



T.C. YEDITEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

MASTER'S PROGRAM IN GUIDANCE AND PSYCHOLOGICAL COUNSELING

**THE PREDICTIVE ROLE OF SELF-ESTEEM, ATTACHMENT STYLES, AND
FAMILY OF ORIGIN FUNCTIONS IN EXPLAINING CONFLICT RESOLUTION IN
ROMANTIC RELATIONSHIPS**

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July, 2021



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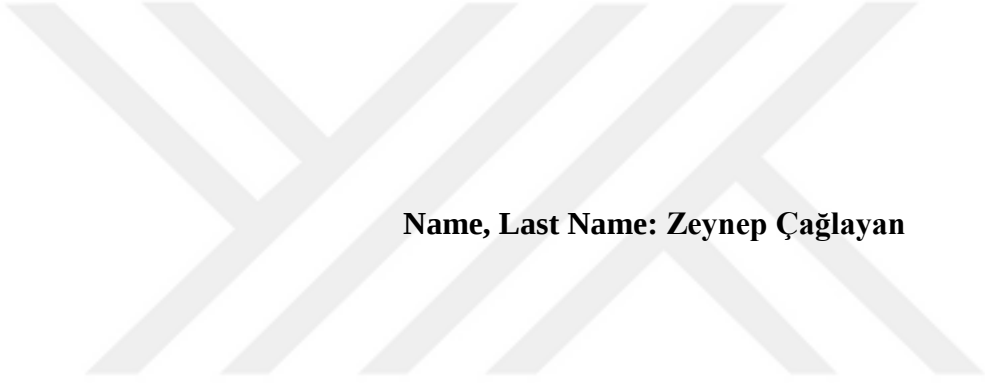
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ABSTRACT

The primary objective of this research is to explore the predictive role of self-esteem, attachment styles, and origin family functions in explaining conflict resolution in romantic relationships. 265 adult individuals are administered using Demographic Information Form, Conflict Resolution Styles Scale (CRSS), Rosenberg Self-Esteem Scale (RSES), Experiences in Close Relationships-Revised (ECR-R), and Family Assessment Device (FAD).

Correlational research method is used in order to examine relationship among study variables and demographic variables. Multiple Regression analysis, Independent T-Test analysis, and One-Way ANOVA analysis methods are carried out within the aim of answering the research questions. According to the results, the predictive role of attachment styles and origin family functions on conflict resolution in romantic relationships is found. Significant differences are found between the variables and gender, marital status, relationship duration, educational status, socio-economic status, and age of the participants. However, self-esteem was not found to have a predictive role on conflict resolution in romantic relationships. Limitations and the findings of the present study are discussed with regard to related literature; and theoretical implications and applications of the findings and suggestions for future research are presented.

Keywords: Conflict Resolution in Romantic Relationships, Self-Esteem, Attachment Styles, Origin Family Functions

ÖZET

Bu araştırmanın temel amacı, romantik ilişkilerde çatışma çözümünü açıklamada benlik saygısı, bağlanma stilleri ve köken aile işlevlerinin yordayıcı rolünü araştırmaktır. 265 yetişkin bireye Demografik Bilgi Formu, Çatışma Çözüm Stilleri Ölçeği (ÇÇSÖ), Rosenberg Benlik Saygısı Ölçeği (RBSÖ), Yakın İlişkilerde Yaşantılar Envanteri-II (YİYE-II) ve Aile Değerlendirme Ölçeği (ADÖ) uygulanmıştır. Çalışma değişkenleri ile demografik değişkenler arasındaki ilişkiyi incelemek için ilişkisel araştırma yöntemi kullanılmıştır. Araştırma sorularını yanıtlamak amacıyla Çoklu Regresyon analizi, Bağımsız T-Testi analizi ve Tek Yönlü ANOVA analizi yöntemleri uygulanmıştır. Sonuçlar, bağlanma stilleri ve köken aile işlevlerinin romantik ilişkilerde çatışma çözümü üzerinde yordayıcı role sahip olduğunu göstermiştir. Katılımcıların cinsiyeti, medeni durumu, ilişki süresi, eğitim durumu, sosyo-ekonomik durumu ve yaşı ile araştırma değişkenleri arasında önemli farklılıklar bulunmuştur. Ancak benlik saygısının romantik ilişkilerde çatışma çözümü üzerinde yordayıcı bir rolü bulunamamıştır. Bu çalışmanın sınırlılıkları ve bulguları ilgili literatür ışığında tartışılmış ve gelecekteki araştırmalar için bulguların ve önerilerin teorik çıkarımları ve uygulamaları sunulmuştur.

Anahtar Kelimeler: Romantik İlişkilerde Çatışma Çözümü, Benlik Saygısı, Bağlanma Stilleri, Köken Aile İşlevleri

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis supervisor Assist. Prof. Serdar Körük for his guidance and valuable criticism throughout the whole process. In this pandemic period, I cannot thank him enough for making me motivated to continue studying under all these difficult conditions, for taking the time to come to my rescue even in the smallest of problems, and for shedding light on my path in this challenging adventure. His contributions to my study are enormous. I learned a lot from him in the process of conducting research and becoming a researcher.

I thank my dear friends –to my source of joy Kardelen Karaçor, to my soul sister Yaren Özdeş, and to my fascinating companion Bilge Öz– for supporting me in this process and being by my side during these difficult times. Thanks to them, I was able to laugh and relax even in the worst times.

I would like to thank to my dear Barış Şener for being my safe haven. His emotional support was very important to me in this process. I thank him for giving me hope in moments of despair and relieving my stress. Thanks to him, I found enough power to move forward.

Lastly, I want to express my thanks to my parents and grandparents. Thanks to their emotional and moral support, I am here today. I thank my mother for being the strongest and wisest woman in my life and for being the most precious guide I have ever had. I thank my father for always helping me during my hardest times, adding valuable experiences to my life and always supporting me. I thank my grandparents for showing their support during this whole process and my whole life. One day I hope to make my grandmother's dreams come true.

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CHAPTER I

INTRODUCTION

Conflict is a natural and vital part of life. It is a structure that enables new ideas to emerge, encourages social change, enables the definition of our group relationships, helps to form our own sense of personal identity, and a part of all forms of society (Schellenberg, 1996). Conflict is essential in every environment where people exist, and relationships are established. Therefore, it is also inevitable for adult individuals to experience conflicts in romantic relationships they establish. Thus, it is important to understand the content of the conflict and conflict resolution strategies (Deutsch et. al., 2006).

Conceptually, conflict can be defined as interpersonal or internal disharmony between two or more interconnected parties considering opposite goals, needs, wants, values, beliefs, and attitudes (Deutsch et. al., 2006). When the Abraham Maslow's pyramid of needs is examined, it can be inferred that unmet needs constitute the base of all conflicts. These needs may include physical needs such as water, food, shelter, and safety as well as psychological needs such as belonging, being respected, success, power, love, being loved, having fun, making own decisions, and setting goals (McCollum, 2009).

Since conflict is an important part of both romantic and marital relationships, how spouses deal with this conflict affect the continuity and maintenance of relationships. In addition, the conflict resolution methods they use will affect both the well-being of partners at the individual level and the perceived satisfaction from the relationship or marriage at the dyadic level (Özen et. al., 2016). The strategies partners use in their romantic relationships are generally divided into four categories: (1) being able to cope with the existing conflict in an active and constructive way, (2) showing aggressive and destructive behavior, (3) avoiding

and withdrawing from conflict, and (4) complying and obeying the wishes of the partner (Özen et al., 2016).

Much research has been done on how conflicts arise in and are dealt within romantic and marital relationships. According to Gottman and Krokoff (1989), problems arising from communication and deficiencies in conflict resolution skills cause problems in marriage. They stated that, conflict engagement can be functional for couples, but unhealthy conflict resolution styles such as defensiveness, stubbornness, and withdrawal can be dysfunctional in romantic relationships. According to Dhir and Markman (1984), the parties in the relationship are dependent on each other and because of this dependency, couples cannot find the suitable problem solutions. If the solutions found are not satisfactory for the parties, conflict occurs. Braiker and Kelley (1979) state that, conflict is the central dynamic in romantic relationships and it serves as a “metaphorical window” and it helps to observe how close relationships function.

In this study, conflict resolution strategies used by individuals within a romantic relationship will be examined. The variables of self-esteem, attachment styles and origin family functioning, which are thought to affect conflict resolution strategies will be investigated.

Self-esteem is one of the oldest and crucial issues in psychology, initially put forward by William James more than a century ago (Mruk, 2006). According to James (1890), the concept of self as an object meets the individual’s knowledge and evaluation of themselves. Self-esteem is defined as the negative or positive attitude that individuals develop towards themselves and the positive or negative evaluations and judgments, they make about themselves (Burns, as cited in Kundu & Rani, 2007).

Individuals try to protect and maintain the self-esteem they have developed in the early years of their lives, with the new social relationships they have acquired in their

adulthood period and the new competencies they have acquired (Mruk, 2006). In 1979, Epstein stated that, if the individuals have high self-esteem, they are more likely to feel happy, secure, energetic, calm, compassionate, alert, clear-minded, purposeful, and spontaneous with their lives. On the contrary, if they have low self-esteem, they are more likely to feel unhappy, angry, threatened, withdrawn, nervous, disorganized, conflicted, and restrained (Mruk, 2006).

The self-esteem level of individuals also affects the dynamics of their romantic relationships. According to Satir (1989), how the individual chooses to deal with problems is related to the level of self-esteem. The higher the self-esteem of individuals, the less they need approval from their partners, while individuals with low self-esteem constantly seek assurances regarding the relationship (Satir, 1989). Studies have revealed that, individuals with high self-esteem show more constructive relationship patterns that reduce the use of negative conflict resolution styles and the likelihood of break-up. In contrast, individuals with low self-esteem tend to display problematic behaviors such as excessive assurance seeking, negatively interpreting their partner's ambiguous behavior, and reducing their closeness to the partner in times of relationship conflict (Murray et. al., 1996a, 1996b). As we can see from the literature, self-esteem is one of the important factors that affects our relationships with others and significant ones.

Although self-esteem development is a lifelong process, in the formation of self-esteem, communication with parents in the first years of life, warmth, acceptance and support from them plays a crucial role (Mruk, 2006). According to Satir (1989), these early experiences are the main sources of identity and affects the self in a beneficial way or in a destructive way. Like self-esteem, another factor that was shaped in infancy and affects the relationship styles in adulthood is attachment styles. In the developmental psychology

literature, it is seen that there is a connection between the relationships established in adulthood and attachment styles (Sigelman & Rider, 2009).

Attachment is the tendency of people to form strong emotional bonds with others that are important to them. It is a developmentally functional system necessary for newborns to survive (Bowlby, 1982). The main point of the attachment system is that caregivers create a safe environment for their infants in which they can explore the outside world and return when needed. The infants are attached to a figure whom they will return to in case of danger (Bowlby, 1982). An attachment style occurs between the infants and these caregiver figures. This attachment style also affects the relationships that the individual will establish in upcoming years (Ainsworth, 1989). Ainsworth et al. categorized children into three typical attachment styles: secure, anxious/ambivalent, and avoidant (Sümer & Güngör, 1999). According to this, securely attached children do not experience panic when they stay away from their caregiver. They calm down easily and continue to explore the environment after they reunite with their caregiver. Children with anxious/ambivalent attachment experience intense anxiety, tension, and anger when they leave their caregiver. Also, when they reunite with their caregiver, they cannot easily calm down and want to be with their caregiver instead of exploring the environment. On the other hand, children who display an avoidant attachment type are not affected much by staying away from their caregiver. After reunification, they avoid contact with their caregiver and pay more attention to the environment (Sümer & Güngör, 1999).

Based on this study conducted by Ainsworth et al., Hazan and Shaver (1987) emphasized that the romantic relationship is also a consequence of attachment, and they stated that the three attachment styles Ainsworth suggested could also be transformed to adulthood. These are also called secure, anxious/ambivalent, and avoidant attachment styles. The securely attached couples tend to describe love experience as happy, friendly, and trusting.

The avoidant couples tend to feel fear of intimacy, emotional high and lows, and jealousy.

The anxious/ambivalent couples tend to feel obsession, desire for reciprocation and union, emotional high and lows, and extreme sexual attraction and jealousy (Hazan & Shaver, 1987).

Subsequently, researchers continued to work on adult attachment. Based on Bowlby's theory of attachment, Bartholomew (1990) developed a new attachment model for adults called the four-category model of attachment. According to this model, there are four adult attachment styles based on positive or negative model of self and positive or negative model of others (Bartholomew & Horowitz, 1991). These styles are secure, preoccupied, dismissing, and fearful attachment. Secure individuals have positive model of self and others. Their self-esteem is high and they find themselves and others as loveable. Preoccupied individuals have negative model of self and positive model of others. They see themselves unworthy but see others as valuable. Dismissing individuals have positive model of self and negative model of others. They have high self-esteem and they see themselves valuable but they do not trust other people. Finally, fearful individuals have negative model of self and others. They do not see themselves and others as valuable and loveable (Domingue & Mollen, 2009; Bartholomew & Horowitz, 1991). In later years, researchers thought that categorizing people according to their attachment style posed some difficulties and developed the two-dimensional attachment model (Fraley, Hudson, & Heffernan, 2015). According to this model, there are two dimensions in adult attachment and degrees of anxiety and avoidance determines human behavior. These two dimensions are called as "attachment related anxiety" and "attachment related avoidance" (Selçuk et. al., 2005).

These attachment styles also affect how individuals deal with a problem in romantic relationships. Anxious individuals experience more frequent and intense conflicts in their romantic relationships. They perceive negative partner behavior as intentional and stable. They neglect their partners' needs and force partners to give more attention and support. On

the other hand, avoidant individuals try to maintain a sense of independence and control. They tend to become defensive and they experience emotional withdrawal and reduce expressions of support (Feeney & Karantzas, 2017). Securely attached individuals experience more satisfactory and successful relationships. They are better at handling conflict, less likely to view discussion as a threat, and better at recovery after conflict (Pistole & Arricale, 2003; Salvatore et al., 2011).

It is seen that both self-esteem and attachment styles are variables that formed through the family interactions in infancy and affect the relationships established in adulthood. For this reason, the origin family functioning, which is thought to affect these two variables and the conflict resolution styles was discussed.

Family is a group of people who have lived with each other long enough to develop patterns of interaction and connected by emotional and/or blood ties (Minuchin et. al, 2006). According to Hallaç and Öz (2014), family is a system where emotional ties are formed and roles, duties and responsibilities are shared. Family members create a complementary structure from communication patterns they established. Although this structure means that family members are always under functioning and cannot activate their self, the sense of belonging and predictability in the common living space is a comforting factor for individuals (Minuchin et. al, 2006). Since family can be considered as a system, the healthy functioning of it is important for the family members' psychological health.

Family functioning can be defined as the interactions and reactions of family members with each other, clean boundaries between generations and family subsystems, and flexibility towards changes in the family (Walsh, 2012). In other words, family functioning is the ability of the family members to work together, to meet the basic needs of family members and to manage conflicts (Staccini et. al., 2015). Family functioning has a multidimensional structure. This structure includes the goals of the family, the emotional support that the family provides

to family members, and the incentives they show for family members to improve their well-being. At the same time, family functioning reflects the family's actions and their effective or ineffective interactions (Walsh, 2012).

The way the family functions affects how individuals cope with conflict situations. According to Kerr and Bowen (1988), when a family's adaptability is exceeded, chronic anxiety increases, and family functions decline. While functional families can cope with conflict situations with a stable emotional state, non-functional families are not capable of overcoming the problems brought about by their life cycle without experiencing them (Falcão, as cited in Oliveira et. al., 2014). According to a research, children of families with unhealthy family functioning tend to use negative conflict resolution methods such as showing aggressive behavior and violence (Kabasakal, 2013). Adolescents find the opportunity to try and experience conflict resolution styles with their parents and siblings in their family conflicts. Studies show that the ways of conflict resolution styles experienced and observed within the family are similar between couples (Reese-Weber & Bartle-Haring, 1998).

1.1. Problem Statement

Conflict is a key element of romantic relationships and the most fundamental dynamic in observing intimacy in romantic relationships (Braiker & Kelley, 1979). Mackey, Diemer, and O'Brien (2000) conducted in-depth interviews with married individuals and described conflict as differences arising between partners. Dhir and Markman (1984) stated that, the partners in romantic relationship are interdependent on each other and because of that, it is hard for couples to find correct conflict solutions. According to Gottman and Krokoff (1989), how conflict is managed is related to relationship satisfaction and relationship stability. Cramer (2000) examined the effect of conflict frequency and unresolved conflicts on relationship satisfaction and negative conflict resolution style and observed a negative relationship between negative conflict resolution style and relationship satisfaction. Conflict is

healthy for couples to a certain extent but adopting negative conflict resolution methods harms romantic relationships (Gottman & Krokoff, 1989). In successful marriages, partners can talk to each other about the problems that arise in the relationship and they try to solve these problems in a positive and constructive way therefore they use positive conflict resolution styles (Gottman & Levenson, 1992).

One of the important dimensions affecting conflict resolution styles used in romantic relationships is self-esteem. According to Satir (1989), people's reactions to conflict situations are related to their self-esteem levels. According to studies made by Murray et. al. (1996a, 1996b), individuals with low self-esteem adopt negative conflict resolution methods in romantic relationships while individuals with high self-esteem use positive conflict resolution methods. Another dimension affecting conflict resolution styles used in romantic relationships is attachment styles. The attachment styles individuals develop with their parents in childhood also affect the way they relate to their partners in adult life. Securely attached individuals tend to use positive conflict resolution styles in their romantic relationships while avoidant and anxious/ambivalent individuals tend to use negative conflict resolution styles (Hazan & Shaver, 1987). Both self-esteem and attachment styles are the variables we develop in our childhood with the relationships we established with our parents, therefore family functioning is another important dimension affecting conflict resolution styles used in romantic relationships (Mruk, 2006; Satir, 1989; Sigelman & Rider, 2009; Minuchin et. al. 2006). In the families that have a healthy functioning, family members can cope with conflict situations with a stable emotional state and they tend to use positive conflict resolution styles. Meanwhile in the families that have an unhealthy functioning, dealing with and managing conflict situations is usually with the negative conflict resolution styles (Oliveira et. al., 2014; Kabasakal, 2013; Reese-Weber & Bartle-Haring, 1998).

1.2. Purpose of the Research

The aim of this research is to examine whether individuals' self-esteem levels, attachment styles and origin family functioning predict the conflict resolution strategies they use in their romantic relationships. In addition, the study aims to determine how conflict resolution styles used in romantic relationships, self-esteem, attachment styles, and origin family functioning differ according to various demographic variables such as gender, sexual orientation, marital status, relationship duration, educational status, and socioeconomic status. For this purpose, the "*Demographic Information Form*" created by the researcher to obtain information about the demographic characteristics of the participants in the study, the "*Conflict Resolution Styles Scale*" in measuring the conflict resolution styles used by the participants in their romantic relationships, the "*Rosenberg Self-Esteem Scale*" in the measurement of self-esteem, the "*Experiences in Close Relationships-Revised*" for the measurement of attachment styles, and the "*Family Assessment Device*" for the measurement of origin family functioning will be used.

Self-esteem, attachment styles and origin family functioning will be taken as independent variables of the research while conflict resolution styles in romantic relationships will be dependent variable. Correlational design will be used in this research. In this study, it is predicted that self-esteem level, attachment styles and origin family functions will play an important role in explaining conflict resolution styles used in romantic relationships.

