



**THE ASSOCIATION BETWEEN ATTACHMENT  
STYLES AND REJECTION SENSITIVITY IN  
ROMANTIC RELATIONSHIPS: ROLES OF EMOTION  
REGULATION AND INTOLERANCE OF  
UNCERTAINTY**

**BENGİSU TURHAN**

Thesis for the Master's Program in Clinical Psychology

Graduate School  
Izmir University of Economics

Izmir

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**BENGİSU TURHAN**

THESIS ADVISOR: ASST. PROF. DR. YASEMİN MERAL ÖĞÜTÇÜ

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## **ETHICAL DECLARATION**

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

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Date: 25.01. 2023

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## ABSTRACT

### THE ASSOCIATION BETWEEN ATTACHMENT STYLES AND REJECTION SENSITIVITY IN ROMANTIC RELATIONSHIPS: ROLES OF EMOTION REGULATION AND INTOLERANCE OF UNCERTAINTY

Turhan, Bengisu

Master's Program in Clinical Psychology

Advisor: Asst. Prof. Dr. Yasemin Meral Ögütçü

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The main aim of the study was to investigate the mediator roles of emotion regulation and intolerance of uncertainty on the association between attachment styles and rejection sensitivity in romantic relationships. The sample of the study consists of 308 university students who are over 18 years old and having at least one romantic relationship experience. Demographical Information Form, Rejection Sensitivity Questionnaire, Experiences in Close Relationships Scale-Revised, Difficulties in Emotion Regulation Scale and Intolerance of Uncertainty Scale Short Form were used to test the hypotheses of the study. Results of the mediation analysis revealed that emotion regulation mediated the relationship between avoidant attachment and rejection sensitivity, however it did not mediate the relationship between anxious attachment and rejection sensitivity. No mediation effect of intolerance of uncertainty was found in the relationship between anxious attachment and rejection sensitivity. Similarly, a mediating effect of intolerance of uncertainty

was not found in the relationship between avoidant attachment and rejection sensitivity. The findings of the study are discussed in terms of relevant literature. Limitations of the study and suggestions were presented for future research.

Keywords: Attachment Styles, Anxious Attachment, Avoidant Attachment, Rejection Sensitivity, Emotion Regulation, Intolerance of Uncertainty.



## ÖZET

### BAĞLANMA STİLLERİ VE ROMANTİK İLİŞKİLERDE REDDEDİLME DUYARLILIĞI ARASINDAKİ İLİŞKİDE DUYGU REGÜLASYON VE BELİRSİZLİĞE TAHAMMÜLSÜZLÜĞÜN ARACI ROLLERİ

Turhan, Bengisu

Klinik Psikoloji Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr. Üyesi Yasemin Meral Öğütçü

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Bu çalışmanın temel amacı, bağlanma stilleri ve romantik ilişkilerde reddedilme duyarlılığı arasındaki ilişkide duygu regülasyon ve belirsizliğe tahammülsüzlüğün aracı rollerini incelemektir. Araştırmanın örneklemini en az bir kez romantik ilişki deneyimlemiş 18 yaş ve üstü 308 üniversite öğrencisi oluşturmaktadır. Araştırmanın hipotezlerini test etmek için Demografik Bilgi Formu, Reddedilme Duyarlılığı Ölçeği, Yakın İlişkilerde Yaşantılar Envanteri-II, Duygu Düzenleme Güçlüğü Ölçeği, Belirsizliğe Tahammülsüzlük Ölçeği Türkçe Formu kullanılmıştır. Araştırma sonuçlarına göre bağlanma stillerinin kaygılı bağlanma alt boyutu ile reddedilme duyarlılığı arasındaki ilişkide duygu regülasyonun anlamlı bir aracılık etkisi bulunamazken, kaçınan bağlanma ile reddedilme duyarlılığı arasındaki ilişkide duygu regülasyonun anlamlı bir aracılık etkisi bulunmuştur. Kaygılı bağlanma ile reddedilme duyarlılığı arasındaki ilişkide belirsizliğe tahammülsüzlüğün bir aracılık etkisi bulunamamıştır. Benzer şekilde, kaçınan bağlanma ile reddedilme duyarlılığı

arasındaki ilişkide de belirsizliğe tahammülsüzlüğün bir aracılık etkisi bulunamamıştır. Mevcut çalışmanın sonuçları, sınırlamaları, güçlü yönleri ve etkileri tartışılmış ve gelecekteki tartışmalar için öneriler bu çalışmada sunulmuştur.

