2, 425) = 14.03, p < .000, \eta^2 = .06$ for gender; $F(2, 425) = 8.57, p < .000, \eta^2 = .04$ for attachment, and $F(2, 425) = 32.09, p < .000, \eta^2 = .13$ for exploration.

According to univariate tests for gender, females scored higher in both individuation ($M = 5.35, SD = .74$) and relatedness ($M = 5.28, SD = .96$) than males ($M_s = 5.15, 4.86; SD_s = .76, .98$), $F(1, 426) = 10.04, p < .002, \eta^2 = .02$, and $F(1, 426) = 18.16, p < .000, \eta^2 = .04$, respectively. As for secure attachment, Table 3.14 shows that the high-secure respondents were found to be both more individuated and more related than the low secure ones. On the other hand, the effect of secure exploration was significant only for individuation (Table 3.14). Accordingly, those high in secure exploration appeared to be more individuated than the low ones. As

for relatedness, a nonsignificant trend was obtained for the respondents high in secure exploration to be more related than the low ones.

Table 3.14. Mean Differences Between High and Low Secure Attachment and Secure Exploration Groups in Terms of Individuational and Relational Self-Construals

	Groups				<i>F</i> ^{<i>a</i>}	<i>MSE</i>	<i>p</i>	η^2
	Low		High					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
DV= Individuational Self-Construal								
Secure Attachment	5.15	.73	5.49	.74	9.96	.47	.002	.02
Secure Exploration	5.03	.70	5.59	.70	62.26	.47	.000	.13
DV= Relational Self-Construal								
Secure Attachment	5.01	1.01	5.34	.92	7.26	.92	.007	.02
Secure Exploration	5.05	.94	5.23	1.04	2.12	.92	.15	.01

Note: ^a *df* = 1, 426

3.5.2. The Effects of High/Low Individuation and Relatedness on Secure Attachment and Secure Exploration Orientations

A 2 (gender) X 2 (individuation: low, high) X 2 (relatedness: low, high) MANOVA was conducted using secure attachment and secure exploration scores as the dependent variables. According to Wilks' lambda criterion, the effects of both individuation and relatedness were significant, $F_s(2, 425) = 29.07, 12.57, \eta^2 = .12, .06$, respectively, and $p < .000$ for both. The univariate tests indicated both effects to be significant for both attachment and exploration. Accordingly, as shown in Table 3.15, the low individuated respondents scored lower in both secure attachment and

exploration than the high individuated ones. Similarly, the low-related respondents scored lower in both attachment and exploration than the high-related ones.

Table 3.15. Mean Differences Between High and Low Individuated and Related Groups in Terms of Secure Attachment and Secure Exploration Orientations

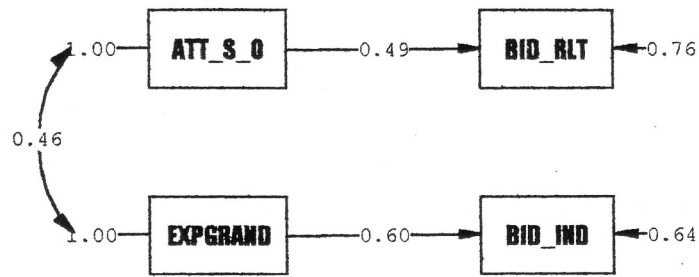
	Groups				<i>F</i>	<i>MSE</i>	<i>p</i>	η^2
	Low		High					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
DV= Secure Attachment								
Individuation	4.40	1.54	4.94	1.63	9.76	2.39	.002	.02
Relatedness	4.27	1.69	5.06	1.41	19.21	2.39	.000	.04
DV= Secure Exploration								
Individuation	4.91	1.17	5.67	.99	53.86	1.16	.000	.11
Relatedness	5.12	1.25	5.45	1.02	9.27	1.16	.002	.02

3.5.3. Attachment and Exploration as Respective Predictors of Relatedness and Individuation

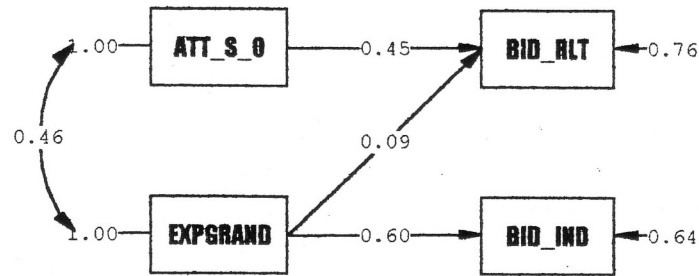
The expectation that attachment and exploration may be considered as the respective predictors of relatedness and individuation was tested by structural equation modeling using LISREL. First analysis was done using the simple attachment measure consisting of secure attachment paragraph responses on the RQ (Bartholomew & Horowitz, 1991). Although the analysis yielded good results for goodness of fit index (.97), and comparative fit index (.90), the other indices did not imply a good fit because the attachment variable's predictive power was significant but rather low (beta coefficient = .25) while that of exploration (consisting of overall composite index) was much stronger (beta coefficient = .60).

The analysis was done again using composite attachment index (consisting of the mean of secure attachment, positive self-other models measure). As shown in Figure 3.3.(a), attachment was found to predict relatedness while exploration was found to predict individuation; when the errors of attachment and exploration were let to covary; and support for the model was found $\chi^2 (3, N = 434) = 9.33, p < .03$, goodness of fit index (GFI) = .99, adjusted goodness of fit index (AGFI) = .96, comparative fit index (CFI) = .98; the root mean square error of approximation (RMSEA) = .07¹. As shown in Figure 3.3.(b), the model improved somewhat when a path was added from exploration to relatedness $\chi^2 (2, N = 434) = 5.91, p < .05$, GFI = .99, AGFI = .97, CFI = .99; RMSEA = .067. Thus, as predicted, attachment and exploration predicted relatedness and individuation, respectively; however, there was a weak tendency for exploration to also predict relatedness.

¹ The chi-square statistics provided by the LISREL program tests the probability that the sample data confirm the hypothesized model. However, a significant chi-square does not necessarily imply a poor fit because it is affected by sample size; hence, if the sample is large, even trivial deviations might lead to a rejection of the null hypothesis. Therefore, the ratio of chi-square to its degree of freedom is also considered. It has been suggested by some that a ratio of 5:1 or less may indicate acceptable fit, while others have suggested a ratio of 2:1 as indicating adequate fit (Wheaton, Muthen, Alwin, & Summers, 1977 and Carmines & McIver, 1981, respectively, cited in Rhee, Uleman, & Lee, 1996). GFI and AGFI, which provide an estimation of the degree to which the sample variances are reproduced by the model, vary between .00 and 1.00 and values above .9 and .8, respectively, are generally considered as representing a good fit. GFI can be considered as analogous to R^2 in multiple regression, and AGFI has been adjusted for the number of parameters estimated in the model. For CFI, which assesses the fit relative to other models, values greater than .95 are considered as indicating a good fit. The RMSEA, which provides an estimation of the lack of fit in a model compared to a perfect model, values of .06 or less indicate good fit whereas values larger than .10 indicate poor-fitting models (Tabachnick & Fidell, 2001).



(a)



(b)

Figure 3.3. (a) and (b). Significant path coefficients showing the relationships between composite attachment index (ATT_S_O), composite exploration index (EXPGRAND), relatedness (BID_RLT), and individuation (BID_IND) measures obtained by using LISREL.

3.5.4. Differences Between the Four Self-Construct Types of the BID Model in Terms of Variables Involving Secure Attachment and Secure Exploration

Four self-construct types were created using the medians of the relational and individuation orientation scores of the Balanced Integration-Differentiation (BID) Scale as cut-off points, referred to as separated-patterned (low in both), separated-individuated (low related, high individuated), related-patterned (high related, low individuated), and related-individuated (high in both) by Imamoglu (1998, 2003). Then four separate 2 (gender) X 4 (self type) MANOVAs were conducted on secure attachment and secure exploration (general) scores, trust for self and approaching the unknown, positive self and other models; and an ANOVA was conducted on separation-differentiation security dimensions, as explained below.

3.5.4.1. Differences Between Self-Types in Secure Attachment and Exploration

Using the Wilks' lambda criterion, only the effect of self types on the dependent variables was found to be significant, $F(6, 850) = 13.97, p < .000, \eta^2 = .09$. Univariate tests indicated the effect to be significant for both attachment and exploration, $F_s(3, 426) = 10.17, 21.87, MSEs = 2.39, 1.16, p < .000, \eta^2 = .07, .13$, respectively.

As shown in Table 3.16, follow-up analyses using Tukey HSD tests indicated the related-individuated group to be the only one to be high in both secure attachment and secure exploration. As shown in Figure 3.4, in terms of attachment

Table 3.16. Mean Differences Between the Four Self-Construal Types of the BID Model in Terms of Variables Involving Secure Attachment and Secure Exploration

	Self Types				F^*	p	MSE	η^2
	1	2	3	4				
Secure Attachment	4.03 _a	4.54 _{a,b}	4.81 _{b,c}	5.31 _c	10.17	.000	2.39	.07
Secure Exploration	4.77 _a	5.53 _b	5.08 _a	5.80 _b	21.87	.000	1.16	.13
Trust for Self	4.80 _a	5.21 _b	5.40 _b	5.81 _c	30.80	.000	.66	.18
Approaching the Unknown	4.99 _a	5.77 _b	5.13 _a	5.72 _b	22.41	.000	.74	.14
Positive Model of Self	4.59 _a	5.05 _b	5.44 _c	5.73 _d	42.08	.000	.55	.23
Positive Model of Other	4.52 _a	4.67 _a	5.26 _b	5.37 _b	35.08	.000	.55	.20
Separation-Differentiation Security	4.90 _a	5.47 _b	5.39 _b	5.85 _c	33.95	.000	.46	.19
N	117	101	105	111				

Note: Self Type 1= Separated-Patterned; Self Type 2= Separated-Individuated; Self Type 3 = Related-Patterned; Self Type 4 = Related-Individuated; * $df = 3, 426$; Means in the same row that do not share a common subscript are significantly different from each other according to Tukey HSD at least at the .05 level.

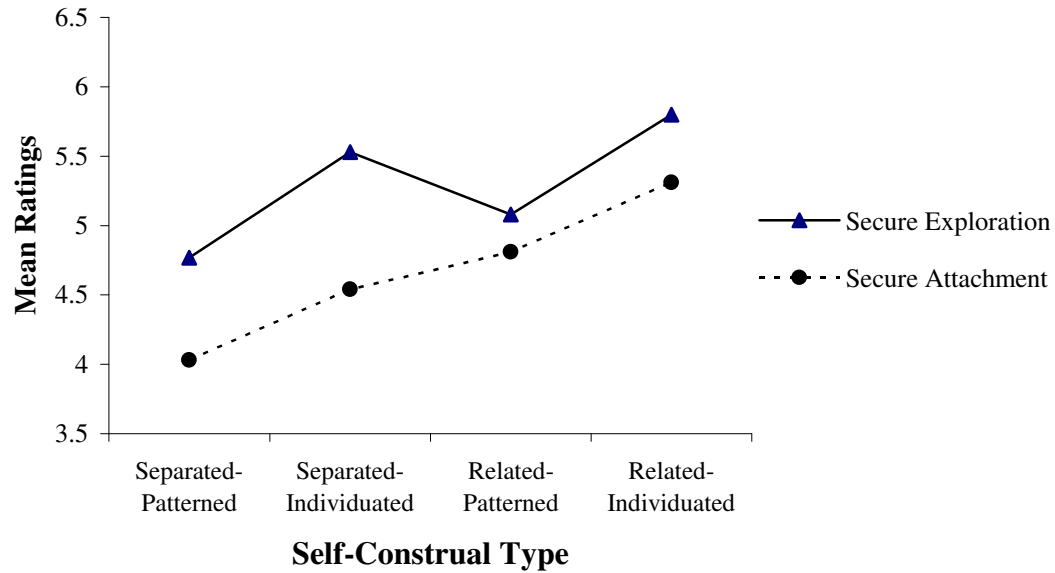


Figure 3.4. Mean secure attachment and secure exploration scores of the four self-construal types suggested by the BID model.

this balanced group was significantly more secure than both separated groups ($p < .002$) and showed a nonsignificant trend to be so compared to the related-patterned group ($p < .09$). The separated-individuated and related-patterned groups did not differ from each other while the separated-patterned group appeared as the least securely attached type.

As can be seen in Figure 3.4, in terms of secure exploration, both of the individuated groups scored significantly higher than both of the patterned groups (which did not differ from one another except for a trend at the .15 level) at least at the .01 level.

3.5.4.2. Differences Between Self-Types in Trust for Self and Approaching the Unknown

Using Wilks' criterion, the effect of self-construal types was significant on trust for self and approaching the unknown scores, $F(6, 850) = 23.18, p < .000, \eta^2 = .14$. As can be seen in Table 3.16, univariate analyses indicated that the separated-patterned group was lowest in trust for self, the related-individuated group was the highest while the separated-individuated and related-patterned groups, which did not differ from one another, were in between. On the other hand, in terms of approaching the unknown, the two patterned groups had lower mean scores than the two individuated groups (Table 3.16 and Figure 3.5).

As for gender differences, using Wilks' lambda criterion, the multivariate effect of gender was found to be significant, $F(2, 425) = 9.03, p < .000, \eta^2 = .04$. However, the univariate tests indicated the effect to be significant only for trust for self, which indicated that the male respondents' ($M = 5.25, SD = .94$), $F(1, 426) = 17.43, p < .000, \eta^2 = .04$.

3.5.4.3. Differences Between Self-Types in Positive Models of Self and Other

Using Wilks' lambda, the multivariate effects of both self-construal types and gender on positive self and other scores were found significant, $F(6, 850) = 26.70, p < .000, \eta^2 = .16$, and $F(2, 425) = 3.78, p < .02, \eta^2 = .02$, respectively. As shown in Table 3.16, according to univariate tests, the effect of self-construals was

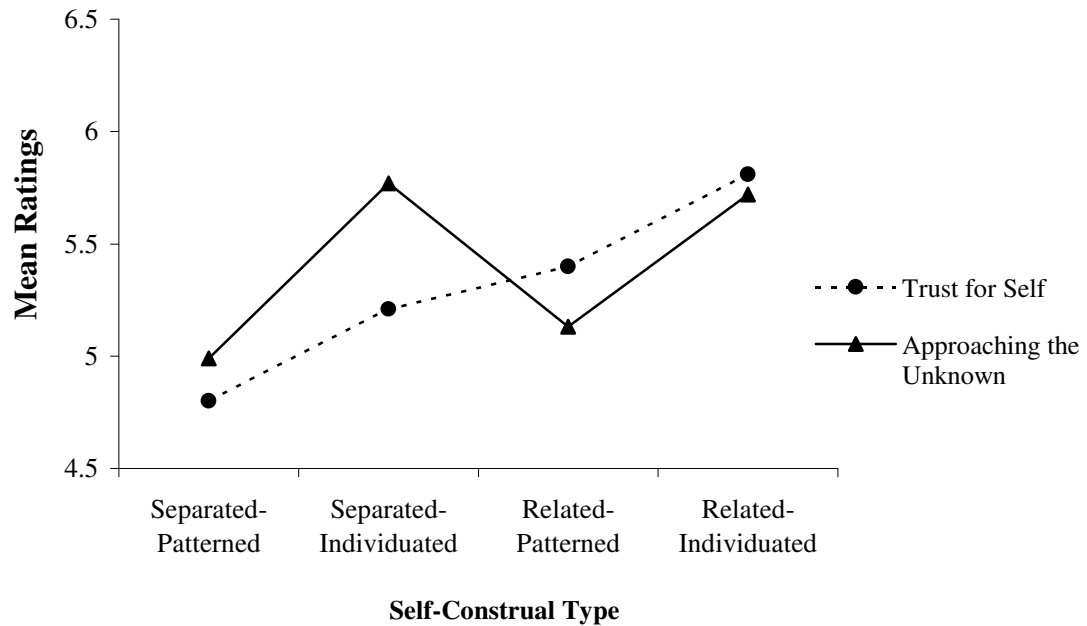


Figure 3.5. Mean trust for self and approaching the unknown scores of the four self-construct types suggested by the BID model.

significant for both positive self and positive other scores. Accordingly, the separated-patterned group had the lowest mean positive-self score, followed by separated-individuated, then related-patterned, and related-individuated groups, the differences between all groups being significant. On the other hand, the two groups with separated self-construals had lower positive-other scores than the two groups with related self-construals (see Table 3.16 and Figure 3.6).

As for gender, the univariate tests indicated gender effect to be significant only for positive-other scores, $F(1, 426) = 7.53, p < .006, \eta^2 = .02$. Accordingly, male respondents' ($M = 4.96, SD = .80$) mean scores for positive other index was higher than that of the females' ($M = 4.94, SD = .85$).

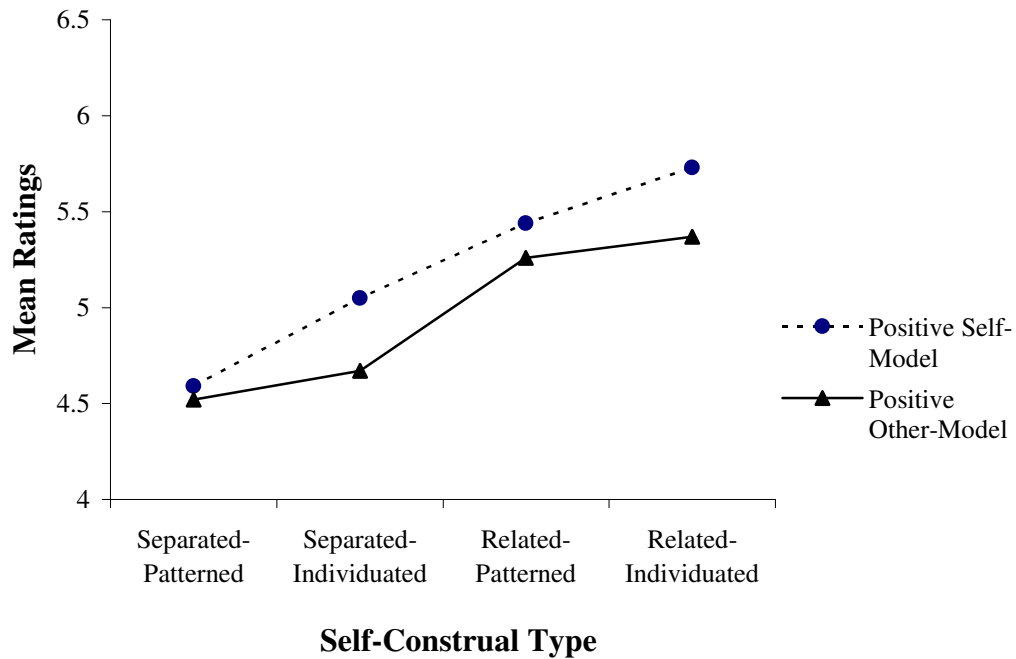


Figure 3.6. Mean positive self and positive other model scores of the four self-construal types suggested by the BID model.

3.5.4.4. Differences Between Self-Types in Separation-Differentiation Security

The effects of gender and self-construal types on separation-differentiation security were examined by a 2 X 4 ANOVA. As can be seen in Table 3.16, the significant self-construal type main effect indicated that the separated-patterned group had the lowest, and the related-individuated group had the highest secure separation scores, while the other two groups, that did not differ from each other were in between (see Figure 3.7). Gender effects were not significant.

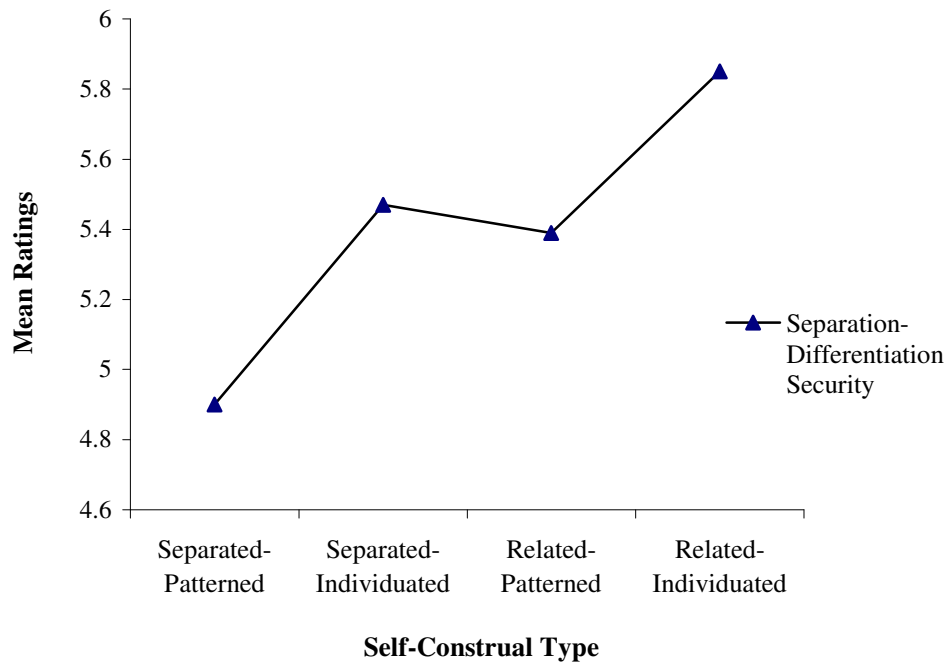


Figure 3.7. Mean separation-differentiation security scores of the four self-construct types suggested by the BID model.

3.6. Analyses Concerning Question 5: Relationships Between Secure Attachment, Secure Exploration, and Variables Associated with Affective-Relational and Intrinsic Motivational Orientations

In this section, relationships of secure attachment and secure exploration with a wider range of related variables are examined to further extend the understanding regarding the nature of their relationship, in relation to Question 5. Below, first, their correlates are considered; secondly, the results of regression analyses concerning their contributions to related variables are reported; thirdly, the results of a factor analysis involving all the key variables are reported to see

whether attachment and exploration are associated with distinct variable domains. Finally, results of confirmatory factor analyses are reported.

3.6.1. Correlates of Secure Attachment and Secure Exploration

The correlations of secure attachment and secure general and domain-specific exploration with the other variables considered are shown in Table 3.17. As can be seen in the related table, in general both secure attachment as well as exploration seem to be associated with the variables considered; however, relative to secure attachment, both general and domain-specific secure exploration seem to be more strongly associated with the variables of need for exploration, curiosity, separation-differentiation security (with the exception of its parental acceptance dimension), individuation, approaching the unknown, need for cognition, and tolerance for ambiguity, while secure attachment was relatively more strongly associated with having positive-other model and relatedness. The rest of the variables seem to be more similarly associated with both secure attachment and exploration. The associations of secure attachment and exploration with the other variables considered become clearer in the following sections.

Table 3.17. Correlates of General and Domain-Specific Secure Exploration and Secure Attachment

Variables	Secure Attachment	Secure Exploration					
		General	Cognitive	Relational	Self-related	Spatial	Time-related
Positive Model of Self	.39	.34	.38	.39	.42	.29	.36
Positive Model of Other	.42	.29	.29	.47	.31	.26	.24
Relatedness	.25	.15	.19	.33	.28	.21	.25
Individuation	.18	.45	.59	.41	.49	.45	.47
Trust for Self	.39	.50	.46	.42	.44	.39	.39
Approaching the Unknown	.16	.75	.57	.41	.41	.47	.46
Self-Satisfaction	.28	.22	.25	.28	.32	.19	.26
Positive Future Expectations	.25	.27	.29	.30	.34	.26	.32
Need for Cognition	.17	.52	.62	.36	.47	.39	.49
Tolerance for Ambiguity	.10 (.04)	.38	.48	.33	.32	.36	.41
Need for Exploration	.15 (.002)	.60	.70	.53	.57	.61	.71
Curiosity	.17	.51	.51	.35	.37	.40	.35
Separation-Differentiation Security	.23	.42	.52	.44	.44	.50	.56
<i>Secure Spatial Separation</i>	.15	.42	.47	.35	.30	.45	.47
<i>Parental Acceptance</i>	.13 (.005)	.09 (.07)	.15	.17	.22	.17	.22
<i>Secure Psychological Differentiation</i>	.20	.30	.42	.39	.44	.38	.46
Trait Anxiety	-.40	-.41	-.43	-.41	-.41	-.36	-.42

Note: All correlations are significant at least at the .001 level unless otherwise indicated in parentheses.

3.6.2. Contributions of Secure Attachment and Secure Exploration to Variables Associated with Affective-Relational and Intrinsic Motivational Orientations

In order to explore the contributions of secure attachment and secure exploration to the variables considered hierarchical regression analyses were conducted. In these analyses, first secure attachment scores were entered, followed by secure exploration scores because theoretically the former was assumed to be primary. Table 3.18 summarizes the results of these analyses. The results of the hierarchical multiple regression results obtained by entering secure exploration first and secure attachment second can be seen in Appendix C, Table C.1.

3.6.2.1. Individuation and Relatedness

As has been hypothesized, secure attachment appeared to be a significant predictor of relatedness (explaining 6 % of the variance). The contribution of exploration to relatedness was significant only when it was entered first but not significant when entered into the equation after attachment.

As for individuation, secure exploration appeared as a major contributor; explaining 16 % of the variance, when entered second, and 20 % of the variance when entered first. On the other hand, the contribution of secure attachment was significant (3 %) only when entered first. Secure attachment and exploration together explained 19 % of the variance in individuation and 7 % of that in relatedness.