1.3. The Importance of the Research

Conflict and the strategies of dealing with it is a factor that is present in both romantic and marital relationships and affects the well-being of couples, the satisfaction they obtain from their relationships, and the continuity and sustainability of the relationships (Özen et al., 2016). When the studies of researchers such as Kurdek (1995), Gottman and Krokoff (1989), and Cramer (2000) are examined, it is seen that the factor that affects dyadic satisfaction is

not the conflict itself, but the strategies used by partners to resolve the conflict. The number of divorced couples in Turkey in 2018 was 143.573, but it increased by 8.0% in 2019 was 155.047 (TÜİK, 2020).

When the studies in Turkey examined, it was seen that the researchers are interested in the relationship between overall marital satisfaction and conflict resolution. Malkoç (2001), Uğurlu (2003), Özen (2006), Erdem Özkan (2019), and Şengül Öner (2013) found that there is a significant relationship between conflict resolution styles and marital adjustment. When we look at the researchers according to conflict resolution in romantic relationships and self-esteem, Zeytinoğlu (2013) found that marital satisfaction is significantly related to marital conflict and there is a low level of significance between self-esteem and marital satisfaction. Bahadır (2006) made a research about attachment styles and conflict resolution styles in romantic relationships and found that anxious attached individuals tend to use forcing, avoiding, accommodating, and collaborating conflict resolution styles while avoidant attached individuals tend to use avoiding, accommodating, and compromising strategies. Akdağ (2014) made a research about psychological well-being, relationships with origin family, self-esteem and marital satisfaction and found that there is a significant relationship between self-esteem, marital satisfaction, and psychological well-being but found no significant relationship between relationship with origin family and psychological well-being. Unlike these, Demirci (2004) and Kaya Balkan (2009) made research about marriage and attachment styles and contrary to their expectations, they did not find a direct relationships between attachment styles and conflict resolution styles.

Related literature in Turkey shows that the variables of conflict resolution, self-esteem, attachment styles and origin family functions in romantic relationships are generally studied on married individuals and studied separately. A study that handles these variables together has not been found in the literature. For this reason, studies on conflict and conflict

resolution methods in romantic relationships and its relationship with self-esteem, attachment styles, and origin family functions are important and will enrich the literature.

This study is important in terms of investigating the predictive effect of variables of self-esteem, attachment styles and origin family functions in explaining conflict resolution styles in romantic relationships. At the same time, this research can be considered as a comprehensive study that examines conflict resolution in romantic relationships, considering both married and single individuals and their gender, marital status, relationship duration, education level, socio-economic status, and age. It is thought that this research will contribute to the literature and will be a guide for similar studies to be conducted in the future. At the same time, it is thought that this study will help academicians and researchers working in the field while conducting case studies. For this reason, it is thought to make a different and unique contribution to the literature.

Since couple conflicts are common in therapies, it is thought that the findings of this study will contribute for practitioners. For experts working in this field, it is aimed to shed light on the source and cause of conflicts in romantic relationships for both married and single couples. If it is known which variable predicts conflict resolution in romantic relationships better, experts working in the field of family and couple therapy can focus more on working with that field.

In summary, it is thought that this study will both contribute to the literature and contribute to family and couples therapy practices.

1.4. Research Question

What is the predictive role of self-esteem, attachment styles and origin family functioning in explaining conflict resolution styles in romantic relationships?

1.5. Sub Questions

1. Do the conflict resolution styles in romantic relationships, self-esteem, attachment styles, and origin family functioning differ by gender?
2. Do the conflict resolution styles in romantic relationships, self-esteem, attachment styles, and origin family functioning differ by marital status?
3. Do the conflict resolution styles in romantic relationships, self-esteem, attachment styles, and origin family functioning differ by the duration of relationship?
4. Do the conflict resolution styles in romantic relationships, self-esteem, attachment styles, and origin family functioning differ by education level?
5. Do the conflict resolution styles in romantic relationships, self-esteem, attachment styles, and origin family functioning differ by socio-economic status?
6. Do the conflict resolution styles in romantic relationships, self-esteem, attachment styles, and origin family functioning differ by age?

1.6. Assumptions

It is assumed that the individuals participating in the research responded sincerely and correctly to the measurement tools applied.

1.7. Limitations

The data of the research is limited to individuals reached via e-mail sampling.

The data of the research is limited to qualities measured by Demographic Information Form, Conflict Resolution Styles Scale (CRSS), Rosenberg Self-Esteem Scale (RSES), Experiences in Close Relationships-Revised (ECR-R), and Family Assessment Device (FAD).

CHAPTER II

LITERATURE REVIEW

In this section, related literature about variables of the study and previous researches about them are presented.

2.1. Conflict and Origins of Conflict

Conflict is the incompatibility of needs, objections, requests, and/or demands (Crawford & Bodine, 1996). It is a natural and vital part of daily life (Deutsch et. al., 2006). Arslan (2005) stated that individuals are a social entity that communicates with many people throughout their life. Individuals may experience different conflicts in every interaction and situation they establish, and conflict is a situation that cannot be avoided in an individual's life. Conflict involves more than one party and is a situation in which these parties experience a sense of conflict and frustration in their goals (Arslan, 2005). In conflict, individuals interact with both themselves and others (Rahim, 2002). The philosophers like Darwin, Marx, and Freud stressed the nature of the conflict. Darwin stated the “competitive struggle for existence” and “the survival of the fittest”. He said that the source of life and nature comes from the conflict. Marx focused on the interclass conflict. Freud emphasized the conflict between the primitive id of personality, the conscientious superego, and the ego that shuttle between the two (Deutsch et. al., 2006). According to Rahim (2002) conflict may occur when:

1. The individual has taken an action that does not fit the interests or needs of the other party,
2. The individual's own behavioral preferences do not match the other party's behavior preferences,
3. One party's desire to reach the desired resources in a short time, but both parties' requests are not fully met,

4. While one party has attitudes, skills, values, and goals that clearly govern the behavior of the other, the other party perceives this as a privilege,
5. Both parties have specific behavioral preferences for joint actions,
6. The dependency of the parties in their activity performance.

Considering the situations in which it occurs, the conflict may be related not only to the activities of individuals but also to preferences and goals (Rahim, 2002). According to Crawford and Bodine (1996), conflict occurs when basic psychological needs are not satisfied, when there are limited sources, and when there are different values. There are four basic psychological needs:

- a. *Belonging*: The need for love, sharing, and cooperating with others.
- b. *Power*: The need for achieving, accomplishing, and being recognized and respected.
- c. *Freedom*: The need for making choices.
- d. *Fun*: The need for laughing and playing.

Failure to meet these needs leads to conflicts. Basic psychological needs are at the root of almost all conflicts (Crawford & Bodine, 1996). Limited resources that lead to conflicts could be time, money, property, or knowledge. These are usually the easiest conflicts to solve. Different values are beliefs, priorities, and principles which are usually more difficult to solve (Crawford & Bodine, 1996).

2.1.1. Conflict Theories and Types of Conflict

Considering the relevant literature, four main theories can be seen (Schellenberg, 1996). These are:

- a. *Individual characteristic theories*: They examine the nature of humans and primarily focus on understanding aggression within the individuals. Aggression is one of the primitive motives of human nature that is passed on to humans by

natural selection. Because this motive is in our nature, there is nothing that can be done about conflicts caused by aggression.

- b. *Social process theories*: They look at the conflict as a result of social communication between individuals and groups and try to make generalizations about the nature of the conflict.
- c. *Social structural theories*: This theory follows Karl Marx's and Weber's theory which is a social structural thinking. Conflict is the way society is formed and organized for them. They stress the class conflict and racial and ethnical division.
- d. *Formal theories*: They try to understand the conflict in a logical and mathematical manner. They use mathematical formulations to express the conflict. According to them, conflict is a result of quantitative relations and conflict resolution is necessary to maintain balance and stability in these relations.

2.1.1.1. Individual Characteristic Theories. According to Freud, aggression is an essential part of human nature. The two basic drives of all humans are sexual and destructive urges. He states that it is impossible for people to get rid of these fundamental drives of human nature completely (Heller, 2005). For Freud, conflict is fed by aggressive impulses that lie within people (Schellenberg, 1996). Darwin's idea of natural selection supports the theory of Freud. Darwin states that creatures that are better at adaptation can live and reproduce while those who cannot adapt to change will slowly die out and become extinct (Schellenberg, 1996).

Freud took the theory of aggression, which is the basic drive-in humans, one step further and stated that people's methods of controlling and expressing aggression were affected by their early childhood experiences (Heller, 2005; Schellenbeg, 1996). He put

forward a theory made up of the id, ego, and superego parts of personality. According to this theory, the basic motives of humans are in the id part of the personality, while the conscience is in the superego part and the ego establishes the balance between these two (Heller, 2005). According to Freud, there is always an internal conflict between these parts of the personality. Aggressive impulses must be either expressed or suppressed so Freud states that war and conflict is a way of expression of aggressive impulses (Schellenberg, 1996). All in all, individual characteristic theories examine the nature of humans and their focus is to understand aggression and how aggressive behaviors occur (Schellenberg, 1996).

2.1.1.2. Social Process Theories. These theories stress the importance of social communication and interaction between people. Robert E. Park and Ernest W. Burgess divided human interaction into four groups: competition, conflict, accommodation, and assimilation (Park & Burgess, 1984). According to them, competition is the most universal and fundamental process of social forms. Competition does not require direct contact between people. When competition becomes direct, it is called conflict (Schellenberg, 1996).

Georg Simmel and Lewis Coser stated that social structures are formed by the intertwining of cooperation and conflict. They state that conflict is helpful for defining the boundaries and identities of societies and groups. According to their perspective, conflict is healthy and needed to maintain successful relationships. Conflict between groups helps to develop cohesion into the group therefore it is needed for a healthy and balanced society (Schellenberg, 1996). Social process theories give importance to relationships between individuals and they say conflict happens the way we interact with each other (Schellenberg, 1996).

2.1.1.3. Social Structural Theories. These theories stress the conflict between classes and discrimination of races. According to Marx, the classifications that occur in social life are economically based. He mentioned the existence of working and business classes. The working class is keeping up with the economic order set up by the landowners and is managed by them while business class try to maintain the sovereignty of the lands inherited to them and protect their rights (Allen, 2017). Weber on the other hand, mentioned that there are three aspects that affect the social class: economic wealth or power, social reputation and prestige, and political power. Weber and Marx stated that social change is born in conflict (Schellenberg, 1996).

Conflict also occurs between different ethnic groups. Chester Hunt and Lewis Walker suggested that there are three different patterns of society: segregation, cultural pluralism, and integration. In segregated societies interaction between groups is limited by laws. In those societies group differences are permanent and division is strong. They usually have a dominant group. In culturally plural societies various different ethnic groups are recognized, but none of them seen as dominant. They all seen as a part of the nation. In integrated societies ethnic differences are ignored. Regardless of the ethnic group of people, their families, professions and individuality come to the fore (Schellenberg, 1996). The social structural view and resolution of conflict focuses on the way society is organized. They argue that the basis of conflict is the class differences within societies, and they emphasize that this conflict can only be prevented by a social change.

2.1.1.4. Formal Theories. These theories try to explain the conflict with the language of mathematics. They use mathematical tools to describe and analyze our world. Lewis F. Richardson is one of the pioneers of this field. After World War 1, he studied social conflict and tried to understand the underlying features in it. His attitude when working on this subject was mathematical. He found that the frequency of conflict is related to its magnitude. The greater the magnitude, the less frequent it was (Schellenberg, 1996).

According to formal theories, conflict is a result of quantitative relationships and conflict resolution is necessary to achieve balance and stability in these relationships. Game theory suggests that players try to evaluate the strategies and determine the best way of resolution of conflicts (Schellenberg, 1996).

2.1.1.5. Types of Conflicts. Conflicts are generally divided into four group as intragroup conflicts, intergroup conflicts, intrapersonal conflicts, and interpersonal conflicts (Arslan, 2005; Rahim, 2002; Crawford & Bodine, 1996). Intragroup conflicts are conflicts between two or more groups that have conflicting opinions, goals, and interests. Intergroup conflicts are conflicts between members of a group or between two or more subgroups within a group regarding goals and tasks. Such a conflict can arise as a result of incompatibilities or disagreements between all group members and leaders. Intrapersonal conflicts are conflicts that arise between two or more people and arise from not meeting the different requests and goals of individuals. Interpersonal conflicts are conflicts that individuals experience within themselves (Arslan, 2005; Rahim, 2002; Crawford & Bodine, 1996). While the number of people increases in conflicts within and between the groups, the individual's own internal struggle and interpersonal struggles come to the fore in personal conflicts (Arslan, 2005).

2.1.2. Conflict in Romantic Relationships

Conflicts, which are an integral part of human life, also exist in both marital and romantic relationships of individuals. According to Braiker and Kelley (1979), couples'

conflicts are the most fundamental dynamic of romantic relationships and give us clues about how the relationship functions. Mackey, Diemer, and O'Brien (2000) defines the marital conflict as "a state of reported disharmony in marital relationships that developed because of differences between spouses" (p. 135). Based on their in-depth interviews with married couples, they state that conflict occurs when differences or incompatibilities in areas such as communication styles, the creation and use of household budgets, personality divergences exist. According to Fincham (2003), financial issues, injustice in the division of labor and housework, jealousy and extramarital relationships causes marital conflict. Dhir and Markman (1984) emphasizes the dependence of partners on each other in relationships and this dependency leads to failure in problem-solving styles. Conflicts arise in connection with this.

According to Gottman and Krokoff (1989), problems arising from communication and deficiencies in conflict resolution skills cause problems in relationships. They state that conflict in romantic relationships is healthy to a point but using wrong conflict resolution methods by couples damages their relationships. Markman (1991) stated that what matters in relationships is not the frequency of conflict, but the way the conflict is resolved. If the root of the problems in the relationship is not addressed, misunderstandings will increase, and this will lead to further problems (Dhir & Markman, 1984). In successful marriages, partners talk to each other about problems, try to solve problems positively and constructively, they show care and interest to each other, participate in social activities, show emotional and physical closeness to each other, and value each other (Gottman & Levenson, 1992). Cramer (2000) found that, there is a negative relationship between negative conflict resolution style and relationship satisfaction.

2.1.3. *Conflict Resolution Styles*

The researchers examined the responses to resolve the conflicts under different categories. Crawford and Bodine (1996) divided conflict responses into three categories: soft responses, hard responses, and principled responses.

- a. *Soft Responses*: Soft responses can be defined as avoiding, accommodating, and compromising. Individuals who tend to use soft responses try to avoid conflict situations by withdrawing, ignoring the problem, or denying the importance of the problem. It is a superficial way of dealing with conflicts and the root of the problem cannot be traced.
- b. *Hard Responses*: Individuals who use hard responses involve threat, anger, aggression, and force during conflict situations. Their main goal is to win the conflict. It is a destructive way of dealing with conflicts.
- c. *Principled Responses*: If individuals involved in conflict seek to understand the other party, and seek to be understood, they use principled responses.

Communication and cooperation are important for them to develop a common understanding. They are skilled and active listeners.

Thomas (1976) stated that there are five basic methods of conflict resolution within the dimensions of cooperativeness and assertiveness: competing, accommodating, avoiding, compromising, and collaborating.

- a. *Competing*: Individuals who tend to use competing strategies only try to impose their own wishes and demands assertively on the other side. They have a high concern for reaching their goal and low concern for their relationship with others. They have high assertiveness and low cooperativeness.
- b. *Accommodating*: On the contrary, people who use accommodating strategy have low concern for reaching their goal and high concern for their relationship

with others. Therefore, they try to produce solutions that will only satisfy the other party by suppressing their own wishes and demands. They have high cooperativeness and low assertiveness.

- c. *Avoiding*: People with avoiding strategy have low concern for both reaching their goal and relationship with others. They neither fulfill their own nor their partners' wishes and demands thus they prefer to behave in a passive manner such as avoiding the situation, denying, or neglecting the problem. They have low assertiveness and cooperativeness.
- d. *Compromising*: People with compromising style have moderate concern for both reaching their goal and their relationship with others. They try to find a common way that will please both sides. They have moderate assertiveness and cooperativeness.
- e. *Collaborating*: People with collaborating style have high concern for both reaching their goal and relationship with others. They try to find a solution that will satisfy both parties to the fullest. They have high cooperativeness and assertiveness. Generally, it can be said that competing, accommodating, and avoiding styles are negative conflict resolution styles whereas compromising and collaborating styles are positive conflict resolution styles (Thomas, 1976).

Similarly, Rahim (1983) mentioned the existence of five different conflict resolution methods: dominating, obliging, avoiding, compromising, and integrating. When conceptualizing these conflict resolution styles, Rahim (1983) stressed two dimensions: concern for self and others, while Thomas (1976) stressed the dimensions of cooperativeness and assertiveness in his own theory. Although they are named differently by the researcher, they are quite similar to each other.

Rusbult and Zembrodt (1982), on the other hand, defined four different conflict resolution methods as a result of their work with couples: exit, voice, loyalty, and neglect. They examined these conflict resolution methods in two different dimensions, based on being active and passive and being constructive or destructive.

- a. *Exit* is an active and destructive method for dealing with conflict. It involves behavior such as threat and aggression. Individuals with this style tend to break up, divorce, decide to just be friends and separate with their partner when they dissatisfied with their relationship.
- b. *Voice* is an active and constructive way of dealing with conflict. Behaviors are discussions about discussing problems, compromising, finding solutions, changing self, and getting professional help.
- c. *Loyalty* is a passive and constructive strategy. It involves praying and hoping that the problems will solve. Individuals with this style will wait and hope for things to get better during conflict situations.
- d. *Neglect* is a passive and destructive strategy with behaviors like ignoring and showing no interest to the partner and avoiding conflict situations. They tend to ignore or spend less time with their partner, refuse to discuss problems, treat their partner in a bad way, criticize their partner for unrelated things, and have an affair.

Kurdek (1994) has defined four conflict resolution styles: positive problem solving, conflict engagement, withdrawal, and compliance.

- a. *Positive problem solving* is defined as getting to the root of the problem, discussing the problems in a constructive way, producing alternative solutions, and reaching agreement. Individuals with this style produce alternatives that are acceptable to both parties and come to a compromise.

- b. Behaviors such as personally attacking, experiencing outbursts of anger, losing control, hurtful behavior, insulting the other party are defined as *conflict engagement*. It is the style of conflict resolution that most negatively affects the relationship.
- c. Staying quiet, acting indifferent, staying away, and refusing to speak are defined as *withdrawal*. People with this style tend to get away from the conflict situations and left the problems unsolved.
- d. Being too accepting, sacrificing one's own wishes, and not being able to defend oneself is defined as *compliance*. People with this style tend to give up their own wishes and demands to end the conflict situation. They left the problems unsolved.

In Turkey, Özen (2006) mentioned the lack of a reliable and a valid scale that can be used to measure conflict resolution styles in romantic relationships and has developed the Conflict Resolution Styles Scale (CRSS). She conducted validity and reliability studies of the scale together with Salman-Engin and Sakallı-Uğurlu (Özen et. al., 2016). In the Conflict Resolution Styles Scale, Özen (2006) examined conflict resolution styles under four sub-categories. These are negative conflict resolution, positive conflict resolution, subordination, and retreat.

- a. *Negative conflict resolution* style includes both verbal and physical behavior that will harm the romantic relationships. It includes behaviors like direct aggression, outburst of anger, threat, and insults toward partner. In Özen et al.'s research (2016), negative conflict style showed a negative relationship with subordination and retreat styles.
- b. *Positive conflict resolution* style includes constructive behaviors such as trying to find a solution to solve the problem, which is valid for both parties by going

to the root of the problem. People with this style actively listen their partners, discuss the problems in a constructive way, try to find solutions that will satisfy both parties. In Özen et al.'s research (2016), positive conflict resolution style showed a negative relationship with negative conflict resolution style and showed a positive relationship with subordination style.