Anahtar Kelimeler: Bağlanma Stilleri, Kaygılı Bağlanma, Kaçınan Bağlanma, Reddedilme Duyarlılığı, Duygu Regülasyon, Belirsizliğe Tahammülsüzlük .



Dedicated to my lovely family, especially my lovely grandfather...





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## **CHAPTER 1: INTRODUCTION**

The ability to form healthy and close relationships with others is the most basic common need of everyone (Bowlby, 1973; Çatık,2021). According to Bowlby, all of the infants' needs for attachment and care are met by their early caregivers. When the caregiver treats the infant in a loving, close, and consistent way, the infant's needs are securely met. In this way, the infant can build a secure attachment with its caregiver and this “secure base” becomes its own perception of itself and the world. However, if the infant's needs are not consistently met, the infant first builds insecure attachment with itself and others. Then, reflects this in all of its relationships with everyone whom it cares about (Bartholomew and Horowitz, 1991). The "significant others" with whom people form relationships outside of their caregivers are undoubtedly their romantic partners. People tend to establish their romantic relationships based on their early relationships with their caregivers (Weiss, 1991).

Rejection sensitivity is another important concept that is related to romantic relationships. This concept is defined as anxiously expect, readily perceive and overreact to the possibility of being rejected. According to the rejection sensitivity model, individuals develop their expectations of rejection as a result of the inconsistent and rejecting behaviors of their early caregivers. They reflect their early learned expectations of rejection onto all future attachment figures that are important to them. Undoubtedly, their romantic partner is one of the most powerful sources of attachment and they are also sensitive to the ambiguous behavior of their romantic partners and tend to perceive this behavior as rejection and they generally give exaggerated emotional and behavioral responses to their partners (Downey and Feldman, 1996). People often match cues with rejection in certain situations based on their past experiences with their caregivers. They become hypersensitive to and overreact to the slightest social threat they encounter in social life and romantic relationships (Romero- Canyas et al., 2010).

How people manage their emotions in romantic partner relationships affects the course of their relationships. Emotion regulation is defined as the ability to recognize and understand emotions, to give appropriate emotional responses to situations, and with the help of emotions to develop various adaptation strategies to certain

situations (Werner and Gross, 2010). Emotion regulation skills are acquired through individuals' infant-caregiver relationships because the infant learns to recognize their emotions with the caregiver's reactions to their emotions. Then he learns to regulate his emotions and reflects this skill in the relationships he established in adulthood (Thompson, 1991). People may experience some difficulties while managing their emotions in their relationships, and they develop some strategies to deal with it (Gratz and Roemer, 2004; Gross, 1998). If couples gain the ability to understand and express their feelings by correctly regulating them in their partner relationships, their relationship satisfaction increases (Kardum et al. 2021).

Looking at the basis of previous concepts, we can conclude that people have acquired most skills based on their previous learning from their infant-caregiver relationship. Even though learning based on past experiences determines our attitude toward life, how we deal with uncertain situations is crucial for human development. Intolerance of uncertainty refers to people's tendency to avoid situations that an individual perceives as uncertain or ambiguous. From their point of view, ambiguous situations are anxiety-provoking and threatening (Buhr and Dugas, 2006).

It is known in the literature that there is a relationship between attachment styles and rejection sensitivity (Downey and Feldman, 1996; Erözkan, 2009; Kroskam, 2012). In addition, it is also known that when they perceive rejection, due to their intense anxiety about being rejected, rejection-sensitive people generally display hostility, jealousy, or angry reactions to their partners (Downey and Feldman, 1996). From this point of view, although it is a new research topic for the literature, it is thought that to better understand the concept of rejection sensitivity, together with the concept of attachment styles, emotion regulation and intolerance of uncertainty should also be examined together because it is thought that people with rejection sensitivity may have emotion regulation problems. Also, since both rejection sensitivity and intolerance of uncertainty involve anxious responses given to uncertain situations it is considered that there may have an association between these concepts.