Table 3.18. Results of the Hierarchical Multiple Regression Analyses of Secure Attachment and Secure Exploration Orientations on the Variables Considered

Variable	β_1^a	β_2^b	R	R ²	Adjusted R ²	R ² change	F-change ^c	df	p
INDIVIDUATION									
Secure attachment	.18	.10	.18	.03	.03	.03	14.91	1, 432	.000
Secure exploration		.41	.44	.19	.19	.16	83.70	1, 431	.000
RELATEDNESS									
Secure attachment	.25	.24	.25	.06	.06	.06	28.65	1, 432	.000
Secure exploration		.07	.26	.07	.06	.01	2.15	1, 431	.14
POSITIVE MODEL OF SELF									
Secure attachment	.39	.36	.39	.15	.15	.15	78.69	1, 432	.000
Secure exploration		.16	.42	.18	.18	.03	13.50	1, 431	.000
POSITIVE MODEL OF OTHER									
Secure attachment	.42	.39	.42	.18	.18	.18	94.59	1, 432	.000
Secure exploration		.16	.45	.21	.20	.03	13.54	1, 431	.000
TRUST FOR SELF									
Secure attachment	.39	.31	.39	.15	.15	.15	75.71	1, 432	.000
Secure exploration		.38	.54	.29	.29	.14	84.17	1, 431	.000
APPROACHING THE UNKNOWN									
Secure attachment	.16	.01	.16	.03	.02	.03	11.63	1, 432	.001
Secure exploration		.72	.72	.52	.52	.49	443.64	1, 431	.000
NEED FOR EXPLORATION									
Secure attachment	.15	.02	.15	.02	.02	.02	9.52	1, 432	.002
Secure exploration		.58	.59	.35	.34	.32	212.52	1, 431	.000
SEPARATION-DIFFERENTIATION SECURITY									
Secure attachment	.23	.16	.23	.05	.05	.05	23.09	1, 432	.000
Secure exploration		.32	.38	.15	.14	.10	47.67	1, 431	.000
<i>Secure Spatial Separation</i>									
Secure attachment	.15	.08	.15	.02	.02	.02	10.34	1, 432	.001
Secure exploration		.34	.37	.14	.13	.11	56.21	1, 431	.000
<i>Parental Acceptance</i>									
Secure attachment	.13	.12	.13	.02	.02	.02	7.90	1, 432	.005
Secure exploration		.07	.15	.02	.02	.01	2.23	1, 431	.14
<i>Secure Cognitive Differentiation</i>									
Secure attachment	.20	.16	.20	.04	.04	.04	17.55	1, 432	.000
Secure exploration		.18	.27	.07	.07	.03	14.53	1, 431	.000
TRAIT ANXIETY									
Secure attachment	-.40	-.34	.40	.16	.16	.16	81.29	1, 432	.000
Secure exploration		-.26	.47	.22	.22	.06	35.16	1, 431	.000
POSITIVE FUTURE EXPECTATIONS									
Secure attachment	.25	.21	.25	.06	.06	.06	29.37	1, 432	.000
Secure exploration		.22	.33	.11	.11	.05	22.89	1, 431	.000
SELF-SATISFACTION									
Secure attachment	.28	.25	.28	.08	.08	.08	36.85	1, 432	.000
Secure exploration		.15	.31	.10	.09	.02	9.57	1, 431	.002

Table 3.18 (continued).

Variable	β_1^a	β_2^b	R	R ²	Adjusted R ²	R ² change	F-change ^c	df	p
NEED FOR COGNITION									
Secure attachment	.17	.06	.17	.03	.03	.03	12.91	1, 432	.000
Secure exploration		.52	.53	.28	.28	.25	152.23	1, 431	.000
TOLERANCE FOR AMBIGUITY									
Secure attachment	.08	-.01	.08	.01	.00	.01	2.92	1, 432	.09
Secure exploration		.36	.36	.13	.13	.12	61.21	1, 431	.000
CURIOSITY									
Secure attachment	.17	.06	.17	.03	.03	.03	12.41	1, 432	.000
Secure exploration		.52	.53	.28	.28	.26	153.25	1, 431	.000

^a Standardized beta coefficients when only the first variable is entered.

^b Standardized beta coefficients when both variables are entered to the analysis.

^c df = 1, 432 and 1, 431 respectively.

3.6.2.2. Positive Models of Self and Other

As expected, secure attachment was a stronger contributor to having positive self and other models than secure exploration (the former explaining 15 % and 18 % while the latter explaining 3 % and 3 % of the variance, respectively for self and other models). However, the contributions of secure exploration were also significant even when entered second.

3.6.2.3. Trust for Self and Approaching the Unknown

Both secure attachment and secure exploration appeared to be important predictors of the trust for self, each explaining 15 % and 14 % of the variance, respectively. Hence, together these secure orientations explained 29 % of the variance in the trust for self measure.

On the other hand, approaching the unknown was predicted primarily by secure exploration (explaining 49 % of the variance). Although the contribution of

attachment was significant by itself (3 %), it was not significant when considered together with exploration in step 2.

3.6.2.4. Need for Exploration

As expected, secure exploration was a stronger predictor of the need for exploration than secure attachment, explained percentages of variance being 32 % and 2 %, respectively. In fact, attachment's contribution was significant only when considered by itself but not when considered after or together with exploration.

3.6.2.5. Separation-Differentiation Security

Secure attachment explained 5 %, and secure exploration explained 10 % of the variance in separation-differentiation security. Their contributions either alone or together were significant; however, exploration appeared to be a stronger predictor.

Considering the components of separation-differentiation security, secure exploration seemed to be a stronger predictor of secure spatial separation and psychological differentiation ($R^2 = .11$ and $.03$, respectively, $p < .000$ for both), than of parental acceptance security ($R^2 = .01$, $p < .14$). On the other hand, attachment explained 4 % of the variance in psychological differentiation and 2 % of that in each of the spatial separation and parental acceptance security components (each significant at least at the .001 level). However, when considered after exploration, attachment's contribution to spatial separation was nonsignificant whereas contributions to psychological differentiation and parental acceptance security were significant.

3.6.2.6. Trait Anxiety

As was expected secure attachment was a stronger predictor of trait anxiety than secure exploration, although the contributions of both were significant. The former explained 16 % of the variance while the latter explained 6 %; thus, secure attachment-exploration together explained 22 % of the variance in trait anxiety.

3.6.2.7. Positive Future Expectations

Both secure attachment and secure exploration appeared to be significant predictors of having a positive future orientation, the former explaining 6 % and the latter 5 % of the variance.

3.6.2.8. Self-Satisfaction

Secure exploration explained only 2 %, while secure attachment explained 8 % of the variance in self-satisfaction. Thus, secure attachment appeared to be a stronger predictor of self-satisfaction compared to secure exploration.

3.6.2.9. Need for Cognition

As was expected, secure exploration was found to be a stronger predictor of the need for cognition explaining 25 % of the variance. Although the contribution of secure attachment (3 %) was also significant by itself, when considered together with exploration orientation its contribution was not significant.

3.6.2.10. Tolerance for Ambiguity

As hypothesized, tolerance for ambiguity was predicted mostly by secure exploration (12 % of the variance), while the contribution of secure attachment (1 %) only showed a nonsignificant trend, $p < .09$ when considered by itself, but did

not even show a trend to be significant when considered together with secure exploration.

3.6.2.11. Curiosity

As was expected, secure exploration appeared to be a strong predictor of curiosity explaining 26 % of the variance, while secure attachment's contribution (3 %) though significant by itself, was not so when considered together with secure exploration or when entered second.

3.6.3. Factor Analysis of the General Variables Considered

The data for the variables of composite secure exploration (i.e., mean of general and domain-specific exploration scores), need for exploration, need for cognition, trust for self, approaching the unknown, individuation, tolerance for ambiguity, curiosity, separation-differentiation security, secure attachment, positive self and other models, trait anxiety, relatedness, self-satisfaction, and positive future orientation were subjected to a varimax rotated factor analysis (principal axis). According to eigenvalue-greater-than-one criterion and the results of the scree plot, two factors were extracted. As shown in Table 3.19, results yielded two equally strong factors explaining 25.79 % and 25.25 % of the total variance, respectively. The first one, labeled the Affective-Relational Factor, involved the variables associated with a positive affective orientation to self, others and the future. The variables that loaded on this factor were: positive model of self, trait anxiety (negatively loaded), trust for self, self-satisfaction, relatedness, positive future expectations, positive model of other, and secure attachment.

Table 3.19. Results of the General Factor Analysis Involving All the Variables Considered

Variable	Varimax Rotation		Oblimin Rotation	
	Loading		Loading	
	Factor 1 ^a	Factor 2 ^b	Factor 1	Factor 2
Positive model of self	.81		.82	
Trait anxiety	-.76		-.76	
Trust for self	.75	(.31)	.73	
Self-satisfaction	.73		.77	
Relatedness	.66		.69	
Positive future expectations	.61		.61	
Positive model of other	.59		.59	
Secure attachment	.45		.45	
Need for exploration		.88		.89
Secure exploration (composite)	(.35)	.76		.75
Need for cognition		.76		.77
Approaching the unknown		.71		.73
Individuation		.70		.71
Tolerance for ambiguity		.56		.63
Curiosity	(.32)	.54		.49
Separation-Differentiation Security	(.38)	.52		.48

Note: ^a Explained variance = 25.79 %; eigenvalue = 4.13

^b Explained variance = 25.25 %; eigenvalue = 4.04

On the other hand, the second factor, labeled the Intrinsic Motivational Factor, was concerned with variables involving a secure intrinsic exploratory orientation; i.e., need for exploration, secure exploration (composite), need for cognition, approaching the unknown, individuation, tolerance for ambiguity, curiosity, and separation-differentiation security.

Considering the separate but correlated nature of the factors, also a principal axis factor analysis with oblique rotation was conducted. As the results of the pattern matrix shown in Table 3.19 indicate, the same factor structure was obtained as with orthogonal rotation. The correlation between the two factors was .39.

Thus, results indicated that secure attachment-related positive affectivity variables and secure exploration-related variables seem to constitute two distinct domains. Of the variables loading on the first factor, only trust for self also loaded on the second factor. On the other hand, of the variables that loaded on the second factor, separation-differentiation security, secure exploration, and curiosity also loaded on the first factor, the implications of which are considered in the Discussion section.

Intercorrelations of the key variables considered above are shown in Table 3.20. As the correlations in Table 3.20 indicate, most of the variables loading on one of the factors, noted above, were, to some degree, also correlated with the variables that loaded on the other factor with few exceptions: Relatedness was not correlated significantly with individuation, tolerance for ambiguity, and approaching the unknown. Additionally, tolerance for ambiguity was not correlated with attachment, self-satisfaction, and positive future expectations.

Table 3.20. Intercorrelations of the Key Variables Considered
(*N* = 434)

		0	1	2	3	4	5
1. Composite Secure Exploration							
2. Individuation	57***						
3. Tolerance for Ambiguity	34***	46***					
4. Need for Cognition	58***	55***	49***				
5. Curiosity	54***	36***	19***	56***			
6. Trust for Self	49***	32***	18***	32***	42***		
7. Approaching the Unknown	64***	48***	38***	52***	47***	34***	
8. Separation-Differentiation Security	52***	49***	30***	39***	39***	40***	36***
9. Need for Exploration	76***	60***	49***	69***	52***	35***	63***
10. Secure Attachment	31***	18***	08	17***	17***	39***	16***
11. Relatedness	24***	09	.04	12**	28***	38***	02
12. Self-Satisfaction	31***	11*	.03	19***	31***	54***	12*
13. Trait Anxiety	.42***	.30***	.20***	.29***	.34***	.75***	.23***
14. Positive Future Expectations	38***	19***	03	21***	34***	59***	20***
15. Positive Model of Self	36***	31***	14**	28***	31***	69***	19***
16. Positive -Model of Other	33***	13**	11**	20***	21***	41***	14**
							28***
							26***
							42***
							52***
							37***
							.51***
							28***
							51***

* $p < .05$; ** $p < .01$; *** $p < .001$ or less.

3.6.4. Confirmatory Factor Analyses

A confirmatory factor analysis, using LISREL, was conducted to further test the proposition that affective-relational and intrinsic motivational domains associated with attachment and exploration-related variables, respectively, tend to be separate but somewhat positively correlated. First analysis was done using the overall composite exploration index (consisting of the mean of general and domain-specific secure exploration indices) and, as shown in Figure 3.8., the model was supported, χ^2 (24, N = 434) = 50.32, $p < .001$, goodness of fit index (GFI) = .98, adjusted goodness of fit index (AGFI) = .95, comparative fit index (CFI) = .99, root mean square error of approximation (RMSEA) = .05. Accordingly, attachment index (mean of scores for secure attachment and positive self-other models), self-satisfaction, positive future expectations, relatedness, and low trait anxiety were predicted by the latent affective-relational factor, while composite exploration index, need for exploration, tolerance for ambiguity, need for cognition, and individuation were predicted by the latent intrinsic motivational factor. Weak paths from the intrinsic motivational domain to low trait anxiety and secure attachment as well as from the affective-relational domain to secure exploration seemed to improve the model. The fact that the errors of the two latent variables of affective-relational and intrinsic motivational domains as well as the measured variables were let to covary in the model implies that the two domains tend to be distinct but somewhat positively associated.

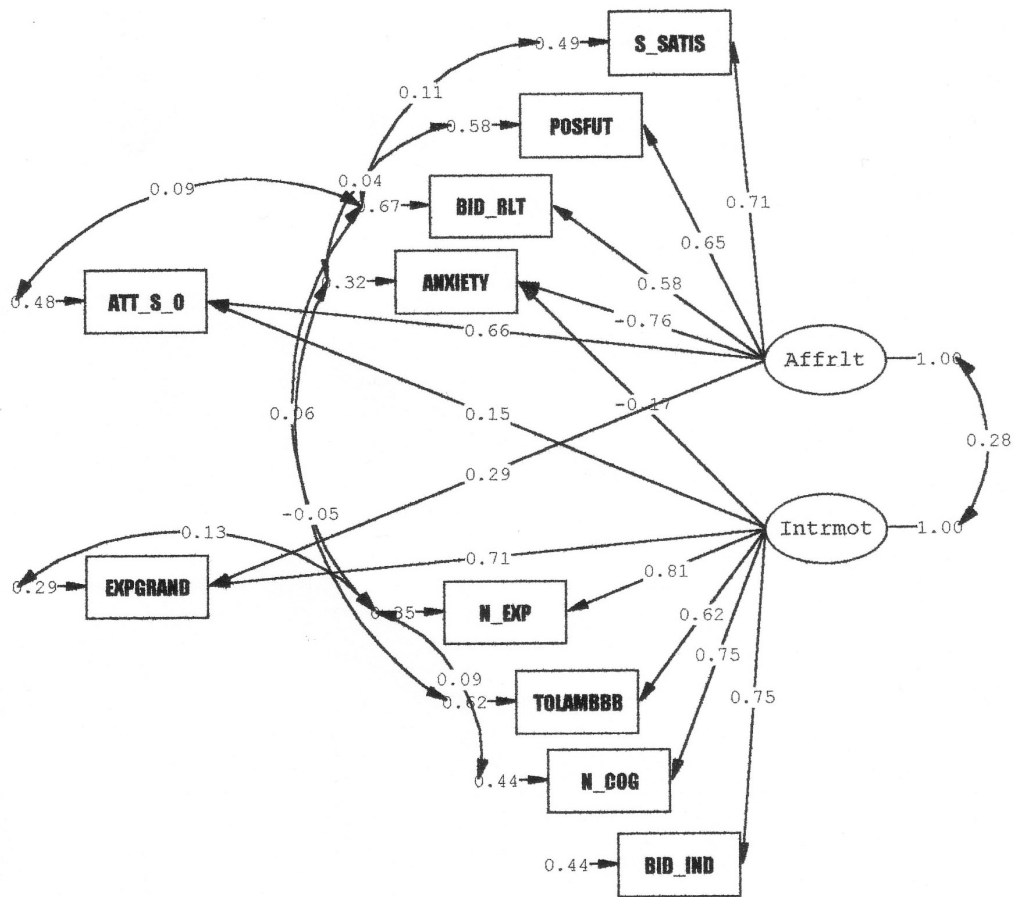


Figure 3.8. Results of the confirmatory factor analysis obtained by using LISREL showing the significant beta coefficients linking the measured variables of composite attachment index (ATT_S_O), self-satisfaction (S_SATIS), positive future expectations (POSFUT), relatedness (BID_RLT), and trait anxiety (negative) (ANXIETY) to the latent variable of the Affective-Relational Domain (Affrft); and linking those of composite exploration index (EXPGRAND), need for exploration (N_EXP), tolerance for ambiguity (TOLAMBBB), need for cognition (N_COG), and individuation (BID_IND) to the latent variable of the Intrinsic Motivational Domain (Intrmot).

In the second analysis, the model shown in Figure 3.9. was tested and it yielded acceptable fit, χ^2 (30, N= 434) = 84.21, $p < .00$, GFI = .97, AGFI = .93, CFI = .98, RMSEA = .07. The model indicates that the latent variable of secure exploration, as measured by the variables of the overall composite exploration index and the mean index of trust for self and approaching the unknown, is predicted strongly by the intrinsic motivational domain and somewhat by the affective-relational domain.

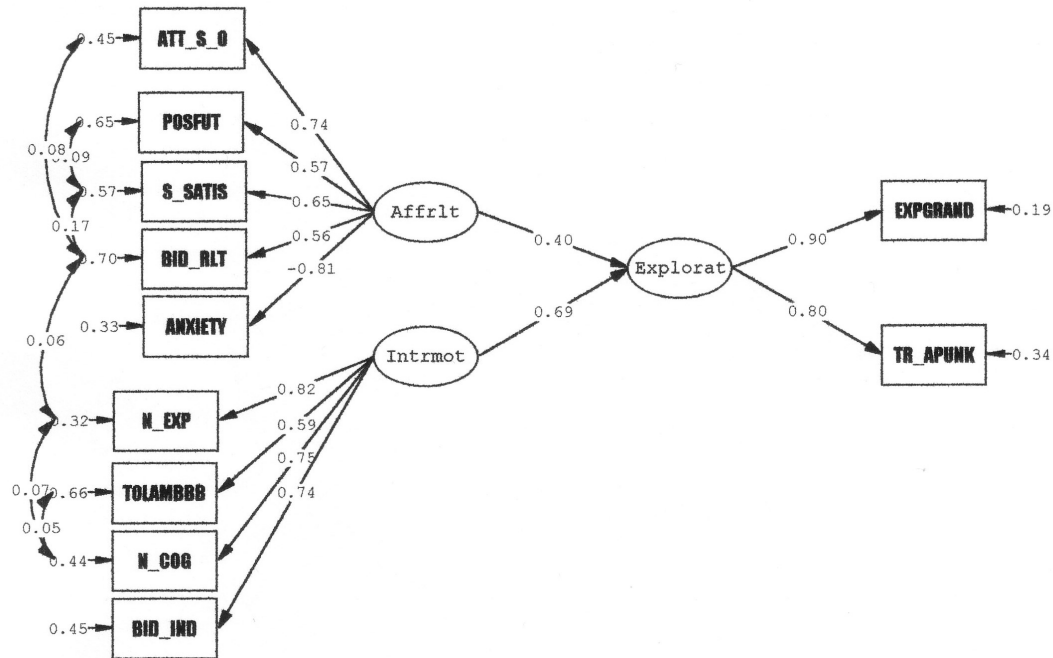


Figure 3.9. Significant beta coefficients of the model testing the relationships between the latent variables of secure exploration (Explorat), affective-relational (Affrft) and intrinsic motivational (Intrmot) domains obtained by using LISREL. (Note = ATT_S_O = Composite attachment index, POSFUT = Positive future expectations, S_SATIS = Self-satisfaction, BID_RLT = Relatedness, ANXIETY = Trait anxiety, N_EXP = Need for exploration, TOLAMBBB = Tolerance for ambiguity, N_COG = Need for cognition, BID_IND = Individuation, EXPGRAND = Composite exploration index, TR_APUNK= Mean index of trust for self and approaching the unknown).

3.7. Analyses Concerning Question 6: Differences Between Four Types of Affective-Motivational Orientations (Formed by Being High/Low in Secure Attachment and Secure Exploration) in Terms of the Variables Considered

High and low groups of secure attachment and secure (general) exploration were formed using medians as the cut-off points. Then four orientation types were created by crossing these high or low groups, labeled as insecure-unsafe (low attachment security, low exploration security), insecure-safe (low attachment security, high exploration security), secure-unsafe (high attachment security, low exploration security), secure-safe (high attachment security, high exploration security). To explore the differences between male and female respondents in these four groups, a series of 2 (gender) X 4 (attachment-exploration orientation type) MANOVAs (one for positive models of self and other, one for trust for self and approaching the unknown; and one for individuation and relatedness) and ANOVAs were conducted using the other variables listed in Table 3.21. Using Wilks' criterion the multivariate effects of orientation type were significant for positive-self and other models, $F(6, 850) = 12.30, p < .000, \eta^2 = .08$; for trust for self and approaching the unknown, $F(6, 850) = 43.77, p < .000, \eta^2 = .24$; and for individuation and relatedness, $F(6, 850) = 13.42, p < .000, \eta^2 = .09$. As has been reported in previous analyses, in these MANOVA analyses, multivariate gender effect was significant only for the self-construal orientations (i.e., individuation-relatedness), $F(2, 425) = 15.18, p < .000, \eta^2 = .07$. Gender differences are considered further later in this section.

Table 3.21. Differences Between Four Types of Affective-Motivational Orientations Formed by Being High or Low in Secure Attachment and Secure Exploration in Terms of the Variables Considered

	Attachment-Exploration Orientation Type				<i>F</i> *	<i>MSE</i>	η^2
	Insecure-Unsafe	Insecure-Safe	Secure-Unsafe	Secure-Safe			
Positive self	4.90 _a (.88)	5.08 _a (.88)	5.47 _b (.68)	5.61 _b (.66)	18.51	.65	.12
Positive other	4.64 _a (.78)	4.84 _a (.80)	5.19 _b (.83)	5.40 _b (.71)	18.43	.60	.12
Trust for self	4.86 _a (.91)	5.33 _b (.91)	5.44 _b (.67)	5.90 _a (.60)	29.78	.66	.17
Approaching the unknown	4.82 _a (.84)	5.94 _b (.68)	4.95 _a (.73)	5.98 _b (.61)	75.11	.55	.35
Individuation	4.96 _a (.68)	5.44 _b (.71)	5.14 _a (.74)	5.70 _b (.67)	24.84	.47	.15
Relatedness	4.98 _a (.97)	5.04 _{a,b} (1.08)	5.28 _{a,b} (.87)	5.37 _b (.95)	3.24	.93	.02
Need for cognition	4.73 _a (.68)	5.33 _c (.61)	4.97 _b (.63)	5.47 _c (.64)	35.81	.42	.20
Need for exploration	4.72 _a (.63)	5.34 _b (.53)	4.83 _a (.57)	5.46 _b (.61)	44.07	.35	.24
Curiosity	4.43 _a (.90)	5.13 _b (.89)	4.60 _a (.83)	5.30 _b (.75)	25.27	.73	.15
Tolerance for ambiguity	3.97 _a (.67)	4.27 _{b,c} (.72)	4.01 _{a,b} (.78)	4.45 _c (.70)	11.39	.50	.07
Trait anxiety	3.79 _a (.77)	3.55 _{a,b} (.84)	3.39 _b (.62)	2.99 _c (.64)	19.92	.54	.12
Separation-differentiation security	5.14 _a (.73)	5.42 _b (.69)	5.34 _{a,b} (.74)	5.79 _c (.72)	15.44	.51	.10
Self-satisfaction	3.22 _a (.69)	3.35 _{a,b} (.71)	3.49 _{b,c} (.66)	3.65 _c (.65)	8.16	.47	.05
Positive future expectations	5.32 _a (1.08)	5.50 _a (1.19)	5.68 _{a,b} (.80)	5.92 _b (.69)	6.84	.99	.05
N	164	106	60	104			

Note = Means that do not share a common subscript are significantly different from each other according to Tukey HSD at least at the .05 level; * *df* = 3, 426; *p* < .000 for all analyses except that involving relatedness for which *p* < .02.

According to ANOVA results shown in Table 3.21, differences between the four orientation types were significant for all the variables considered. According to Tukey results, the secure-safe type of respondents differed significantly from those with insecure-unsafe orientations for each variable. Accordingly, the secure-safe respondents had more positive self and other models, higher scores in self-trust and approaching the unknown, individuation, relatedness, needs for cognition and

exploration, curiosity, tolerance for ambiguity, separation-differentiation security, self-satisfaction, positive future expectations, and lower trait anxiety than the insecure-unsafe typed ones (see Figures 3.10-3.20). The insecure-safe and secure-unsafe respondents fell in between these most favorable and the most unfavorable types. However, as the Tukey HSD test results shown in Table 3.21 indicate, in terms of variables of the affective-relational (or attachment) domain, such as positive-self and other models, the two secure groups (i.e., secure-unsafe and secure-safe) did not differ from each other but both had significantly more positive self and other models than the two insecure groups (Figure 3.10). As for the variables in the intrinsic motivational (or exploration) domain, such as approaching the unknown, individuation, need for exploration, and curiosity, the two safe groups (high in secure exploration) did not differ from each other and had higher scores than those low in secure exploration (Figures 3.14, 3.15, 3.17, 3.18). On the other hand, for some variables that tended to be associated with both attachment and exploration domains, as for example, trust for self, the two middle groups (i.e., the insecure-safe and secure-unsafe) appeared to be similar to each other and to differ significantly from the most and the least favorable groups of secure-safe and insecure-unsafe, respectively (Figure 3.15). Similar to trust for self, for trait anxiety and separation-differentiation security variables as well, the secure-safe group differed from all the other three groups (Figures 3.13, 3.16).