- c. *Subordination* style consists of passive behaviors that try not to exacerbate the problem, compromise oneself, and only accept and fulfill the wishes of the spouse. People with this style tend to sacrifice themselves for the sake of their relationship.
- d. *Retreat* style involves passive behaviors that involve dealing with the conflict by keeping quiet or running away. People with this style tend to ignore problems and refuse to involve with conflict. Between the subordination and retreat styles, Özen et al. (2016) found a positive relationship in their research.

2.2. The Concept of Self and Self-Esteem

Self-esteem can be defined as positive or negative attitudes that the individuals develop towards themselves, positive or negative subjective evaluations and judgments about themselves, and personal judgement of worthiness that is expressed within the individuals (Burns, as cited in Kundu & Rani, 2007; Rosenberg, as cited in Mruk, 2006). According to Korkmaz (1996), self-esteem is related to the individual's self-approved and disapproved characteristics such as feeling valued, able to demonstrate his abilities, being liked and accepted in society, accepting, and adopting his own physical characteristics, and it shows the individual's judgment about his own worth.

Self-esteem is one of the oldest topics in social science introduced by William James more than a century ago (Mruk, 2006). William James developed a theory of self-consciousness in his “Principles of Psychology” book in 1890. James (1890) defines self-

esteem as how we view our self-image and whether we approve or disapprove of it. The idea of self-esteem is defined by our concepts and how much we love ourselves. It is also linked to our inner values that define our ego. James divides the self into two concepts: The “I” and “Me”. The “I” reflects the self as a subject of experience, while the “Me” reflects the self as an object of experience (James, 1890).

Carl Rogers, one of the leading names of self-theory, sees the self-concept as the most important determinant of behavior. He argues that our perceptions of events affect the way we act more than objective realities. Rogers was also one of the first in psychology to realize that the self provides an important organizing unit (Mischel, 1992). The self-concept is formed by the interaction with the environment from the moment that the person knows himself and perceives his environment by adapting to this self-concept; he solves the experiences that are suitable for the self-concept and denies the unsuitable ones or changes them to fit the self-concept. According to Rogers, the self is divided into two as the real self and the ideal self. While the real self constitutes all of the thoughts, perceptions and values of the individual, the ideal self represents the person whom the individual wants to be and idealizes in his mind. According to this theory, the gap between ideal self and real self defines self-esteem level. If the gap between ideal self and real self is high, that means the person has low self-esteem level. On the contrary, if the gap between ideal self and real self is low, that means the person has high self-esteem level (Rogers, 1980).

2.2.1. The Development of Self-Esteem

Mruk (2006) stated different factors that can affect the development of self-esteem within the individuals in his book “Self-Esteem Research, Theory, and Practice”. Those are:

- a. *Genetics*: Developmental psychology is concerned with the role genetics play in the development of self-esteem and personality. According to research made by Neiss, Stevenson, and Sedikides (2003), the level of self-esteem variance for 30-

40% among siblings. According to this view, if a person is born into a family or culture that appreciates his characteristics and abilities, then it should be easier for this individual to value himself as a worthy person and develop high self-esteem.

- b. *Parental Support and Acceptance:* In the development of self-esteem, communication with parents in the first years of life, parental warmth, acceptance, and involvement also plays a crucial role. According to Gecas (1971), support from mother develops sense of worth in children while support from father develops competence. In the studies conducted, it has been observed that the children of parents who provide positive support to their children develop more positive self-esteem. On the contrary, it was observed that the self-esteem levels of the children of parents who were being indifferent towards their children or who were absent for a long time were low. Parents' seeing their child's strengths and weaknesses in a balanced way encourages the child to explore the world in the direction of his abilities, preferences, competencies, fears, and interests; it plays a major role in the healthy development of self-esteem in children.
- c. *Parental Expectations and Parenting Style:* Setting high but possible expectations increases the feelings of worthiness in the child. Setting goals and standards allows the child to conclude that certain behavioral patterns are desirable, good, and valuable, and helps them know that they need to strive towards it. Setting and maintaining boundaries is important because not doing so harms self-confidence in the long run. Democratic and authoritative parenting style also affects self-esteem development in a good way.
- d. *Birth Order and Modeling:* There is no simple causal relationship between self-esteem and birth order but according to Coopersmith (1967), first and only children receive more attention from parents so that they tend to develop higher

self-esteem. Coopersmith (1967) also states a positive relationship between self-esteem levels in mothers and their children. Parents educate their children on how to deal with problems and conflicts in life and become role models for them. This affects the self-esteem levels of children.

Satir (1989) also states that early childhood experiences are the main sources of identity and they affect the self in a constructive or destructive way. Individuals try to protect and maintain the self-esteem level they have developed in the first years of their lives, with the new experiences, relationships, and competencies they have gained in their future lives (Mruk, 2006). Coopersmith (1967) researched the sources of self-esteem and found four sources. These are competence (how important tasks are performed), significance (the feeling of being loved and approved by others), virtue (achieving moral-ethical standards), and power (the extent of people affecting their own and others' lives) (Coopersmith, as cited in Mruk, 2006).

2.2.2. *The Levels of Self-Esteem*

Self-esteem is usually divided into three levels: high self-esteem, low self-esteem, and medium self-esteem. Each level has its own characteristics such as quality of life, tendency to anxiety and depression (Mruk, 2006).

- a. *Low self-esteem* is generally expressed as a negative self-evaluation of the individual (Kundu & Rani, 2007). Epstein (1979) stated that individuals with low self-esteem are more likely to feel unhappy, angry, threatened, withdrawn, nervous, disorganized, conflicted, and restrained (Epstein, as cited in Mruk, 2006). People with low self-esteem tend to suffer from dysthymic disorder, major depression, anxiety disorder, eating disorders, sexual dysfunction, pathological shame, suicide attempts, and personality disorders (Leary & MacDonald, as cited in Mruk, 2006). According to Rosenberg and Owens

(2001), low self-esteem is related to feelings of hypersensitivity, instability, self-consciousness, lack of self-confidence, being concerned with protecting themselves against a threat, lack of risk taking, general depression, pessimism, loneliness, and alienation (Rosenberg & Owens, as cited in Mruk, 2006).

- b. *High self-esteem* is generally expressed as a positive self-evaluation of the individual (Kundu & Rani, 2007). Epstein (1979) stated that individuals with high self-esteem are more likely to feel happy, secure, energetic, calm, compassionate, alert, clear-minded, purposeful, and spontaneous (Epstein, as cited in Mruk, 2006). It also helps with job performance and problem-solving skills of the individuals. High self-esteem is associated with high moral, healthy relationships, and positive group performance (Mruk, 2006). However, high self-esteem may also cause some unwanted behaviors such as defensiveness, narcissism, bullying, placing success over well-being, blaming others for their unsatisfying relationships, and overvaluing themselves (Mruk, 2006).
- c. *Medium self-esteem* is defined by individuals who have not been sufficiently exposed to developmental factors that would lead high self-esteem, but also were not exposed to such factors to have low self-esteem (Coopersmith, as cited in Mruk, 2006). Individuals with medium self-esteem are not on the extreme sides, they are in between. The vast majority of people fall into this category (Mruk, 2006).

2.2.3. Self-Esteem and Romantic Relationships

Individuals try to preserve the self-esteem levels they developed in their childhood in adulthood. With the new experiences and relationships established in adulthood, this level of self-esteem is subject to a challenge (Mruk, 2006). How individuals behave in their

relationships and how they cope with conflict situations are related to their self-esteem.

According to Satir (1989), individuals with high self-esteem need less respect from their partners, however individuals with low self-esteem constantly seek assurances regarding the relationship.

According to research made by Murray et. al. (1996a, 1996b) it has been found that there is a link between individuals' self-esteem levels and their behavior in their romantic relationships. Individuals with high self-esteem level show more constructive relationship behavior that reduce the use of negative conflict resolution styles and the likelihood of break-up. On the contrary, individuals with low self-esteem level are more likely to display problematic behaviors such as excessive assurance seeking, tend to interpret their partner's ambiguous behavior negatively, and reduce their closeness to the partner in times of relationship conflict.

Starting from their adolescence, when individuals establish a healthy interaction in their romantic relationships, their self-confidence increases, and their self-esteem increases (Larson & Richards, 1994). Relational self-esteem is the ability of the individual to evaluate themselves positively while relating to others and it includes efforts to gain positive approval from others, either explicitly or implicitly (Snell & Finney, 1993; Plusnin, Kashima & Pepping, 2020). It is stated that the relational self-esteem increases in case of individuals' self-perception, feelings about their relationship and their feeling positive as a partner (Snell & Finney, 1993).

Individuals with low self-esteem basically feel worthless, feel like they do not deserve to obtain their desires, and others' wishes are more urgent and important (McKay & Fanning, as cited in Tunç & Kutanis, 2013). Those individuals who want to protect themselves and avoid taking risks tend to find fault in themselves and comply with others' expectations in negative situations such as high group conflict (Kundu & Rani, 2007; Duffy et. al., 2000). In a

study examining the relationship between self-esteem and conflict management styles with a sample of individuals with high self-esteem, it was found that the least preferred conflict management style of the sample was avoidance (Tunç & Kutanis, 2013).

2.3. Attachment Theories and Attachment Styles

Attachment is the tendency of newborns to form strong bonds with the caregiver for survival and is a developmental function that is necessary (Bowlby, 1982). The basis of the attachment system is that the caregiver creates a safe environment for infants where they can freely explore and return in times of danger. Infants are attached to this caregiver, where they can return in times of danger (Bowlby, 1982). This situation creates different attachment styles and affects the relationships of individuals in adulthood. These attachment styles have been studied by various researchers with different theories.

2.3.1. Bowlby's Attachment Theory and Ainsworth's Studies

John Bowlby, the pioneer theorist of attachment theory, defines any behavior that an infant demonstrates to establish and maintain the affinity he/she desires with the primary caregiver figure as attachment behavior, and suggests that attachment behaviors aim to protect the baby from dangers in evolutionary terms. When the caregiver is sensitive to and responds to these signals of their baby, the baby perceives the caregiver as a safe haven, so he/she learns to trust others and can explore the environment. However, when this process is interrupted, that is, when the caregiver cannot respond to their baby's signals consistently, the baby cannot develop a secure bond with their caregiver. According to the attachment theory, the inaccessibility of the attachment figure may determine the anxiety or discomfort of both children and adults because the attachment system cannot fulfill its protective role and the child who cannot receive support does not feel safe. For this reason, children who cannot develop secure attachment perceive the world as a dangerous place full of unexpected threats.

It interferes with the ability to meet basic needs such as being safe, being understood and staying calm (Holmes, 1993).

Based on Bowlby's theory, Ainsworth et. al. divided infants' attachment styles into three categories as a result of their experiments: secure, anxious/ambivalent, and avoidant (Sümer & Güngör, 1999).

- a. *Securely attached infants* do not panic when their caregiver leaves them alone in an unfamiliar environment. They keep calm and continue to interact with the environment. When they come together with their caregivers, their behavior towards them does not change and they continue to socialize.
- b. *Anxious/ambivalent infants* experience high level of anxiety, tension, and anger when their caregiver leaves them alone in an unfamiliar environment. After they reunite with their caregiver, they cannot calm down easily and refuse to interact with the environment. They stick to their caregiver and want to stay near them.
- c. *Avoidant infants* do not react much when their caregiver leaves them alone in an unfamiliar environment. They give their attention to their environment. After they meet with their caregiver, they refuse to be close to them and avoid making any connection with them. They continue to interact with the environment.

2.3.2. Internal Working Models of Attachment

According to cognitive psychology findings, living things need a mental model or a map of the world in their brain to successfully predict, control and manipulate their environment (Holmes, 1993). Bowlby adapted this theory of cognitive psychology to the human world. According to Bowlby (1982), humans have two kinds of models in their brain: environmental model and organismal model. Environmental model functions as a map of others and tells us about the world. Organismal model functions as a map of self and tells us about ourselves in relation to the world (Holmes, 1993). These maps formed through infants'

early experiences with their primary caregiver and it influences how the infants interact and build relationships with others later in their lives (Bowlby, 1982). This relationship leads to an incoherent and a distorted view of the world. For example, an anxiously attached infant may have a model of others tells him that other people are potentially dangerous that he needs to behave cautiously, and he may have a model of self which is demanding, needy, and unworthy (Holmes, 1993).

2.3.3. *Four-Category Model of Attachment*

Building on Bowlby's theory, Bartholomew (1990) developed a new attachment model for adults. This theoretical conceptualization of adult attachment styles illuminates how men and women will relate to and communicate with their partners according to their attachment styles (Domingue & Mollen, 2009). Bartholomew described four attachment styles based on positive/negative model of self and positive/negative model of others (Bartholomew & Horowitz, 1991). These styles are secure, preoccupied, dismissing, and fearful attachment.

Figure 1

Model of adult attachment

		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

- a. *Secure Attachment*: Individuals with secure attachment style have positive model of self and others. They find themselves and their environment worthy of love. They have high self-confidence. They see themselves as competent and loveable and they have high self-acceptance. They are confident around other people and adapt to new environments easily. These individuals have no problem in using their coping skills effectively in the face of the problems they encounter, acting with common sense and getting support from others when necessary. Their relationship goal is to have mutual interdependence. They expect positive outcomes when seeking support from their partner. They attach moderate importance to getting comfort from the partner and maintaining closeness with the partner (Domingue & Mollen, 2009; Bartholomew & Horowitz, 1991).
- b. *Preoccupied Attachment*: Individuals with preoccupied attachment style have negative model of self and positive model of others. They are individuals who feel negative about themselves yet see the people around them as positive and valuable. They have low self-esteem. The most prominent feature of people with preoccupied attachment style is lack of self-confidence. They fear both rejection and abandonment. For this reason, such individuals tend to prove themselves in their relationships, are obsessed with their relationships, and have unrealistic expectations about their relationships. Their relationship goal is creating more closeness, merging with the partner. They cling into their relationship and they feel lost, overwhelmed, and unlovable when they are not in a relationship. They attach great importance to getting comfort from the partner and maintaining closeness with the partner (Domingue & Mollen, 2009; Bartholomew & Horowitz, 1991).

- c. *Dismissing Attachment*: Individuals with dismissing attachment style have positive model of self and negative model of others. They overestimate independence and they describe close relationships as unimportant. The same is true in non-personal areas of life such as work, hobbies. They have high self-esteem, and they see themselves as competent and loveable. They see others as unreliable, unresponsive, and distant. Their relationship goal is staying self-reliant and retaining autonomy. They attach low importance to getting comfort from the partner and maintaining closeness with the partner (Domingue & Mollen, 2009; Bartholomew & Horowitz, 1991).
- d. *Fearful Attachment*: Individuals with fearful attachment style have negative model of self and others. They feel negative about themselves and people around them. They have low self-esteem. They see others as distant, rejecting, and unresponsive. They avoid close relationships. In contrast to secure attachment, individuals with fearful attachment style always have a problem of trust in their relationships. They always keep a distance from their relationships in order to avoid feelings like rejection and hurt. They avoid expressing their feelings and establishing sincere and authentic relationships. They attach great importance to getting comfort from the partner and maintaining closeness with the partner (Domingue & Mollen, 2009; Bartholomew & Horowitz, 1991).

2.3.4. Romantic Attachment in Adulthood

According to theory made by Ainsworth et. al., Hazan and Shaver (1987) introduced a theory about romantic attachment in adulthood. According to them, romantic relationship is also a process of attachment and early attachment styles could affect the romantic life of adult individuals (Hazan & Shaver, 1987). They divided these styles into three categories with the same name as Ainsworth's theory: secure, anxious/ambivalent, and avoidant.

- a. *Securely attached* individuals tend to see the love experience as a happy, friendly, and trusting process (Hazan & Shaver, 1987). They experience more satisfactory and successful relationships. They are good at handling conflicts, less likely to describe discussions as a threat, and better at getting recovered after conflicts (Pistole & Arricale, 2003; Salvatore et al., 2011).
- b. *Anxious/ambivalent* individuals tend to feel obsession, desire for reciprocation and union, emotional high and lows, and extreme sexual attraction and jealousy (Hazan & Shaver, 1987). They experience intense conflicts more frequently in their relationships. They perceive their partner's negative behaviors as intentional and stable. They tend to neglect their partner's needs and force them to give more attention (Feeney & Karantzas, 2017).
- c. *Avoidant* individuals tend to feel fear of intimacy, emotional high and lows, and jealousy (Hazan & Shaver, 1987). They try to maintain a sense of independence and control of their personal space. They are easily become defensive and experience emotional withdrawal in conflict situations. They also tend to ignore their partner, reduce their intimacy with them and decrease their support (Feeney & Karantzas, 2017).

2.3.5. Two Dimensional Model of Attachment

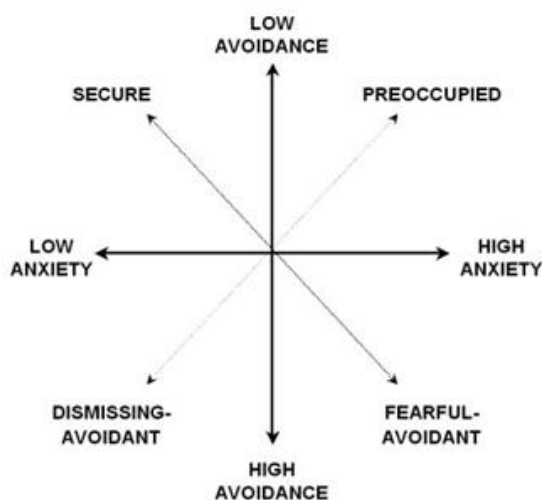
With Hazan and Shaver's three categorical attachment style theory and later on Bartholomew's four categorical attachment style theory, researchers begin to use categorical assessment scales when determining attachment styles of individuals (Fraley et. al., 2015). Although these two methods are widely used, they had some limitations. Some researchers used these ratings to scale people along various dimensions while others used them to fit people into categories with great fidelity (Fraley et. al., 2015). This situation created the "categories versus dimensions" questions.

To determine the basic dimensions of adult attachment, Brennan et. al. (1998) combined the most frequently used attachment scales and showed that adult attachment behaviors can be defined in two dimensions as “attachment related anxiety” and “attachment related avoidance” (Selçuk et. al., 2005). Fraley, Waller, and Brennan improved this idea and created a new scale using item response theory techniques measuring two dimensions of attachment (Fraley et. al., 2000).

Attachment related anxiety measures how high individuals worry that the other party may reject or abandon themselves. It refers to insecurities about partner’s availability, love, and responsiveness. On the other site, attachment related avoidance measures that if people feel comfortable with closeness, dependency and having a safe haven (Fraley et. al., 2015). According to researches, highly anxious individuals are less stable with their relationships than individuals who are not anxious. Highly secure individuals are more stable than individuals who are not secure (Fraley et. al., 2000).

Figure 2

Two-dimensional model of attachment



According to this model, the degrees of anxiety and avoidance determines human behavior. Highly anxious individuals may feel insecure about their partner's responsiveness whereas a less anxious individual may feel more secure about attachment-related matters.

Highly avoidant individuals may tend to withdraw from closeness while less avoidant individuals may feel comfortable with relying on others. Figure 2 shows that Hazan and Shaver's and Bartholomew's categories are linear combinations of these two dimensions (Fraley & Bonanno, 2004).