## ***1.1. Attachment Theory***

### ***1.1.1 The Origins of Attachment Theory***

Based on Maslow's hierarchy, "the need for love and belonging" is the indispensable stage for realizing the self. To feel loved and belonged, one needs recognition and intimacy and these needs are the most important reasons for building a social bond. Bowlby (1969, 1973) developed attachment theory based on this need of people for social bonding (Baumeister and Leary, 1995). He defined attachment as an "emotional bond" that involves security, comfort, and support. According to Bowlby, the development of social and emotional attachment is fundamental to human nature and begins in infancy and childhood with a primary caregiver. During adolescence and adulthood, this attachment continues to develop and these figures are varied by friends and romantic partners (Bowlby, 1988). Another definition of attachment is that it develops between the infant and his or her caregiver and is manifested in the infant's development of a relationship and search for intimacy (Pehlivan Türk, 2004; Yaşar, 2014). Attachment theory is based primarily on how the infant's emotional bond with the primary caregiver develops and how the infant responds to emotional stress when separated from the caregiver (Simpson, 1990). In developing attachment theory, Bowlby was impressed by Harlow's studies. Harlow assumes that the bond between mother and child is formed by the mother satisfying the child's basic needs, such as hunger and thirst (Harlow, 1959; Akdağ, 2011). In his study, there were two monkey mother figures that were physiologically equivalent. The monkeys in both groups drank the same amount of milk and gained the same amount of weight. However, the monkeys in both groups spent more time climbing to the cloth-covered mother. They only went to the wire mother figure for feeding and then returned to the cloth-covered mother (Harlow, 1959). Thus, it is assumed that the mother not only satisfies basic needs but also provides warmth, comfort, and closeness. This work by Harlow formed the basis for Bowlby's introduction of the concept of proximity seeking (Harlow, 1959; Akdağ, 2011). Bowlby explained that the basic goal of attachment behavior is the "search for closeness" that protects the individual from threats (Mikulincer and Shaver, 2003). In infancy, the attachment figure is the one who protects the infant from danger by holding him or her. When the infant cries or expresses a need, the caregiver makes the infant feel comfortable and safe by

smiling at him and making eye contact with him. If the caregiver responds appropriately to the infant's needs and makes the infant feel safe, the infant will also feel safe and comfortable and be motivated to explore his or her environment. This means that the caregiver provides a "secure base" for the infant. In this way, the infant can reflect the secure base he has built with the caregiver to his environment and develop a "secure attachment" to his surroundings. However, if the caregiver is insufficiently responsive to the infant's needs, makes the infant cry, shows excessive anger reactions, and generally displays fearful behavior, the infant learns to be afraid of his environment. In other words, the infant establishes his first communication with the world and people through the caregiver, and through this communication, he creates representations of the world in his mind (Hazan and Shaver, 1987). Collins and Laursen (2004) noted that the bond established by the caregiver and the infant is crucial and the representation that develops here in the infant's mind is then reflected in the relationships of adolescence and adulthood. Thus, the person shapes his other relationships according to this representation (Lerner and Steinberg, 2004).

### ***1.1.2. The Development of the Internal Working Model***

Early mother-infant interaction is crucial for the development of the infant's "internal working model". Internal working models underlie Bowlby's attachment theory. According to Bowlby, the attachment figure's care and responses to the infant's needs form the infant's internal working patterns (Morsümbül and Çok, 2011). The internal working model consists of two components "the self-model" and "the other-model". The "self-model" comprises the beliefs about whether it is worth being loved and supported by caregivers. The "other-model" includes the expectations or beliefs about whether the attachment figure or other people are approachable, trustworthy, and accepting (Cassidy, 1999; Sümer, 2006). The caregivers' repeated responses to the infant's distress signals lead the infant to develop some expectations and behaviors about himself and the world. When the caregiver consistently responds to the infant's needs, the infant develops healthy cognitions about the "self" and about "others". In other words, the more the infant has a responsive environment, the more positive representations he develops (Cassidy, 1988; Hazan and Shaver, 1994). When the infant sees the caregiver responding positively to his needs, he develops cognitions about himself as "worthy" and "lovable". If, on the other hand, the