In spite of some variations, the similarities in the general pattern of the variables associated with the affective-relational and intrinsic motivational domains was striking. In general, those of the former domain tended to show a linear shape, whereas those of the latter domain tended to show an N-shaped pattern.

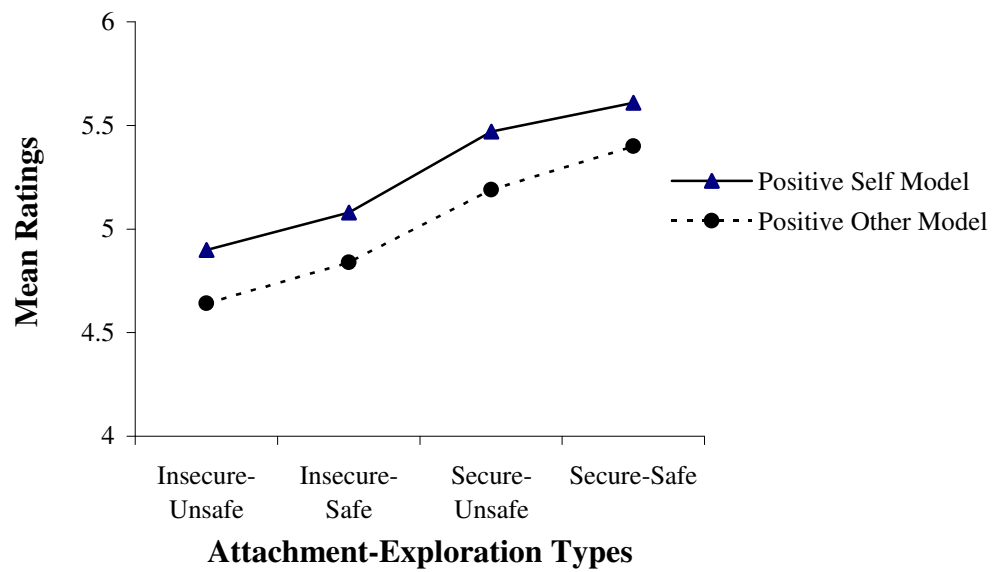


Figure 3.10. Mean positive self and positive other model scores of the four attachment-exploration types.

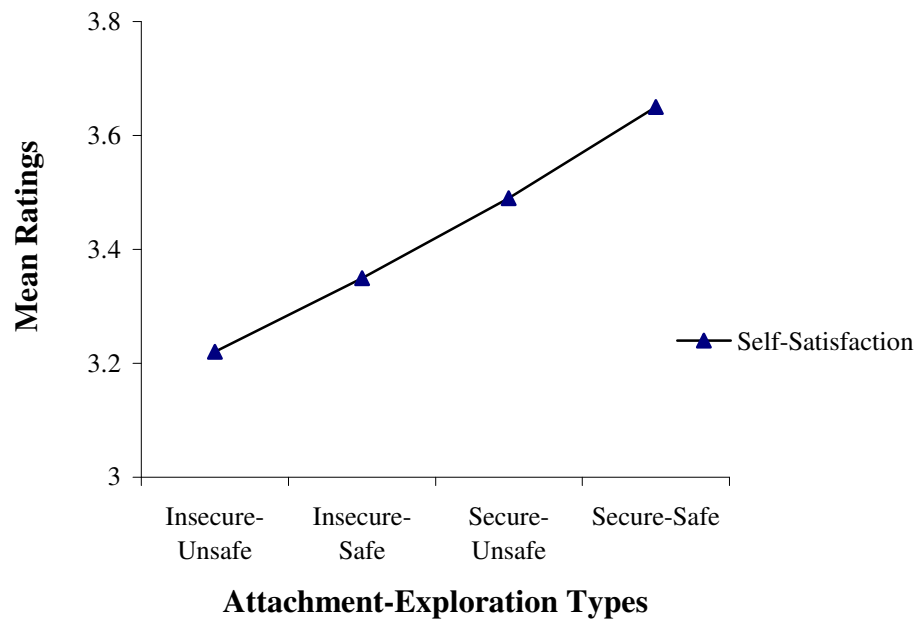


Figure 3.11. Mean self-satisfaction scores of the four attachment-exploration types.

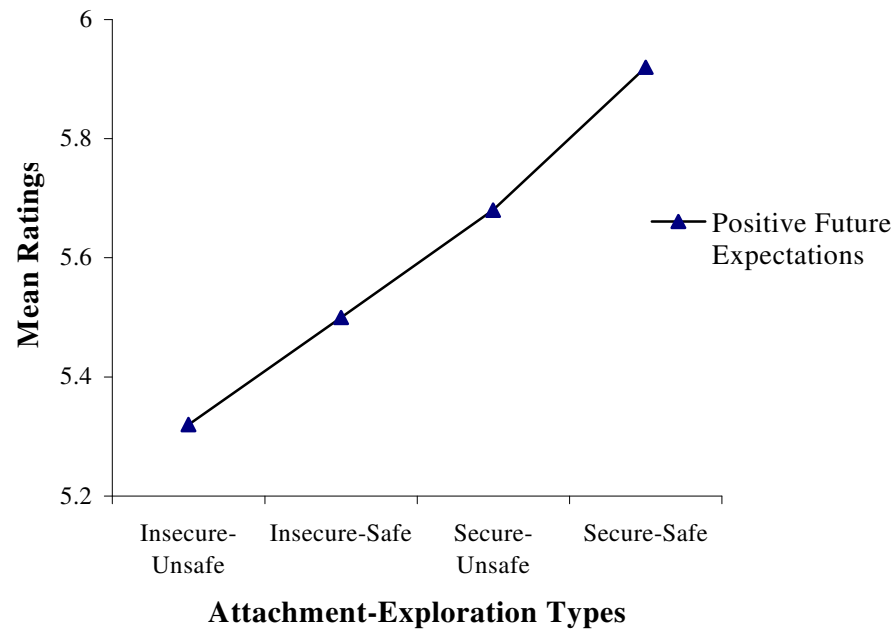


Figure 3.12. Mean positive future expectations scores of the four attachment-exploration types.

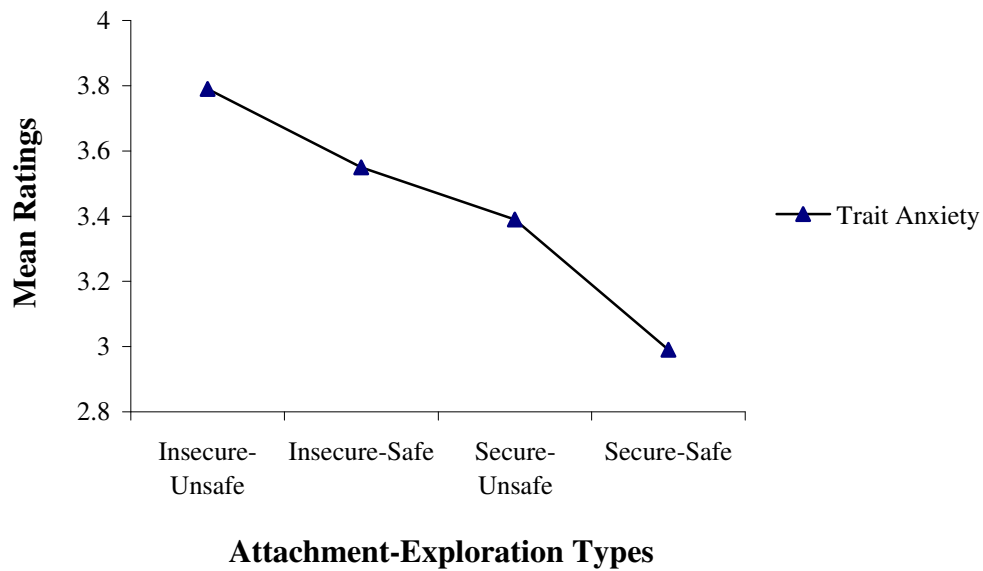


Figure 3.13. Mean trait anxiety scores of the four attachment-exploration types.

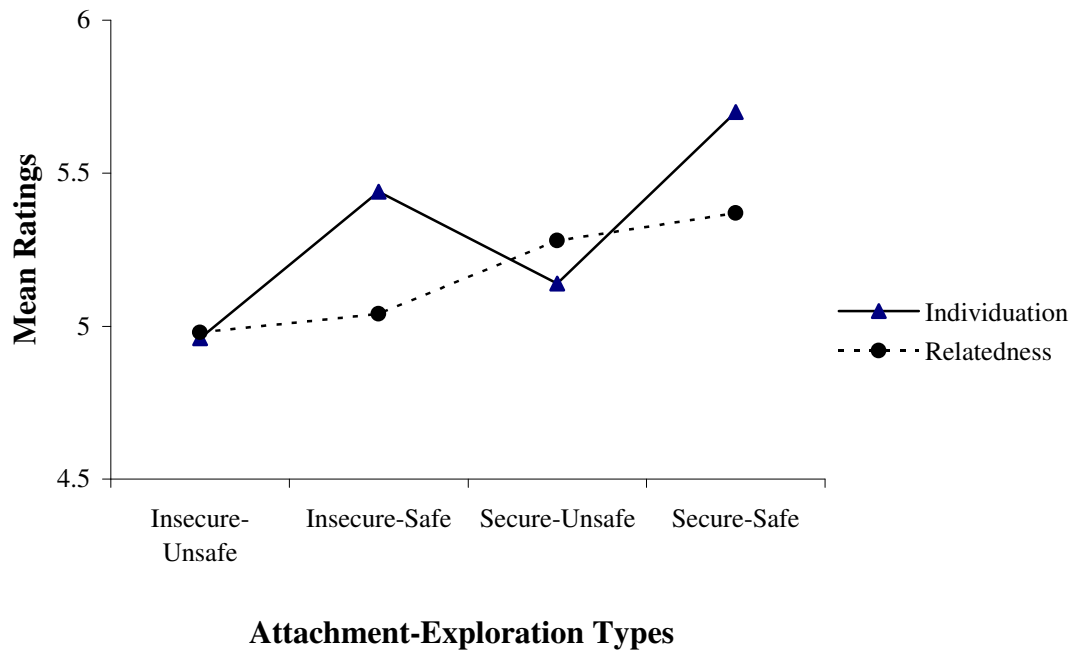


Figure 3.14. Mean individuation and relatedness scores of the four attachment-exploration types.

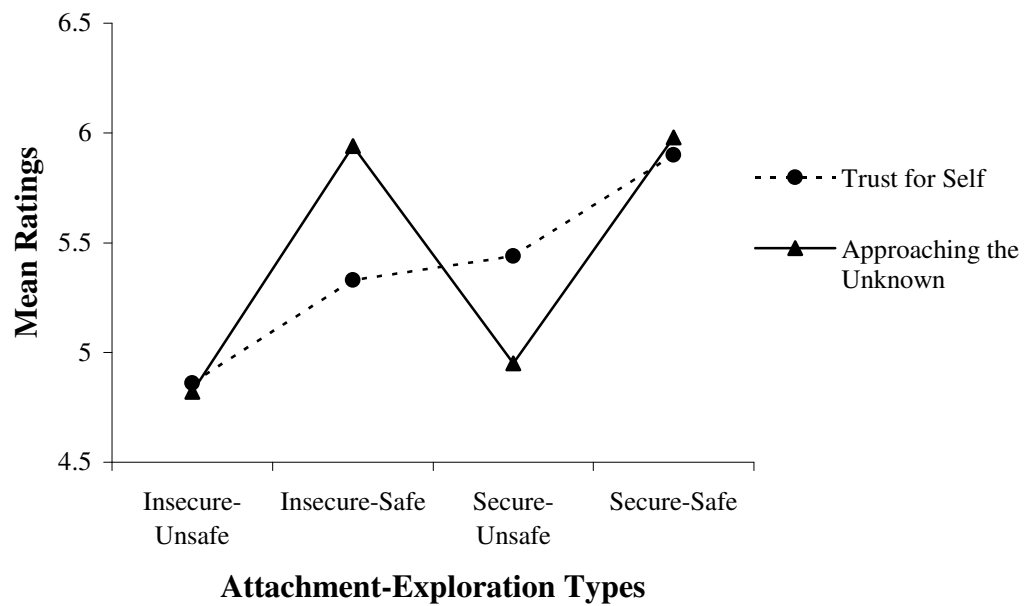


Figure 3.15. Mean trust for self and approaching the unknown scores of the four attachment-exploration types.

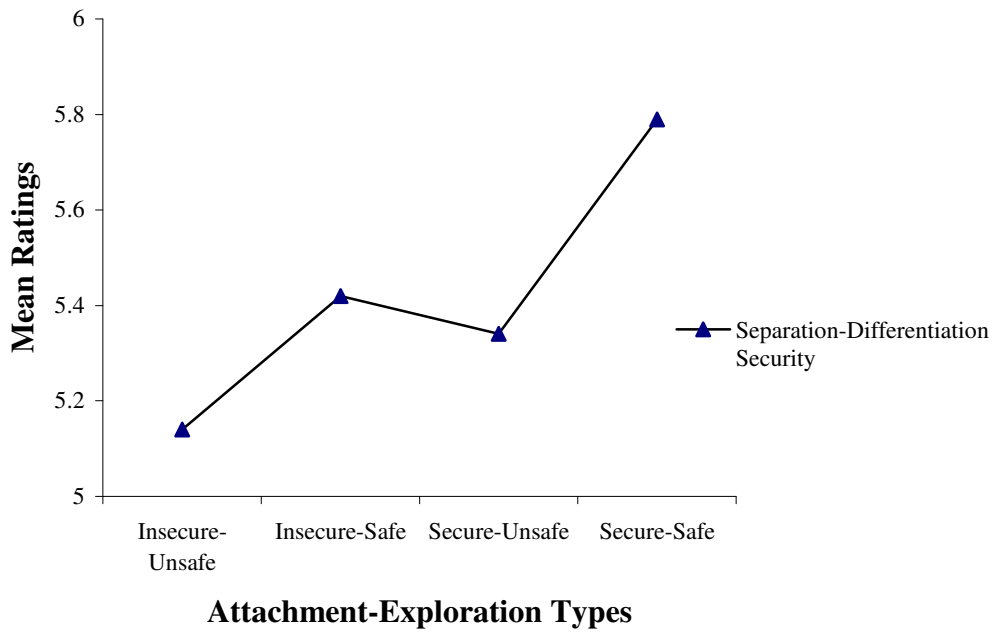


Figure 3.16. Mean separation-differentiation security scores of the four attachment-exploration types.

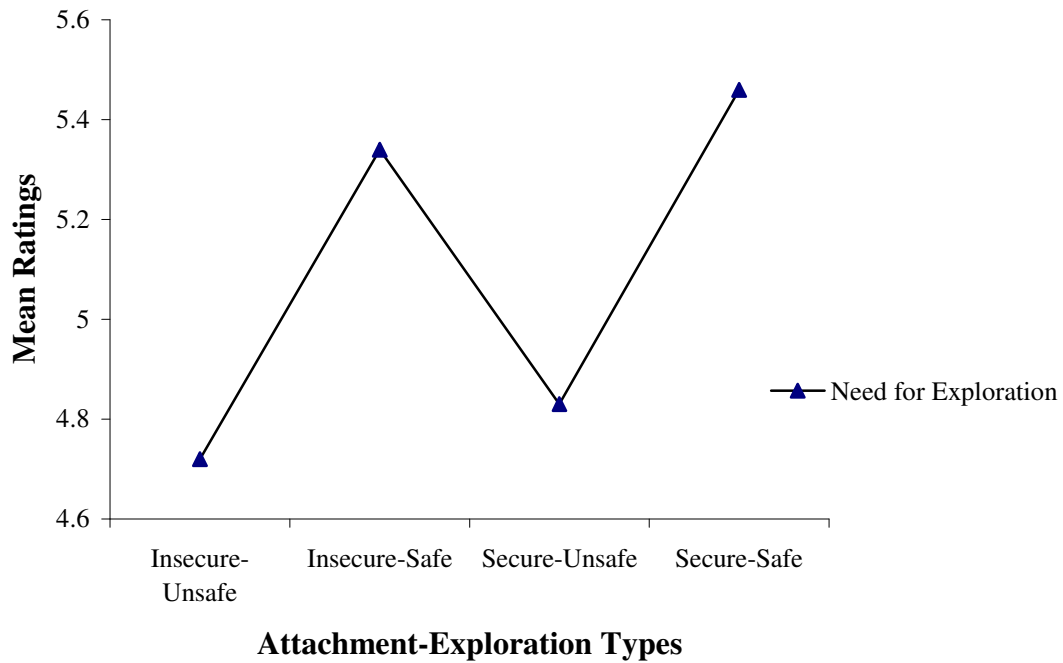


Figure 3.17. Mean need for exploration scores of the four attachment-exploration types.

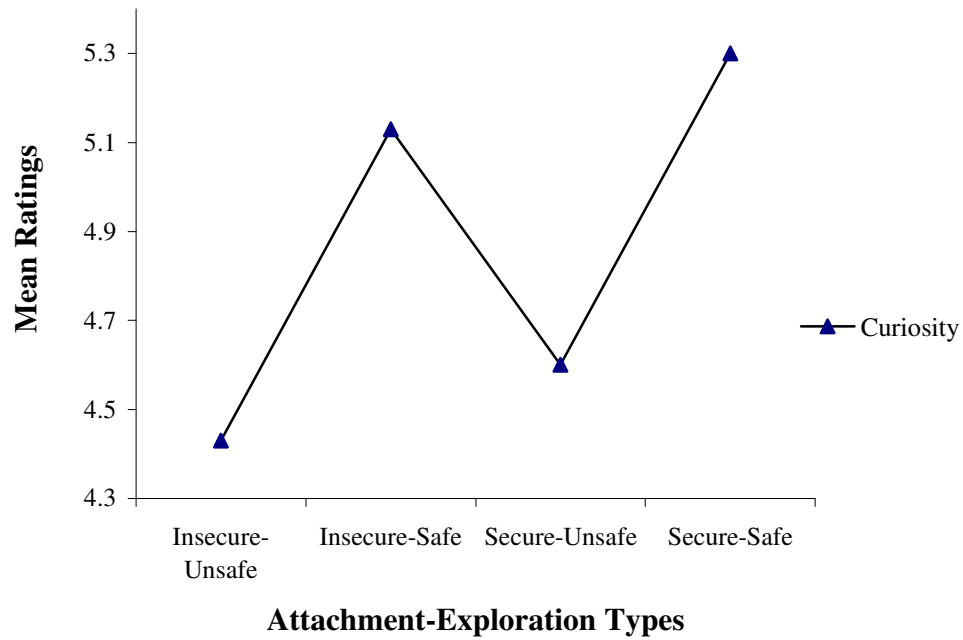


Figure 3.18. Mean curiosity scores of the four attachment-exploration types.

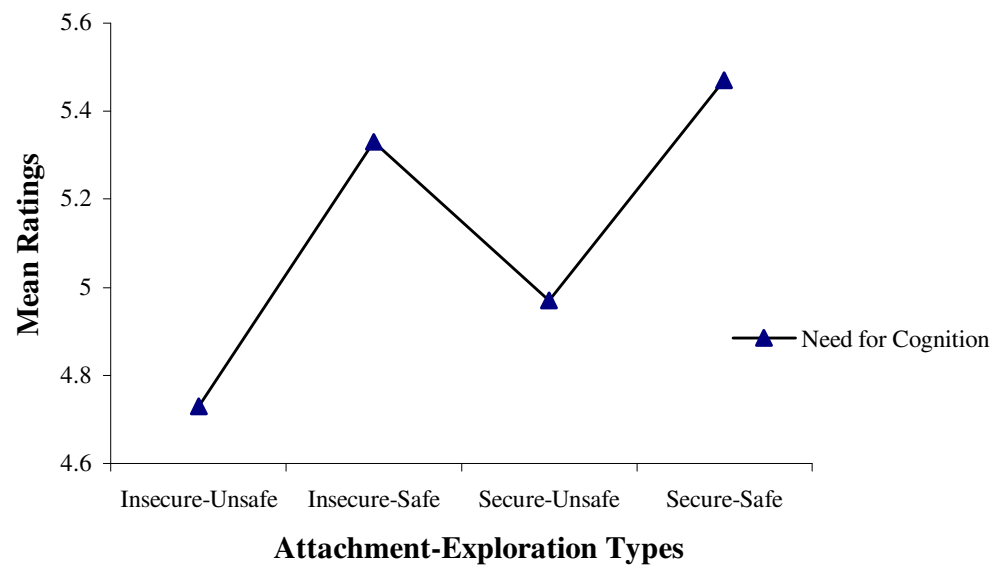


Figure 3.19. Mean need for cognition scores of the four attachment-exploration types.

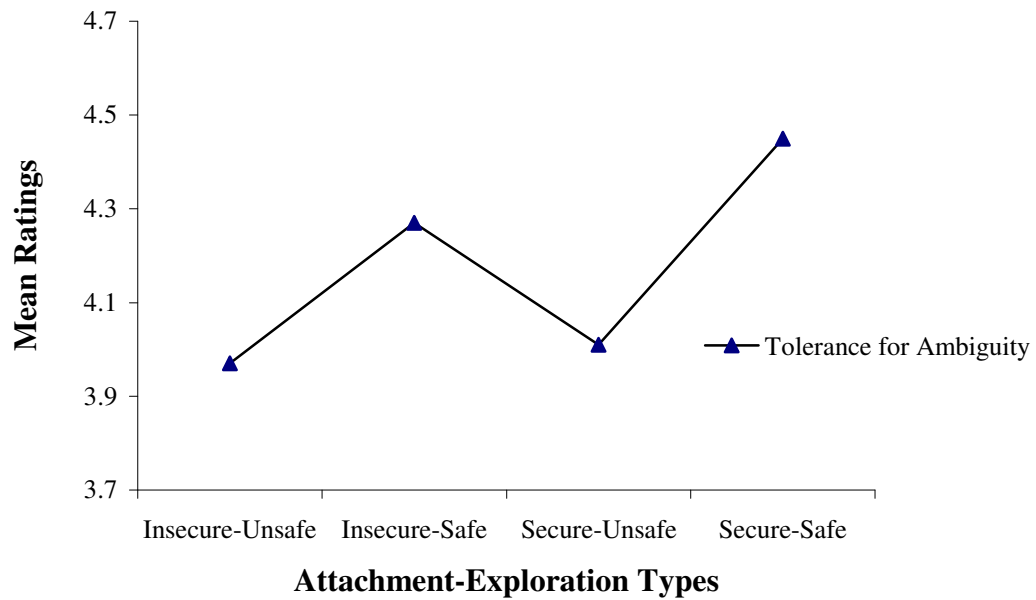


Figure 3.20. Mean tolerance for ambiguity scores of the four attachment-exploration types.

As expected, the above-noted effects did not change for males and females. Only a few gender main effects were obtained in relation to some of the variables, as shown in Table 3.22. Accordingly, females seemed to have significantly higher scores for individuation, relatedness, need for exploration, separation-differentiation security; and to show a nonsignificant trend to have higher need for cognition ($p < .08$), as compared to the male respondents.

Table 3.22. *Significant Gender Differences or Trends in the Variables Considered*

	Female		Male		<i>F</i>	<i>MSE</i>	<i>p</i>	η^2
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Individuation	5.35	.74	5.15	.76	13.41	.47	.000	.03
Relatedness	5.28	.96	4.86	.98	17.39	.93	.000	.04
Need for Cognition	5.11	.70	5.04	.76	3.01	.42	.08	.01
Need for Exploration	5.11	.64	4.98	.73	7.61	.35	.006	.02
Separation-differentiation security	5.46	.76	5.28	.74	9.70	.51	.002	.02

df = 1, 426.

CHAPTER 4

DISCUSSION

In this section, main findings of the study are discussed with regards to the basic questions addressed in the Introduction. Specifically, the main issues considered in the study involved conceptualization and types of exploration (Questions 1 and 2), the nature of the relationship between exploration and attachment orientations (Question 3), relationship of attachment and exploration orientations with self-construals and other self-related variables (Questions 4 and 5), the assertion that a secure attachment-exploration orientation represents an optimal state of functioning (Question 6), and gender differences associated with secure exploration and related variables (Question 7). After discussing findings associated with the questions addressed, some limitations of the study are considered together with suggestions for future research, and an overview of the major contributions is provided.

4.1. Conceptualization of Secure and Insecure Exploration and Types of Exploration

4.1.1. Trust for Self and Approaching the Unknown as Basic Dimensions of the Proposed Four-Category Model of Exploration (Question 1)

As explained in the Introduction, trust for self and approaching the unknown were proposed as two basic dimensions of exploration. Results indicated that respondents high rather than low in secure exploration had higher scores in both trusting themselves and in approaching the unknown. The variables of trust for self and approaching the unknown together explained 54 % of the variance in (composite) secure exploration. Thus, results supported the proposal regarding the important role of these basic dimensions in exploration.

A related proposal was that the combinations of these basic dimensions of trust for self and approaching the unknown would give way to four types of exploration orientations. As will be remembered, parallel to Bartholomew and Horowitz's (1991) four-category model of attachment, these were labeled as secure (high in both), preoccupied (low in trust for self, high in approaching the unknown), dismissing (high in trust for self, low in approaching the unknown), and fearful (low in both). One of the questions tested was whether these four exploration types would be associated with distinct groups of exploration orientations as proposed. Results indicated that the four exploration types, created by the low/high combinations of scores on the Trust for Self and Approaching the Unknown scales, yielded four significantly different homogeneous groups of exploration (based on

the data consisting of the mean composite index scores of general and domain-specific secure exploration). Thus, results seem to be supportive of the proposal that trust for self and approaching the unknown represent important dimensions in understanding secure exploration and variations in insecure exploration orientations.