Two-dimensional model of attachment distinguishes different kinds of defensive strategies. For example, attachment related to anxiety is associated with severe grief. Highly anxious people are more alert and insecure about the psychological accessibility and availability of their loved ones. Therefore, they would experience high distress, hopelessness, and despair regarding the absence of their loved ones. On the other side, attachment related avoidance is associated with emotion regulation and proximity-seeking strategies to regulate attachment related distress. Avoidant individuals may be dismissing-avoidant or fearful-avoidant. Fearful avoidant individuals may have difficulties when dealing with a loss because of their high anxiety while dismissing avoidant individuals would have a less hard time dealing with a loss (Fraley & Bonanno, 2004).

2.4. Family Functioning

Family is a group of people who have lived with each other long enough to develop patterns of interaction and connected by emotional and/or blood ties (Minuchin et. al., 2006). It can be defined as a system where emotional ties are formed and roles, duties and responsibilities are shared (Hallaç & Öz, 2014). Family of the origin is the family unit in which the individuals are raised. It refers to the significant caregivers and siblings that a person grows up with which is a person's biological or adoptive family (Schneider Corey & Corey, 2010). Each member of the family is interrelated, and one part of the family cannot be understood as separate from the family system (Miller et. al., 2000).

2.4.1. *Structural Family Theory*

According to pioneer of structural family theory Minuchin (2006), individuals are not isolated entities. They influence and are influenced as a member of social groups. Family members create a complementary structure from communication patterns they established. Although this structure means that family members are always under-functioning, the sense of belonging and predictability in the common living space is a comforting factor for individuals (Minuchin et. al., 2006). There are three fundamental components of this theory: structure, subsystems, and boundaries (Nichols, 2013).

- a. *Structure*: Family structure is the way the family is organized into subsystems whose interactions are regulated by boundaries. It represents structures such as who sits side by side with whom, who addresses whom and how, who interacts more together and who interacts less with each other. Once those structures and patterns are clarified and the roles are assigned, the comfort of predictability and sameness come to fore.
- b. *Subsystems*: Subsystems are systems within systems. Individuals can be a part of many subsystems. In the family environment, some subsystems could include parents, siblings, and parent-child relationships. How different and similar each subsystem is defined by boundaries. Subsystems can be disengaged and enmeshed. Disengaged subsystems are independent from each other but it leads to no connection, affection, and support from them. Enmeshed subsystems are close to each other and they offer closeness but there is no independence in them.
- c. *Boundaries*: It is an invisible barrier that defines the interaction between family members. Boundaries are needed to develop a healthy functioning within a family. Boundaries can be rigid or diffuse. Rigid boundaries are restrictive and allow little contact with external subsystems, resulting in disconnection. Diffuse boundaries

are the exact opposite of rigid boundaries and they do not have clear definitions and may cause problems.

According to this theory, healthy families are not defined by absence of the problems but having a functional structure when dealing with them. Boundaries should be defined clearly and intimacy between subsystems should be kept at a healthy level (Nichols, 2013).

2.4.2. *McMaster Model of Family Functioning*

Family functioning is the interactions and reactions of family members with each other, clearly defined boundaries between family members and family subsystems, and flexibility towards changes in the family (Walsh, 2012). It is the ability of the family members to work together, to meet the basic needs of family members and to manage conflicts raised within the family environment (Staccini et. al., 2015). Family functioning has a multidimensional structure. This structure includes the goals of the family, the emotional support that the family provides to family members, and the encouragement they show for family members to improve their well-being. At the same time, family functioning reflects the way family organized and effective or ineffective interactions between family members (Walsh, 2012).

The McMaster Approach to Families is a comprehensive model for family therapy and provides an effective perspective to families. It shares some assumptions with family systems theory (Epstein et. al., 1978). According to this approach, family functioning cannot be fully understood by understanding each family member or subgroup alone. The structure of the family and the way it is organized are important factors affecting the behavior of family members (Miller et. al., 2000). Main goals of this approach are creating a multidimensional theory for family functioning, developing assessment instruments to assess the constructs, and creating a well-defined family therapy method (Miller et. al., 2000).

2.4.2.1. Dimensions of Family Functioning. According to the McMaster Model, there are several dimensions of family functioning and a family can be evaluated to determine the effectiveness of functioning for all dimensions (Miller et. al., 2000). Those dimensions are problem-solving, communications, roles, affective responsiveness, affective involvement, and behavior control (Miller et. al., 2000; Epstein et. al., 1978).

- a. *Problem-solving:* It is about how the family approaches problems that threaten their integrity and functional capacity. It can be defined as an ability of the family to solve problems while still maintaining effective family functioning. If the family has a difficulty that does not threaten their integrity or functional capacity, those difficulties do not count as problem. Problems are divided into two categories: instrumental and affective. Instrumental problems are mechanical problems of everyday life such as moving the house and budgeting. Affective problems are about feelings and emotions. Families who cannot resolve both affective and instrumental problems function least effectively while families who can resolve both function most effectively in the problem-solving functioning area.
- b. *Communications:* This model is based on verbal communication and defines the communication dimension with how information is exchanged in the family. Although non-verbal communication is also important, they were not included in the model due to measurement and data collection difficulties. Communication dimension also divides into two categories as instrumental and affective. A family may have difficulties with affective communication but may function well with instrumental communication. Also, this dimension analysis how clear or masked, direct or indirect the communication is in the

family environment. The more masked and vaguer the communication is, the less effective family's functioning will be.

- c. *Roles*: It is the habitual behavioral patterns exhibited by family members to fulfill the functioning of the family. They include routine tasks like cooking, throwing out the trash, and picking up the children from school. This dimension also has two parts as instrumental and affective with the same implications. On the other hand, this dimension has two spheres: necessary family functions and other family functions. Necessary family functions are needed for family to function healthy so that family members check them constantly to see their condition. They can be instrumental, affective, or both. Those functions include providing food, clothing, money, showing support and nurturance, life skill developments, and management of the family. Other family functions are not needed for family to function well, but they come up within daily life.
- d. *Affective Responsiveness*: It is the capacity of family members to react appropriately to an emotional stimulus. They divide into two classes: welfare feelings and emergency feelings. Welfare feelings are love, tenderness, happiness, and joy while emergency feelings are fear, sadness, anger, and disappointment. The appropriateness of family members' reactions and quality and the quantity of them are addressed. Difficulties that arise in giving certain reactions will adversely affect the functioning of the family.
- e. *Affective Involvement*: It is about how much family members value and show interest in each other's activities and pursuits. The main point is how much and in what way the family members show interest and invest to each other. It does

not address what family does together but cares about the degree of involvement among them.

- f. *Behavior Control*: It is the way the family copes with behavior in three different ways. In *physically dangerous situations*, family members will monitor and control the behavior. *Situations which involve meeting and expressing psychobiological needs or drives* include behaviors like eating, drinking, sleeping, sexual behaviors and aggression. *Situations involving interpersonal socializing behavior* occur within and outside of the family.

Families create their own norms and definitions of acceptable and unacceptable behaviors.

2.5. Previous Researches

In this section, domestic and foreign literature about the related variables to the research are presented.

2.5.1. *Researches Related to Self-Esteem and Conflict Resolution in Romantic Relationships*

In foreign literature, Davila, Hammen, Burge, Daley, and Paley (1996) studied problem solving skills and global beliefs about self-worth with women turning to adults and showed that women with low problem-solving skills find themselves less valuable. Shackelford (2001) conducted a study on marital conflict and the self-esteem of married couples and revealed that husbands' self-esteem is negatively correlated with sexual infidelity of spouses, and wives' self-esteem is negatively correlated with husbands' underestimation of the physical attractiveness of the partner. Murray et. al. (1996a, 1996b) made researches about effects and benefits of positive illusions in romantic relationships and found that individuals with high self-esteem show more constructive relationship behaviors and they use less

negative conflict resolution behaviors while individuals with low self-esteem tend to use negative conflict resolution styles and withdrawal.

In Turkish literature, the variables of self-esteem and conflict in romantic relationships are usually studied separately. Alpay (2009) studied the relationship between forgiveness in close relationships, self-esteem, empathy, and romantic jealousy with married individuals and revealed that self-esteem predicts forgiveness in close relationships. Turanlı (2010) studied the relationship middle adulthood marital adjustment, self-esteem and, attachment styles and found that there is a significant relationship between self-esteem and marital adjustment. Zeytinoğlu (2013) made a research about the relationship between self-esteem, jealousy level, marital conflicts, and marital satisfaction of married individuals. According to results, there is a low level of significant relationship between self-esteem and marital satisfaction and self-esteem has negative relationship with marital conflicts which means lower the individuals' self-esteem, more conflicts they experience in their marriage. Tunç and Kutunis (2013) studied the effects of self-esteem on each of the conflict management styles expressed in Rahim's theory as dominating, obliging, avoiding, compromising, and integrating. Results showed that self-esteem was associated with integrating, avoiding, and integrating styles and it has also been demonstrated to affect these styles. Akdağ (2014) made a research to determine the predictive power of psychological well-being in married individuals in terms of relationships with origin family, self-esteem, and marital satisfaction. According to findings, it was seen that self-esteem and marital satisfaction were significant predictors of psychological well-being in married individuals.

In summary, when the related literature is examined, it has been observed that individuals with low self-esteem tend to use negative conflict resolution skills. On the other hand, individuals with high self-esteem were found to have a more constructive attitude in

their relationships and high marital adjustment. These individuals use positive strategies in conflict situations.

2.5.2. Researches Related to Attachment Styles and Conflict Resolution in Romantic Relationships

In foreign literature, Corcoran and Mallinckrodt (2000) found that securely attached individuals are more likely to use integrating and compromising conflict resolution styles. According to Pistole and Arricale (2003), avoidant individuals tend to use avoiding and retreat conflict resolution styles. According to Shi (2003), anxious individuals tend to use dominating and obliging conflict styles while avoidant individuals tend to use avoiding and dominating. Cann, Norman, Welbourne, and Calhoun (2008) examined the relationship between attachment styles, conflict styles, and humor styles. According to results there is a great association between avoidant attachment style and tendency to use negative conflict resolution styles. They did not find any relationship between negative conflict resolution style and anxious attachment style. Marshall, Bejanyan, Di Castro and Lee (2013) researched social network related jealousy and attachment styles and revealed that anxious individuals are more likely to show social network jealousy while avoidant individuals are less likely to show social network jealousy. In the research made by Feeney and Karantzas (2017), they found that anxious individuals experience more frequent and intense conflicts in their romantic relationships, and they tend to use negative conflict resolution styles. On the other hand, avoidant individuals tend to become defensive during conflict situations and they use retreat conflict resolution styles more frequently.

In Turkish literature, Bahadır (2006) studied the relationship between attachment styles and conflict resolution styles with individuals who are in a romantic relationship and found that anxious individuals are more likely to use forcing, avoiding, accommodating, and collaborating conflict resolution styles while avoidant individuals tend to use avoiding,

accommodating, and compromising conflict resolution styles. Pancaroğlu (2007) studied the relationship between attachment styles and conflict behaviors in male and female university students and revealed that anxious and secure individuals tend to use compromising conflict resolution style. Karakurt (2012) examined the relationship between attachment styles, dependency, feelings of inadequacy, and romantic jealousy with college students who are in a romantic relationship. The results revealed that securely attached individuals show lower level of romantic jealousy than avoidant and anxious individuals. Tulum (2014) made a research to investigate the mediating role of conflict resolution styles in romantic relationship between attachment styles and marital adjustment. According to results, both positive and negative conflict resolution styles partially mediated the relationship between attachment related anxiety and marital adjustment. In that research, negative conflict resolution style associated with attachment related avoidance. Demirbilek (2019) made a research about conflict resolution styles of couples living together and effects of attachment, coping styles and personality. The results showed that there is a negative relationship between preoccupied and fearful attachment styles and conflict resolution. Demirci (2004) and Kaya Balkan (2009) studied marital conflict and attachment styles. Contrary to their expectations, they did not find a direct relationship between attachment styles and conflict resolution styles.

In summary, when the relevant literature is examined, securely attached individuals prefer to use positive conflict resolution, compromising, subordination, integrating strategies in conflict situations in their relationships, while avoidant and anxious individuals prefer to use negative conflict resolution, retreat, and subordination strategies. Anxiously attached individuals prefer more aggressive and dominating conflict resolution methods, while avoidant attachment individuals display an avoidant attitude towards conflicts. In some cases, anxious individuals tend to use positive conflict resolution, retreat, or subordination styles in order to avoid rejection and abandonment.

2.5.3. Researches Related to Origin Family Functioning and Conflict Resolution in Romantic Relationships

In foreign literature, Benson et. al. (1993) made a research about anxiety levels, characteristics in the origin family, and the intimacy and communication process in romantic relationships. According to results, intertwining and control in the origin family affect children's romantic relationships, while children's anxiety levels are mediating variables. O'Leary et. al. (1994) found that having a history of violence into origin family predicts violence against spouse. In the research that examines the transmission of violence between generations, Avakame (1998) revealed that violence in the origin family increases the possibility of violence against the spouse in the marriage. In the study conducted by Halford et al. (2000), the effect of violence in the origin family on adult relationships was investigated. When the findings of the study are examined, it is seen that women who are faced with physical aggression in their origin family exhibit more negative cognitions during problem solving. In men, a significant relationship was found between exposure to family violence and negative feelings and behaviors during conflict. In the study conducted by Conger et al. (2000), the connection between the communication processes in the origin family and the interpersonal skills of children and the couple relationship they establish in adulthood was investigated. Findings show that relationships with parents affects romantic relationships in adulthood. Koerner and Fitzpatrick (2002) studied the effects of communication patterns in the origin family on children's conflict behaviors in adult relationships. Findings support that how people behave in their romantic relationships depends on the communication patterns learned in their origin families.

In Turkish literature, Kocadere (1995) indicates that in unsuccessful marriages, individuals experience more conflict with both their origin family and their spouses' origin families. Işıloğlu (2006) examined the presence of violence in the marital life of married

women who were followed up with anxiety and depression diagnosis, by comparing the demographic characteristics of the patients, marital adjustment, and the severity of their illness. Findings show that physical and verbal violence in the origin family increases domestic violence. Ülker (2011) studied the relationship between relations with the origin family, problem solving skills, marriage age and duration, and the frequency and prevalence of marital conflict and results showed that relations with origin family significantly predicted the frequency and prevalence of marital conflict. Kabasakal (2013) made a research about the effects of mother education programs on the functionality, anger management and conflict solution levels of families and found that children of families with unhealthy family functioning tend to use aggressive behavior and violence. Akdağ (2014) conducted a study to determine the predictive power of psychological well-being in married individuals in terms of relationships with origin family, self-esteem, and marital satisfaction. According to findings relationships with the origin family variable did not predict psychological well-being in married individuals.

In summary, when the relevant literature is examined, individuals from an unhealthy functioning origin family show a more negative attitude in conflict situations they encounter in their romantic relationships, while individuals from a healthy functioning origin family show a more positive attitude towards conflict situations they encounter in their romantic relationships.

Table 1*Demographics*

CHAPTER III

METHOD

In this section, sample characteristics, instruments, data collection process, and a brief framework of data analysis will be presented.

3.1. Participants

265 volunteers between the ages ranged from 19 to 56 with a mean of 29.15 years ($SD=8.12$) participated in the study via online questionnaires. 86 (%32.5) of the participants are men and 179 (%67.5) of them are women. Participants consist of married and single individuals who have had at least 1 romantic relationship in their past. 73 (%27.5) of the participants are married and 192 (%72.5) of the participants are single. The number of single individuals who are currently in a relationship is 116 (%60.4), the number of singles who are currently not in a relationship is 76 (39.6). While analyzing according to their relationship duration, 76 singles who are not currently in a relationship were not included in the data. The duration of the relationship of married individuals and single individuals who have a romantic relationship ($n=189$) were considered in total. The duration of the relationship varies from 1 week to 31 years with a mean of 6.03 years ($SD=7.23$). 23 (%8.7) of the participants had non-license education, 185 (%69.8) of them had undergraduate education, and 57 (%21.5) of them had postgraduate education. Regarding the monthly income rate, the participants' earnings are ranged from 0 TL to 90000 TL with a mean of 5177.7 TL ($SD=9073.5$). The summary of the descriptive characteristics of the sample was presented in Table 1.

Options	1	2	3	4	5	Total
	<i>Male</i>	<i>Female</i>				
Gender	<i>n</i> 86	179				265
	% 32.5	67.5				100
	<i>Married</i>	<i>Single</i>				
Marital Status	<i>n</i> 73	192				265
	% 27.5	72.5				100
	<i>Non-License Education</i>	<i>Undergraduate Education</i>	<i>Postgraduate Education</i>			
Educational Status	<i>n</i> 23	185	57			265
	% 8.7	69.8	21.5			100
	<i>In Relationship</i>	<i>No Relationship</i>				
Relationship Status of Singles	<i>n</i> 116	76				192
	% 60.4	39.6				100
	<i>19-22</i>	<i>23-28</i>	<i>29-33</i>	<i>34-39</i>	<i>40+</i>	
Age	<i>n</i> 47	111	47	25	35	265
	% 17.7	41.9	17.7	9.4	13.2	100
	<i>0-5 Years</i>	<i>5.1 – 10 Years</i>	<i>10.1 – 20 Years</i>	<i>>20 Years</i>		
Relationship Duration (Year)	<i>n</i> 129	28	15	17		189
	% 68.3	14.8	7.9	9.0		100
	<i><2000 TL</i>	<i>2001 – 4000 TL</i>	<i>4001 – 6000 TL</i>	<i>6001 – 8000 TL</i>	<i>>8000 TL</i>	
Monthly Income Rate (TL)	<i>n</i> 97	59	55	15	39	265
	% 36.6	22.3	20.8	5.7	14.7	100

3.2. Instruments

Within this research, the Conflict Resolution Styles Scale (CRSS) was used to measure conflict resolution styles in romantic relationships, which is the dependent variable of the study. Self-esteem, one of the independent variables, was measured with the Rosenberg Self-Esteem Scale (RSES), the attachment styles were measured with the Experiences in Close Relationships-Revised (ECR-R), and the origin family functioning was measured with the Family Assessment Device (FAD). In addition, the Demographic Information Form formed by the researcher was used to collect information about the demographics. Detailed information about the data collection tools is presented below.

3.2.1. Demographic Information Form

The Demographic Information Form was formed by the researcher in order to get information about demographics. The form includes statements about gender, age, marital status, duration of relationship, education level, and monthly income rate.

3.2.2. Conflict Resolution Styles Scale (CRSS)

The Conflict Resolution Styles Scale (CRSS) was developed by Özen (2006) in order to develop a valid and reliable scale to measure couples' conflict resolution styles. The CRSS examines each partner's conflict resolution style by using four sub-dimension structure; *positive conflict resolution*, *negative conflict resolution*, *subordination*, and *retreat* (Özen et. al., 2016). The CRSS consist of 25 items that are answered through a 6-point Likert-type scale. The responses given to the scale are scored between 1 = completely disagree and 6 = completely agree. The scale includes six items for positive conflict resolution style (5, 9, 11, 13, 22, 24), seven items for negative conflict resolution style (1, 6, 8, 12, 14, 16, 25), six items for retreat conflict resolution style (3, 10, 15, 18, 21, 23), and six items for subordination conflict resolution style (2, 4, 7, 17, 19, 20). The CRSS does not give total scores. It is based on the scores of the subscales. The high scores obtained from the sub-dimensions of the scale indicate how frequently related conflict resolution style is used and low scores indicate the less usage of related conflict resolution style (Özen et. al., 2016).