Because the present dissertation is basically concerned with secure exploration, the proposed preoccupied, dismissing, and fearful types of insecure exploration orientations have not been examined. However, in line with the present purposes, it was discovered that ratings on the four paragraphs representing secure and (the reverse scored) insecure exploration orientations were significantly correlated and all loaded on the same factor. Thus, it seems that these four different exploration tendencies may be combined to represent a basic secure or insecure exploration orientation. In fact, these four exploration types were found to be significantly correlated with each other in each of the general and specific exploration domains, as considered further in the next section.

4.1.2. Relationship Between General and Domain-Specific Secure Exploration Orientations (Question 2)

Results indicated that secure and the reverse-coded insecure exploration orientations of preoccupied, dismissing, and fearful can be combined to form internally consistent, composite measures for each of the general and the five domains of cognitive, relational, self-related, spatial, and time-related exploration. Using these composite measures, general and each of the domain-specific secure exploration orientations were found to be positively correlated. The strongest

correlation was obtained between general and cognitive exploration orientations. That is, the impact of the general exploration orientation seemed to be greater on the cognitive domain (explaining 28 % of the variance) than on other domains (explaining 15-17 % of the variance). Similarly, the correlations between the exploration scores in the cognitive domain with those of other domains seemed to be relatively stronger (ranging between .57 and .70) than those of other domains (range being .46 -.57), implying that the cognitive exploration orientation may be a basic domain representative of the general as well as the other exploration domains considered in the present study.

The above finding suggests that the cognitive exploration tends to play a central role in exploration orientations of adults. On the other hand, certain domain-specific exploration orientations were only moderately correlated (e.g., time-related orientation with relational orientation). In line with the above-noted findings that exploration orientations in different domains seemed to be associated, results of a factor analysis indicated that secure exploration orientations in five domains loaded on the same factor (with the cognitive domain being the most heavily loaded item) and hence can generally be considered as a unidimensional orientation.

The relationship between exploration orientations in different domains was further investigated by tackling the question of whether respondents high in general exploration security were secure in all domains of exploration. Results indicated that they were; that is, respondents high rather than low in general exploration security seemed to be significantly more secure in all domains considered, i.e., cognitive, relational, self-related, spatial, and time-related areas of exploration.

Thus, in spite of some domain-related variations, secure exploration also seems to have a general trait-like characteristic, just as secure attachment. As noted in the Introduction, secure attachment has been demonstrated to show both a general trait-like tendency, as well as variations across different contexts, such as family, peer and romantic relationships (Berlin & Cassidy, 1999; Collins & Read, 1994; Imamoğlu & Imamoğlu, 2004; Ross & Spinner, 2001). Thus, as expected, exploration orientation, like attachment, seems to represent a general orientation together with some domain-related variations.

4.2. The Nature of the Relationship Between Exploration and Attachment Orientations (Question 3)

4.2.1. Secure Exploration as Separate from but Complementary to Secure Attachment

To test the expectation that (secure) exploration represents an orientation distinct from (secure) attachment, ratings for the paragraphs representing secure, preoccupied, dismissing, and fearful attachment orientations and those of the parallel paragraphs proposed for exploratory orientations were factor analyzed. The results of this analysis indicated that secure exploration (consisting of mean ratings for secure exploration and the reverse coded, dismissing, fearful, and preoccupied exploration orientations) constitutes a domain separate from that of secure attachment (consisting of mean ratings for secure and reverse coded fearful and preoccupied attachment tendencies; whereas, dismissing attachment seemed to

constitute a response domain distinct from the domains of secure exploration and attachment).

Still however, secure attachment and exploration tended to be somewhat associated. Specifically, secure attachment was found to be a significant predictor of secure exploration explaining 6 % of the variance in general, and 3 to 5 % of the variance in different domains of exploration except for the relational domain in which secure attachment appeared as a stronger predictor (explaining 16 % of the variance). ANOVA results further indicated that respondents who were high in general exploration security tended to be more securely attached and to have more positive self and other models than those low in secure exploration.

The complementary nature of secure attachment and secure exploration can be further seen in terms of their associations with the variables of trust for self and approaching the unknown, which have been proposed as the underlying dimensions of exploration. Results indicated that attachment and exploration have similar degree of impact on trust for self but that approaching the unknown tends to be predicted by exploration and not by attachment. Accordingly, secure attachment may make exploration more likely by strengthening one's trust for the self. Thus, all these results consistently support the expectation that attachment and exploration represent distinct but complementary orientations, as further noted below.

4.2.2. Separation-Differentiation Security: A Proposed Conceptual Link Between Secure Attachment and Secure Exploration

As noted in the Introduction, an important assertion of attachment theory is that one of the functions of secure attachment is to provide a *secure base* from which to explore (e.g., Ainsworth, 1972; Bowlby, 1988). The implication of this basic assertion is that secure attachment enables security in both relating and separating (to explore), as the concept of *felt security* (proposed by Sroufe & Waters, 1977) implies. The emotional bond of felt security is considered to provide both a secure base for enabling exploration of the environment and a safe haven for reunion in case threat occurs. Thus, in attachment theory separation and relatedness are not viewed as opposing each other. In fact, as noted in the Introduction, the complementarity of attachment and exploration has a central place in attachment theory. On the other hand, in the mainstream developmental literature, separation from the family has been regarded as detachment from one's affective ties to one's parents and as a necessary component of becoming an independent individual (Ryan & Lynch, 1989; see Imamoğlu, 2003; Ryan, 1991, for related critical discussions).

In the present study, in line with the basic assertions of attachment theory, as well as the BID model, it has been argued that separation from the family does not necessarily imply detachment but that “attached” or “secure separation” is also possible (Imamoğlu, 2003; Ryan, 1991). However, in attachment theory, as noted above, securely separating to explore has been regarded as inexorably linked with secure attachment via the *secure base* concept. As referred to in the Introduction, this inevitable link between attachment and exploration has been questioned from a

cross-cultural perspective (Rothbaum, Pott, et al., 2000; Rothbaum, Weisz, et al., 2000).

As will be remembered, to contribute to a resolution of the cross-cultural criticisms directed at attachment theory, in the present study, the concept of *separation-differentiation security* was proposed as a link between secure attachment and exploration orientations. In other words, in the present study, the link between secure attachment and exploration was not assumed to be totally inexorable, as assumed by attachment theory, but more dependent upon the degree to which secure attachment is associated with either *separation-differentiation security* (as generally assumed to be in individualist cultures), or with *separation-differentiation anxiety* (as generally assumed regarding collectivist cultures).

Although reference is made to individualist and collectivist cultures in line with the related literature, it should be noted that in the present dissertation, as proposed by the BID model (Imamoğlu, 2003), separation-differentiation security is considered to be associated more with *balanced* contexts, whereas separation-differentiation anxiety is considered to be associated more with *integrative* and *unbalanced* contexts. Accordingly, to the extent that a securely attached person is encouraged to freely explore without risking his/her family's (or attachment figure's) love, the stronger might be the link between attachment and exploration systems via the separation-differentiation security felt.

Thus, the idea of separation-differentiation security is similar to the secure base idea except that the former is not considered to be an inexorable aspect of secure attachment as the latter concept because as proposed in the present outlook, it may be possible for secure attachment to be associated with either separation-

differentiation anxiety or security. For instance, in highly integrative contexts, a securely attached child may be discouraged from freely exploring and may develop separation-differentiation anxiety, which may be linked with the dependence-, rather than the exploration-system, as considered further later in this section.

Present results indicated that separation-differentiation security has three interrelated components: (a) *Spatial-separation security*, which involved always feeling the love and support of one's family wherever one goes. For example, such a person may feel free to follow his/her dreams in far away places feeling the strong love and support of his/her family inside. (b) The component of *parental acceptance security* involved not feeling anxious about being accepted by one's parents, but feeling assured that one is accepted the way one is. For instance, a person high in parental acceptance security would not be expected to worry whether his/her parents wish him/her to be a different kind of a person. (c) The component of *psychological differentiation security* involved feeling secure to express one's genuine ideas and to be the kind of person one is genuinely inclined towards. For example, a person who is high in secure psychological differentiation would feel that the social bonds in one's family are so sincere and strong that every member would be encouraged to be one's true self, without any worries about risking one's acceptability or the love and acceptance of his/her family, as in balanced contexts proposed by Imamoğlu (2003).

Thus, separation-differentiation security as conceptualized here involves not feeling anxious about spatial separation or psychological differentiation but feeling assured of the unconditional love-acceptance of one's family under all conditions. As such, secure separation-differentiation was proposed as a conceptual link

between attachment and exploration. In line with the expectations, analyses using LISREL provided support for both a direct path from attachment to exploration as well as an indirect path via separation-differentiation security; however, as expected, the latter indirect path was found to be much stronger than the direct path.

Thus, results indicated that although secure attachment to some degree predicts secure exploration, a stronger prediction is possible when separation-differentiation security is considered as a mediator. This finding implies a limitation of the secure base idea of attachment theory and provides support to the related cross-cultural criticisms, as further considered later in this section.

4.3. Relationship of Attachment and Exploration Orientations with Self-Construals and Other Self-Related Variables

4.3.1. Attachment- and Exploration-Related Orientations of Respondents with Different Types of Self-Construals as Proposed by the BID Model (Question 4)

As expected, results indicated that the respondents with related-individuated (or balanced) self-construals were the only ones who were high in both secure attachment and secure exploration and the related variables of both trust for self and approaching the unknown, both positive self and positive other models, as well as separation-differentiation security. On the other hand, the respondents with separated-patterned (or unbalanced) self-construals appeared as the lowest group in secure attachment, trust for self, positive self-model, separation-differentiation security; and they had the lowest mean scores in secure exploration and

approaching the unknown together with those having related-patterned self-construals; finally they scored lowest in positive-other scores together with the separated-individuated respondents. Thus, results supported the predictions of the BID model that related-individuation represents an optimal state of psychological functioning especially in comparison to separated-patterning (Imamoğlu, 1995, 1998, 2003).

As will be remembered, Imamoğlu (2003) proposed that secure attachment and exploration represent the foundations of relational and individuational self-orientations, respectively. Accordingly, attachment orientation was expected to be a major predictor of relatedness while exploration orientation was expected to be so for individuation. Results provided support to these expectations. According to LISREL analysis, relatedness as predicted by secure attachment was found to be distinct from individuation as predicted by secure exploration. Furthermore, as predicted by the BID model these distinct orientations seemed to be complementary so that respondents who were high, rather than low, in either individuation or relatedness tended to be more secure in both attachment and exploration. LISREL analysis further indicated the error terms of secure attachment and exploration to be correlated; also, a weak path from exploration to relatedness seemed to improve the model, which may imply that a secure exploration orientation (perhaps in the relational domain) may complement a related self-construal. Thus, present findings provide further support to the idea of complementary linkages between both attachment and exploration as well as between relatedness and individuation, and to the idea of their representing distinct domains, as considered below.

4.3.2. Attachment and Exploration as Distinct and Complementary Systems Associated with Distinct Variable Domains (Question 5)

As noted above, in congruence with attachment theory and the BID model, it has been proposed that attachment and exploration represent two distinct variable domains which tend to have complementary functions. In line with this proposal, results indicated that the attachment- and exploration-related variables tend to form two separate factors of equal importance, each explaining about 25 % of the variance. Specifically, the variables of positive-self and positive-other models, trust for self, self-satisfaction, relatedness, positive future orientation, and (the negatively loaded) trait anxiety loaded together with secure attachment, while the variables of the need for exploration, need for cognition, approaching the unknown, individuation, tolerance for ambiguity, curiosity and separation-differentiation security loaded together with secure exploration.

Of these two distinct variable domains, the former Affective-Relational one, seems to be associated with a positive affective orientation to self, others, and the future, whereas the latter Intrinsic Motivational one, seems to represent a secure or intrinsic exploratory orientation, as predicted. As expected, the trust for self dimension of secure exploration was found to be associated more with the affective-relational domain, while approaching the unknown dimension appeared to belong to the intrinsic motivational domain. In fact, a confirmatory factor analysis using LISREL also replicated these results. That is, secure exploration, conceptualized and measured in terms of the dimensions of trust for self and approaching the unknown, appears to be strongly predicted by the intrinsic motivational domain and to a lesser degree by the affective-relational domain.

The finding that attachment, unlike exploration, falls into the affective domain is congruent with attachment theory because attachment is considered as “an affectional tie or bond that one individual (person or animal) forms between himself and another specific individual” (Ainsworth, 1972, p.100). Ainsworth notes that attachments imply strong affect, and attachment relationship can be characterized by “love” or strong positive affect. Still, however, intense affect implied may not be limited to positive emotions, but anxiety, anger or jealousy may also be aroused if there are threats to the attachment relationship.

Results are also congruent with the related literature which indicate that different measures of intrinsic motivation, such as the need for cognition, curiosity and agency tend to be positively correlated with each other (Amabile, Hill, Hennessey, & Tighe, 1994; Cacioppo, Petty, Feinstein, & Jarvis, 1996; Imamoğlu, 2003; Olson, Camp, & Fuller, 1984). As noted before, present results are also consistent with the assertions of the BID model that relatedness and individuation represent two distinct and complementary orientations or domains of the self system (Imamoğlu, 2002, 2003). As noted in the Introduction, Imamoğlu (2003) found that the relational self-orientation seems to be associated with other variables of an affective-relational nature, e.g., perceiving parents as loving-accepting, being satisfied with one’s self and the family; on the other hand, the individuation self-orientation seems to be associated with such variables as the need for cognition and nonrestrictive family atmosphere which tend to belong to the intrinsic-motivational domain. The present study replicated and extended those earlier findings by demonstrating that these affective and motivational domains seem to be associated with a number of variables related with secure attachment and secure exploration,

respectively. Accordingly, present findings are also supportive of Imamoğlu's (2003) assertion that secure attachment and exploration may represent the foundations of the relational and individuational self-orientations, respectively, as considered above in relation to Question 4.

Results imply that a positive or genuinely secure outlook to oneself, others and time (i.e., positive future expectations) may be complementary to a genuinely secure exploratory orientation to one's inner and outer worlds. Hence, present findings are supportive of Imamoğlu's (2003) assertion that these two domains of positive affectivity and intrinsic motivation tend to be distinct but complementary.

Consistent with Imamoğlu's (2003) suggestion regarding positive linkages between those two domains, some of the variables that loaded on both factors may be considered to form linkages between the two domains. For example, as noted above, although trust for self appeared to belong to the positive affectivity domain it also loaded under the domain of intrinsic motivation, but less strongly. As noted before, one of the linkages between secure attachment and secure exploration may be through a trust for self. Such a trusting attitude toward the self associated with secure attachment may make it easier to approach the unknown to explore. In a similar vein, variables of the intrinsic motivational and affective-relational domains were also associated with each other to some degree. Accordingly, it appears that a secure rather than insecure affective orientation may be more conducive for developing secure intrinsic motivational orientations towards exploration and individuation. Psychological implications of being secure in both attachment and exploration are considered further below.

4.4. Variables Associated with Secure/Insecure Combinations of Attachment-Exploration: The Four-Category Model of Attachment and Exploration Orientations (Question 6)

As noted in the Introduction, on the basis of the assumption about attachment and exploration representing two distinct orientations, we developed four attachment-exploration types by crossing these two orientations; i.e., the secure-safe (high in both attachment and exploration security) type representing the most optimal psychological orientation; the insecure-unsafe (low in both attachment and exploration security) type representing the worst psychological state; finally, the insecure-safe (low in attachment security and high in exploration security) and secure-unsafe (high in attachment security and low in exploration security) types were proposed to be in between those two extreme states in terms of psychological functioning.

Results were generally supportive of these expectations. Specifically, compared to the insecure-unsafe type of respondents, the secure-safe ones had both more related and individuated self-construals; had both more positive self as well as positive-other models; had higher scores in both self-trust and approaching the unknown; and had higher scores in both the other variables of the positive affective domain, i.e., self-satisfaction, positive future orientation, and lower trait anxiety scores, as well as in those of the intrinsic motivational domain, i.e., need for cognition and exploration, curiosity, tolerance for ambiguity, and separation-differentiation security. In terms of the variables that seem to be associated with both attachment and exploration (i.e., trust for self, trait anxiety, and separation-

differentiation security), the secure-safe group seemed to represent a more optimal psychological state than all of the other three orientation types.

Such findings not only seem to be supportive of the hypothesis that secure-safe type represents an optimal state of psychological functioning, but also seem to support the view regarding complementary linkages between attachment and exploration orientations. Furthermore, these findings which seem to be congruent with the past findings involving the BID model, also provide converging evidence for the assertions that attachment and exploration systems represent the foundations of the relational and individuational self-orientations, respectively (Imamoğlu, 2003).

Thus, results supported the basic underlying idea of attachment theory that optimal functioning depends on the appropriate interplay between attachment and exploration systems (Ainsworth, 1972; Bowlby, 1982, 1988) but did not support claims that individuation requires separation or psychological independence from one's attachment figures (e.g., Mahler, Pine, & Bergman, 1975). In this regard, Bowlby (1982) noted,

the family experience of those who grow up to become relatively stable and self-reliant is characterized not only by unfailing parental support when called upon but also by a steady yet timely encouragement toward increasing autonomy, and by the frank communication by parents of working models - of themselves, of child and of others - that are not only tolerably valid but are open to be questioned and revised. (p. 322-323)

Accordingly, an important function of parents (or attachment figures) is assumed to provide a supportive base for secure exploration of the child's inner and outer worlds to enable individuation.

On the basis of the above-noted results and self-types suggested by Imamoğlu (2003), we can speculate that respondents with a secure-safe orientation may be likely to explore with confidence and pleasure; i.e., they may be expected to enjoy exploratory activities with a genuine intrinsic motivation. Those with a secure-unsafe orientation may have a positive outlook but may be reluctant to freely engage in exploration, except perhaps within limited, acceptable areas considered as “safe” by their social environments. On the other hand, those with an insecure-safe orientation may have a daring, rather than joyful, attitude toward exploration; i.e., they may be expected to engage in risky exploratory activities in order to prove that they are not afraid of anything, which, in fact, may be a way of coping with their deep down feelings of attachment-related insecurity. Finally, those with an insecure-unsafe orientation may be expected to have insecurities, fears, and negative feelings about themselves, others, and exploratory activities; i.e., they may lack both trust for self and feelings of safety, and hence may be likely to rigidly avoid the unknown with a negative outlook. Future research is needed to further test these speculations.

4.5. Gender Differences in Exploration Orientation and Other Related Variables (Question 7)

As will be remembered, gender differences were not expected in the general mechanisms of psychological functioning. However, some relative differences in orientations were expected to favor the females in terms of being more secure in both exploration- and attachment-related orientations among the present sample from the middle-upper SES group.

As expected, male and female respondents did not differ in terms of general exploration orientations involving secure, preoccupied, dismissing, and fearful tendencies. However, in relation to domains, the female respondents seemed to have a more secure exploration orientation in all domains with the exception of the cognitive one, for which no differences were found. In congruence with those findings, females seemed to have higher scores in separation-differentiation security and need for cognition. On the other hand, male respondents tended to show a more dismissive exploration orientation in cognitive, relational, self-related, and spatial domains. Furthermore, there was a significant trend for the male respondents to have a more fearful exploratory orientation in the relational domain as compared to the females.

Those results appear to be consistent with findings from the attachment literature which generally report lack of gender differences (e.g., Ainsworth, Blehar, Waters, & Wall, 1978; Hazan & Shaver, 1987), but for men to be somewhat more dismissing in romantic attachment orientation than women (e.g., Brennan, et al., 1998; Kirkpatrick, 1998; Scharfe & Bartholomew, 1994). By way of the complementary nature of attachment and exploration, those gender differences in dismissing attachment orientation might be said to be portrayed in the exploration area as well. However, a recent study of 62 cultural regions, including Turkey (Schmitt et al., 2004), it was concluded that in most cultures when a gender difference in dismissing orientation was found, the difference appeared to be small in magnitude, as in the present study; thereby implying that the general trends of psychological functioning in terms of attachment-exploration seem to be similar for females and males.

In parallel to the above noted results, female respondents tended to score higher in both relational and individuational self-orientations. As noted in the Introduction, those gender differences are consistent with past studies using the BID model (Imamoğlu, 2002, 2003; Imamoğlu & Karakitapoğlu-Aygün, in press; Kurt, 2000). Accordingly, the better educated Turkish young women from middle and upper SES backgrounds seem more likely to have related-individuated or balanced self-construals than their male counterparts. As noted by Imamoğlu (2003), the relatively stronger relational tendencies of women might be explained with reference to the female gender role, emphasizing a relational self (Chodorow, 1978; Gilligan, 1982; Jordan, 1997; Miller, 1976). On the other hand, the relatively stronger individuational tendencies of women are difficult to interpret with reference to gender roles and, in fact, may appear to be at odds with traditional female stereotypes. However, as Imamoğlu (2002, 2003) has suggested, those individuational trends may be associated with the encouragement of women's professional participation in the upper segments of modern Turkish Republic and the impact of the feminist movement. Unlike the U.S. where the feminist movement has emphasized the importance of relationality (e.g., Gilligan, 1982; Jordan, 1997; Miller, 1976), in Turkey, the emphasis of the feminist movement has been on increased independence and autonomy (Imamoğlu, 2002). Accordingly, Turkish women from the more progressive segments of the society may be relatively more likely to change in the direction of individuation while retaining relatedness.

4.6. Limitations and Suggestions

Before providing an overview of the major contributions, some limitations of the present study should be addressed. The fact that the sample consisted of university students only, may be considered as a limitation since no age-related comparisons are available and one should be cautious in generalizing the results to the larger population involving other age and SES groups. The literature indicates that university students generally represent middle-upper SES groups (Freeman, 1997; Triandis, 1995). Accordingly, in terms of their parents' education, most of the students in the present sample also came from the middle-upper SES. Hence, further studies exploring age and SES-related differences are needed.

Within the limits of this dissertation, only secure exploration was considered as related mainly to secure attachment orientation. The relationship between insecure (i.e., preoccupied, dismissing, and fearful) attachment and exploration orientations will be examined in future papers. In view of the finding that dismissing attachment orientation appeared as a distinct factor, it may be particularly interesting to examine it in relation to present research problems. Also, most of the analyses involving attachment were based on data from the Relationship Questionnaire (RQ) (Bartholomew & Horowitz, 1991), and the Model of Positive Self and Model of Other Scales developed for the present purposes, which were strongly correlated. In fact, in the SEM analyses using LISREL, a composite index of positive self model, positive other model, and the simple attachment measure was used, which proved to be a strong measure of attachment. Furthermore, in an extensive cross-cultural study involving 62 cultural regions (Schmitt et al., 2004), support was found for the RQ or attachment models of self and other as pancultural

constructs. Still, future studies might be needed to replicate the present results using other scales of attachment as well.

Moreover, the specific relationships between different exploration domains (i.e., cognitive, relational, self-related, spatial, time-related), although considered, were not examined in-depth, and might need further examination. Similarly, the relationships of different types of exploration (and attachment) orientations with the variables in the affective-relational and intrinsic motivational domains could be examined more extensively. Other variables and/or scales might also be incorporated in future studies to extend our understanding concerning the contents and limits of the two domains. Longitudinal studies, also involving observational techniques, might be especially needed to go beyond the limitations of our data based on self-reports at a particular time.

Furthermore, the antecedents of attachment and exploration orientations, such as the type of family one is brought up in, should be examined so as to have a better understanding of the larger picture of the dynamics involved in the development of the orientations involving attachment-relatedness and exploration-individuation. On the basis of the BID model, Imamoğlu (2003) proposed and provided some evidence that the balanced family contexts, involving genuine love-acceptance and low restrictive control, would be most conducive for the development of related-individuated or balanced individuals. Hence, the same might be expected for the development of secure-safe individuals, who are secure in both attachment and exploration orientations. On the basis of the BID model, integrative family contexts (characterized by high love-acceptance, high control) would be expected to be conducive for the development of secure-unsafe

individuals, who would be secure in attachment but feel unsafe in exploration; differentiative contexts (characterized by low love-acceptance, low control) would be expected to be conducive for the development of insecure-safe individuals, who would be likely to engage in exploration without positive feelings of attachment; and finally, unbalanced contexts (characterized by low acceptance, high control) would be expected to be conducive for the development of individuals who tend to be insecure in both attachment and exploration orientations. In fact, related data from other parts of the present project involving these issues will be examined and reported in future papers.

Finally, it would be important to conduct cross-cultural studies to explore the generalizability of the present findings to other cultures. Past studies involving the BID model yielded consistent results in Canada and the U.S. (Imamoğlu & Karakitapoğlu-Aygün, in press; Kurt, 2002). Since present findings were consistent with the BID model, they also may be expected to be generalizable to those cultures; however, future research is needed to test those expectations.

4.7. Overview of the Main Contributions and Conclusions

In spite of the above-noted limitations, the present study has some important strengths. An original contribution of the present research involves our attempt to conceptualize and measure exploration as a system distinct from, but associated with the attachment system. As noted in the Introduction, past studies have studied the relationship between attachment and exploratory behaviors but have not studied the dynamics of the association between these two systems, as noted by Aspelmeier

and Kerns (2003): “None of the investigations of attachment exploration dynamics to date...clearly identify the mechanism(s) that mediates the association between attachment and exploration.” (p. 27).

In this regard, we feel that the proposed two-dimensional model involving trust for self and approaching the unknown, and the measures developed fill an important gap in the related literature. Also important is the consideration of general and domain-specific exploration orientations within the basic model. The consistency of the results derived from different analyses provided converging evidence for the validity of the present model.