The scale's criterion validity was assessed by the correlation between the subscales of CRSS and Kurdek's Conflict Resolution Styles Inventory (CRSI), which were reported as .75 for negative conflict resolution, .61 for positive conflict resolution, .45 for retreat, and .39 for subordination. CRSS had strong internal reliability with Cronbach's alphas .80 for the positive conflict resolution subscale, .82 for the negative conflict resolution subscale, .74 for the retreat subscale, and .73 for the subordination subscale. Also, the correlations of the items

are higher than .20. As a result of validity and reliability studies, it is stated that CRSS is a valid and reliable scale (Özen et. al., 2016).

In this study, the reliability coefficients of the sub-dimensions of the scale are as follows: .72 for positive conflict resolution, .80 for negative conflict resolution, .76 for subordination, and .75 for retreat.

3.2.3. Rosenberg Self-Esteem Scale (RSES)

Rosenberg Self-Esteem Scale (RSES) was developed by Rosenberg for evaluating individual self-esteem. The scale consists of a total of 63 items and 12 sub-fields, which are structured from multiple choice questions. In this study, the Self-Esteem subscale consisting of 10 items was used. Self-esteem subscale is a 4-point Likert-type scale ranging from strongly agree to strongly disagree with 5 positive (1, 2, 4, 6, 7) and 5 negative (3, 5, 8, 9, 10) statements. The scores that can be obtained from the scale range from 10 to 40. High scores obtained from the scale after reversing the items show the high self-esteem of the individual (Gray-Little et. al., 1997).

The reliability and validity studies in Turkey were made by Çuhadaroglu in 1986. In the Turkish validity and reliability study of RSES, 0-1 points states the high self-esteem, 2-4 points states the medium self-esteem, and 5-6 points states the low self-esteem of the participants. In the validity studies of the scale, the validity coefficient for self-esteem was found as .71. Test-retest reliability coefficient was found as .75 for self-esteem subscale (Çuhadaroglu, 1989).

The reliability and validity studies of the scale in the adult sample were conducted by Korkmaz (1996). In order to examine the concurrent validity of the Rosenberg Self-Esteem Scale, the correlation of the Coopersmith Self-Esteem Inventory-Adult Form was examined. As a result of the correlation analysis, the correlation coefficient between the two scales was found as $r = -.54$. The relationship between the two scales is negative but statistically

significant. The reason for the negative relationship is that the two scales are different in terms of scoring. Low score in Rosenberg Self-Esteem Scale indicates high self-esteem while in Coopersmith Self-Esteem Inventory, high score indicates high self-esteem level (Korkmaz, 1996). In this study, the reliability coefficients of the scale was found as .90.

3.2.4. *Experiences in Close Relationships-Revised (ECR-R)*

The Experiences in Close Relationships-Revised (ECR-R) was developed by Fraley, Waller, and Brennan in 2000. ECR-R consists of 36 item self-report questions which examines individuals' attachment styles in two subscales: attachment related to anxiety and attachment related to avoidance. Each subscale has 18 items on a 7-point Likert-type scale graded between 1 = strongly disagree and 7 = strongly agree. Even-numbered questions measure the avoidance dimension, while odd-numbered questions measure the anxiety dimension. There are a total of 14 reverse items in the scale. Anxiety and avoidance continuous scores were calculated for each participant by collecting and averaging the items measuring the relevant dimensions separately (Selçuk et. al., 2005).

The reliability and validity studies in Turkish were made by Selçuk, Günaydın, Sümer, & Uysal in 2005. Both avoidance and anxiety dimensions have a high level of internal consistency, and the Cronbach's alpha coefficients for these dimensions are .90 and .86, respectively. As a result of the studies, it was found that the anxiety dimension had a test-retest reliability of .82 and the avoidance dimension of .81 (Selçuk et. al., 2005).

In this study, the reliability coefficients of the scale was found as .90 for the anxiety dimension, and .91 for the avoidance dimension.

3.2.5. Family Assessment Device (FAD)

The Family Assessment Device (FAD) was developed by Epstein, Baldwin, and Bishop in 1983 in the United States of America within the framework of the Brown University and Butler Hospital Family Research Program to evaluate various dimensions of family function (Kapçı & Hamamcı, 2010). The scale includes 7 subscales of problem-solving, communications, roles, affective responsiveness, affective involvement, behavior control, and general functions. It can be applied to all family members from the age of 12. FAD consists of 60 items that are answered through a 4-point Likert-type scale graded between 1 = strongly agree and 4 = strongly disagree. There are a total of 34 reverse items in the scale. Scores between 1 to 4 can be obtained from the subscales. Getting a score of 1 or close to 1 indicates healthy functionality, and getting a score of 4 or close to 4 indicates unhealthy functionality of the family. (Kapçı & Hamamcı, 2010).

The adaptation study of the scale was conducted by Bulut in 1990. Internal consistency coefficients of subscales evaluated with Cronbach-alpha range between .38 and .86. The construct validity of the scale was evaluated by comparing the scores of the groups with and without divorce. It was found that the scale differentiated these two groups significantly (Kapçı & Hamamcı, 2010).

In this study, the reliability coefficients of the scale was found as .97 for the total scale, .83 for the problem-solving subscale, .86 for the communications subscale, .80 for the roles subscale, .90 for the affective responsiveness subscale, .72 for the affective involvement subscale, and .70 for the behavior control subscale. General functioning subscale was not included in this study.

3.3. Data Collection Process

The Conflict Resolution Styles Scale (CRSS), Rosenberg Self-Esteem Scale (RSES), Experiences in Close Relationships-Revised (ECR-R), Family Assessment Device (FAD) scales used in the study were turned into an online survey via Google Forms and presented to the participants between January and February 2021. Convenience sampling method was used while determining the sample. During the application, the criteria were that the participants were adults and had at least 1 romantic relationship in the past. Care was taken as much as possible to make the sample group from different socio-economic groups, ages, and education levels. Participants were asked to give sincere and correct answers to the scales, stating that their answers would be kept confidential, that no personal evaluation would be made and that they would only be used within the scope of the research. Since the researcher were not present during the application of the scales, a directive was added at the beginning of the questionnaire, in which the purpose of the study was briefly explained and the participants were asked to answer the scales sincerely and in a way that reflects the truth.

3.4. Data Analysis

After the application of the data collection tools used in the study was completed, general controls were made and answer sheets that did not meet the criteria were excluded. The data obtained within the scope of the research were analyzed with IBM Statistical Packet for Social Sciences (SPSS) 25.0.

Multiple regression analysis was used to examine the relationship between the independent variables discussed in the study and conflict resolution styles used in romantic relationships. Independent T-test analysis was conducted to examine the relationship between the variables in the study and the variables of gender and marital status. One-way ANOVA analysis was conducted to examine the relationship between the variables in the study and the relationship duration, education level, socio-economic status, and age variables.

CHAPTER IV

RESULTS

In this part, the findings obtained as a result of the statistical analysis conducted to examine the problem and sub-problems of the research are presented.

4.1. Descriptives

Table 2
Descriptives

Descriptives	N	Mean	SD	Min	Max	Skewness	Kurtosis	5% Trimmed Mean
CRSS								
Positive Conflict Resolution	265	4.61	.87	2.00	6.00	-.64	.07	4.65
Negative Conflict Resolution	265	2.34	.92	1.00	5.43	.78	.12	2.29
Subordination	265	3.59	1.01	1.00	6.00	-.27	-.34	3.61
Retreat	265	3.62	1.11	1.00	6.00	.04	-.41	3.62
Self-Esteem	265	2.00	1.86	.00	6.00	.73	-.66	1.89
ECR-R								
Anxiety	265	3.53	1.17	1.17	6.61	.43	-.49	3.49
Avoidance	265	2.69	1.09	1.00	6.11	.54	.007	2.64
FAD								
Problem-Solving	265	2.08	.76	1.00	4.00	.43	-.79	2.06
Communications	265	2.06	.71	1.00	4.00	.54	-.42	2.02
Roles	265	2.08	.58	1.00	3.55	.27	-.65	2.06
Affective Responsiveness	265	2.03	.86	1.00	4.00	.55	-.68	1.98
Affective Involvement	265	1.90	.58	1.00	3.86	.94	.78	1.86
Behavior Control	265	1.98	.53	1.00	3.44	.51	-.32	1.96

Means, standard deviations, minimum and maximum scores, and skewness and kurtosis scores for the main variables of the study was presented in Table 2.

When the mean scores of conflict resolution subscales were examined, participants were generally more likely to use positive conflict resolution style ($M=4.61$, $SD=.87$). The mean of self-esteem score of participants were 2.00 ($SD=1.86$) which means medium self-esteem level. In regards of attachment subscales, participants were more likely to be anxiously attached ($M=3.53$, $SD=1.17$). According to family functioning mean scores, most healthy functioning of the participants' family were the affective involvement ($M=1.90$, $SD=.58$).

When extreme data analysis was performed, 6 outlier values were found for positive conflict resolution, 2 for negative conflict resolution, 1 for subordination, 2 for avoidant attachment, and 5 for affective involvement. The difference between mean and 5% trimmed mean was examined and it was observed that there was no significant difference between the values. Therefore, outliers were not removed from the data.

4.2. Correlations

In order to examine relationships among all continuous variables of the study, Pearson correlations were calculated. The results were presented in Table 3. Positive conflict resolution was negatively correlated with every other variable except the subordination variable but there is no significant correlation between positive conflict resolution and subordination variables. Negative conflict resolution was negatively correlated with subordination ($r = -.15, p < .01$), and positively correlated with avoidant attachment ($r = .12, p < .05$), anxious attachment ($r = .26, p < .01$), and behavior control functioning ($r = .12, p < .05$). Subordination was positively correlated with retreat ($r = .29, p < .01$), and anxious attachment ($r = .19, p < .01$). Retreat was positively correlated with avoidant attachment ($r = .20, p < .01$). Starting from self-esteem, every other variables have positive correlations with each other.

These significant relationships indicate that people using positive conflict resolution style in their romantic relationship are less likely to use negative conflict resolution and retreat styles. They are more likely to have high self-esteem. They are less likely to have anxious or avoidant attachment styles. Also they are more likely to have healthy functioning in their origin families. Individuals using negative conflict resolution style are less likely to use subordination style. They are more likely to have anxious and avoidant attachment styles. And behavior control functioning of their origin families are more likely to be unhealthy. People using subordination style are more likely to use retreat style and they are more likely to have anxious attachment. People using retreat style are more likely to have avoidant attachment. People with low self-esteem are more likely to have anxious and avoidant attachment styles and their family functioning are more likely to be unhealthy. Lastly, people with avoidant attachment are also more likely to have anxious attachment and people with avoidant and anxious attachment are more likely to have unhealthy origin family functioning.

Correlations

Correlations

$n = 265$, $*p < .05$, $**p < .01$

4.3. Regression Findings and Prerequisite Analyzes

In this section, multiple regression tables for the variables of the study will be presented. While analyzing the data, variables were presented to the SPSS program and the models provided by the program were taken into consideration. Before the regression analyzes, prerequisite analyzes were examined.

Table 4

VIF Variables of the Study

<i>Collinearity Statistics</i>	<i>Tolerance</i>	<i>VIF</i>
(Constant)		
Self-Esteem	.57	1.75
Avoidance	.66	1.50
Anxiety	.56	1.78
Problem Solving	.31	3.18
Communications	.20	4.96
Roles	.32	3.06
Affective Responsiveness	.21	4.71
Affective Involvement	.34	2.92
Behavior Control	.34	2.91

The VIF values of the study are in between the values of 1-10 therefore there is no multicollinearity between independent variables.

Table 5

Durbin-Watson Variables of the Study

<i>Regression Analyses</i>	<i>R</i>	<i>R²</i>	<i>SE</i>	<i>Durbin-Watson</i>
Positive Conflict Resolution	.46	.21	.78	1.57
Negative Conflict Resolution	.32	.10	.88	1.59
Subordination	.27	.07	.99	1.63
Retreat	.30	.09	1.07	1.95

The Durbin-Watson values of the study are in between the values of 1.5-2.5 therefore the regression values are relatively normal and the data is not autocorrelated.

4.3.1. Regression Findings of Positive Conflict Resolution Style

The results of multiple regression analysis were presented in Table 4.

Table 6

Regression Findings of Positive Conflict Resolution Style

<i>Positive Conflict Resolution</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>t</i>	<i>p</i>
(Constant)	5.76	.20		27.88	.00
Avoidance	-.32	.05	-.40	-6.17	.00
Behavior Control	-.30	.09	-.18	-3.13	.00
Anxiety	.09	.04	.12	1.98	.04
<i>n=265, R=.45, R²=.20, F=22.48, p<.05</i>					

As seen in Table 4, avoidant attachment and behavior control functioning significantly predicts positive conflict resolution style in a negative way. Anxious attachment significantly predicts positive conflict resolution style in a positive way. 20% of the variance [$R=.54$, $R^2=.20$, $F=22.48$, $p<.05$] can be explained by this model. This indicates that having avoidant attachment affects positive conflict resolution style negatively, while having healthy behavior control functioning in the origin family and having anxious attachment affects positive conflict resolution style positively. (Low points on Family Assessment Device indicates healthy functioning.)

4.3.2. Regression Findings of Negative Conflict Resolution Style

The results of multiple regression analysis were presented in Table 5.

Table 7

Regression Findings of Negative Conflict Resolution Style

<i>Negative Conflict Resolution</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>t</i>	<i>p</i>
(Constant)	1.59	.17		9.19	.00
Anxiety	.21	.04	.26	4.53	.00
<i>n=265, R=.26, R²=.07, F=20.57, p<.05</i>					

As seen in Table 5, anxious attachment significantly predicts negative conflict resolution style in a positive way. 7% of the variance [$R=.26$, $R^2=.07$, $F=20.57$, $p<.05$] can be explained by this model. This indicates that having anxious attachment affects negative conflict resolution style positively.

4.3.3. Regression Findings of Subordination Style

The results of multiple regression analysis were presented in Table 6.

Table 8

Regression Findings of Subordination Style

<i>Subordination</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>t</i>	<i>p</i>
(Constant)	3.29	.22		14.49	.00
Anxiety	.20	.05	.23	3.71	.00
Problem Solving	-.19	.08	-.14	-2.35	.01
<i>n=265, R=.23, R²=.05, F=7.79, p<.05</i>					

As seen in Table 6, anxious attachment significantly predicts subordination style in a positive way. Problem solving functioning significantly predicts subordination style in a negative way. 5% of the variance [$R=.23$, $R^2=.05$, $F=7.79$, $p<.05$] can be explained by this model. This indicates that having anxious attachment and having healthy problem solving functioning in the origin family affects subordination style positively. (Low points on Family Assessment Device indicates healthy functioning.)

4.3.4. Regression Findings of Retreat Style

The results of multiple regression analysis were presented in Table 7.

Table 9

Regression Findings of Retreat Style

<i>Retreat</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>t</i>	<i>p</i>
(Constant)	3.37	.22		15.32	.00
Avoidance	.23	.06	.23	3.50	.00
Problem Solving	-.40	.12	-.27	-3.14	.00
Affective Responsiveness	.23	.11	.18	2.01	.04
<i>n=265, R=.28, R²=.07, F=7.40, p<.05</i>					

As seen in Table 7, avoidant attachment and affective responsiveness functioning significantly predicts retreat style in a positive way. Problem solving functioning significantly predicts retreat style in a negative way. 7% of the variance [$R=.28$, $R^2=.07$, $F=7.40$, $p<.05$] can be explained by this model. This indicates that having avoidant attachment and healthy problem solving functioning in the origin family affects retreat style positively, while having healthy affective responsiveness functioning in the origin family affects retreat negatively. (Low points on Family Assessment Device indicates healthy functioning.)

According to statistical results obtained, a significant difference was found for the negative conflict resolution and subordination variables according to gender. While there was a significant difference in favor of women in the negative conflict resolution variable ($p < .05$), a significant difference was found in favor of men in the subordination variable ($p < .05$). This indicates that women are more likely to use negative conflict resolution style, while men are more likely to use subordination style.



According to statistical results obtained, a significance difference was found for the positive conflict resolution, negative conflict resolution, retreat, self-esteem, avoidance, anxiety, problem solving, communications, roles, affective responsiveness, affective involvement, and behavior control variables according to marital status. There was a significant difference in favor of single individuals in the positive conflict resolution ($p < .05$), self-esteem ($p < .05$), avoidant attachment ($p < .05$), anxious attachment ($p < .05$), problem solving ($p < .05$), communications ($p < .05$), roles ($p < .05$), affective responsiveness ($p < .05$), affective involvement ($p < .05$), and behavior control ($p < .05$) variables. There was a significant difference in favor of married individuals in the negative conflict resolution ($p < .05$) and retreat ($p < .05$) variables. This indicates that single people are more likely to use positive conflict resolution in their romantic relationships, they are more likely to have anxious and avoidant attachment styles, their self-esteem is more likely to be lower, and their origin family functioning are more likely to be healthier than married people. On the other side, married people are more likely to use negative conflict resolution style and retreat style in their romantic relationships than single people. (Low points on Family Assessment Device indicates healthy functioning and low points on Rosenberg Self-Esteem Scale indicates higher self-esteem.)

4.6. ANOVA Findings to Relationship Duration

In order to predict whether the conflict resolution styles, attachment styles, self-esteem, and origin family functioning variables have a significant difference according to relationship duration, one way ANOVA analysis was conducted. The results were presented in Table 10.

According to statistical results obtained, a significant difference of the variables was found for the positive conflict resolution ($p < .05$) in favor of the group with 0-5 years of relationship, negative conflict resolution ($p < .05$) in favor of the group with more than 20 years of relationship, problem solving ($p < .05$) in favor of the group with 0-5 years of relationship, communications ($p < .05$) in favor of the group with 0-5 years of relationship, affective responsiveness ($p < .05$) in favor of the group with 0-5 years of relationship, and affective involvement ($p < .05$) in favor of the group with 0-5 years of relationship. High points on Family Assessment Device indicates unhealthy origin family functioning.