Another important contribution of the present study involves its conceptualization and measurement of *separation-differentiation security*. As will be remembered, although secure attachment was found to predict secure exploration, the strength of the link was rather weak, but it improved when separation-differentiation security was considered as a mediator. We believe that by considering the concept of separation-differentiation security as a mediator, attachment theory may be extended to handle the cross-cultural criticisms raised by the Rothbaum group (Rothbaum, Pott, et al., 2000; Rothbaum, Weisz, et al., 2000).

Within the present outlook, it is proposed that the secure base function of the attachment system may not be inevitably linked with the exploration system as assumed by the attachment theory, but may be affected by external influences. That is, in more individualistic cultures, such as the U.S., children tend to be encouraged to explore and more space and stimulation are available in U.S. homes (see Rothbaum, Pott, et al., 2000). In such contexts securely attached children may be

more likely to use the attachment figure as a secure base from which to explore; that is, they may be more likely to develop separation-differentiation security which may orient them toward exploration and individuation. On the other hand, in the more collectivistic cultures, such as Japan, children may be more oriented toward a symbiotic union with the attachment figure and may be more likely to feel anxious during separations. In fact, although percentage of secure babies were found to be the same in the United States and Japan, Japanese babies were found to show less exploration, to be more upset by separations, to display greater anxiety toward strangers, and to prefer to maintain close contact with mothers (Miyake, Chen, & Campos, 1985; Takahashi, 1990). Thus, while the Japanese mothers tend to orient the child inward and to encourage accommodation to each other, the American mothers tend to encourage exploration by directing the child's attention outward to toys, events, or strangers in the environment; hence, American babies tend to engage in more exploration than do Japanese babies (Bornstein, Azuma, Tamis-LeMonda, Ogina, 1990; Bornstein, Toda, Azuma, Tamis-LeMonda, & Ogina, 1990; Takahashi, 1990).

Thus, although secure attachment may be associated with secure exploration particularly by way of separation-differentiation security (as exemplified in the U.S. case above), it also may be associated with insecure exploration via separation-differentiation anxiety (as exemplified in the Japanese case above). In fact, as will be remembered, secure attachment did not appear as a strong predictor of either exploration or separation-differentiation security, while separation-differentiation security strongly predicted exploration. That is, secure attachment, by itself, was found to be a rather weak predictor of exploration as well as separation-

differentiation security, thereby implying that the link between attachment and exploration should not be regarded as inevitable. If the child's environmental conditions are conducive for the development of separation-differentiation security, then exploration might be predicted more strongly. On the other hand, if the child's developmental context is more conducive for the activation of dependence and separation-differentiation anxiety, then even the securely attached child might not be expected to securely engage in exploration².

In fact, in the present model it is argued that when attachment and exploration are considered as two separate orientations, then four types of attachment-exploration orientations may be possible by crossing the high and low ends of each. Those four attachment-exploration types were studied in the present study and the analyses yielded systematic results. For instance, in congruence with the above arguments, respondents who were secure in both attachment and exploration (i.e., secure-safe type) had significantly higher separation-differentiation security scores than those who felt secure in attachment but not in exploration (i.e., the secure-unsafe type). In fact, the latter group was similar to respondents who were insecure in attachment but engaged in exploration (i.e., the insecure-safe type). As would be expected, respondents who were insecure in both orientations scored lowest in separation-differentiation security. These results support the present assertion that the link between attachment and exploration may not be inexorable as assumed by the attachment theory. Secure attachment, though

² The Japanese concept of *amae*, i.e., a sense of oneness or interdependence between mother and child, has been found to be highly similar to the concept of dependency (Vereijken, Riksen-Walraven, & van Lieshout, 1997).

important, may not be a sufficient condition for the activation of exploration if the environmental conditions inhibit or at least do not facilitate it. However, the importance of the complementarity of secure attachment and exploration was clearly implied by the fact that being secure in both orientations (i.e., the secure-safe type) was found to be associated with optimal psychological functioning in terms of both affective-relational and intrinsic motivational orientations.

Another original contribution of the present study was to relate the attachment-exploration literature to that of self-construals. Although the processes involving self-concepts and attachment styles have been implicitly assumed to overlap, the nature of their relationship has not been studied, except for some studies associating attachment styles with self-esteem (Bartholomew & Horowitz, 1991; Bylsma, Cozzarelli, & Sümer, 1997; Collins & Read, 1990; Feeney & Noller, 1990). In the present study, we aimed to demonstrate the parallel mechanisms involved in attachment and relatedness as well as exploration and individuation. Our findings supported Imamoğlu's (2003) assertion that attachment and exploration may be considered to represent the foundations of relational and individuation self-construal orientations, respectively. Accordingly, related-individuation, or the balanced self-construal type as suggested by the BID model, appears to represent being secure in both attachment and exploration orientations. Of the other self-construal types proposed by the BID model, related-patterning, or the most integrative self-type, may be said to represent being secure in attachment but unsafe in exploration. On the other hand, separated-individuation, or the most differentiative self-type seems to represent being insecure in attachment but safe in exploration and may be expected to engage in risky explorations. Finally,

separated-patterning, representing the most unbalanced self-type, tends to be characterized by insecurity in both attachment and exploration orientations.

A final contribution of the present study may be its demonstration that attachment and exploration belong to two separate but complementary domains, respectively labeled as affective-relational and intrinsic motivational by Imamoğlu (2002, 2003). Thus, present findings have replicated and extended Imamoğlu's findings regarding the BID model. In congruence with the BID model, secure attachment appears to be a part of a domain of variables associated with positive affective-relational orientation to self, others, time, and other entities, whereas secure exploration appears to belong to a domain of variables associated with assuming an intrinsic exploratory outlook toward the self and the environment. Thus, present results support earlier ones that a balanced being, whereby these two basic orientations complement each other, appears to be associated with optimal psychological functioning (Imamoğlu, 2002, 2003; Imamoğlu & Karakitapoğlu-Aygün, in press; Karakitapoğlu-Aygün, 2002; Kurt, 2002).

Apart from those theoretical contributions, several scales were contributed as part of the present research. Particularly important are the two sets of scales concerning exploration, i.e., the Exploration Questionnaire, involving general and domain-specific exploration-style paragraphs, and the Trust for Self and Approaching the Unknown Scales. Those scales provide a means of studying exploration in a parallel way to studying attachment by using the Relationship Questionnaire. Also, as noted before, the Separation-Differentiation Security Scale may be useful in studying the attachment-exploration relationship as well as other self- and family-related issues. The Need for Exploration Scale, as well appeared as

a good measure of intrinsic motivation, like the Need for Cognition Scale (Cacioppo & Petty, 1982), but more extensive in terms of covering not only the cognitive but also the relational, self-related, spatial, and time-related domains. Also, the Curiosity and Exploration Inventory by Kashdan, Rose, and Fincham (2004) has been adapted to Turkish and appeared to have good convergent validity with the other exploration-related scales developed for the present purposes. Furthermore, scales measuring Models of Self and Others, together appeared as a good supplementary measure of the attachment orientation. Finally, a Tolerance for Ambiguity Scale was adapted from the previous scales developed by Budner (1962) and MacDonald (1970, a revision of the Rydell and Rosen, 1966 scale). Since scale development was not a focal point of this dissertation, analyses regarding some psychometric characteristics of the scales were provided in the Appendix, except for the analyses concerning basic issues reported in the text, which indicated the scales to have good convergent and divergent validity and acceptable internal reliabilities. However, it might be useful to present the psychometric characteristics of those scales more extensively in future papers.

Thus, a final strength of the present study may be its attempt to use multiple measures to investigate the basic research problems posed. The converging evidence obtained by using different measures and analyses supported the reliability of the main conclusions drawn. However, further research is needed to test and extend the theoretical and psychometric contributions of the present dissertation. Afterall, it's all about exploration...

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APPENDIX A: THE SCALES USED

A.1. Relationship Questionnaire (RQ)

Aşağıdaki paragraflar yakın duygusal ilişkilerde yaşanan farklı duygu ve düşünceleri yansıtmaktadır. Yakın duygusal ilişkilerden kastedilen aile, arkadaşlık, dostluk, romantik ilişkiler ve benzerleridir. Lütfen aşağıdaki 7 basamaklı ölçekleri kullanarak, her bir paragrafın kendi yakın ilişkilerinizde yaşadığınız duygu ve düşünceleri genel olarak ne ölçüde tanımladığını belirtiniz.

- 1. Başkaları ile kolaylıkla duygusal yakınlık kurarım. Onlara güvenmek, bağlanmak ve onların da bana güvenip, bağlanması konusunda kendimi oldukça rahat hissederim. Birilerinin beni kabul etmemesi ya da yalnız kalmak beni pek kaygılandırmaz.**

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

- 2. Başkaları ile yakınlaşmak konusunda rahat değilim. Duygusal olarak yakın ilişkiler kurmak isterim, ancak başkalarına tamamen güvenmek ya da inanmak benim için çok zor. Onlarla çok yakınlaşırsam incinip, kırılacağımdan korkarım.**

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

- 3. Başkalarıyla duygusal yönden tamamiyle yakınlaşmak, hatta bütünleşmek isterim. Ama, genellikle, başkalarının benimle, arzu ettiğim kadar yakınlaşmakta isteksiz olduklarını görüyorum. Yakın ilişki(ler) içinde olmazsam huzursuzluk duyarım; bazen de başkalarının bana, benim onlara verdiğim kadar değer vermediğini düşünür, endişelenirim.**

1	2	3	4	5	6
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	ne biraz tanımlıyor	tanımlıyor

- 4. Yakın duygusal ilişkiler içinde olmaksızın çok rahatım. Benim için önemli olan kendi kendime yetmek ve tamamen bağımsız olmaktır. Başkalarına güvenmeyi de, onların bana güvenmesini de tercih etmem.**

1	2	3	4	5	6
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	ne biraz tanımlıyor	tanımlıyor

A.2.1. Positive Model of Self Scale

Lütfen aşağıdaki ifadelere ne derece katıldığınızı 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Kendiyle barışık bir insanım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Genellikle olumlu özelliklerimin olumsuzlardan daha çok olduğunu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Bazen yeterince sevilmediğimi düşünürüm.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Genel olarak sevilen bir insanım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Bazen ailemin istediği gibi biri olamadığımı düşünür, kaygılanırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. İnsanların beni sevmesi için nasıl davranmam gerekiyorsa, bana uymuyorsa bile, öyle davranmaya çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Ailemin beğeneceği gibi birisi olmaya çalışıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Genel olarak kendimden memnunum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Bazen ailemin beni gerçekte olduğum gibi kabul etmek yerine, farklı biri olmamı beklediklerini düşünürüm.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.2.2. Positive Model of Other Scale

1. Çoğu zaman çevremdeki insanları anlayamadığımı düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Genellikle insanların yanında kendimi rahat hissederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Galiba insanlardan uzak durmak en iyisi.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Yakından tanıyınca çoğu insanın olumlu özelliklerinin ortaya çıkacağına inanırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Yakın çevremdeki insanlara güvenmekte sıkıntı çekerim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Kendimi koruyabilmek için insanlarla aramda mesafe bırakmaktan yanayım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Tanıdığım insanlar arasında iyi ve güvenilir olanların çoğunlukta olduğunu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Tanıdığım insanların çoğunun olumlu özelliklerinin olumsuz özelliklerinden fazla olduğunu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Çoğu insanın, çevresindeki birinin üzülmesinden için için memnun olduğunu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.3. The Exploration Questionnaire:

A.3.1. General Exploration

Aşağıdaki paragraflar farklı insan yönelimlerini anlatmaktadır. Lütfen her paragrafı dikkatle okuyup sözkonusu paragrafta anlatılan yönelimin size ne derece uyduğunu veya sizi ne derece tanımladığını verilen ölçek üzerinde işaretleyiniz.

1. Genellikle bilinmeyenlere açığımdır. Bilinmeyenleri araştırmak, keşfetmek, yeni şeyler denemek gibi konularda kendimi rahat hissedirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

2. Bilinmeyenleri araştırmak, keşfetmek konusunda kendimi pek rahat hissetmem. Bilinmeyenleri araştırabilmek veya yeni şeyler deneyebilmek istediğim halde becerememekten veya komik duruma düşmekten çekinirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

3. Bilinmeyenlerle uğraşmak durumunda olmaksızın çok rahatım. Bildiklerim bana yeter. Bilinmeyenleri araştırmak, keşfetmek, yeni şeyler denemek gibi konular ilgimi çekmez.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

4. Bilinmeyenler bende tedirginlik uyandırır. Bilinmeyenleri araştırmak, keşfetmek, yeni şeyler denemek gibi konular beni korkutur.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

A.3.2. Relational Exploration

Lütfen her paragrafı dikkatle okuyup sözkonusu paragrafta anlatılan yönelimin size ne derece uyduğunu veya sizi ne derece tanımladığını verilen ölçek üzerinde işaretleyiniz.

1. Yeni insanlar tanımaya, onların özelliklerini keşfetmeye açığımdır. Herhangi bir konuda değişik düşüncelere sahip insanlar ilgimi çeker. Farklı insan davranışlarının derinliklerine inmek, yeni insan özellikleri keşfetmek, yeni insanlar tanımak gibi konularda kendimi rahat hissedirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

2. Yeni insanlar tanımak, onların özelliklerini keşfetmek konusunda kendimi pek rahat hissetmem. Aslında tanımadığım insanların özelliklerini merak eder, onları tanıyabilmek, özelliklerini keşfedebilmek isterim; ama diğer yandan mahcup olmaktan, komik duruma düşmekten çekinirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

3. Yeni insanlar tanımak, onların özelliklerini keşfetmek durumunda olmaksızın çok rahatım. Tanıdığım insanlar ve insanlarla ilgili sahip olduğum bilgiler bana yeter. Yeni insanlar tanımaya, onların özelliklerini keşfetmeye çalışmak gibi konular ilgimi çekmez.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

4. Yeni insanlar tanımak, onların özelliklerini keşfetmeye çalışmak bende tedirginlik uyandırır. Farklı insan davranışlarının derinliklerine inmek, yeni insan özellikleri keşfetmek gibi konular beni korkutur.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

A.3.3. Self-Related Exploration

Lütfen her paragrafı dikkatle okuyup sözkonusu paragrafta anlatılan yönelimin size ne derece uyduğunu veya sizi ne derece tanımladığını verilen ölçek üzerinde işaretleyiniz.

1. Kendime ilişkin bilmediklerimi öğrenmeye açığımdır. Kendimle ilgili bilmediklerimi araştırmak, duygu ve düşüncelerimin derinliklerine, kaynağına inmek, yeni özelliklerimi keşfetmek gibi konularda kendimi rahat hissedirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

2. Kendime ilişkin bilinmeyenleri araştırmak, bilmediğim yanlarımı keşfetmek konusunda kendimi pek rahat hissetmem. Aslında bilinmeyen yanlarımı araştırabilmek, değişik özelliklerimi ortaya çıkarabilmek, duygu ve düşüncelerimin derinliklerine inebilmek isterim; ama bunlarla başedememek düşüncesi beni kaygılandırır.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

3. Kendime ilişkin bilmediklerimle uğraşmak durumunda olmaksızın çok rahatım. Kendimle ilgili olarak bildiklerim bana yeter. Duygu, düşünce ve davranışlarım üzerinde uzun uzun düşünmek, bunların kaynağına inmek, bilinmeyen yanlarımı keşfetmek gibi konular ilgimi çekmez.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

4. Kendimle ilgili bilmediklerim bende tedirginlik uyandırır. Bilmediğim yanlarımı, özelliklerimi araştırmak, tanımak, duygu, düşünce ve davranışlarımın derinliklerine, kaynağına inmek gibi konular beni korkutur.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

A.3.4. Cognitive Exploration

Lütfen her paragrafı dikkatle okuyup sözkonusu paragrafta anlatılan yönelimin size ne derece uyduğunu veya sizi ne derece tanımladığını verilen ölçek üzerinde işaretleyiniz.

1. Bilinmeyenlerin ötesine geçip, yeni bilgiler, kavrayışlar oluşturacak şekilde düşünmeye açıktır. Henüz bilinmeyen veya benim bilmediğim konuları araştırmak, alışılmış düşünce tarzlarının ötesine geçmek veya dışına çıkmak gibi konularda kendimi rahat hissedirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

2. Bilinmeyen veya benim bilmediğim konular üzerinde düşünmek, bunları incelemek, yeni bilgiler, kavrayışlar oluşturmakla ilgili olarak kendimi pek rahat hissetmem. Aslında bu tip konular üzerinde çalışabilmeyi, alışılmışın dışında yeni bilgiler üretebilmeyi isterim ama becerememekten, mahcup olmaktan çekinirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

3. Bilinmeyen veya benim bilmediğim konular üzerinde düşünmek, bunları araştırmak durumunda olmaksızın çok rahatım. Bildiklerim bana yeter. Bilinmeyen konular üzerinde kafa yorup, yeni düşünceler, bilgiler üretmek gibi konular ilgimi çekmez.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

4. Bilinmeyen veya kendi bilmediğim konular üzerinde düşünmek bende tedirginlik uyandırır. Bilinmeyen konularda yeni düşünceler, bilgiler üretebilmek için bilinenlerin dışına çıkmak gibi konular beni korkutur.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

A.3.5. Spatial Exploration

Lütfen her paragrafı dikkatle okuyup sözkonusu paragrafta anlatılan yönelimin size ne derece uyduğunu veya sizi ne derece tanımladığını verilen ölçek üzerinde işaretleyiniz.

1. Yeni yerler, mekanlar tanımaya meraklıyım. Oraların doğasını, kendine özgü özelliklerini keşfetmeye çalışmak bana ilginç gelir. Alışık olmadığım yeni yerleri, mekanları araştırmak, keşfetmek konusunda kendimi rahat hissedirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

2. Yeni yerler, mekanlar tanımak, oraların özelliklerini keşfetmek konusunda kendimi pek rahat hissetmem. Aslında bilmediğim değişik yerlerin özelliklerini merak eder, oraları tanıyabilmek, keşfedebilmek isterim; ama bunları becerememe düşüncesi beni kaygılandırır.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

3. Yeni yerler tanımak, özelliklerini keşfetmek durumunda olmaksızın çok rahatım. Bildiğim, alıştığım yerler, mekanlar bana yeter. Yeni yerler, mekanlar tanımak, oraların özelliklerini keşfetmeye çalışmak gibi konular ilgimi çekmez.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

4. Yeni yerler tanımak, oraların özelliklerini keşfetmeye çalışmak bende tedirginlik uyandırır. Alışık olmadığım yeni yerlere gitmek, oraları keşfetmek gibi konular beni korkutur.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

A.3.6. Time-Related Exploration

Lütfen her paragrafı dikkatle okuyup sözkonusu paragrafta anlatılan yönelimin size ne derece uyduğunu veya sizi ne derece tanımladığını verilen ölçek üzerinde işaretleyiniz.

1. İçinde bulunduğumuz zamanın ötesine geçip geleceğe yönelmek konusunda rahatımdır. Gelecekle ilgili bilinmeyenleri düşünmek, gelecekte ortaya çıkabilecek yenilikleri hayal etmek, planlar kurmak, adeta zamanda yolculuk yapmak gibi konularda kendimi rahat hissedirim.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

2. Gelecekle ilgili bilinmeyenleri düşünmek, geleceği kavramaya çalışmak konusunda kendimi pek rahat hissetmem. Aslında geleceği merak eder, olabilecekleri düşünmek isterim, ama henüz bilinmeyen bir zamandaki belirsizlik beni kaygılandırır.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

3. Gelecekle ilgili bilinmeyenleri düşünmek, gelecekte olabilecekleri keşfetmeye çalışmak durumunda olmaksızın çok rahatım. İçinde bulunduğumuz zamanda bildiklerimle yaşamak bana fazlasıyla yeter. Gelecekte olabilecekler üzerinde kafa yormak ilgimi çekmez.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

4. Gelecekle ilgili bilinmeyenleri düşünmek, olabilecekleri keşfetmeye çalışmak bende tedirginlik uyandırır. İçinde bulunduğumuz zamanın ötesine geçmek, geleceği kavramaya çalışmak, adeta zamanda yolculuk yapmak gibi konular beni korkutur.

1	2	3	4	5	6	7
hiç tanımlamıyor	tanımlamıyor	pek tanımlamıyor	ne tanımlıyor ne tanımlamıyor	biraz tanımlıyor	tanımlıyor	tamamen tanımlıyor

A.4.1. Trust for Self Scale

1. Genellikle kendime güvenirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Öyle ya da böyle, bir şekilde çeşitli zorlukların üstesinden gelebileceğime inanırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Hayatın güçlükleriyle başetmek konusunda kendimi çoğu zaman çaresiz hissederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Karşıma çıkan yeni durumlar ne olursa olsun, bir başetme yolunun da olacağına inanırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Alışık olmadığı bir durumla karşılaştığımda adeta elim ayağım birbirine dolanır, tedirgin olurum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

6. Alışık olmadığı durumlarla başetmek konusunda kendimi yeterli hissetmem.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

7. Çevremde güvenebileceğim insanlar olsa da olmasa da kendime her zaman güvenebileceğimi hissedirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

8. Kendiyle barışık, kendine güven duyan bir kişi olduğumu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

A.4.2. Approaching the Unknown Scale

1. Bilinmeyen, veya benim bilmediğim konular ilgimi çeker.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

2. Genel olarak “Bilinenden şaşma, bilinmeyenenden uzak dur” fikrini benimserim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

3. Bilinmeyenlerden uzak durmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

4. Bilinmeyenlerin bana cazip gelen bir çekim gücü var adeta.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

5. Bilinmeyen konular üzerinde düşünmek hoşuma gider.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılmıyorum ne katılmıyorum	biraz katılmıyorum	katılıyorum	tamamen katılıyorum

6. Bilinmeyenlerden olabildiğince uzak durup, hayatımı bilinenler çerçevesinde sürdürmeyi tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Bilmediğim konuları, insanları, yerleri merak ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Zaman veya uzay yolculuğuna çıkmak fikri bana ilginç ve hoş gelir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.5. Need for Exploration Scale

Lütfen aşağıdaki ifadelere ne derece katıldığınızı 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Duygularımın derinliklerine inip kendimi anlamaya çalışmak ilgimi çeker.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Alışılmış fikirleri sorgulamak hoşuma gider.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Kafamı karıştıran konular üzerinde düşünmemeyi tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Sürekli yeni şeyler öğrenmeyi gerektiren işlerdense, bildiklerimi uygulamaya dayalı bir işte çalışmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Kafama takılan konuların üzerine gidip bunları çözmeye çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Yeni açılan dükkanları denemek yerine, alıştığım dükkanlardan alışveriş etmeyi tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Çözüm bekleyen karmaşık konuların üzerine gitmektense bunlardan uzak durmaya çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Alışık olmadığım, değişik şeyler denemek hoşuma gider.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Bir restorana gittiğimde alışık olmadığım yemekleri denemek yerine, bildiğim yemekleri seçerim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

10. Alıştığımın dışında konuları anlamaya çalışmak bana cazip gelmiyor.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

11. Davranışlarım üzerinde düşünür, kendimi anlamaya çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

12. Davranışlarım üzerinde düşünmek yerine, kendimi olayların akışına bırakmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

13. Hayatı anlamaya kafa yormak yerine alıştığım şekilde yaşamayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

14. Tanıdığım insanların kişilik özelliklerini merak ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

15. Tanımadığım insanların bile nasıl insanlar olduklarını, nasıl birer yaşamları olduğunu merak ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

16. Benim için nasıl bir insan olduğumu iyice anlayabilmek çok önemlidir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

17. Yeni şeyler öğrenmeye pek de meraklı sayılmam.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

18. Bir işte zihnen zorlandığımı hissedince, ondan uzaklaşmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

19. Beni zihnen zorlayan, yeni çözümler geliştirmemi gerektiren bir işte çalışmak hoşuma gider.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

20. Zihnimi kurcalayan bir konu üzerinde çalışırken, adeta zamanı, çevreyi unutur, kendimi o işe tamamen kaptırırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

21. Genellikle alıştığım düşünme stilinin dışına çıkmakta zorlanıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

22. Zor bir problemle karşılaştığımda, genellikle belirli bir yaklaşıma veya düşünme tarzına saplanıp kalırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

23. Bence en iyi yaşam tarzı alıştığımızın dışına çıkmayı gerektirmeyen bir hayattır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

24. Gelecekle ilgili konularda düşünüp neler olup biteceğini anlamaya veya tahmin etmeye çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

25. Yeni yerler keşfetmek ilgimi çeker.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

26. Fırsat buldukça, yaşadığım çevrede pek bilinmeyen yeni yerler keşfetmeye çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

27. Bir uzay mekiğiyle evrene açılabilmek isterdim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

28. Uzaya giden astronot olma fikri hiç ilgimi çekmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

29. Aıştıđım yerlerden farklı yerlere gitmemi gerektirecek bir işte çalışmayı istemem.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

30. Aışık olmadığım bir çevrede yaşamak fikri bende tedirginlik uyandırır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

31. Gelecekle ilgili bilinmeyenler üzerinde düşünmek ilgimi çeker.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

32. Henüz bilinmeyen gelecekle ilgili olarak düşünmektense, bilinen şimdiki zaman daha çok ilgimi çeker.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

33. Deđişimi hayatın bir parçası olarak görür, heyecanla karşılarım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

34. Hayatımda yapmak durumunda kalacağım her türlü deđişiklik beni korkutur.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

35. Zamanda yolculuk fikri bana çok ilginç gelir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

36. İleride neler olacağını henüz bilmediğimize göre, şimdiden gelecek hakkında düşünmeyi gereksiz buluyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

37. Bilinmeyen bir gelecekle ilgili düşünmek beni kaygılandırır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

38. Zamanın ötesine geçemediğimize göre, gelecek hakkında şimdiden düşünmek vakit kaybından başka bir şey değildir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

39. Geleceğimle ilgili çeşitli olasılıklar üzerinde düşünmek ilgimi çeker.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.6. Separation-Differentiation Security Scale

1. Ailemin sevgisini hep içimde taşıdığım için çok uzak yerlerde bile çalışabilirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Kendimi geliştirmek için bilinmedik yerlere gitmektense, alıştığım bir işte çalışıp ailemin yanında olmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Gerektiğinde ailemle haberleşebileceğimi bildikten sonra dünyanın öbür ucuna bile gidebilirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Her ne kadar haberleşme imkanı olsa da, ailemden ayrı yaşamak durumunda kalmak beni çok kaygılandırır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Ailemi çok özleyeceğimi bilsem de amaçlarım uğruna onlardan uzakta yaşayabilirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Kısa bir süre için bile olsa ailemden ayrılamam.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Bir süre için ailemden uzakta yaşamamı gerektirecek ilginç bir işten, daha sıkıcı ama ailemin yanında olabileceğim bir işte çalışmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Ne kadar uzağa gidersem gideyim, ailemin sevgi ve desteğinin hep yanımda olacağına inanırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Bazı konularda ailemden farklı düşünsem bile onların desteğinin her zaman benimle olduğunu hissederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

10. Ailemdeliklerden farklı düşüncelere sahip olmak beni kaygılandırır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

11. Ailemden farklı düşüncelere sahip olmam durumunda bunları rahatlıkla ifade edebilirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

12. Ailemle görüş ayrılığına düşecek olsam bunu belli etmemeye çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

13. Ailem benim gerektiğinde farklı duygu, düşünce ve davranışlarımın olabileceğini kabul etmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

14. Ailemin kabul etmeyeceğini bildiğim için, onlarınkilerden farklı olan düşüncelerimi belli etmemeye çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

15. Bizim ailede duygusal bağlar çok kuvvetli olduğundan herkesin kendi yapmak istedikleri teşvik edilir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.7. Balanced Integration-Differentiation (BID) Scale

Lütfen aşağıdaki ifadelere ne derece katıldığınızı 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Kendi kendime kaldığımda yapacak ilginç şeyler bulabilirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Kendimi aileme hep yakın hissedeceğime inanıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. İnsanlarla ilişki kurmakta güçlük çekiyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Kendi isteklerimi yapabilmek için kendime mutlaka zaman ve imkan tanımaya çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Kendimi duygusal olarak toplumun dışında kalmış gibi hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Kendimi duygusal olarak aileme çok yakın hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Farklı olsaktansa, toplumla düşünsel olarak kaynaşmış olmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Kendimi yakın çevremden duygusal olarak kopmuş hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Kendimi insanlardan olabildiğince soyutlayıp, kendi isteklerimi gerçekleştirmeye çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

10. Hayatta gerçekleştirmek istediğim şeyler için çalışırken, ailemin sevgi ve desteğini hep yanımda hissedirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

11. Kendimi yalnız hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

12. Ailemle duygusal bağlarımın zayıf olduğunu hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

13. Ailemle aramdaki duygusal bağların hayatta yapmak istediğim şeyler için bana güç verdiğini düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

14. Kendimi diğer insanlardan kopuk hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

15. Toplumsal değerleri sorgulamak yerine benimsemeyi tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

16. Kendimi sosyal çevreme duygusal olarak yakın hissediyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

17. Kendimi ilginç buluyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

18. İnsanın kendini kendi istediği gibi değil, toplumda geçerli olacak şekilde geliştirmesinin önemli olduğunu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

19. İnsan geliştikçe, ailesinden duygusal olarak uzaklaşır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

20. İnsanın en önemli amacı sahip olduğu potansiyeli hakkıyla geliştirmek Olmalıdır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

21. İnsanın kendi farklılığını geliştirip ortaya çıkarabilmesi gerekir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

22. Kişinin kendine değil, topluma uygun hareket etmesi, uzun vadede kendi yararına olur.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

23. İnsanın yapmak istediklerini yapabilmesi için, ailesiyle olan duygusal bağlarını en aza indirmesi gerekir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

24. Çevremdekilerin onayladığı bir insan olmak benim için önemlidir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

25. Zamanımızda insanlar arasında güçlü duygusal bağların olması, kendileri için destekleyici değil, engelleyici olur.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

26. Sahip olduğum potansiyeli ve özellikleri geliştirip kendime özgü bir birey olmak benim için çok önemlidir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

27. Çevreme ters gelse bile, kendime özgü bir amaç için yaşayabilirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

28. Herkesin kendi farklılığını geliştirmeye uğraşması yerine toplumsal beklentilere uygun davranmaya çalışmasının daha doğru olduğu kanısındayım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

29. Toplumlar geliştikçe, insanlararası duygusal bağların zayıflaması doğaldır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.8. Need for Cognition Scale

Lütfen aşağıdaki ifadelere ne derece katıldığınızı 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Okuduğum birşey kafamı karıştırırsa, vazgeçer unuturum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Düşünerek elde ettiğim sonuçlardan kıvanç duyarım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Başkalarının zor bulduğu problemler üzerinde genellikle düşünmem.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Yeni düşünme yolları öğrenmek bana pek çekici gelmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Olayların neden öyle geliştiğini anlamaya çalışmak yerine, kendi akışına bırakmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Yeni ve alışılmamış durumlarda düşünmek bana zor gelir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Düşünme sayesinde zirveye ulaşma fikri bana çekici gelmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Soyut düşünme fikrini çekici bulmuyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Bir kez öğrendikten sonra az düşünme gerektiren işleri severim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

10. Uzun vadeli projelerden küçük günlük projeler üzerinde düşünmeyi tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

11. Düşünme yeteneklerimi zorlayacak birşey yerine, az düşünme gerektiren birşey yapmayı tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

12. Birşey üzerinde saatlerce kafa patlatmak bana pek hoş gelmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

13. Sadece düşünmek zorunda kaldığımda düşünürüm.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

14. Dedikodu yapmak veya ünlülerin yaptıklarından söz etmeye kıyasla, insanlarla uluslararası sorunların nedenleri ve olası çözümleri hakkında daha sıklıkla konuşurum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

15. Fazla düşünme gerektiren bir işin sorumluluğunu üstlenmekten hoşlanmam.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

16. Yargı gücümün zayıf ve güçlü yanlarını keşfetme olanaklarını memnuniyetle karşılarım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

17. Düşünmek benim için eğlenceli değildir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

18. Birşey hakkında derinlemesine düşünmek zorunda kalabileceğim durumları önceden sezinleyip bunlardan uzak durmaya çalışırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

19. Eğitici programları izlemeyi, eğlence programlarına tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

20. Çözmeyi kafaya koyduğum zor problemleri çözmekte çoğunlukla başarılıyım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

21. En iyi düşünebildiğim zamanlar akıllı insanlarla birarada olduğum zamanlardır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

22. Düşünmeden doyumlu olamam.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

23. Yaşamımın, çözmek zorunda olduğum bilmecelerle dolu olmasını tercih ederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

24. Karmaşık problemleri basit olanlara yeğlerim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

25. Bir problemin cevabının nedenlerini anlamak yerine, yalnız cevabını bilmek bana yeter.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

26. Bir problem üzerinde çalışırken, kendi başıma ulaştığım çözüm, başkalarının inandığı veya söylediği çözümlerden daha önemlidir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

27. Bir şeyin işe yaraması benim için yeterlidir; nasıl veya neden çalıştığıyla ilgilenmem.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.9. Tolerance for Ambiguity Scale

Lütfen aşağıdaki ifadelere ne derece katıldığınızı 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Kesin bir cevapla ortaya çıkamayan bir uzman, büyük olasılıkla fazla birşey bilmiyordur.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. En iyi iş, ne yapılacağının ve nasıl yapılacağının belli olduğu iştir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Basit bir problemi çözmektense, karmaşık bir problemle uğraşmak daha eğlencelidir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Alışkın olduğumuz şeyler, alışkın olmadıklarımıza her zaman tercih edilmelidir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Kesin olarak “evet” veya “hayır” cevapları bekleyen insanlar, işlerin gerçekte ne kadar karmaşık olduğunu bilmezler.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Belirgin olmayan ödevler veren öğretmen veya danışmanlar insana insiyatif kullanma ve özgün olma şansı tanımış olurlar.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Çözümü olmadığını düşündüğüm bir problem pek ilgimi çekmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Davranışlarını anlayamayacağımı düşündüğüm kişilerle kendimi rahatsız hissederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Hemen herşeyi yapmanın bir doğru ve bir yanlış yolu vardır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

10. Kontrol edemediğim bir sosyal durum içinde olmak beni oldukça kaygılandırır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

11. Hemen her problemin bir çözümü vardır.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

12. Bir insanın düşünce akışını izleyememek beni rahatsız eder.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

13. Her zaman doğru ile yanlış arasında bariz (net) bir fark olduğunu düşünmüşümdür.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

14. Belirsiz ve izlenimlere dayanan resimler bana hiç de çekici gelmez.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

15. Eğer bir bilimci olsaydım, bilim her zaman yeni buluşlar yapacağı için (çünkü yapacaktır), yaptığım işin hiçbir zaman tamamlanmayacak olması beni rahatsız ederdi.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

16. Bir sınavdan önce, sorulacak soru sayısını bilirim kendimi çok daha az kaygılı hissederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

17. Sonunda açık ve belirgin bir cevaba ulaşma ihtimali olmayan bir problem üzerinde çalışmaktan hoşlanmam.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

18. Sonradan zaman kaybından başka bir şey olmadığı ortaya çıksa bile, yeni fikirler üzerinde düşünmek hoşuma gider.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.10. Curiosity and Exploration Inventory (Trait Version)

Lütfen aşağıdaki ifadelere ne derece katıldığınızı 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Yeni bir durumla karşılaştığımda aktif olarak, olabildiğince çok bilgi edinmeye çalışan bir insan olduğumu düşünüyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Bir faaliyete katıldığında kendimi öylesine kaptırırım ki zamanı unuturum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Kendimi geliştirmek için sık sık yeni olanaklar (örn.: bilgi, insanlar, kaynaklar) ararım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Yeni durumları veya yeni şeyleri derinlemesine inceleyen tipte biri değilimdir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Birşeyle aktif olarak ilgilendiğimde birinin dikkatimi dağıtması oldukça zordur.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Birşeyle uğraşırken arkadaşlarım beni “aşırı kaptırmış” olarak tanımlarlar.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Gittiğim her yerde yeni birşeyler ya da deneyimler arayışında olurum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.11. Self-Satisfaction Index

1. Kendinizi ne derece doyumlu hissediyorsunuz?

1. hiç 2. biraz 3. orta 4. oldukça 5. çok

2. Yaşamınızdan genel olarak ne derece memnunsunuz?

1. hiç 2. biraz 3. orta 4. oldukça 5. çok

3. Kendinizden genel olarak ne derece memnunsunuz?

1. hiç 2. biraz 3. orta 4. oldukça 5. çok

4. Elinizde olsa kendinizi ne derece değiştirmek isterdiniz?

1. hiç 2. biraz 3. orta 4. oldukça 5. çok

5. Elinizde olsa yaşamınızı genel olarak ne derece değiştirmek isterdiniz?

1. hiç 2. biraz 3. orta 4. oldukça 5. çok

6. Kendinizi ne derece yeterli hissediyorsunuz?

1. hiç 2. biraz 3. orta 4. oldukça 5. çok

A.12. Positive Future Expectations Scale

Lütfen aşağıdaki ifadelere ne derece katıldığınızı her bir ifadenin altında yeralan 7 basamaklı ölçek üzerinde işaretleyiniz.

1. Kişisel geleceğim konusunda oldukça iyimserim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Eninde sonunda hedeflerime ulaşacağıma inanıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Gelecekte yapmak istediklerimi gerçekleştirebilmek konusunda iyimserim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Kişisel geleceğim konusunda kötümser sayılıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Bazı güçlükler olsa da geleceğe iyimser bakıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

A.13. Trait Anxiety Scale

Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları birtakım ifadeler verilmiştir. Lütfen her ifade için size en çok uyan ve genel olarak nasıl hissettiğinizi gösteren cevabı işaretleyiniz.

1. Genellikle keyfim yerindedir.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

2. Genellikle çabuk yorulurum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

3. Genellikle kolay ağlarım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

4. Başkaları kadar mutlu olmak isterim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

5. Çabuk karar veremediğim için fırsatları kaçıyorum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

6. Kendimi dinlenmiş hissedirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

7. Genellikle sakin, kendime hakim ve soğukkanlıyım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

8. Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

9. Önemsiz şeyler hakkında endişelenirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

10. Genellikle mutluyum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

11. Herşeyi ciddiye alır ve etkilenirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

12. Genellikle kendime güvenim yoktur.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

13. Genellikle kendimi emniyette hissedirim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

14. Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

15. Genellikle kendimi hüzünlü hissederim.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

16. Genellikle hayatımdan memnunum.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

17. Olur olmaz düşünceler beni rahatsız eder.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

18. Hayal kırıklıklarını öylesine ciddiye alırım ki, hiç unutamam.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

19. Aklı başında ve kararlı bir insanım.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

20. Kafama takılan konular beni tedirgin eder.

1	2	3	4	5	6	7
hiç katılmıyorum	katılmıyorum	pek katılmıyorum	ne katılıyorum ne katılmıyorum	biraz katılıyorum	katılıyorum	tamamen katılıyorum

APPENDIX B:
PSYCHOMETRIC CHARACTERISTICS OF THE NEW SCALES
USED

Need for Exploration Scale. Data obtained from the 39 items of the Need for Exploration Scale were subjected to a principal axis factor analysis with varimax rotation. On the basis of initial analyses the five-factor solution was accepted which explained 45.27 % of the total variance, as shown in Table B.1. The first factor, which explained 11.53 % of the variance, and had an eigenvalue of 11.51, consisted of 14 items and was labeled the Need for Cognitive Exploration Factor because the items that loaded on this factor were concerned with tending to stick to the “known” ways and to refrain from exploration, and hence were reverse coded. Cronbach’s alpha of the resulting scale for this factor was .87.

The second factor consisted of six items which explained 10.80 % of the variance. It was labeled as the Need for Person-Related Exploration Factor because the items that loaded on it were concerned with a need to explore people including oneself. The factor had an eigenvalue of 2.94 and alpha coefficient of .83.

The third factor was labeled as the Need for Space-Related Exploration Factor. It explained 9.16 % of the variance and had an eigenvalue of 2.36. The items that loaded on this factor involved a need to stick to the known contexts, jobs,

shops, food, etc., and hence were reverse coded. Cronbach's alpha of the resulting 9-item scale was .85.

The fourth factor, which explained 7.94 % of the variance, was labeled as the Need for Future-Related Exploration Factor because the items that loaded on it were concerned with a need to engage in thinking about the future and what it may bring. It had an eigenvalue of 1.83 and alpha of .85.

Finally, the fifth factor, which explained 5.84 % of the variance, was labeled as the Need for Hypothetical Exploration Factor because the three items that loaded on it involved a liking for activities that require hypothetical thinking such as time or space travel. Its eigenvalue was 1.42, and alpha coefficient was .87.

As noted above, in line with the scree plot results which implied that the scale could be used as a unidimensional one, the mean factor scores of the five factors explained above were subjected to a second-order factor analysis which yielded one factor that explained 56.66 % of the variance and had an eigenvalue of 2.83. Cronbach's alpha for the total scale consisting of 39 items was found to be .93.

Table B.1. Results of the Factor Analysis of the Data from the Need for Exploration Scale

Total Scale (Explained variance = 45.27 %; Cronbach's alpha = .93)

Items	Loading
Factor 1- Need for Cognitive Exploration	.79
(eigenvalue = 11.51; explained variance =11.53 %; α= .87)	
Zor bir problemle karşılaştığımda, genellikle belirli bir yaklaşıma veya düşünme tarzına saplanıp kalırım.	.62
Bir işte zihnen zorlandığımı hissedince, ondan uzaklaşmayı tercih ederim.	.59
Genellikle alıştığım düşünme stiline dışına çıkmakta zorlanıyorum.	.56
Sürekli yeni şeyler öğrenmeyi gerektiren işlerdense, bildiklerimi uygulamaya dayalı bir işte çalışmayı tercih ederim.	.55
Hayatı anlamaya kafa yormak yerine alıştığım şekilde yaşamayı tercih ederim.	.55
Çözüm bekleyen karmaşık konuların üzerine gitmektense bunlardan uzak durmaya çalışırım.	.54
Alıştığımın dışında konuları anlamaya çalışmak bana cazip gelmiyor.	.53
Yeni şeyler öğrenmeye pek de meraklı sayılmam.	.50
Beni zihnen zorlayan, yeni çözümler geliştirmemi gerektiren bir işte çalışmak hoşuma gider.	-.49
Davranışlarım üzerinde düşünmek yerine, kendimi olayların akışına bırakmayı tercih ederim.	.48
Bence en iyi yaşam tarzı alıştığımızın dışına çıkmayı gerektirmeyen bir hayattır.	.35
Zihnimi kurcalayan bir konu üzerinde çalışırken, adeta zamanı, çevreyi unutur, kendimi o işe tamamen kaptırırm	-.34
Kafamı karıştıran konular üzerinde düşünmemeyi tercih ederim.	.31
Bilinmeyen bir gelecekle ilgili düşünmek beni kaygılandırır.	.31

Table B.1.(Continued).

Items	Loading
Factor 2- Need for Person-Related Exploration	.61
(eigenvalue = 2.94; explained variance = 10.80 %; α = .82)	
Davranışlarım üzerinde düşünür, kendimi anlamaya çalışırım.	.70
Benim için nasıl bir insan olduğumu iyice anlayabilmek çok önemlidir.	.69
Duygularımın derinliklerine inip kendimi anlamaya çalışmak ilgimi çeker.	.67
Tanıdığım insanların kişilik özelliklerini merak ederim.	.64
Kafama takılan konuların üzerine gidip bunları çözmeye çalışırım.	.54
Tanımadığım insanların bile nasıl insanlar olduklarını, nasıl birer yaşamları olduğunu merak ederim.	.48
Factor 3- Need for Spatial Exploration	.75
(eigenvalue = 2.36; explained variance = 9.16 %; α = .83)	
Alışık olmadığım bir çevrede yaşamak fikri bende tedirginlik uyandırır.	.57
Alıştığım yerlerden farklı yerlere gitmemi gerektirecek bir işte çalışmayı istemem.	.55
Değişimi hayatın bir parçası olarak görür, heyecanla karşılarım.	-.54
Alışık olmadığım, değişik şeyler denemek hoşuma gider.	-.53
Yeni yerler keşfetmek ilgimi çeker.	-.53
Yeni açılan dükkanları denemek yerine, alıştığım dükkanlardan alışveriş etmeyi tercih ederim.	.53
Hayatımda yapmak durumunda kalacağım her türlü değişiklik beni korkutur.	.50
Bir restorana gittiğimde alışık olmadığım yemekleri denemek yerine, bildiğim yemekleri seçerim.	.49
Fırsat buldukça, yaşadığım çevrede pek bilinmeyen yeni yerler keşfetmeye çalışırım.	-.43

Table B.1.(Continued).

Items	Loading
Factor 4- Need for Future-Related Exploration	.72
(eigenvalue = 1.83; explained variance = 7.94 %; α = .85)	
Zamanın ötesine geçemediğimize göre, gelecek hakkında şimdiden düşünmek vakit kaybından başka bir şey değildir.	.79
İleride neler olacağını henüz bilmediğimize göre, şimdiden gelecek hakkında düşünmeyi gereksiz buluyorum.	.72
Geleceğimle ilgili çeşitli olasılıklar üzerinde düşünmek ilgimi çeker.	-.58
Gelecekle ilgili bilinmeyenler üzerinde düşünmek ilgimi çeker.	-.56
Henüz bilinmeyen gelecekle ilgili olarak düşünmektense, bilinen şimdiki zaman daha çok ilgimi çeker.	.53
Gelecekle ilgili konularda düşünüp neler olup biteceğini anlamaya veya tahmin etmeye çalışırım.	-.51
Factor 5- Need for Hypothetical Exploration	.52
(eigenvalue = 1.42; explained variance = 5.84 %; α = .87)	
Bir uzay mekiğiyle evrene açılabilmek isterdim.	.90
Uzaya giden astronot olma fikri hiç ilgimi çekmez.	-.81
Zamanda yolculuk fikri bana çok ilginç gelir.	.58

Separation-Differentiation Security Scale (SDSS). Data from the 15 items of the SDSS were factor analyzed to explore its factor structure. The results of the varimax rotated factor analysis yielded three factors with eigenvalues greater than one, which explained 56.53 % of the variance. As shown in Table B.2., the first factor, which explained 22.82 % of the variance, was concerned with Spatial Separation Security. The seven items that loaded on this factor were involved with the degree to which the person would be able to live somewhere far from one's family or would find it unbearable to do so. The factor had an eigenvalue of 4.58 and alpha coefficient of .86.

Table B.2. Results of the Factor Analysis of the Data from the Separation-Differentiation Security Scale

Items	Loading
Factor 1- Spatial Separation Security Factor	
(eigenvalue = 4.58; explained variance = 22.82 %; α = .86)	
Her ne kadar haberleşme imkanı olsa da, ailemden ayrı yaşamak durumunda kalmak beni çok kaygılandırır.	.76
Gerektiğinde ailemle haberleşebileceğimi bildikten sonra dünyanın öbür ucuna bile gidebilirim.	-.74
Kendimi geliştirmek için bilinmedik yerlere gitmektense, alıştığım bir işte çalışıp ailemin yanında olmayı tercih ederim.	.73
Ailemi çok özleyeceğimi bilsem de amaçlarım uğruna onlardan uzakta yaşayabilirim.	-.69
Bir süre için ailemden uzakta yaşamamı gerektirecek ilginç bir iştense, daha sıkıcı ama ailemin yanında olabileceğim bir işte çalışmayı tercih ederim.	.65
Ailemin sevgisini hep içimde taşıdığım için çok uzak yerlerde bile çalışabilirim.	-.64
Kısa bir süre için bile olsa ailemden ayrılamam.	.59
Factor 2- Parental Acceptance Security Factor	
(eigenvalue = 3.47; explained variance = 18.26 %; α = .85)	
Ne kadar uzağa gidersem gideyim, ailemin sevgi ve desteğinin hep yanımda olacağına inanırım.	.84
Bazı konularda ailemden farklı düşünsem bile onların desteğinin her zaman benimle olduğunu hissederim.	.82
Bizim ailede duygusal bağlar çok kuvvetli olduğundan herkesin kendi yapmak istedikleri teşvik edilir.	.72
Ailem benim gerektiğinde farklı duygu, düşünce ve davranışlarımın olabileceğini kabul etmez.	-.51

Table B.2.(Continued).

Items	Loading
Factor 3- Psychological Differentiation Security Factor	
(eigenvalue = 1.69; explained variance = 15.46 %; α = .79)	
Ailemin kabul etmeyeceğini bildiğim için, onlarınkilerden farklı olan düşüncelerimi belli etmemeye çalışırım.	.75
Ailemle görüş ayrılığına düşecek olsam bunu belli etmemeye çalışırım.	.67
Ailemden farklı düşüncelere sahip olmam durumunda bunları rahatlıkla ifade edebilirim.	-.61
Ailemdenkilerden farklı düşüncelere sahip olmak beni kaygılandırır.	.57

The second factor was labeled as the Parental Acceptance Security Factor because it was concerned with perceiving one's family as loving, and supportive of individual differences. The factor, which had an eigenvalue of 3.47, explained 18.26 % of the variance and the resulting 4-item scale's alpha was found to be .85.

The third factor, which explained 15.46 % of the variance, was labeled as the Psychological Differentiation Security Factor because the four items that loaded on this factor were concerned with the degree to which the person feels anxious or at ease about having different thoughts or ideas from one's family. The factor had an eigenvalue of 1.69 and the alpha of the four items was found to be .79.

Mean factor scores of the above-mentioned three factors were subjected to a second-order factor analysis. This second-order analysis explained 51.86 % of the variance and had an eigenvalue of 1.56. Cronbach's alpha for the total scale was found to be .84.

Approaching the Unknown Scale. Data from the eight items constituting the Approaching the Unknown Scale were factor analyzed. The results of the principal axis factor analysis with varimax rotation yielded two factors which explained 59.53 % of the variance as shown in Table B.3.

The first factor, which explained 31.55 % of the variance, was labeled as the Enjoying the Unknown Factor because the five items that loaded on this factor were concerned with approach-related items such as finding the unknown interesting, alluring and being curious about it. The related alpha coefficient was found to be .85.

The second factor, explaining 27.98 % of the variance was labeled the Avoiding the Unknown Factor because the three related items were concerned with staying away from the unknown and sticking to or preferring the known. The related alpha coefficient was found to be .89.

On the basis of the results obtained, it was decided that the scale can also be used as a unidimensional scale by reverse scoring the avoidance items. In fact, the results of the one-factor solution yielded factor loadings that varied between .66 and .79 and the factor explained 60 % of the variance. The Cronbach's alpha for the 8-item total scale was found to be .88.