Table 12*ANOVA Findings to Relationship Duration*

n, X, and SD Variables					ANOVA Results					
Sub-Scale	Relationship Duration	n	X	SD	S. V.	SS	df	MS	F	p
1-Positive Conflict Resolution	0 – 5 Years	129	4.74	.85	Between Group	6.01	3	2.00	2.75	.04*
	5.1 – 10 Years	28	4.24	.87	Within Groups	134.77	185	.72		
	10.1 – 20 Years	15	4.51	.89	Total	140.78	188			
	>20 Years	17	4.56	.75						
	Total	189	4.63	.86						
2-Negative Conflict Resolution	0 – 5 Years	129	2.25	.88	Between Groups	8.26	3	2.75	3.05	.03*
	5.1 – 10 Years	28	2.59	1.08	Within Groups	166.72	185	.90		
	10.1 – 20 Years	15	2.72	1.11	Total	174.99	188			
	>20 Years	17	2.82	1.04						
	Total	189	2.39	.96						
3-Subordination	0 – 5 Years	129	3.59	1.00	Between Groups	1.15	3	.38	.35	.78
	5.1 – 10 Years	28	3.48	1.13	Within Groups	203.48	185	1.10		
	10.1 – 20 Years	15	3.68	1.05	Total	204.64	188			
	>20 Years	17	3.79	1.23						
	Total	189	3.60	1.04						
4-Retreat	0 – 5 Years	129	3.56	1.10	Between Groups	7.13	3	2.37	2.04	.11
	5.1 – 10 Years	28	3.38	.87	Within Groups	215.60	185	1.16		
	10.1 – 20 Years	15	4.06	.96	Total	222.73	188			
	>20 Years	17	3.98	1.26						
	Total	189	3.61	1.08						
5-Self-Esteem	0 – 5 Years	129	1.96	1.87	Between Groups	16.49	3	5.49	1.60	.18
	5.1 – 10 Years	28	1.32	1.84	Within Groups	632.17	185	3.41		
	10.1 – 20 Years	15	1.13	1.06	Total	648.66	188			
	>20 Years	17	1.70	2.14						
	Total	189	1.77	1.85						
6-Avoidance	0 – 5 Years	129	2.46	.99	Between Groups	5.48	3	1.82	1.84	.14
	5.1 – 10 Years	28	2.37	.91	Within Groups	183.04	185	.98		

	10.1 – 20 Years	15	2.15	.73	Total	188.53	188			
	>20 Years	17	2.93	1.26						
	Total	189	2.46	1.00						
7-Anxiety	0 – 5 Years	129	3.47	1.20	Between Groups	7.95	3	2.65	1.94	.12
	5.1 – 10 Years	28	3.19	1.20	Within Groups	252.50	185	1.36		
	10.1 – 20 Years	15	2.77	.64	Total	260.45	188			
	>20 Years	17	3.23	1.17						
	Total	189	3.35	1.17						
8-Problem-Solving	0 – 5 Years	129	2.09	.70	Between Groups	4.87	3	1.62	3.23	.02*
	5.1 – 10 Years	28	1.96	.70	Within Groups	92.87	185	.50		
	10.1 – 20 Years	15	1.50	.47	Total	97.74	188			
	>20 Years	17	1.99	.86						
	Total	189	2.01	.72						
9-Communications	0 – 5 Years	129	2.10	.71	Between Groups	5.93	3	1.97	3.97	.00*
	5.1 – 10 Years	28	1.91	.71	Within Groups	92.05	185	.49		
	10.1 – 20 Years	15	1.45	.45	Total	97.98	188			
	>20 Years	17	1.98	.77						
	Total	189	2.01	.72						
10-Roles	0 – 5 Years	129	2.09	.56	Between Groups	2.42	3	.80	2.50	.06
	5.1 – 10 Years	28	1.81	.57	Within Groups	59.69	185	.32		
	10.1 – 20 Years	15	1.89	.55	Total	62.11	188			
	>20 Years	17	1.90	.57						
	Total	189	2.02	.57						
11-Affective Responsiveness	0 – 5 Years	129	2.09	.88	Between Groups	8.99	3	2.99	4.15	.00*
	5.1 – 10 Years	28	1.77	.76	Within Groups	133.59	185	.72		
	10.1 – 20 Years	15	1.38	.51	Total	142.58	188			
	>20 Years	17	1.75	.90						
	Total	189	1.96	.87						
12-Affective Involvement	0 – 5 Years	129	1.91	.52	Between Groups	2.88	3	.96	3.57	.01*
	5.1 – 10 Years	28	1.63	.46	Within Groups	49.76	185	.26		
	10.1 – 20 Years	15	1.59	.44	Total	52.64	188			
	>20 Years	17	1.83	.57						
	Total	189	1.84	.52						
13-Behavior Control	0 – 5 Years	129	1.99	.54	Between Groups	1.42	3	.47	1.74	.15

4.7. ANOVA Findings to Educational Status

In order to predict whether the conflict resolution styles, attachment styles, self-esteem, and origin family functioning variables have a significant difference according to educational status, one way ANOVA analysis was conducted. The results were presented in Table 11.

According to statistical results obtained, a significant difference of the variables was found for the positive conflict resolution ($p<.05$) in favor of the group with undergraduate education.



Table 13*ANOVA Findings to Educational Status*

n, X, and SD Variables					ANOVA Results					
Sub-Scale	Educational Status	n	X	SD	S. V.	SS	df	MS	F	p
1-Positive Conflict Resolution	Non-License	23	4.41	.96	Between Group	6.08	2	3.04	4.09	.01*
	Undergraduate	185	4.71	.86	Within Groups	194.60	262	.74		
	Post-Graduate	57	4.37	.81	Total	200.69	264			
	Total	265	4.61	.87						
2-Negative Conflict Resolution	Non-License	23	2.49	.81	Between Groups	2.06	2	1.03	1.20	.30
	Undergraduate	185	2.28	.93	Within Groups	223.93	262	.85		
	Post-Graduate	57	2.47	.92	Total	225.99	264			
	Total	265	2.34	.92						
3-Subordination	Non-License	23	3.67	1.03	Between Groups	.34	2	.17	.16	.84
	Undergraduate	185	3.60	1.02	Within Groups	273.90	262	1.04		
	Post-Graduate	57	3.53	1.01	Total	274.24	264			
	Total	265	3.59	1.01						
4-Retreat	Non-License	23	3.77	1.08	Between Groups	6.33	2	3.16	2.59	.07
	Undergraduate	185	3.70	1.17	Within Groups	320.23	262	1.22		
	Post-Graduate	57	3.33	.86	Total	326.56	264			
	Total	265	3.62	1.11						
5-Self-Esteem	Non-License	23	2.47	1.70	Between Groups	18.50	2	9.25	2.69	.06
	Undergraduate	185	2.08	1.92	Within Groups	898.49	262	3.42		
	Post-Graduate	57	1.54	1.64	Total	916.99	264			
	Total	265	2.00	1.86						
6-Avoidance	Non-License	23	2.80	1.11	Between Groups	1.07	2	.53	.44	.63
	Undergraduate	185	2.71	1.09	Within Groups	315.27	262	1.20		
	Post-Graduate	57	2.58	1.08	Total	316.35	264			
	Total	265	2.69	1.09						
7-Anxiety	Non-License	23	3.40	1.09	Between Groups	5.47	2	2.73	1.98	.14
	Undergraduate	185	3.62	1.21	Within Groups	361.72	262	1.38		
	Post-Graduate	57	3.28	1.07	Total	367.20	264			

4.8. ANOVA Findings to Socio-Economic Status

In order to predict whether the conflict resolution styles, attachment styles, self-esteem, and origin family functioning variables have a significant difference according to socio-economic status, one way ANOVA analysis was conducted. The results were presented in Table 12.

According to statistical results obtained, a significant difference of the variables was found for the positive conflict resolution ($p<.05$) in favor of the group with less than 2000 TL monthly income rate, negative conflict resolution ($p<.05$) in favor of the group with 4001 – 6000 TL monthly income rate, subordination ($p<.05$) in favor of the group with more than 8000 TL monthly income rate, self-esteem ($p<.05$) in favor of the group with 2001 – 4000 TL monthly income rate, avoidant attachment ($p<.05$) in favor of the group with 2001 – 4000 TL monthly income rate, problem solving ($p<.05$) in favor of the group with less than 2000 TL monthly income rate, communications ($p<.05$) in favor of the group with less than 2000 TL monthly income rate, roles ($p<.05$) in favor of the group with less than 2000 TL monthly income rate, affective responsiveness ($p<.05$) in favor of the group with less than 2000 TL monthly income rate, and affective involvement ($p<.05$) in favor of the group with 2001 – 4000 TL monthly income rate. High points on Family Assessment Device indicates unhealthy origin family functioning. High points on Rosenberg Self-Esteem Scale indicates lower self-esteem level.

Table 14*ANOVA Findings to Socio-Economic Status*

n, X, and SD Variables					ANOVA Results					
Sub-Scale	Monthly Income Rate	n	X	SD	S. V.	SS	df	MS	F	p
1-Positive Conflict Resolution	<2000 TL	97	4.79	.81	Between Group	9.47	4	2.36	3.22	.01*
	2001 – 4000 TL	59	4.55	.90	Within Groups	191.22	260	.73		
	4001 – 6000 TL	55	4.60	.88	Total	200.69	264			
	6001 – 8000 TL	15	4.00	1.17						
	>8000 TL	39	4.51	.68						
	Total	265	4.61	.87						
2-Negative Conflict Resolution	<2000 TL	97	2.11	.71	Between Groups	9.62	4	2.40	2.89	.02*
	2001 – 4000 TL	59	2.44	.94	Within Groups	216.37	260	.83		
	4001 – 6000 TL	55	2.59	1.02	Total	225.99	264			
	6001 – 8000 TL	15	2.25	.96						
	>8000 TL	39	2.43	1.09						
	Total	265	2.34	.92						
3-Subordination	<2000 TL	97	3.40	.98	Between Groups	10.32	4	2.58	2.54	.04*
	2001 – 4000 TL	59	3.79	.96	Within Groups	263.921	260	1.01		
	4001 – 6000 TL	55	3.49	1.03	Total	274.24	264			
	6001 – 8000 TL	15	3.62	.99						
	>8000 TL	39	3.90	1.08						
	Total	265	3.59	1.01						
4-Retreat	<2000 TL	97	3.53	1.16	Between Groups	2.61	4	.65	.52	.71
	2001 – 4000 TL	59	3.72	1.12	Within Groups	323.95	260	1.24		
	4001 – 6000 TL	55	3.76	1.09	Total	326.56	264			
	6001 – 8000 TL	15	3.57	1.13						
	>8000 TL	39	3.55	.97						
	Total	265	3.62	1.11						
5-Self-Esteem	<2000 TL	97	2.34	1.78	Between Groups	71.20	4	17.80	5.47	.00*
	2001 – 4000 TL	59	2.57	2.11	Within Groups	845.78	260	3.25		
	4001 – 6000 TL	55	1.38	1.64	Total	916.99	264			

	6001 – 8000 TL	15	1.26	1.22						
	>8000 TL	39	1.46	1.72						
	Total	265	2.00	1.86						
6-Avoidance	<2000 TL	97	2.75	.98	Between Groups	20.82	4	5.20	4.57	.00*
	2001 – 4000 TL	59	3.10	1.18	Within Groups	295.53	260	1.13		
	4001 – 6000 TL	55	2.31	.96	Total	316.35	264			
	6001 – 8000 TL	15	2.75	1.26						
	>8000 TL	39	2.42	1.11						
	Total	265	2.69	1.09						
7-Anxiety	<2000 TL	97	3.64	1.12	Between Groups	12.87	4	3.21	2.36	.05
	2001 – 4000 TL	59	3.79	1.28	Within Groups	354.32	260	1.36		
	4001 – 6000 TL	55	3.40	1.19	Total	367.20	264			
	6001 – 8000 TL	15	3.20	1.25						
	>8000 TL	39	3.17	1.00						
	Total	265	3.53	1.17						
8-Problem-Solving	<2000 TL	97	2.25	.77	Between Groups	9.64	4	2.41	4.37	.00*
	2001 – 4000 TL	59	2.22	.78	Within Groups	143.14	260	.55		
	4001 – 6000 TL	55	1.82	.63	Total	152.78	264			
	6001 – 8000 TL	15	1.95	.79						
	>8000 TL	39	1.87	.71						
	Total	265	2.08	.76						
9-Communications	<2000 TL	97	2.23	.73	Between Groups	10.53	4	2.63	5.43	.00*
	2001 – 4000 TL	59	2.22	.74	Within Groups	125.97	260	.48		
	4001 – 6000 TL	55	1.80	.61	Total	136.51	264			
	6001 – 8000 TL	15	1.85	.61						
	>8000 TL	39	1.84	.64						
	Total	265	2.06	.71						
10-Roles	<2000 TL	97	2.23	.57	Between Groups	6.28	4	1.57	4.94	.00*
	2001 – 4000 TL	59	2.17	.59	Within Groups	82.60	260	.31		
	4001 – 6000 TL	55	1.87	.49	Total	88.89	264			
	6001 – 8000 TL	15	1.87	.59						
	>8000 TL	39	1.96	.55						
	Total	265	2.08	.58						
11-Affective Responsiveness	<2000 TL	97	2.27	.85	Between Groups	17.46	4	4.36	6.26	.00*
	2001 – 4000 TL	59	2.18	.90	Within Groups	181.27	260	.69		

Behavior Control	Total	265	1.90	.58	
	<2000 TL	97	2.04	.53	Between G
	2001 – 4000 TL	59	2.06	.59	Within G
	4001 – 6000 TL	55	1.88	.45	Total
	6001 – 8000 TL	15	1.80	.58	
	>8000 TL	39	1.92	.48	
	Total	265	1.98	.53	
*.					

4.9. ANOVA Findings to Age

When categorizing age variable, Levinson's "Seasons of Life" model was used. According to this model, 17-22 years means early adult transition, 23-28 years means entering the adult world, 29-33 years means thirties transition, 34-39 years means settling down. Starting from the age of 40, the middle adulthood begins (Levinson, 1986). In order to predict whether the conflict resolution styles, attachment styles, self-esteem, and origin family functioning variables have a significant difference according to age, one way ANOVA analysis was conducted. The results were presented in Table 13.

According to statistical results obtained, a significant difference of the variables was found for the positive conflict resolution ($p < .05$) in favor of the ages between 19-22, negative conflict resolution ($p < .05$) in favor of the ages between 34-39, subordination ($p < .05$) in favor of the ages more than 40, self-esteem ($p < .05$) in favor of the ages between 23-28, avoidant attachment ($p < .05$) in favor of the ages between 23-28, anxious attachment ($p < .05$) in favor of the ages between 23-28, problem solving ($p < .05$) in favor of the ages between 19-22, communications ($p < .05$) in favor of the ages between 19-22, roles ($p < .05$) in favor of the ages between 19-22, and affective responsiveness ($p < .05$) in favor of the ages between 19-22. High points on Family Assessment Device indicates unhealthy origin family functioning. High points on Rosenberg Self-Esteem Scale indicates lower self-esteem level.

Table 15*ANOVA Findings to Age*

n, X, and SD Variables					ANOVA Results					
Sub-Scale	Age	n	X	SD	S. V.	SS	df	MS	F	p
1-Positive Conflict Resolution	19-22	47	4.75	.83	Between Group	8.19	4	2.04	2.76	.02*
	23-28	111	4.73	.90	Within Groups	192.50	260	.74		
	29-33	47	4.58	.82	Total	200.69	264			
	34-39	25	4.19	.77						
	40+	35	4.42	.85						
	Total	265	4.61	.87						
2-Negative Conflict Resolution	19-22	47	1.99	.55	Between Groups	20.46	4	5.11	6.47	.00*
	23-28	111	2.29	.83	Within Groups	205.52	260	.79		
	29-33	47	2.21	.86	Total	225.99	264			
	34-39	25	2.98	1.24						
	40+	35	2.66	1.11						
	Total	265	2.34	.92						
3-Subordination	19-22	47	3.13	1.13	Between Groups	27.36	4	6.84	7.20	.00*
	23-28	111	3.68	.91	Within Groups	246.87	260	.95		
	29-33	47	3.84	.76	Total	274.24	264			
	34-39	25	3.03	1.15						
	40+	35	4.00	1.02						
	Total	265	3.59	1.01						
4-Retreat	19-22	47	3.48	1.18	Between Groups	8.52	4	2.13	1.74	.14
	23-28	111	3.61	1.10	Within Groups	318.04	260	1.22		
	29-33	47	3.50	1.01	Total	326.56	264			
	34-39	25	3.56	1.14						
	40+	35	4.06	1.07						
	Total	265	3.62	1.11						
5-Self-Esteem	19-22	47	2.17	1.65	Between Groups	82.19	4	20.54	6.40	.00*
	23-28	111	2.55	1.99	Within Groups	834.80	260	3.21		
	29-33	47	1.21	1.65	Total	916.99	264			
	34-39	25	1.48	1.22						

	40+	35	1.45	1.77						
	Total	265	2.00	1.86						
6-Avoidance	19-22	47	2.74	1.01	Between Groups	17.71	4	4.42	3.85	.00*
	23-28	111	2.89	1.11	Within Groups	298.64	260	1.14		
	29-33	47	2.16	.85	Total	316.35	264			
	34-39	25	2.75	1.17						
	40+	35	2.68	1.19						
	Total	265	2.69	1.09						
7-Anxiety	19-22	47	3.41	1.07	Between Groups	24.06	4	6.01	4.55	.00*
	23-28	111	3.86	1.21	Within Groups	343.13	260	1.32		
	29-33	47	3.10	1.02	Total	367.20	264			
	34-39	25	3.52	1.23						
	40+	35	3.23	1.12						
	Total	265	3.53	1.17						
8-Problem-Solving	19-22	47	2.23	.77	Between Groups	5.69	4	1.42	2.51	.04*
	23-28	111	2.18	.75	Within Groups	147.09	260	.56		
	29-33	47	1.92	.71	Total	152.78	264			
	34-39	25	1.83	.69						
	40+	35	1.95	.81						
	Total	265	2.08	.76						
9-Communications	19-22	47	2.21	.69	Between Groups	7.19	4	1.79	3.61	.00*
	23-28	111	2.18	.72	Within Groups	129.31	260	.49		
	29-33	47	1.83	.68	Total	136.51	264			
	34-39	25	1.83	.67						
	40+	35	1.91	.71						
	Total	265	2.06	.71						
10-Roles	19-22	47	2.33	.54	Between Groups	7.04	4	1.76	5.59	.00*
	23-28	111	2.14	.58	Within Groups	81.84	260	.31		
	29-33	47	1.88	.49	Total	88.89	264			
	34-39	25	1.84	.55						
	40+	35	1.98	.60						
	Total	265	2.08	.58						
11-Affective Responsiveness	19-22	47	2.34	.84	Between Groups	15.28	4	3.82	5.41	.00*
	23-28	111	2.16	.87	Within Groups	183.45	260	.70		
	29-33	47	1.80	.80	Total	198.73	264			

Behavior Control	19-22	47	2.11	.55	Between
	23-28	111	2.02	.52	Within
	29-33	47	1.82	.47	Total
	34-39	25	1.94	.58	
	40+	35	1.93	.54	
	Total	265	1.98	.53	

CHAPTER V

DISCUSSION

In this section, the research findings are discussed in order, and discussions and recommendations are presented by comparing them with similar and different research findings in the literature.

5.1. Discussion Related to Conflict Resolution Styles in Romantic Relationships

In this section, the results of multiple regression analysis regarding the predictive role of self-esteem, attachment styles and origin family functions in explaining conflict resolution in romantic relationships are discussed.

5.1.1. Discussion Related to Positive Conflict Resolution Style

According to findings, avoidant attachment and behavior control functioning significantly predicts positive conflict resolution style in a negative way. Anxious attachment significantly predicts positive conflict resolution style in a positive way. This suggests that a decrease in avoidant attachment style, an increase in anxious attachment style, and a healthy behavior control functioning in the origin family increase the usage of positive conflict resolution in romantic relationships.

Positive conflict resolution style in romantic relationships can be defined as trying to find the root of the problems, discussing the problems constructively, trying to produce alternative solutions, trying to reach an agreement that both parties are willing to accept (Kurdek, 1994; Özen, 2006). Avoidant attachment indicates fear of intimacy and having close relationships. People with avoidant attachment style tend to become distant in their romantic relationships especially during conflicts, and they tend to ignore their partners and reduce their intimacy with them (Hazan & Shaver, 1987; Feeney & Karantzas, 2017). On the other

hand, anxious attachment style indicates having high levels of anxiety, obsession, tension, anger and jealousy. People with anxious attachment style tend to ignore their partner's needs and force them to give more attention to themselves. They feel insecurities about their partner's availability, love, and responsiveness, and they tend to worry about feeling rejection or abandonment (Hazan & Shaver, 1987; Feeney & Karantzas, 2017; Fraley et. al., 2015).

Behavior control functioning in origin family refers that family monitors and controls behaviors and family members create their own norms and definitions of acceptable and unacceptable behaviors. It refers to the behavioral patterns that the family uses to deal with various situations such as conflicts that occur within the family environment (Miller et. al., 2000; Epstein et. al., 1978).