Table B.3. Results of the Factor Analyses of the Data for the Approaching the Unknown Scale (2-Factor and 1-Factor Solutions)

Total Scale (Explained variance = 64.83; Cronbach's alpha = .88)

Items	Loading
Factor 1- Enjoying the Unknown	
(eigenvalue = 2.33; explained variance = 33.29 %; α = .85)	
Bilinmeyen konular üzerinde düşünmek hoşuma gider.	.78
Bilmediğim konuları, insanları, yerleri merak ederim.	.71
Bilinmeyen, veya benim bilmediğim konular ilgimi çeker.	.70
Bilinmeyenlerin bana cazip gelen bir çekim gücü var adeta.	.64
Zaman veya uzay yolculuğuna çıkmak fikri bana ilginç ve hoş gelir.	.43
Factor 2- Avoiding the Unknown	
(eigenvalue = 2.21; explained variance = 31.55 %; α = .89)	
Genel olarak “Bilinenden şaşma, bilinmeyenden uzak dur” fikrini benimserim.	.83
Bilinmeyenlerden uzak durmayı tercih ederim.	.82
Bilinmeyenlerden olabildiğince uzak durup, hayatımı bilinenler çerçevesinde sürdürmeyi tercih ederim.	.71

Trust for Self Scale. Data obtained from the eight items of this scale were subjected to a principal axis factor analysis with varimax rotation. The principal axis factoring yielded one factor with loadings varying between .80 and .56. The scree plot also indicated that the scale can be used as a unidimensional one explaining 54.89 % of the variance. The standardized alpha for the scale was found to be .88; hence, in the present analyses the scale was used as a unidimensional one.

However, the factor structure was also investigated for exploratory purposes. The varimax rotation yielded two factors, with eigenvalues greater than one, explaining 57.61 % of the variance. As shown in Table B.4., the first factor

explained 35.92 % of the variance and had an eigenvalue of 2.87. It was labeled as the Confidence in Self Factor because the five items that loaded on it were concerned with trusting one's self, having confidence that one can overcome difficulties and cope with new situations. The alpha for this subscale was .87.

The second factor had an eigenvalue of 1.74 and explained 21.70 % of the variance. It was labeled the Lacking Confidence in Unfamiliar and Difficult Situations Factor because the related three items referred to feeling ill at ease or incompetent when coping with unfamiliar or difficult situations. The alpha for the related subscale was .78.

Table B.4. Results of the Factor Analysis of the Data for Trust for Self Scale

Total Scale ($\alpha = .88$)

Items	Loading
Factor 1- Confidence in Self	
(eigenvalue = 2.87; explained variance = 35.92 %; $\alpha = .87$)	
Genellikle kendime güvenirim.	.80
Kendiyle barışık, kendine güven duyan bir kişi olduğumu düşünüyorum.	.77
Öyle ya da böyle, bir şekilde çeşitli zorlukların üstesinden gelebileceğime inanırım.	.73
Çevremde güvenebileceğim insanlar olsa da olmasa da kendime her zaman güvenebileceğimi hissederim.	.63
Karşıma çıkan yeni durumlar ne olursa olsun, bir başetme yolunun da olacağına inanırım.	.58
Factor 2- Lacking Confidence in Unfamiliar or Difficult Situations	
(eigenvalue = 1.74; explained variance = 21.70 %; $\alpha = .78$)	
Alışık olmadığım bir durumla karşılaştığımda adeta elim ayağım birbirine dolanır, tedirgin olurum.	.75
Alışık olmadığım durumlarla başetmek konusunda kendimi yeterli hissetmem.	.68
Hayatın güçlükleriyle başetmek konusunda kendimi çoğu zaman çaresiz hissederim.	.58

Positive Model of Self Scale. This scale, created for the present purposes, consisted of nine items that had a Cronbach's alpha of .78. The items were concerned with having a positive view of oneself and not having anxieties about not being loved.

As shown in Table B.5., varimax rotated factor analysis of the data from the nine items yielded two factors that explained 42.56 % of the variance. The first factor that explained 30.08 % of the variance was labeled as the Positive Self-View Factor because the four items that loaded on it involved being pleased with oneself; being at peace with oneself; thinking that one's positive characteristics outweigh negative ones; and thinking that in general one is a person loved by others.

The second factor, that explained 12.49 % of the variance, was labeled the Anxiety about Family's Nonacceptance Factor because the five related items involved thinking that one's family wishes one to be a different kind of a person; having anxieties about not being the kind of person aspired by one's family; thinking that one is not loved much; trying to be the kind of person one's family would like; and trying to behave in such a way so that people would love oneself.

A second-order factor analysis yielded one-factor which explained 71.13 % of the variance (eigenvalue=1.42) and the related factor loadings of the items were .65 for each item. In the present study, mean scores from the total 9-items were used.

Table B.5. Results of the Factor Analysis of the Data from the Positive Model of Self Scale

Total Scale (Explained variance = 42.56 %; Cronbach's alpha = .78)

Items	Loading
Factor 1- Positive Self-View	
(eigenvalue = 2.71; explained variance = 30.08 %; α = .86)	
Genel olarak kendimden memnunum.	.88
Kendiyle barışık bir insanım.	.82
Genellikle olumlu özelliklerimin olumsuzlardan daha çok olduğunu düşünüyorum.	.76
Genel olarak sevilen bir insanım.	.59
Factor 2- Anxiety about Family's Nonacceptance	
(eigenvalue = 1.12 ; explained variance = 12.49 %; α = .59)	
Bazen ailemin istediği gibi biri olamadığımı düşünür, kaygılanırım.	.59
İnsanların beni sevmesi için nasıl davranmam gerekiyorsa, bana uymuyorsa bile, öyle davranmaya çalışırım.	.49
Bazen yeterince sevilmediğimi düşünürüm.	.42
Bazen ailemin beni gerçekte olduğum gibi kabul etmek yerine, farklı biri olmamı beklediklerini düşünürüm.	.40
Ailemin beğeneceği gibi birisi olmaya çalışıyorum.	.31

Positive Model of Other Scale. This scale, which has been developed for the present purposes, consisted of 9 items and had an alpha coefficient of .77. The items were concerned with having a positive view of others and feeling at ease with them.

As shown in Table B.6., a varimax rotated factor analysis of the data yielded three factors that explained 44.22 % of the variance. Of these, the first one which explained 17.65 % of the variance, consisted of three items concerned with regarding most people one knows to be good and trustworthy (factor loading = .81); thinking that most of these people tend to have more positive than negative

characteristics (.76); and feeling that when getting to know better one would discover positive characteristics in most people (.36); and hence it was labeled the Positive View of Others Factor.

The second factor which explained 14.30 % of the variance consisted of four items about having difficulty trusting one's close others (.59); preferring to keep a distance from others in order to protect oneself (.58); thinking that one often is unable to understand others (.46); and thinking that most people, deep in their hearts, would be pleased to see the misfortune of someone around them (.37). Hence this factor was labeled the Negative View of Others Factor.

The third factor which explained 12.27 % of the variance, was labeled Feeling at Ease with People Factor because it consisted of the negatively loaded item of considering staying away from people as the best way (-.69), and generally feeling at ease with people (.65).

In the present analysis mean scores of the total scale were used by reverse scoring those of the second factor. This one-factor solution explained 35.58 % of the variance; had an eigenvalue of 3.20; and the factor loadings of the 9 items ranged between .69 and .33.

Table B.6. Results of the Factor Analysis of the Data from the Positive Model of Other Scale

Total Scale (Explained variance = 44.22 %; Cronbach's alpha = .77)

Items	Loading
Factor 1- Positive View of Others	
(eigenvalue = 1.59 ; explained variance = 17.65 %; α = .70)	
Tanıdığım insanlar arasında iyi ve güvenilir olanların çoğunlukta olduğunu düşünüyorum.	.81
Tanıdığım insanların çoğunun olumlu özelliklerinin olumsuz özelliklerinden fazla olduğunu düşünüyorum.	.76
Yakından tanıyınca çoğu insanın olumlu özelliklerinin ortaya çıkacağına inanırım.	.36
Factor 2- Negative View of Others	
(eigenvalue = 1.29 ; explained variance = 14.30 %; α = .61)	
Yakın çevremdeki insanlara güvenmekte sıkıntı çekerim.	.59
Kendimi koruyabilmek için insanlarla aramda mesafe bırakmaktan yanayım.	.58
Çoğu zaman çevremdeki insanları anlayamadığımı düşünüyorum.	.46
Çoğu insanın, çevresindeki birinin üzülmekten için için memnun olduğunu düşünüyorum.	.37
Factor 3- Feeling at Ease with People	
(eigenvalue = 1.10 ; explained variance = 12.27 %; α = .71)	
Galiba insanlardan uzak durmak en iyisi.	-.69
Genellikle insanların yanında kendimi rahat hissedirim.	.65

Tolerance for Ambiguity Scale. Cronbach's alpha coefficient for the 18 items of the Tolerance for Ambiguity Scale was found to be .78; however, when two items (items 5 and 6) that had low item-total correlations were deleted alpha increased to .80.

To explore the factor structure of the scale, data from the 16 items were factor analyzed. The results of the varimax rotated factor analysis yielded four

factors with eigenvalues greater than 1, that explained 37.34 % of the variance, as shown in Table B.7.

The first factor which explained 12.74 % of the variance was labeled the Dislike for Ambiguity Factor because items that loaded on it were concerned with not finding ambiguous things, such as new ideas, complex problems, or impressionistic paintings enjoyable. Alpha for the resulting 6-item subscale was found to be .72.

The second factor that explained 9.79 % of the variance was labeled the Rigid Thinking Factor because the three items that loaded on it involved a tendency toward dichotomous, rigid thinking in terms of right and wrong. The alpha for the related item was .66.

The third factor which explained 8.19 % of the variance was labeled the Preference for Familiarity and Unambiguity Factor because the four related items involved preferring a job where one knows what to do and how to do as the best; always preferring familiar ways to unfamiliar ones; or regarding an expert who cannot give a clear answer as not very knowledgeable. The alpha of this subscale was found to be .56.

Finally the fourth factor, labeled the Anxiety for Social Ambiguity Factor, explained 6.62 % of the variance. It was concerned with feeling anxious in social situations that one cannot control or with people one cannot understand. The related alpha for the three items was found to be .57.

Mean factor scores for these four factors were subjected to a second-order factor analysis. This second-order analysis yielded one-factor that explained 51.10

% of the variance, had an eigenvalue of 2.04, and the loadings were .73, .58, .53, and .52 for factors 3, 1, 2, and 4, respectively.

On the basis of these results, mean scores based on the total 16-item scale, which seemed to be more reliable ($\alpha = .80$), were used in the analyses involving tolerance for ambiguity. All items except 3 and 18 were reverse scored so that higher scores indicate higher tolerance for ambiguity.

Table B.7. Results of the First- and Second-Order Factor Analyses Involving Tolerance for Ambiguity

Items	Loading
Tolerance for Ambiguity	
(Second-Order Factor; eigenvalue = 2.04; explained variance = 51.10; $\alpha = .80$)	
Factor 1- Dislike for Ambiguity (R)	.58
(First-Order Factor; eigenvalue = 2.04; explained variance = 12.74 %; $\alpha = .72$).	
Sonradan zaman kaybından başka bir şey olmadığı ortaya çıksa bile, yeni fikirler üzerinde düşünmek hoşuma gider.	-.63
Basit bir problemi çözmektense, karmaşık bir problemle uğraşmak daha eğlencelidir.	-.62
Sonunda açık ve belirgin bir cevaba ulaşma ihtimali olmayan bir problem üzerinde çalışmaktan hoşlanmam.	.60
Çözümü olmadığını düşündüğüm bir problem pek ilgimi çekmez.	.54
Belirsiz ve izlenimlere dayanan resimler bana hiç de çekici gelmez.	.38
Eğer bir bilimci olsaydım, bilim her zaman yeni buluşlar yapacağı için (çünkü yapacaktır), yaptığım işin hiçbir zaman tamamlanmayacak olması beni rahatsız ederdi.	.31

Table B.7 (Continued).

Items	Loading
Factor 2- Rigid Thinking (R)	.53
(First-Order Factor; eigenvalue = 1.57; explained variance = 9.79 %; $\alpha = .66$)	
Her zaman doğru ile yanlış arasında bariz (net) bir fark olduğunu düşünmüşümdür.	.83
Hemen herşeyi yapmanın bir doğru ve bir yanlış yolu vardır.	.59
Hemen her problemin bir çözümü vardır.	.40
Factor 3- Preference for Familiarity and Unambiguity	.73
(First-Order Factor; eigenvalue = 1.31; explained variance = 8.19 %; $\alpha = .56$)	
En iyi iş, ne yapılacağının ve nasıl yapılacağının belli olduğu iştir.	.54
Alışkın olduğumuz şeyler, alışkın olmadıklarımıza her zaman tercih edilmelidir.	.40
Kesin bir cevapla ortaya çıkamayan bir uzman, büyük olasılıkla fazla birşey bilmiyordur.	.36
Bir sınavdan önce, sorulacak soru sayısını bilirimsem kendimi çok daha az kaygılı hissederim.	.32
Factor 4- Anxiety for Social Ambiguity	.52
(First-Order Factor; eigenvalue = 1.06; explained variance = 6.62 %; $\alpha = .57$)	
Bir insanın düşünce akışını izleyememek beni rahatsız eder.	.62
Kontrol edemediğim bir sosyal durum içinde olmak beni oldukça kaygılandırır.	.57
Davranışlarını anlayamayacağımı düşündüğüm kişilerle kendimi rahatsız hissederim.	.37

APPENDIX C: TABLES

Table C.1. Results of the Hierarchical Multiple Regression Analyses of Secure Exploration and Secure Attachment on Variables Associated with Affective-Relational and Intrinsic Motivational Domains

Variable	β_1^a	β_2^b	R	R ²	Adjusted R ²	R ² change	F-change ^c	p
INDIVIDUATION								
Secure exploration	.45	.42	.45	.20	.20	.20	106.93	.000
Secure attachment		.08	.45	.20	.20	.01	3.27	.07
RELATEDNESS								
Secure exploration	.15	.09	.15	.02	.02	.02	9.30	.002
Secure attachment		.23	.26	.07	.07	.05	22.62	.000
POSITIVE MODEL OF SELF								
Secure exploration	.34	.26	.34	.12	.11	.12	56.17	.000
Secure attachment		.33	.47	.22	.21	.10	56.51	.000
POSITIVE MODEL OF OTHER								
Secure exploration	.29	.20	.29	.09	.08	.09	40.52	.000
Secure attachment		.38	.47	.22	.22	.13	73.06	.000
TRUST FOR SELF								
Secure exploration	.50	.43	.50	.25	.25	.25	143.47	.000
Secure attachment		.28	.57	.32	.32	.08	47.89	.000
APPROACHING THE UNKNOWN								
Secure exploration	.75	.75	.75	.56	.56	.56	551.92	.000
Secure attachment		-.02	.75	.56	.56	.00	.36	n.s.
NEED FOR EXPLORATION								
Secure exploration	.60	.60	.60	.36	.36	.36	242.07	.000
Secure attachment		.00	.60	.36	.36	.00	.01	n.s.

Table C.1.(Continued)

Variable	β_1^a	β_2^b	R	R ²	Adjusted R ²	R ² change	F-change ^c	p
SEPARATION-DIFFERENTIATION SECURITY								
Secure exploration	.42	.39	.42	.17	.17	.17	90.86	.000
Secure attachment		.13	.44	.19	.19	.02	8.81	.003
<i>Secure Spatial Separation</i>								
Secure exploration	.42	.41	.42	.18	.18	.18	94.63	.000
Secure attachment		.05	.43	.18	.18	.00	1.45	.23
<i>Parental Acceptance</i>								
Secure exploration	.09	.06	.09	.01	.01	.007	3.23	.07
Secure attachment		.12	.15	.02	.02	.014	5.99	.02
<i>Secure Psychological Differentiation</i>								
Secure exploration	.30	.27	.30	.09	.09	.09	44.08	.000
Secure attachment		.13	.33	.11	.11	.02	7.94	.005
TRAIT ANXIETY								
Secure exploration	-.41	-.33	.41	.17	.16	.17	85.38	.000
Secure attachment		-.32	.51	.26	.26	.10	55.75	.000
POSITIVE FUTURE EXPECTATIONS								
Secure exploration	.27	.22	.27	.07	.07	.07	33.59	.000
Secure attachment		.20	.33	.11	.11	.04	18.09	.000
SELF-SATISFACTION								
Secure exploration	.22	.16	.22	.05	.05	.05	21.53	.000
Secure attachment		.24	.32	.10	.10	.06	26.48	.000
NEED FOR COGNITION								
Secure exploration	.52	.51	.52	.27	.77	.27	157.95	.000
Secure attachment		.05	.52	.27	.77	.00	1.31	n.s.
TOLERANCE FOR AMBIGUITY								
Secure exploration	.36	.36	.36	.13	.13	.13	64.68	.000
Secure attachment		-.01	.36	.13	.13	.00	.01	n.s.
CURIOSITY								
Secure exploration	.51	.50	.51	.26	.26	.26	149.41	.000
Secure attachment		.05	.51	.26	.26	.00	1.25	n.s.

^a Standardized beta coefficients when only the first variable is entered.

^b Standardized beta coefficients when both variables are entered to the analysis.

^c df= 1, 432 and 1, 431 respectively.

APPENDIX D: TÜRKÇE ÖZET

Bowlby (1969, 1973) tarafından ortaya konulan ve Ainsworth'ün (1972) de katkılarıyla geliştirilen bağlanma kuramına göre, insanlar doğdukları andan itibaren yaşamlarını sürdürebilmek için başkalarının korumasına ve bakımına muhtaçtır. Bağlanma sistemi, yeni doğanların temel bakıcılarına (ki, bu kişinin genellikle anne olduğu varsayılır) fiziksel yakınlık sağlayarak çevreden gelebilecek tehlikelerden korunmaları ve çevrelerini keşfetmeleri için gerekli koşulları sağlayan bir sistemdir. Temel bakıcıyla fiziksel yakınlığın korunması (*proximity maintenance*), bağlanma figürünü yabancı ortamları keşfetmek için “güvenli bir üs” (*secure base*) olarak kullanmak, ve ihtiyaç duyulduğunda destek ve korunma için bağlanma figürünün “sağlam bir sığınak” (*safe haven*) sağlayacağına inanmak, bağlanma ilişkisinin temel fonksiyonlarını ve bağlanma kuramının da temel kavramlarını oluşturur.

Temel bakıcısıyla olan ilişkisinin niteliği çocuğun birtakım beklentiler geliştirmesine neden olur. Kendinin sevmeye değer bir insan ve başkalarının güvenilebilecek kişiler olup olmadığına dair düşünceleri içeren bu beklentiler zamanla zihinsel modelleri (*internal working models*) oluşturur. Bu zihinsel modeller, çocuğun kendini ve başkalarını algılayış şeklini etkiler ve kişilerarası ilişkilere dair beklenti ve inançlarını yönlendirir.

Ainsworth ve arkadaşları (Ainsworth, Bell, & Stayton, 1971) "Yabancı Durum" (*Strange Situation*) olarak bilinen deneysel bir yöntem geliştirerek, stresli bir durumda (temel bakıcıyla kısa süreli ayrılık ve kavuşmalar) bağlanma ve keşif davranışları arasındaki ilişkiyi incelemişlerdir. Çalışmaları sonucunda, bağlanma

davranışı açısından bireysel farklılıkları belirleyerek çocukları üç tipik bağlanma stili içinde sınıflandırmışlardır: güvenli (*secure*), kaygılı/kararsız (*anxious/ambivalent*), ve kaçınan (*avoidant*). Bu yöntem sayesinde bağlanma kuramının deneysel olarak incelenmesi mümkün olmuştur. Daha sonraki yıllarda Bartholomew ve Horowitz (1991) yetişkin bağlanma stillerini inceleyerek dördü bir model oluşturmuştur. Bu modele göre, güvenli (*secure*) kişiler kendileri ve başkalarıyla ilgili olumlu zihinsel modellere sahiptir. Saplantılı (*preoccupied*) bağlanma stili, olumsuz benlik modeli ve olumlu başkaları modelinden meydana gelir. Olumlu benlik modeli ve olumsuz başkaları modeli kayıtsız (*dismissing*) bağlanma stilini oluşturur. Son olarak, korkulu (*fearful*) kişiler kendileriyle ve başkalarıyla ilgili olumsuz modellere sahiptir.

Bowlby'ye (1973) göre, çocuğun serbestçe keşif davranışında bulunabilmesi için, bağlanma figürüne gerektiğinde ulaşılabilmesine olan inancı, bağlanma figürünün fiziksel varlığı kadar önemlidir. Yeni doğanlar ve çocuklar kendilerini güvenli hissetmek için bağlanma figürleriyle fiziksel temas ararken, yetişkinler çoğu zaman ihtiyaç duyulduğunda bağlanma figürlerine ulaşabileceklerini bilmekle güven duygusunu koruyabilirler. Yani yetişkinler için çoğu kez önemli olan "hissedilen güvenlik"tir (*felt security*) (Sroufe & Waters, 1977).

Güvenli bağlanmanın sağlıklı keşif yönelimi için çok önemli psikolojik bir ön koşul olduğu söylenebilir (Grossmann, Grossmann, & Zimmermann, 1999). Güvenli çocuklar bir duruma hemen uyum sağlayamadıklarında güvenlik hislerini koruyarak karşılaştıkları zorluklar karşısında esneklik gösterebilir ve eğer başatma duyguları yetersiz kalırsa bağlanma figürlerinden yardım isteyebilirler. Grossmann

ve arkadaşlarına (1999) göre zorluklara rağmen keşfetme ve yardım isteyip kabul etme özgürlüğü, "güvenli" olmanın son derece gerekli ve önemli bir yönüdür.

Keşif yönelimi, bağlanma kuramının önemli bir parçası sayıldığı halde literatürde yeterince ilgi görmemiştir. Bu çalışmada keşif yönelimi ile, güvenli bağlanma, benlik kurguları ve diğer benlikle ilintili bazı yönelimler arasındaki ilişkilerin incelenmesi; böylece literatürdeki bu boşluğun doldurulmasına yönelik bir adım atılması amaçlanmıştır.

Çocuklukta ve Yetişkinlikte Güvenli Bağlanma ve Keşif Yönelimi

Bağlanma kuramı kapsamında keşif yönelimi ve keşfetme daha çok çocuklukta incelenmiştir. Bu çalışmalar güvenli bağlanma ve keşfetme davranışı arasında olumlu bir ilişki olduğunu ortaya koymuştur. Örneğin, Magai ve McFadden'ın (1995) bir çalışmasında güvenli bağlanma stiline sahip çocukların güvensizlere kıyasla bağımsız olarak keşifte bulunmaya daha fazla eğilim gösterdiği; ve keşfetme konusunda daha hevesli ve meraklı oldukları bulunmuştur. Benzer şekilde, Cassidy (1986) güvenli bağlanmanın gelişmiş sembolik oyun ve aktif keşfetme davranışıyla doğrudan ilişkili olduğunu ortaya koymuştur.

Çocukların oyun davranışını inceleyen bir çalışmada Pastor (1981) güvenli bağlanma stiline sahip çocukların, güvensiz stillere sahip olanlara kıyasla daha sosyal olduklarını ve gerek oyun arkadaşlarına gerekse annelerine daha olumlu yaklaştıklarını ortaya koymuştur. Ayrıca, güvenli çocukların genel olarak yabancı uyaranları keşfederken daha konsantre olduğu ve yoğun ilgi gösterdiği bulunmuştur (Grossmann et al., 1999). Bu gibi çalışmalar, bağlanma kuramının önermelerine uygun olarak güvenli bağlanmanın keşfetme davranışını desteklediğini göstermektedir.

Çocuklukta keşif davranışı geniş kapsamlı incelenmiş ve tutarlı sonuçlar elde edilmiştir. Yetişkinlikteyse bağlanma kuramı literatüründe keşif yönelimi yeterince ilgi görmemiştir. Yakın zamana kadar yetişkin bağlanma stilleriyle ilgili çalışmalar romantik ve yakın ilişkiler, stresle başa çıkma veya ilişkilerde yapılan yüklemeler gibi bağlanmanın ilişkisel boyutlarını incelemişlerdir (örn., Brennan & Shaver, 1995; Collins & Read, 1990; Cozzarelli, Sümer, & Major, 1998; Hazan & Shaver, 1994; Mikulincer & Florian, 1998; Sümer & Cozzarelli, 1999). Diğer yandan, yetişkin bağlanma stillerini ve keşif davranışını inceleyen çalışmaların sayısı ve kapsamı oldukça sınırlıdır.

Hazan ve Shaver'ın (1990) bulgularına göre güvenli bağlanma stiline sahip yetişkinler güvensiz olanlara kıyasla işlerine daha olumlu yaklaşmakta, daha yüksek iş memnuniyeti ve daha düşük başarısızlık ve dışlanma korkusu göstermektedir. Bu kişiler ayrıca, tatillerinin tadını daha fazla çıkardıklarını ve işlerinin sağlıklarını veya ilişkilerini olumsuz etkilemesine izin vermediklerini bildirmişlerdir.

Bir başka çalışmada Carnelley ve Ruscher (2000) güvenli (*secure*) ve saplantılı (*preoccupied*) bireylerin kayıtsızlardan (*dismissive*) farklı olarak, boş zamanlarında, bağlanma ilişkilerini keşfetme yönelimine tercih ettiklerini ortaya koymuştur. Kayıtsızlar ise keşif yönelimini ilişkilere tercih etmişlerdir. Ayrıca, bağlanma açısından daha kaygılı olanlar (saplantılı ve korkulu bağlanma tipleri) keşfetme motivasyonları olarak, yakınlık sağlama ve sosyal onay kazanma gibi sosyal nedenler öne sürmüşlerdir. Bu kişiler, keşif davranışını, ilişkilerindeki problemlerden kaynaklanan olumsuz duygulardan kaçmak için kullandıklarını belirtmişlerdir.