When the relevant literature examined, Pistole and Arricale (2003) found that avoidant individuals are more likely to use avoiding and retreat conflict resolution styles. Shi (2003) stated that anxious people are more likely to use dominating and obliging conflict styles while avoidant individuals are more likely to use avoidant and dominating styles. According to Cann et. al. (2008) avoidant individuals tend to use negative conflict resolution styles. Pancaroğlu (2007) stated that anxious and secure individuals tend to use compromising conflict resolution style. Tulum (2014) pointed out a relationship between negative conflict resolution style and avoidant attachment. According to Avakame (1998), negative conflict resolution in origin family increases the possibility of adopting negative conflict resolution style in romantic relationships. According to Halford et. al. (2000), having a negative conflict resolution environment in origin family increases negative feelings and use of negative conflict resolution style. According to Conger et. al. (2000), and Koerner and Fitzpatrick (2002), communication patterns in origin family affects how individuals behave in their romantic relationships. Ülker (2011) stated that relations with origin family significantly predicts the frequency and prevalence of marital conflict.

As seen in the relevant literature, people with avoidant attachment style tend to ignore, avoid problems and reduce their relationships with the other party rather than solving problems in a constructive way in conflict situations in their romantic relationships. This explains the negative relationship between positive conflict resolution and anxious attachment. On the other hand, people with anxious attachment style may prefer to solve problems in their romantic relationships in a constructive way, as they have intense fear of abandonment and neglect. This situation may predict the tendency of individuals with anxious attachment style to use positive conflict resolution. The behavior control functioning in family determines how the family copes with conflict situations and which behaviors are acceptable. In families where this function is carried out in a healthier way, individuals may be able to cope better with conflict situations. Individuals reflect these conflict resolution skills they have acquired in their families to their own romantic relationships. This situation may predict the tendency of individuals who have healthy behavior control functioning in the origin family to use positive conflict resolution.

5.1.2. Discussion Related to Negative Conflict Resolution Style

According to findings, anxious attachment significantly predicts negative conflict resolution style in a positive way. This suggest that an increase in anxious attachment style increase the usage of negative conflict resolution in romantic relationships.

Negative conflict resolution style in romantic relationships can be defined as doing verbal and physical behaviors that will harm the relationship, showing aggression, anger, threat, and insulting behaviors towards other party. This conflict resolution style has the most negative effects on the relationships (Kurdek, 1994; Özen et. al., 2016).

When the relevant literature examined, Feeney and Karantzas (2017) stated that anxious individuals tend to use negative conflict resolution style while avoidant individuals tend to use retreat style. They found that anxious individuals experience more frequent and

intense conflicts in their romantic relationships. Bahadır (2006) stated that anxious individuals tend to use forcing, avoiding, accommodating, and collaborating conflict resolution styles while avoidant individuals tend to use avoiding, accommodating, and compromising conflict resolution styles. According to Shi (2003), anxious individuals tend to use dominating and obliging conflict styles. Marshall et. al. (2013) stated that anxious individuals are more likely to experience social network jealousy.

As can be seen when the relevant literature is examined, individuals with anxious attachment style experience an intense anxiety of abandonment and neglect in their romantic relationships. This causes them to ignore their partner's needs and become more demanding, show intense jealousy, and doubt their partner's love for them. This state of intense anxiety may predict that individuals who cannot cope constructively with conflict situations and who cannot control their behavior prefer more aggressive and negative conflict resolution styles.

5.1.3. *Discussion Related to Subordination Style*

According to findings, anxious attachment significantly predicts subordination style in a positive way. Problem solving functioning significantly predicts subordination style in a negative way. This suggest that an increase in anxious attachment and having healthy problem solving functioning in origin family increase the usage of subordination style in romantic relationships.

Subordination style in romantic relationships can be defined as being too accepting, sacrificing own wishes and demands, compromising, fulfilling the wishes of the other party, and trying not to make the problem worse (Kurdek, 1994; Özen et. al., 2016). Problem solving functioning in origin family indicates that how the family reacts to the problems that threaten their integrity and functional capacity. It is the ability of the family to solve the problem in the most effective way (Miller et. al., 2000; Epstein et. al., 1978).

When the relevant literature examined, Bahadır (2006) stated that anxious individuals tend to use forcing, avoiding, accommodating, and collaborating conflict resolution styles. Pancaroğlu (2007) revealed that anxious and secure individuals tend to use compromising conflict resolution style. Soylu and Kağnıcı (2015) found that there is a positive correlation between subordination style and marital adjustment. According to Koerner and Fitzpatrick (2002), how people behave in their romantic relationships depends on the communication patterns learned in their origin families. Ülker (2011) showed that relations with origin family significantly predicted the frequency and prevalence of marital conflict.

As described in the previous sections, people with anxious attachment style are very concerned about losing the love of the other party and being rejected in their relationships. They may resort to obedience in order to relieve these anxieties and to end the problems in their romantic relationships before they get worse. This situation may predict the relationship between subordination conflict resolution and anxious attachment. The problem solving function in the family helps individuals to deal with the difficult situations they encounter. Having this function healthy in the origin family will enable individuals to display more moderate, positive, and submissive behaviors in their future romantic relationships. This situation may predict the relationship between problem solving functioning and subordination conflict resolution style.

5.1.4. Discussion Related to Retreat Style

According to findings, avoidant attachment and affective responsiveness functioning significantly predicts retreat style in a positive way. Problem solving functioning significantly predicts retreat style in a negative way. This suggest that an increase in avoidant attachment style, having an unhealthy affective responsiveness functioning and a healthy problem solving functioning in origin family increase the usage of retreat style in romantic relationships.

Retreat style in romantic relationships can be defined as showing passive behaviors during conflict situations. Individuals who tend to use this style prefer to ignore problems, withdraw themselves, stay silent, stay away from the conflict, and leave the problems unsolved (Kurdek, 1994; Özen et. al., 2016). Affective responsiveness functioning in origin family indicates that the capacity of family members to react appropriately to an emotional stimulus. This means family members to interact with each other, show emotional support to each other, and show appropriate emotions such as love, happiness, joy, fear, anger, and sadness (Miller et. al., 2000; Epstein et. al., 1978).

When the relevant literature examined, Pistole and Arricale (2003) stated that avoidant individuals tend to use avoiding and retreat conflict resolution styles. According to Shi (2003), avoidant individuals tend to use avoiding and dominating conflict resolution styles. Feeney and Karantzas (2017) stated that avoidant individuals more likely to become defensive during conflict situations and they use retreat conflict resolution style more frequently. Bahadır (2006) stated that avoidant individuals tend to use avoiding, accommodating, and compromising conflict resolution styles. Conger et al. (2000) and Koerner and Fitzpatrick (2002) stated that the communication patterns in the origin family affects interpersonal skills of children and the couple relationship they establish in adulthood.

As explained in the previous section, children who grow up in families with healthy problem solving functioning might prefer more moderate, submissive, and positive conflict resolution methods in their adult life. This situation may predict the relationship between retreat conflict resolution style and problem solving functioning. The affective responsiveness functioning includes the ability of family members to react emotionally appropriately to various stimuli. Retreat style can be predicted by the unhealthy affective responsiveness functioning in the origin family, as it is a passive style that leaves problems unsolved and does not involve showing appropriate emotions in certain situations. Individuals using retreat

conflict resolution style emotionally pull themselves back in conflict situations and neglect the other party's need of emotional intimacy. This can be explained by the low affective responsiveness functioning in their origin families. Avoidant attachment style is defined as fear of establishing intimacy and refraining from having close relationships. When people with this attachment style encounter a conflict situation in their romantic relationships, they tend to be passive, ignore the conflict, and engage in withdrawal behaviors that reduce their intimacy and relationships with the other party. This may predict the relationship between avoidant attachment and retreat conflict resolution style.

5.2. Discussion Related to Gender

According to findings, it can be seen that female individuals are more likely to use negative conflict resolution style, while male individuals are more likely to use subordination conflict resolution style. Other variables included in the research question were also analyzed and they were not included in the discussion because no significant difference was found ($p > .05$).

Hojjat (2000) conducted a research about sex differences and perceptions of conflict in romantic relationships and stated that women are more conflict-engaging while men are more conflict-avoiding. According to Cunningham, Braiker, and Kelley (1982), married women are more likely to seek for attention from their partner. According to their research, married women perceived themselves as unhappy and unsatisfied with the marriage and more affected by the conflicts within marriage. Gottman and Krokoff (1989) stated that wives are seen as conflict-engaging and husbands are seen as withdrawn in unhappy marriages. Metz, Rosser, and Strapko (1994) conducted a research about differences in conflict resolution styles among heterosexual, gay, and lesbian couples. According to findings, they did not find high conflict avoidance among gay couples and high conflict engagement among lesbian couples. In heterosexual relationships, men are found to be less satisfied, less optimistic, and less

assertive and tend to be more submissive. On the other hand, women are found to be showing less effort to resolve the conflict, less adaptive, and less flexible.

Results similar to the relevant literature were obtained in the study. According to Maccoby (1999), boys are taught at an early age not to fight with girls. Therefore, men might lessen their preference of negative conflict resolution style towards women. Eldridge and Christensen (2002) suggest that women are more likely to open up topics that will more likely to arise conflict in romantic relationships. The reason for this is that, women desires for change in relationship more than men. Opening up controversial topics increases the likelihood of a change in the relationship. Due to traditional roles given to men and women, men have more power in relationship so that women needs radical changes. On the other hand, men are more satisfied with their social positions so that they try to avoid any conflict that might bring change. In romantic relationships, women desires for closeness while men desires for autonomy (Christensen & Heavey, 1990). Since closeness requires two parties and autonomy can be one-sided, women are more likely to be more demanding than men in the relationships. These social and individuals differences may predict the difference in conflict resolution styles between men and women.

5.3. Discussion Related to Marital Status

According to findings, it can be seen that single individuals are more likely to use positive conflict resolution style. They are more likely to have lower self-esteem. They are more likely to have anxious and avoidant attachment styles. Lastly, they have unhealthier origin family functioning. On the other hand, married individuals are more likely to use negative conflict resolution style and retreat conflict resolution style. Other variables included in the research question were also analyzed and they were not included in the discussion because no significant difference was found ($p > .05$).

Self-esteem can be defined as one's positive or negative evaluations about self-worthiness and judgements about themselves (Burns, as cited in Kundu & Rani, 2007; Rosenberg, as cited in Mruk, 2006). Communications functioning is how information is exchanged and how conversations are conducted in the family (Miller et. al., 2000; Epstein et. al., 1978). It includes both verbal and non-verbal communications. Roles functioning is the behavioral patterns and duties expected to fulfill by family members. Lastly, affective involvement functioning is about how much family members value each other and show interest in each other (Miller et. al., 2000; Epstein et. al., 1978).

Cunningham et. al. (1982) stated that married young couples experience asymmetrical power balance which is not found to the same extent in single couples. According to Gottman and Krokoff (1989), conflict engagement might be functional for a marriage in the long run, but showing defensive, stubborn, and withdrawal behaviors might be dysfunctional. According to Gohm, Oishi, Darlington, and Diener (1998), individuals with married parents has higher life satisfaction level than individuals with divorced parents. Young and Acitelli (1998) found that securely attached individuals perceive their partners positively regardless of their marital status. On the other hand, individuals with anxious attachment style measure how much they are valued by marriage and individuals with avoidant attachment style measure how trustworthy the other part is by marriage.

The majority of the individuals participating in this study are between the ages of 19-28 (n=158) and single (n=192) individuals. Since the majority of the participants in the study were young singles, it is thought that they live with their origin family. This may explain the low self-esteem of single individuals, their tendency to have anxious and avoidant attachment styles, and low origin family functioning. On the other hand, the fact that these variables of married individuals are more positive can be explained by the fact that they start a new family and interpret family functions better. Assuming that single individuals have less experience of

romantic relationships, they are expected to display a more positive conflict resolution attitude. On the other hand, the long-term experience of married individuals may predict their tendency to display negative and retreat conflict resolution styles.

5.4. Discussion Related to Relationship Duration

According to findings, it can be seen that individuals with 0-5 years of romantic relationship are more likely to use positive conflict resolution style and they are more likely to have healthier origin family functioning. Individuals with more than 20 years of romantic relationship are more likely to use negative conflict resolution style. Other variables included in the research question were also analyzed and they were not included in the discussion because no significant difference was found ($p > .05$).

According to Luckey (1966), there is a negative correlation between marital satisfaction and marriage duration. Lupri and Frideres (1981) states that marital satisfaction is high in the first years of marriage and begins to decrease with the birth of children. According to Twenge, Campbell, and Foster (2003), couples with children reported less satisfaction from marriage than couples without children. Contrary to her expectations Stewart (2012), found that there was no strong relationship between length of relationship and relationship satisfaction for both men and women.

As explained in the previous section, most of the study participants are young and single individuals. Likewise, the majority of the study participants are those who have a relationship between 0-5 years ($n = 129$). In this case, the fact that individuals in short-term relationships have little experience with romantic relationships and their relationships are still new may explain their more positive attitude towards conflicts in their relationships. The low relationship experiences of these individuals may hinder the healthy predictions of origin family functions and therefore may explain their unhealthy origin family functioning. On the other hand, individuals who have a relationship for more than 20 years may cause them to

exhibit a more aggressive and negative attitude towards conflicts within the relationship as their romantic relationship experiences increase. At the same time, spending more time with each other at the beginning of the relationship may increase the satisfaction they receive from the relationship and cause them to exhibit a more positive attitude. As the duration of the relationship increases, especially in married couples, the decline in relationship satisfaction from the parenting years may explain the more negative attitude of these individuals in their romantic relationships.

5.5. Discussion Related to Educational Status

According to findings, it can be seen that individuals with undergraduate education are more likely to use positive conflict resolution style in their romantic relationships. Other variables included in the research question were also analyzed and they were not included in the discussion because no significant difference was found ($p > .05$).

Uğurlu (2003) stated that as the level of education decreases, men are more likely to use negative-active conflict management style. Şengül Öner (2013) conducted a research with married couples and found that the lower the education level, the higher the use of negative conflict resolution style. According to Çağ and Yıldırım (2013), as the married individuals' education level increases, their marital satisfaction decreases. According to Anar (2011), the marital satisfaction of individuals with a postgraduate degree is significantly higher than that of individuals with non-license education level. Anar argues that it can be explained by the fact that individuals with high education level and status seek more help in their marriage. According to Hamamcı (2005), as the education level of individuals decreases, they have more dysfunctional beliefs about their marriage, which decreases the harmony between couples and marital satisfaction.

In this study, contrary to the relevant literature, no relationship was found between the increase in education level and the use of more positive conflict resolution. This may be

because the majority of the participants are single young individuals and the majority of the participants (n=185) have undergraduate education. The reason why individuals with undergraduate education have a more positive attitude towards conflicts in their relationships can be predicted by the fact that these individuals are young individuals who are at the beginning of their relationships. At the same time, it can be interpreted that the undergraduate education process improves their ability to cope with conflict and stress.

5.6. Discussion Related to Socio-Economic Status

According to findings, it can be seen that individuals with 0-2000 TL and 2001-4000 TL monthly income rate are more likely to use positive conflict resolution style, have lower self-esteem, have higher avoidant and anxious attachment styles, and have lower origin family functioning. Individuals with 4001-6000 TL monthly income rate are more likely to use negative conflict resolution style. Individuals with more than 8000 TL monthly income rate are more likely to use subordination conflict resolution style. Other variables included in the research question were also analyzed and they were not included in the discussion because no significant difference was found ($p>.05$).

According to Orburch, House, Mero, and Webster (1996), increasing wealth accumulation in the later years of the marriage seems to be associated with high relationship quality. According to Çağ (2011), the higher the income level, the higher the satisfaction from the marriage. Taşköprü (2013) states that married individuals in the low-income group have lower marital satisfaction than those in the middle and high-income groups. Contrary to their expectations Papp, Cummings, and Goeke-Morey (2009) found that there is no direct relationship between money and marital conflict. However, it has been observed that the frequency of marital conflicts related to money is much higher than that of non-money related conflicts. Çopur and Eker (2014) stated a relationship between financial satisfaction and marital relationship.

It can be assumed that individuals with low monthly income do not have economic independence, live on the allowance they receive from their families, or are on the edge of starvation and have difficulty in making a living. In this case, they will have difficulty meeting their basic physiological needs. This situation may predict their low self-esteem, higher anxious and avoidant attachment styles, and low origin family functioning. It can be assumed that middle-income people have stable jobs and economic freedom. The plans and desire for change that these individuals have in order to improve their economic conditions and invest in the future may lead them to use negative conflict resolution methods in their romantic relationships. Individuals with a high level of income may prefer to avoid any kind of conflict that may disrupt the balance of power and bring change, since they can reach the things they want in life much more easily and meet their basic needs without any difficulty. This may explain their more submissive attitude towards conflicts in their relationships.

5.7. Discussion Related to Age

According to findings, it can be seen that individuals between the ages of 19-22 and 23-28 are more likely to use positive conflict resolution style, have lower self-esteem, have higher avoidant and anxious attachment styles, and have lower origin family functioning. Individuals between the ages of 34-39 are more likely to use negative conflict resolution style. Individuals more than 40 years old are more likely to use subordination style. Other variables included in the research question were also analyzed and they were not included in the discussion because no significant difference was found ($p > .05$).

According to Heaton and Albercht (1991), as married individuals spend more time in marriage and they spent more effort in their marriage, their marital satisfaction increases as they get older. Mienaltowski (2011) stated that older people tends to stay away from conflict situations and handle conflicts in a more passive manner than younger people. According to Levenson, Carstensen, and Gottman (1993), there is less conflict in older marriages because

there is less responsibility about child care and there is less diversity between genders.

Carstensen, Gottman and, Levenson (1995) stated that old couples were less likely to trigger negative interaction than middle-aged couples.

According to Levinson (1986), individuals between the ages of 17-22 and 23-28 are at a time when they make important choices in their lives. They make choices about their career, friends, partners, values, lifestyle and they reevaluate their choices constantly. They seek independence by separating themselves from their origin family, and experiments new careers and lifestyles. They start to think about their place in the world and they decide what they want from their adulthood. They develop a sense of identity and they decide where they belong. During this period, their experiences in terms of romantic relationships are very low. This situation may predict that individuals in this age group prefer more positive conflict resolution approaches in their relationships. At the same time, entering the adult world, establishing a new lifestyle, trying new things, increasing their competencies can predict low self-esteem and high tendency towards anxious and avoidant attachment styles, as they increase anxiety and stress on individuals. This period when they gain independence and try to break away from their origin family may also cause them to interpret family functions low. According to Levinson (1986), ages between 34-39 represents “settling down”. During this period, individuals work hard to reach their goals and they try to experience greater stability. This search for development and stability may cause individuals to have a more negative attitude in their relationships. At the same time, since this period is the period when individuals start a new family and become parents, it may become a bumpy process for romantic relationships. According to Levinson (1986), middle adulthood is the pay-off years. Individuals at this age are more self-directed and they engage in self-evaluation. They review their lifestyle they chose at their 30’s, they recognize mortality and their limitations. Since

this period is more self-directed, it can predict a more subordination attitude towards conflict in romantic relationships.



CHAPTER VI

SUGGESTIONS

In this study, the predictive role of self-esteem, attachment styles, and origin family functioning in explaining conflict resolution in romantic relationships was examined by considering various demographic variables. According to the results, the predictive role of attachment styles and origin family functions on conflict resolution in romantic relationships is found. Significant differences are found between the variables and gender, marital status, relationship duration, educational status, socio-economic status, and age of the participants. However, self-esteem was not found to have a predictive role on conflict resolution in romantic relationships. In this section suggestions related to the academic studies and practice will be presented.