Gelişen bilişsel kapasiteleri doğrultusunda, insanların bilişsel keşif yönelimi yetişkinlikte daha çok önem kazanabilir. Mikulincer ve arkadaşları çeşitli

çalışmalarla (Mikulincer, 1997; Mikulincer & Arad, 1999; Mikulincer & Sheffi, 2000) yetişkin bağlanma stilleri ile bilgi işleme, düşünce esnekliği, ve problemlere yaratıcı çözümler geliştirme arasındaki ilişkileri incelemişlerdir. Bu çalışmaların bulgularına göre, güvenli bağlanma stiline sahip kişilerin, güvensiz olanlara kıyasla, belirsizliğe daha toleranslı, daha esnek düşünebilen, yeni fikirlere ve yaratıcı düşünceye daha açık insanlar oldukları görülmüştür.

Yukarıda özetlenen çalışmalar, bağlanma kuramının, güvenli üs kavramından yola çıkarak, güvenli bağlanma ve güvenli keşif yönelimi arasında olumlu bir ilişki olduğu yönündeki savlarını desteklemektedir. Öte yandan, aşağıda ele alındığı gibi, son yıllarda, bağlanma kuramının keşif yönelimi ve güvenli üs kavramı konusundaki savları kültürlerarası çerçevede sorgulanmaya başlanmıştır.

Bağlanma Kuramının Kültürlerarası Çerçevede Sorgulanması

Kültürlerarası bağlanma çalışmalarını inceleyen van Ijzendoorn ve Sagi (1999) İslam ülkelerinden ve Hindistan'dan yeterince veri olmadığını; ancak varolan çalışmalara dayanarak bağlanma kuramının evrenselliğinin kabul edilebileceğini belirtmişlerdir. Öte yandan, bazı psikologlar bağlanma kuramının büyük ölçüde Batılı düşünce şekillerine dayandığını söyleyerek eleştirmişlerdir (Harwood, Miller, Irizarry, 1995; Rothbaum, Pott et al., 2000; Rothbaum, Weisz et al., 2000). Bu bakış açısına göre, bağlanma kuramı daha çok Batı kültürlerinde vurgulanan özerklik, bireyleşme ve keşif gibi değerlere dayanmaktadır. Oysa Japonya gibi ülkelerde bakıcı duyarlılığı, sosyal yetkinlik ve *güvenli üs* kavramları oldukça farklı anlaşılmaktadır. Daha toplulukçu (*collectivist*) yapıda olan Doğu kültürlerinde, insan ilişkilerinde karşılıklı bağımlılık (*interdependence*) vurgulanır. Bu doğrultuda çocuğun anneden (veya "anne" figüründen) bağımsız olarak keşfetmesi değil, anne

ile yakın ilişki içinde (anneden ayrı değil, anneye dönük) olmayı öğrenmesi önemsendir.

Bağlanma kuramına göre, bağlanma gereksinimleri karşılanan bir birey çevresini rahatlıkla keşfetmeye yönelir. Oysa Rothbaum, Weisz ve arkadaşları (2000) bağlanma ve keşif sistemleri arasındaki bağın varsayıldığı gibi temel ve evrensel bir bağ olmayabileceğini; örneğin Japonya'da temel bağın bağlanma ve bağımlılık (*dependence*) arasında olabileceğini belirtmişlerdir. Diğer bir deyişle, Amerika Birleşik Devletleri'ndeki (A.B.D.) duyarlı bakıcılar çocukların çevrelerini keşfetmelerini teşvik ederken, Japonya'dakiler bağlanma figürlerine bağımlılığı teşvik ediyor olabilirler. Bu konuda başka bazı psikologlar da benzer fikirler ve veriler sunmuşlardır (Harwood, Miller, Irizarry, 1995).

Görüldüğü üzere, literatürde bağlanma ve keşif sistemleri arasındaki ilişkinin niteliği konusunda tam bir anlaşma sağlanamamıştır. Ayrıca keşif sisteminin yapısı ve özellikleri açısından da literatürde önemli bir boşluk bulunmaktadır. Konuyla ilgili sınırlı sayıda çalışmada, güvenli üs kavramından bekleneceği gibi keşif davranışının güvenli bağlanmayla ilişkili olup olmadığı incelenmiş, ama doğrudan keşif sisteminin incelenmesi büyük ölçüde ihmal edilmiştir. Bu çalışmanın amacı, keşif yöneliminin, yapısını ve tiplerini araştırmak; bağlanma sistemiyle, benlik-kurgularıyla ve benlikle ilintili diğer bazı değişkenlerle ilişkilerini incelemek; böylece keşif sistemi hakkındaki anlayışımızı güçlendirip geliştirmektir.

Çalışmanın Kavramsal Çerçevesi

İlgili literatürde bağlanma kuramı büyük ölçüde bir kişilerarası ilişkiler kuramı olarak ele alınmış; ilişkili olduğu varsayılan diğer sistemlerle ilişkisi

yeterince araştırılmamıştır. Yukarıda değinildiği gibi, bu çalışmada amaçlanan, insan gelişiminde ve işleyişinde ayrı ama birbirini tamamlayıcı nitelikte sistemler oldukları varsayılan bağlanma ve keşif sistemleri arasındaki ilişkiyi inceleyerek literatürdeki sınırlı bakış açısını genişletmektir. Güvenli bağlanmanın özünde, başkalarına bağlanmakta ve keşif amacıyla onlardan ayrılmakta kendini güvenli hissetmek bulunur. Kişi bir yandan başkalarıyla güvenli ilişkiler içinde olup diğer yandan onlardan bağımsız olarak, özgürce keşif yöneliminde bulunabilmelidir. Yani sağlıklı gelişim için kişinin ilişkisel yönelimleriyle keşfetme amaçlı ayrılma-araştırma yönelimleri dengelenmelidir. Bu doğrultuda, birçok psikolog benlikle ilgili olarak (kısmen farklı kavramsallaştırmayla) sözkonusu görüşlere paralel önerilerde bulunmuş (Bakan, 1966; Guisinger & Blatt, 1994; Imamoğlu, 1987, 1995; Kağıtçıbaşı, 1996); bununla birlikte ilgili literatürde bağlanma ve keşif yönelimleri ile benlik kurguları arasındaki ilişki hemen hiç araştırılmamıştır.

Yalnız son yıllarda, Imamoğlu (2003) benlik konusundaki Dengeli Ayrışma-Bütünleşme (DAB) modeli ile bağlanma kuramını ilişkilendirmiş; birbirinden ayrı ama birbirini tamamlayıcı nitelikte yönelimler olduğunu gösterdiği ilişki (*relatedness*) ve kendileşme (*individuation*) benlik yönelimlerinin kökeninde, sırasıyla, bağlanma ve keşif yönelimlerinin bulunduğunu önermiştir. Imamoğlu ve Imamoğlu (2005) güvenli bağlanma stiline sahip olanların güvensizlere kıyasla daha yüksek ilişki ve kendileşme puanına sahip olduğunu; dolayısıyla daha dengeli benlik kurgularına sahip olduklarını; ancak bağlanma yöneliminin kendileşmeden çok, ilişkili olmakla bağlantılı olduğunu göstermiştir. Bu çalışmada ise, bağlanma ve keşif yönelimleri ile benlik kurguları arasındaki ilişkinin daha ayrıntılı incelenmesi amaçlanmıştır. Bu amaçla, öncelikle bağlanma ve keşif yönelimlerinin birbiriyle olan ilişkisinin; ardından her iki yönelimin benlik-kurgu yönelimleriyle

olan ilişkilerinin incelenmesi amaçlanmıştır. Ayrıca, Imamoğlu'nun (2003) ilişki ve kendileşme ile ilgili çeşitli yönelimlerin iki ayrı değişken alanı oluşturduğu savından ve bulgularından hareketle, bu çalışmada bağlanma ve keşif yönelimleriyle bağlantılı olan benlikle ilintili diğer bazı değişkenler de saptanmaya çalışılmıştır.

Keşif yöneliminin literatürde ihmal edilmesinin bir nedeni, bağlanma ve keşfetme sistemlerini birbirinden ayrı ama ilişkili şekilde ele alan bir kavramsal çerçevenin ve ilgili ölçme araçlarının bulunmaması olabilir. Bu çalışmada öncelikle Bartholomew ve Horowitz'in (1991) yetişkin bağlanma stillerine ilişkin iki boyutlu modeline paralel bir keşif yönelimi modeli önerilmiştir. Nasıl ki Bartholomew ve Horowitz'in (1991) modelinde *kaygı* ve *kaçınma* boyutlarının kombinasyonları dört farklı bağlanma stili oluşturuyorsa (güvenli, saplantılı, kayıtsız, korkulu), keşif yönelimine ilişkin önerilen modelde de *kendine güven* ve *bilinmeyene yaklaşım* boyutları iki temel boyut olarak kabul edilmekte ve bunların kesişmesinden dört farklı keşif yönelimi oluşturulmaktadır. Önerilen bu modele göre, olumlu (güvenli) benlik ve olumlu bilinmeyen zihinsel modelleri *güvenli keşif yönelimini* oluşturur. Güvenli keşif yöneliminde kişi bilinmeyene yaklaşmakta kendine güven duyar ve keşif davranışında bulunmaktan çekinmez. Güvensiz keşif yönelimi tiplerinden *saplantılı yönelimde*, kişi bilinmeyene yaklaşmak istese de kendiyle ilgili olarak sahip olduğu olumsuz zihinsel modeli nedeniyle kendinde bunu yapacak cesareti bulamaz. Diğer yandan, *kayıtsız keşif yöneliminde*, kişi kendine güvenir ama bilinmeyene karşı umursamaz bir tavır içinde bulunur. Son olarak, her iki zihinsel modelin de olumsuz olduğu *korkulu keşif yöneliminde* ise kişi, kendini korkutan bilinmeyenden uzak durmaya çalışır. Bu çalışmanın sınırları çerçevesinde,

bağlanma kuramıyla ilgili olarak güvensiz keşif yönelimi tipleri üzerinde durulmamış, doğrudan güvenli keşif yönelimine odaklanılmıştır.

Bağlanma literatüründe önemli bir diğer sorun da, bağlanmanın temel bir kişilik özelliği gibi mi, yoksa duruma veya ilişkilere özgü bir yönelim olarak mı kavramsallaştırılması gerektiğidir. Bowlby (1969/1982) bağlanmanın beşikten mezara devam ettiğini söyleyerek erken yaşlarda oluşan zihinsel modellerin fazla değişime uğramadan yetişkinlikte de kişiyi benzer şekillerde etkilemeyi sürdüreceğini belirtmiştir. Bu bakımdan bağlanma büyük ölçüde bir kişilik özelliği gibi düşünülmektedir. İlgili çalışmalar ise, hem çocukluktaki bağlanma ilişkilerinin yetişkinlikte kurulan ilişkileri etkilediği savını desteklemekte (örn., Bartholomew, 1993; Hazan & Shaver, 1987), hem de aile, arkadaşlık, romantik ilişkiler gibi sosyal ilişkinin türüne ve niteliğine bağlı farklar olduğuna işaret etmektedir (Collins & Read, 1994; Cozzarelli, Hoekstra, & Bylsma, 2000; Imamoğlu & Imamoğlu, 2004; Ross & Spinner, 2001). Söz konusu çalışmaların ortaya koyduğu gibi, bağlanma nasıl hem temel bir yönelim, hem de duruma özgü farklılık gösterebilen bir yönelimse, bu çalışmada keşif yöneliminin de hem genel bir yönelim olabileceği, hem de alana özgü farklılıklar gösterebileceği öne sürülmüştür. Bu doğrultuda, genel keşif yöneliminden ayrı olarak bilişsel, ilişkisel, mekansal, kendiyile ve zamanla ilgili (alana özgü) keşif yönelimleri de ele alınmıştır. Araştırmada ele alınan temel sorular aşağıda özetlenmektedir.

Çalışmada Yöneltilen Temel Sorular

Bu çalışmada yöneltilen temel sorular şu şekilde özetlenebilir: (1) Keşif yönelimi nasıl kavramsallaştırılabilir? Önerilen iki boyutlu modeldeki gibi kendine güven ve bilinmeyene yaklaşım boyutlarıyla kavramsallaştırılabilir mi? (2) Güvenli

keşif yönelimi genel mi, yoksa alana özgü bir yönelim midir? Yoksa, hem genel, hem de alana göre kısmen değişkenlik gösteren nitelikte bir yönelim midir? (3) Güvenli bağlanma ve güvenli keşif yönelimleri birbirleriyle nasıl ilişkilidir? Başka bir deyişle, güvenli keşif ve güvenli bağlanma yönelimleri arasındaki ilişkinin niteliği nedir? (4) Güvenli bağlanma ve güvenli keşif yönelimleri, benliğin ilişki ve kendileşme yönelimleriyle nasıl ilişkilidir? DAB modelinde (Imamoğlu, 2003) önerildiği gibi, ilişki ve kendileşme yönelimlerinin temelinde, sırasıyla, bağlanma ve keşif yönelimleri mi bulunmaktadır? Bağlanma yönelimi ilişkili olmanın, keşif yönelimi de kendileşmenin güçlü yordayıcıları mıdır? Keşif ve bağlanma yönelimleri farklı benlik-kurgu tipleriyle nasıl ilişkilendirilebilir? (5) Güvenli bağlanma ve güvenli keşif yönelimleri Imamoğlu'nun (2003) önerdiği gibi, sırasıyla, duygusal-ilişkisel ve içsel motivasyonel alanları temsil eden değişkenlerle ilişkilendirilebilir mi? (6) Hem güvenli bağlanma hem de güvenli keşiften oluşan bir yönelim diğer bağlanma ve keşif kombinasyonlarına kıyasla psikolojik işleyiş bakımından en uygun hali mi temsil eder? (7) Güvenli keşif yönelimiyle ilgili değişkenler bakımından cinsiyet farklarından söz edilebilir mi?

Örneklem ve Kullanılan Ölçekler

Çalışmaya yaş ortalamaları 21 olan 434 Türk üniversite öğrencisi (280 kız, 154 erkek) katılmıştır. Uygulanan ankette önceden varolan bazı ölçeklerin yanısıra, bu çalışma için oluşturulmuş ölçekler de kullanılmıştır. Yeni oluşturulan ölçekler şöyle sıralanabilir: Olumlu Benlik ve Olumlu Başkaları Modellerine İlişkin Ölçekler (*Positive Model of Self and Positive Model of Other Scales*) ; Keşif Yönelimi Anketi (*The Exploration Questionnaire*); Kendine Güven ve Bilinmeyene Yaklaşım Ölçekleri (*Trust for Self and Approaching the Unknown Scales*); Keşif

Gereksinimi Ölçeği (*Need for Exploration Scale*); ve Ayrılma-Ayrışma Güvenliği Ölçeği (*Separation-Differentiation Security Scale*). Diğer uygulanan ölçekler; İlişki Anketi (*Relationship Questionnaire*) (Bartholomew & Horowitz, 1991); Dengeli Ayrışma-Bütünleşme Ölçeği (*Balanced Integration-Differentiation Scale*, Imamoğlu, 1998, 2003); Kavrama Gereksinimi Ölçeği (*Need for Cognition Scale*, Cacioppo & Petty, 1982); Merak ve Keşif Ölçeği (*Curiosity and Exploration Inventory*, Kashdan, Rose, & Fincham, 2004); Kendinden Memnuniyet Endeksi (*Self-Satisfaction Index*, Imamoğlu, 2001); Olumlu Gelecek Beklentisi Ölçeği (*Positive Future Expectations Scale*, Imamoğlu, 2001); ve Sürekli Kaygı Ölçeği (*Trait Anxiety Scale*, Spielberger, Gorsuch, & Lushene, 1970). Ayrıca Budner'ın (1962) Belirsizliğe Toleranssızlık Ölçeği (*Intolerance for Ambiguity Scale*) ve MacDonald'ın (1970) Yenilenmiş Belirsizlik Toleransı Ölçeği'nden (*Revised Scale for Ambiguity Tolerance*) seçilen bazı maddelerle yeni bir Belirsizliğe Tolerans Ölçeği oluşturulmuştur.

Temel Bulgular

Yapılan ön analizlerden kullanılan ölçeklerin psikometrik özelliklerinin uygun olduğuna karar verilmiş, ve veriler araştırmada yöneltilen sorulara uygun istatistik testleriyle incelenmiştir. Elde edilen bulgulardan hareketle şu temel sonuçlara varılmıştır: (1) kendine güven ve bilinmeyene yaklaşım değişkenleri, güvenli ve güvensiz keşif yönelimi tiplerini anlamakta önemli boyutlar olarak kabul edilebilir; (2) keşif yönelimi, bağlanma yönelimine benzer şekilde, hem genel hem de alana özgü bir yönelim olarak düşünülebilir; (3) bağlanma ve keşif yönelimleri birbirinden ayrı ama birbirini tamamlayıcı nitelikte yönelimlerdir ve *ayrılma-ayrışma güvenliğinin* (*separation-differentiation security*) aralarında kavramsal bir

bağ oluşturduğu düşünülebilir; (4) bağlanma ve keşif yönelimleri, sırasıyla, ilişki ve kendileşme yönelimlerinin temellerini oluşturmaktadır; (5) güvenli bağlanma ve güvenli keşif yönelimleri, sırasıyla, birbirini tamamlayıcı nitelikte iki ayrı alanı temsil eden duygusal-ilişkisel (olumlu benlik ve başkaları modelleri, kendine güven, kendinden memnuniyet, olumlu gelecek beklentisi, ilişkili olma, ve sürekli kaygı gibi değişkenlerle bağlantılı) ve içsel motivasyonel (keşif gereksinimi, kavrama gereksinimi, bilinmeyene yaklaşım, belirsizliğe tolerans, kendileşme, merak, ve ayrılma-ayırışma güvenliği gibi değişkenlerle bağlantılı) değişken alanlarıyla ilişkilendirilebilir; (6) bağlanma ve keşif yönelimlerinin güvenli ve güvensiz kombinasyonlarından oluşan dört temel bağlanma-keşif yönelim tipi arasından hem bağlanma hem de keşif yöneliminde güvenli olanın psikolojik işleyiş açısından en uygun tip olduğu söylenebilir; (7) güvenli yönelim, ilişki, ve kendileşme bakımından kızların erkeklerden daha yüksek puanlara sahip olduğuna ilişkin bazı bulgular elde edilmiştir. Bununla birlikte, temel bağlanma ve keşif ilkelerinin kızlar ve erkekler için benzer şekilde geçerli olduğu sonucuna varılmıştır.

Çalışmanın Başlıca Katkıları

Bu çalışmanın önemli bir katkısı, keşif yöneliminin bağlanma sisteminden ayrı ama aynı zamanda onunla ilişkili bir sistem olarak kavramsallaştırılması ve ölçülmesidir. Bununla ilgili olarak önerilen kendine güven ve bilinmeyene yaklaşımdan oluşan iki boyutlu model ve geliştirilen ölçekler literatürdeki önemli bir boşluğu doldurmaktadır. Genel ve alana özgü keşif yönelimlerinin incelenmesi de ayrıca önem taşımaktadır. Değişik analizlerle elde edilen sonuçların tutarlılığı önerilen modelin geçerliğine ilişkin kanıt niteliğindedir.

Bu çalışmanın bir diğer katkısı da ayrılma-ayrışma güvenliğinin kavramsallaştırılması ve ölçülmesidir. Ayrılma-ayrışma güvenliğinin güvenli bağlanma ve güvenli keşif yönelimleri arasında kavramsal bir bağ oluşturduğu düşünüldükçe bağlanma kuramının Rothbaum grubu (Rothbaum, Pott, et al., 2000; Rothbaum, Weisz, et al., 2000) tarafından ortaya atılan kültürlerarası eleştirilere cevap verebilecek şekilde geliştirilebileceği gösterilmiştir.

Önerilen bakış açısına göre, güvenli bağlanmanın *güvenli üs* fonksiyonu, bağlanma kuramının varsaydığı gibi, keşif sistemiyle kaçınılmaz bir şekilde bağlı olmayabilir ve bazı dış koşullardan etkilenebilir. Şöyle ki, A.B.D. gibi daha bireyci toplumlarda çocuklar keşif yöneliminde bulunmaları yönünde teşvik edilirler ve bu toplumlardaki "güvenli" çocuklar bağlanma figürlerini keşif için güvenli bir üs olarak kullanabilirler. Yani, bu çocuklar büyük bir olasılıkla ayrılma-ayrışma güvenliği geliştirerek keşif ve kendileşme yöneliminde bulunabilirler. Öte yandan, Japonya gibi daha toplulukçu kültürlerde çocuklar bağlanma figürleriyle karşılıklı beslenen bütünlük (*symbiotic union*) kurma yönünde teşvik edilir; ve büyük bir olasılıkla ayrılıklar sırasında kaygılı hissedebilirler. Bu doğrultuda, A.B.D. ve Japonya'daki güvenli bebeklerin oranları aynı olmakla beraber, Japon bebeklerin daha az keşif davranışı, yabancılara karşı daha çok kaygı gösterdiği, ve bağlanma figüründen ayrılmaktan daha fazla üzüntü duyarak yakın teması koruma isteğinde oldukları görülmüştür (Miyake, Chen, & Campos, 1985; Takahashi, 1990). Japon anneler çocuklarının ilgisini daha ziyade kendilerine yönlendirirken, Amerikalı anneler çocuğun ilgisini oyuncaklara, olaylara ve insanlara çekerek keşif yönelimini teşvik etmekte; dolayısıyla, Amerikalı bebekler Japon bebeklere kıyasla daha fazla keşif yönelimi göstermektedirler (Bornstein, Toda, Azuma, Tamis-LeMonda, & Ogina, 1990; Takahashi, 1990).

Önerilen modele göre, güvenli bağlanma, ayrılma-ayrışma güvenliği aracılığıyla güvenli keşif yönelimiyle ilişkili olabileceği gibi (yukarıda bahsedilen A.B.D. örneğinde olduğu gibi), ayrılma-ayrışma kaygısı (*separation-differentiation anxiety*) yoluyla güvensiz keşif yönelimiyle de ilişkili olabilir (yukarıda bahsedilen Japonya örneğinde olduğu gibi). Bu çalışmada güvenli bağlanma, ne keşif yöneliminin ne de ayrılma-ayrışma güvenliğinin güçlü yordayıcısı olurken, ayrılma-ayrışma güvenliği keşif yönelimini güçlü bir şekilde yordamıştır. Dolayısıyla, bulgularımıza göre, bağlanma ve keşif yönelimi arasında kaçınılmaz bir bağ olmadığı söylenebilir. Eğer çocuğun gelişim ortamı ayrılma-ayrışma güvenliğinin gelişmesine olanak tanıyorsa, keşif yönelimi daha güçlü bir şekilde yordayabilir. Diğer yandan, eğer çocuğun gelişim ortamı bağımlılık ve ayrılma-ayrışma kaygısının oluşumunu destekliyorsa, böyle bir ortamda yetişen bağlanma bakımından güvenli bir çocuğun bile güvenli keşif yöneliminde bulunması beklenmeyebilir. Dolayısıyla, bu araştırma, güvenli ve güvensiz bağlanma ve keşif yönelimlerinin farklı kombinasyonlarının olabileceğini göstermiş; hem bağlanma, hem de keşif yöneliminde güvenli olmanın psikolojik işlevler bakımından en uygun kombinasyonu oluşturduğuna işaret eden bulgular sunmuştur. Ancak bu tezin sınırları çerçevesinde saplantılı, kayıtsız ve korkulu gibi güvensiz bağlanma ve keşif stilleri üzerinde durulmamıştır.

Bu çalışmanın bir başka önemli katkısı da bağlanma-keşif yönelimi literatürünü benlik kurgularıyla ilişkilendirmesidir. Güvenli bağlanma yönelimine sahip kişilerin daha yüksek benlik-saygısına (*self-esteem*) sahip olduğunu gösteren bazı araştırmalara karşın (Bylsma, Cozzarelli, & Sümer, 1997), bağlanma literatürü ile benlik literatürü birbiriyle pek ilişkili değildir. Dolayısıyla, benlik kurgularıyla

bağlanma-keşif yönelimlerinin aynı araştırma içinde incelenip ilişkilendirilmesi, hem bağlanma, hem de benlik literatürüne katkı sağlamaktadır.

Bu çalışmanın son bir katkısı da, bağlanma ve keşif yöneliminin birbirinden ayrı ama aynı zamanda birbiriyle ilişkili iki ayrı alana ait olduğunu göstermesidir. Bu iki alan Imamoğlu (2002, 2003) tarafından sırasıyla, duygusal-ilişkisel ve içsel motivasyonel olarak adlandırılmıştır. Imamoğlu'nun DAB modeline uygun olarak, güvenli bağlanmanın olumlu duygusal-ilişkisel yönelimler alanıyla, güvenli keşfin ise içsel motivasyonel yönelimler alanıyla bağlantılı olduğu; ve bu iki alanın, benlik sisteminin optimal işleyişi bakımından birbirini tamamlayıcı genel yönelimler niteliğinde olduğu söylenebilir.

Anılan kavramsal katkıların yanı sıra, yukarıda belirtildiği gibi, mevcut araştırmada kullanılmak üzere geliştirilen yeni ölçekler de alana katkı niteliğindedir. Farklı ölçeklere ilişkin verilerden birbiriyle tutarlı sonuçlar elde edilmiş olması bunların geçerliğinin bir göstergesi olarak kabul edilebilir. Ancak yine de, gerek önerilen kuramsal modellerin ve ilgili bulguların, gerekse sözkonusu ölçme araçlarının yeni çalışmalarla sınanıp geliştirilmeleri gerekmektedir.

VITA

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