6.1. Suggestions Related to the Academic Studies

This study is important academically, as it is conducted with both married and single couples. In the literature, the number of studies investigating the variables of self-esteem, attachment styles, and origin family functioning in explaining conflict resolution is limited. It is thought that this research will contribute to the literature and will be a guide for similar studies to be conducted in the future. At the same time, it is thought that this study will help academicians and researchers working in the field. While conducting case studies in the academic field, the variables in this study can be considered.

Since this study includes mostly young and inexperienced individuals in terms of romantic relationships, a similar study can be studied with a wider audience and with a wider age range. At the same time, studies can be conducted with other variables that can have a predictive role on conflict resolution in romantic relationships. In this study, the predictive role of attachment styles and origin family functions on conflict resolution in romantic

relationships was found, but the predictive role of self-esteem was not found. In this context, the self-esteem variable can be studied by evaluating it with a different sample and a different measurement method.

6.2. Suggestions Related to the Practice

Couple conflicts are quite common in therapies. It is thought that the findings obtained from the study will help practitioners and family and couple therapists working in this field. For experts working in this field, it is aimed to shed light on the source and cause of conflicts in romantic relationships for both married and single couples. While explaining conflict resolution, it is thought that examining demographic variables such as gender, marital status, relationship duration, education level, socio-economic status, and age as well as variables of self-esteem, attachment styles, and origin family functioning will contribute to the studies of experts in the field.

In this study, it was found that attachment styles and origin family functions have a predictive role on conflict resolution in romantic relationships. While dealing with couple conflicts in family therapy, it may be useful to investigate individuals' attachment styles and origin family functions. In addition to family therapies, these variables can be used in individual therapies when working with individuals who have conflicts and problems in their romantic relationships.

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APPENDICES**7.1. Appendix-1: Demographic Information Form****1) DEMOGRAFİK BİLGİ FORMU**

1. Cinsiyetiniz: () Kadın () Erkek
2. Yaşınız: _____
3. Cinsel Yöneliminiz: () Heteroseksüel
() Eşcinsel
() Biseksüel
4. Medeni Durumunuz: () Evli () Bekar
5. Bekar iseniz romantik bir ilişkiniz var mı? : () Evet () Hayır
6. Romantik ilişkiniz var ise süresi: _____
7. Evli iseniz evlilik süresi: _____
8. Öğrenim Durumunuz: () İlkokul () Ortaokul () Lise
() Yüksek Okul () Lisans () Yüksek Lisans () Doktora
9. Aylık Ortalama Kazancınız: _____

7.2. Appendix-2: CRSS

Yönerge: Aşağıda romantik ilişkinizde ve evliliğinizde karşılaştığınız çatışma durumlarında gösterdiğiniz tepkilerinize yönelik sorular yer almaktadır. Eğer halihazırda bir romantik ilişki içerisinde değilseniz, aşağıdaki maddeleri en son ilişkinizi veya evliliğinizi göz önüne alarak cevaplandırınız. Cevaplarken içten ve saydam olmaya özen gösteriniz.

	Hiç Katılmıyorum	Oldukça Katılmıyorum	Birazcık Katılmıyorum	Birazcık Katlıyorum	Oldukça Katlıyorum	Çok Katlıyorum
1. Tartışma esnasında konuyla ilgisiz de olsa zayıflıklarını yüzüne vururum.	1	2	3	4	5	6
2. Kavganın büyümemesi için onun istediği şeyleri yaparım.	1	2	3	4	5	6
3. Çok sinirlenmişsem konuşmayı ertelerim.	1	2	3	4	5	6
4. Sorun durumunda pek çok şeyi içime atabilirim.	1	2	3	4	5	6
5. Sorunun uzamadan çözülebilmesi için kaynağını bulmaya çalışırım.	1	2	3	4	5	6
6. Sinirlendiğimde kırıcı şeyler söylerim.	1	2	3	4	5	6
7. Problemi büyütmemek için onu sakinleştirmeye çalışırım.	1	2	3	4	5	6
8. Sesimi yükselterek beni dinlemesini sağlamaya çalışırım.	1	2	3	4	5	6
9. Tartışmada ortak bir çözüm noktası bulmaya çalışırım.	1	2	3	4	5	6
10. Çok büyük sorunlar yaşadığımızda ondan uzak durmaya çalışırım	1	2	3	4	5	6
11. Sorun çözümlenmeden tartışmayı sonlandırmam.	1	2	3	4	5	6
12. Bağırıp çağırarak istediğimi yaptırım.	1	2	3	4	5	6
13. Sorunun tüm yönlerini tartışma sırasında konuşmak isterim.	1	2	3	4	5	6
14. Sevgilimi ilişkiyi bitirmekle tehdit ederim	1	2	3	4	5	6
15. Bana bağırduğunda onun olmadığı bir odaya geçerim.	1	2	3	4	5	6
16. Kavgalarımız sırasındaki kızgınlığımı fiziksel olarak gösteririm.	1	2	3	4	5	6
17. İlişkide sorun yaşanmaması için kendimden ödün veririm.	1	2	3	4	5	6
18. Sorun yaşadığımızda sevgilimin yanından uzaklaşıyorum.	1	2	3	4	5	6
19. Sorunun çözülmesine yardımcı olacağına inanırsam durumu alttan alırım.	1	2	3	4	5	6
20. Onun olumsuz tepkilerine karşılık vermeyerek problemin büyümemesini sağlamaya çalışırım.	1	2	3	4	5	6
21. Çok gergin olduğumuzda susarım.	1	2	3	4	5	6
22. Bir problem yaşandığında, konuyla ilgili düşündüğüm her şeyi açıklarım.	1	2	3	4	5	6
23. Eğer çok sinirlenmişsem, sinirim geçene kadar konuşmayı reddederim.	1	2	3	4	5	6
24. Bir problem yaşandığında, kendimi sevgilimin yerine koyarak onun ne düşündüğünü anlamaya çalışırım.	1	2	3	4	5	6
25. Sürekli imalarda bulunurum.	1	2	3	4	5	6

7.3. Appendix-3: RSES

Yönerge: Aşağıda kendinize yönelik duygularınızla ilgili sorular yer almaktadır. Lütfen aklınıza gelen ilk cevaba göre işaretleme yapınız.

1) Kendimi en az diğer insanlar kadar değerli buluyorum.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

2) Bazı olumlu özelliklerim olduğumu düşünüyorum.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

3) Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

4) Ben de diğer insanların birçoğunun yapabildiği kadar bir şeyler yapabilirim.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

5) Kendimde gurur duyacak fazla bir şey bulamıyorum.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

6) Kendime karşı olumlu bir tutum içindeyim.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

7) Genel olarak kendimden memnunum.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

8) Kendime karşı daha fazla saygı duyabilmeyi isterdim.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

9) Bazen kesinlikle kendimin bir işe yaramadığımı düşünüyorum.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

10) Bazen kendimin hiç de yeterli bir insan olmadığını düşünüyorum.

a) Çok doğru b) Doğru c) Yanlış d) Çok yanlış

7.4. Appendix-4: ECR-R

Yönerge: Aşağıda romantik ilişkilerinizde ve evliliklerinizde hissettiğiniz duygulara yönelik sorular yer almaktadır. Maddelerde sözü geçen "birlikte olduğum kişi" ifadesi ile romantik ilişkide bulunduğunuz kişi veya eşiniz kastedilmektedir. Eğer halihazırda bir romantik ilişki içerisinde değilseniz, aşağıdaki maddeleri en son ilişkinizi veya evliliğinizi göz önüne alarak cevaplandırınız.

	Hiç Katılmıyorum	Oldukça Katılmıyorum	Kısmen Katılmıyorum	Kararsızım / Fikrim Yok	Kısmen Katılıyorum	Oldukça Katılıyorum	Tamamen Katılıyorum
1. Birlikte olduğum kişinin sevgisini kaybetmekten korkarım	1	2	3	4	5	6	7
2. Gerçekte ne hissettiğimi birlikte olduğum kişiye göstermemeyi tercih ederim.	1	2	3	4	5	6	7
3. Sıklıkla, birlikte olduğum kişinin artık benimle olmak istemeyeceği korkusuna kapılırım.	1	2	3	4	5	6	7
4. Özel duygu ve düşüncelerimi birlikte olduğum kişiyle paylaşmak konusunda kendimi rahat hissederim.	1	2	3	4	5	6	7
5. Sıklıkla, birlikte olduğum kişinin beni gerçekten sevmediği kaygısına kapılırım	1	2	3	4	5	6	7
6. Romantik ilişkide olduğum kişilere güvenip inanmak konusunda kendimi rahat bırakmakta zorlanırım.	1	2	3	4	5	6	7
7. Romantik ilişkide olduğum kişilerin beni, benim onları önemsedığım kadar önemsemeyeceklerinden endişe duyarım.	1	2	3	4	5	6	7
8. Romantik ilişkide olduğum kişilere yakın olma konusunda çok rahatımdır.	1	2	3	4	5	6	7
9. Sıklıkla, birlikte olduğum kişinin bana duyduğu hislerin benim ona duyduğum hisler kadar güçlü olmasını isterim.	1	2	3	4	5	6	7
10. Romantik ilişkide olduğum kişilere açılma konusunda kendimi rahat hissetmem.	1	2	3	4	5	6	7
11. İlişkilerimi kafama çok takarım.	1	2	3	4	5	6	7
12. Romantik ilişkide olduğum kişilere fazla yakın olmamayı tercih ederim.	1	2	3	4	5	6	7
13. Benden uzakta olduğunda, birlikte olduğum kişinin başka birine ilgi duyabileceği korkusuna kapılırım.	1	2	3	4	5	6	7
14. Romantik ilişkide olduğum kişi benimle çok yakın olmak istediğinde rahatsızlık duyarım.	1	2	3	4	5	6	7
15. Romantik ilişkide olduğum kişilere duygularımı gösterdiğimde, onların benim için aynı şeyleri hissetmeyeceğinden korkarım.	1	2	3	4	5	6	7
16. Birlikte olduğum kişiyle kolayca yakınlaşabilirim.	1	2	3	4	5	6	7
17. Birlikte olduğum kişinin beni terk edeceğinden pek endişe	1	2	3	4	5	6	7

duymam.							
18. Birlikte olduğum kişiyle yakınlaşmak bana zor gelmez.	1	2	3	4	5	6	7
19. Romantik ilişkide olduğum kişi kendimden şüphe etmeme neden olur.	1	2	3	4	5	6	7
20. Genellikle, birlikte olduğum kişiyle sorunlarımı ve kaygılarımı tartışırım.	1	2	3	4	5	6	7
21. Terk edilmekten pek korkmam.	1	2	3	4	5	6	7
22. Zor zamanlarımda, romantik ilişkide olduğum kişiden yardım istemek bana iyi gelir.	1	2	3	4	5	6	7
23. Birlikte olduğum kişinin, bana benim istediğim kadar yakınlaşmak istemediğini düşünürüm.	1	2	3	4	5	6	7
24. Birlikte olduğum kişiye hemen hemen her şeyi anlatırım.	1	2	3	4	5	6	7
25. Romantik ilişkide olduğum kişiler bazen bana olan duygularımı sebepsiz yere değiştirirler.	1	2	3	4	5	6	7
26. Başımdan geçenleri birlikte olduğum kişiyle konuşurum.	1	2	3	4	5	6	7
27. Çok yakın olma arzum bazen insanları korkutup uzaklaştırır.	1	2	3	4	5	6	7
28. Birlikte olduğum kişiler benimle çok yakınlaştığında gergin hissederim.	1	2	3	4	5	6	7
29. Romantik ilişkide olduğum bir kişi beni yakından tanıdıkça, “gerçek ben”den hoşlanmayacağından korkarım.	1	2	3	4	5	6	7
30. Romantik ilişkide olduğum kişilere güvenip inanma konusunda rahatımdır.	1	2	3	4	5	6	7
31. Birlikte olduğum kişiden ihtiyaç duyduğum şefkat ve desteği görememek beni öfkelenendirir.	1	2	3	4	5	6	7
32. Romantik ilişkide olduğum kişiye güvenip inanmak benim için kolaydır.	1	2	3	4	5	6	7
33. Başka insanlara denk olamamaktan endişe duyarım.	1	2	3	4	5	6	7
34. Birlikte olduğum kişiye şefkat göstermek benim için kolaydır.	1	2	3	4	5	6	7
35. Birlikte olduğum kişi beni sadece kızgın olduğumda önemser.	1	2	3	4	5	6	7
36. Birlikte olduğum kişi beni ve ihtiyaçlarımı gerçekten anlar.	1	2	3	4	5	6	7

7.5. Appendix-5: FAD

Yönerge: Aşağıda aileler hakkında sorular yer almaktadır. Lütfen her cümleyi dikkatlice okuduktan sonra, sizin köken ailenize ne derecede uyduğuna karar veriniz. Her cümle için

uzun uzun düşünmeyiniz. Mümkün olduğu kadar çabuk ve samimi cevaplar veriniz.

Kararsızlığa düşerseniz, ilk aklınıza gelen doğrultusunda hareket ediniz.

	Aynen Katılıyorum	Büyük Ölçüde Katılıyorum	Biraz Katılıyorum	Hiç Katılmıyorum
1.Ailece ev dışında program yapmada güçlük çekeriz, çünkü aramızda fikir birliği sağlayamayız.	1	2	3	4
2.Günlük hayatımızdaki sorunların (problemlerin) hemen hepsini aile içinde hallederiz.	1	2	3	4
3.Evde biri üzgün ise, diğer aile üyeleri bunun nedenlerini bilir.	1	2	3	4
4.Bizim evde, kişiler verilen her görevi düzenli bir şekilde yerine getirmezler.	1	2	3	4
5.Evde birinin başı derde girdiğinde, diğerleri de bunu kendilerine fazlasıyla dert ederler.	1	2	3	4
6.Bir sıkıntı ve üzüntü ile karşılaştığımızda, birbirimize destek oluruz.	1	2	3	4
7.Ailemizde acil bir durum olsa, şaşırıp kalırız.	1	2	3	4
8.Bazen evde ihtiyacımız olan şeylerin bittiğinin farkına varmayız.	1	2	3	4
9.Birbirimize karşı olan sevgi, şefkat gibi duygularımızı açığa vurmaktan kaçınırız.	1	2	3	4
10.Gerektiğinde aile üyelerine görevlerini hatırlatır, kendilerine düşen işi yapmalarını sağlarız.	1	2	3	4
11.Evde dertlerimizi üzüntülerimizi birbirimize söylemeyiz.	1	2	3	4
12.Sorunlarımızın çözümünde genellikle ailece aldığımız kararları uyguluyoruz.	1	2	3	4
13.Bizim evdekiler, ancak onların hoşuna giden şeyler söylediğimizde bizi dinlerler.	1	2	3	4
14.Bizim evde bir kişinin söylediklerinden ne hissettiğini anlamak pek kolay değildir.	1	2	3	4
15.Ailemizde eşit bir görev dağılımı yoktur.	1	2	3	4
16.Ailemizin üyeleri, birbirlerine hoşgörülü davranırlar.	1	2	3	4
17.Evde herkes başına buyruktur.	1	2	3	4
18.Bizim evde herkes, söylemek istediklerini üstü kapalı değil de doğrudan birbirlerinin yüzüne söyler.	1	2	3	4
19.Ailede bazılarımız, duygularımızı belli etmeyiz.	1	2	3	4
20.Acil bir durumda ne yapacağımızı biliriz.	1	2	3	4
21.Ailecek, korkularımızı ve endişelerimizi birbirimizle tartışmaktan kaçınırız.	1	2	3	4
22.Sevgi, şefkat gibi olumlu duygularımızı birbirimize belli etmekte güçlük çekeriz.	1	2	3	4
23.Gelirimiz (ücret, maaş) ihtiyaçlarımızı karşılamaya yetmiyor.	1	2	3	4
24.Ailemiz, bir problemi çözdükten sonra, bu çözümün işe yarayıp yaramadığını tartışır.	1	2	3	4

25.Bizim ailede herkes kendini düşünür.	1	2	3	4
26.Duygularımızı birbirimize açıkça söyleyebiliriz	1	2	3	4
27.Evimizde banyo ve tuvalet bir türlü temiz durmaz.	1	2	3	4
28.Aile içinde birbirimize sevgimizi göstermeyiz.	1	2	3	4
29.Evde herkes her istediğini birbirinin yüzüne söyleyebilir.	1	2	3	4
30.Ailemizde, her birimizin belirli görev ve sorumlulukları vardır.	1	2	3	4
31.Aile içinde genellikle birbirimizle pek iyi geçinemeyiz.	1	2	3	4
32.Ailemizde sert-kötü davranışlar ancak belli durumlarda gösterilir.	1	2	3	4
33.Ancak hepimizi ilgilendiren bir durum olduğu zaman birbirimizin işine karışırız	1	2	3	4
34.Aile içinde birbirimizle ilgilenmeye pek zaman bulamıyoruz	1	2	3	4
35.Evde genellikle söylediklerimizle, söylemek istediklerimiz birbirinden farklıdır	1	2	3	4
36.Aile içinde birbirimize hoşgörülü davranırız.	1	2	3	4
37.Evde birbirimize, ancak sonunda kişisel bir yarar sağlayacaksa ilgi gösteririz.	1	2	3	4
38.Ailemizde bir dert varsa, kendi içimizde hallederiz.	1	2	3	4
39.Ailemizde sevgi ve şefkat gibi güzel duygular ikinci plandadır.	1	2	3	4
40.Ev işlerinin kimler tarafından yapılacağını hep birlikte konuşarak kararlaştırırız.	1	2	3	4
41.Ailemizde herhangi bir şeye karar vermek her zaman sorun olur.	1	2	3	4
42.Bizim evdekiler sadece bir çıkarları olduğu zaman birbirlerine ilgi gösterir.	1	2	3	4
43.Evde birbirimize karşı açık sözlüyüz.	1	2	3	4
44.Ailemizde hiçbir kural yoktur.	1	2	3	4
45.Evde birinden bir şey yapması istendiğinde mutlaka takip edilmesi ve kendisine hatırlatılması gerekir.	1	2	3	4
46.Aile içinde, herhangi bir sorunun (problemin) nasıl çözüleceği hakkında kolayca karar verebiliriz.	1	2	3	4
47.Evde kurallara uyulmadığı zaman ne olacağını bilmeyiz.	1	2	3	4
48.Bizim evde aklınıza gelen her şey olabilir.	1	2	3	4
49.Sevgi, şefkat gibi olumlu duygularımızı birbirimize ifade edebiliriz	1	2	3	4
50.Ailede her türlü problemin üstesinden gelebiliriz.	1	2	3	4
51.Evde birbirimizle pek iyi geçinemeyiz.	1	2	3	4
52.Sinirlenince birbirimize küseriz.	1	2	3	4
53.Ailede bize verilen görevler pek hoşumuza gitmez çünkü genellikle umduğumuz görevler verilmez.	1	2	3	4
54.Kötü bir niyetle olmasa da evde birbirimizin hayatına çok karışıyoruz.	1	2	3	4
55.Ailemizde kişiler herhangi bir tehlike karşısında (yangın, kaza gibi) ne yapacaklarını bilirler, çünkü böyle durumlarda ne yapılacağı aramızda konuşulmuş ve belirlenmiştir.	1	2	3	4
56.Aile içinde birbirimize güveniriz.	1	2	3	4
57.Ağlamak istediğimizde, birbirimizden çekinmeden rahatlıkla ağlayabiliriz.	1	2	3	4
58.İşimize (okulumuza) yetişmekte güçlük çekiyoruz.	1	2	3	4
59.Aile içinde birisi, hoşlanmadığımız bir şey yaptığında ona bunu açıkça söyleriz.	1	2	3	4
60.Problemimizi çözmek için ailecek çeşitli yollar bulmaya çalışırız.	1	2	3	4