caregiver does not respond to the infant's needs, the infant develops cognitions about himself as "worthless" and "unlovable" (Morsümbül and Çok, 2011). Bowlby (1980) emphasized that internal working models are developed with conscious awareness and they are resistant to change. They are cognitive schemas encoded in the child's mind and they are encoded based on the child's attempts to interact with the parent. The history of the child's interaction with the caregiver is the most important source for the child's future relationships (Bretherton, 1985; Main, Kaplan, and Cassidy, 1985). From birth, as a person grows, they begin to see and experience their reflection in all the relationships they have established and this process expands as the person grows (Çatık, 2021). In a study conducted by Waters et al. (2000), the attachment styles of participants whose attachment styles were determined in infancy were measured again after 20 years using the test-retest method. It was found that the attachment styles of these individuals were 72 percent the same as the attachment styles identified in infancy (Hamarta, 2004). In short, attachment styles are established in infancy and are usually permanent. By having either positive or negative internal working models, the person assesses how much it is worth to be valuable to others, to trust in a close relationship, and to perceive the world as safe (Pietromonaco and Barrett, 2000; Sümer, 2006).

### ***1.1.3. The Development of Attachment Styles***

Based on the extension of Bowlby's internal working model to other relationships, it has been hypothesized that relationship models established in childhood may persist into adulthood (Hazan and Shaver, 1987). The pattern of relationships that people develop with their primary caregiver shares many similarities with their relationship with their romantic partner. Similar to young children, an adult having a romantic partner who is responsive to his needs and provides a sense of security contributes to the establishment of a "secure base" for him (Akdağ, 2011). Undoubtedly, Mary Ainsworth's observational study "Strange Situation" is one of the most important steps in understanding attachment styles. In the Strange Situation experiment, several infants who were 12- 18 months old were separated from their attachment figure and after some time, they were reunited with the caregiver. The main aim of this experiment is that observing the infants' reactions to this situation. Three main categories illustrate the infants' reactions to a brief separation and reunion with their

caregiver. The first category was secure, in which the infant yearns for the parent after separation, but when the caregiver returns, the infant may greet the parent and turn to play (Greenberg, Cicchetti, and Cummings, 1990). Securely attached infants, the caregiver provides a "secure" environment to the infant and through this feeling of security, the infant can explore the world freely and comfortably (Ainsworth et al., 1978; Çatık, 2021). These infants can explore the environment in the presence of the mother, when a stranger came, they became anxious and avoid her. When their mother briefly left the room, they were upset and cried but when she returned, they continued to explore the environment after seeking physical contact with her (Fonagy, 1999). Ainsworth et al. (1978) found that caregivers with securely attached infants were generally very responsive to the infants' needs, sensitive to the infant's crying and who can make them laugh quickly (Çatık, 2021). The other category was avoidant, in which the infant shows little distress when separated from the parent and actively avoids and resists reunion with the parent. They did not seek physical contact with the mother (Ainsworth et al., 1978; Yaşar, 2014). Because their mothers have rejected these babies' requests for closeness and protection in the past, the infant experiences disappointment and suppresses his need for the mother (Kart, 2002; Yaşar, 2014). The third category was anxious-ambivalent, in which the infant shows high levels of distress from separation but can not calm down when the parent arrives. While the infant cried and wanted to hug the mother on the one hand, he suddenly got angry and rejected her on the other (Greenberg, Cicchetti, and Cummings, 1990). Even when their mother tried to calm them down, they cried and became irritable (Hamarta, 2004). These infants are unable to explore the environment because they feel alert by constantly checking where their mother is (Fonagy, 1999). The mothers of anxious-ambivalent attached infants are usually inconsistent in caring for their children. It has been also found that the mothers of infants with an avoidant attachment style are distant, generally refuse physical contact, are emotionally difficult to reach, and are neglectful (Tüzün and Sayar, 2006). If the primary caregiver shows inconsistent behavior towards the infant and does not respond to his needs, he develops an anxious attachment style and shows strong attempts to maintain closeness with the caregiver (Cassidy and Berlin, 1994; Rholes, Simpson, romero and Orina,1999).

#### ***1.1.4. Adult Attachment***

According to Bowlby (1979), attachment style continues "from the cradle to the grave". He suggested that the closer the relationships are, the more likely they arise. He emphasized that our close relationships are mostly established during adulthood (Hamarta, 2004). Attachment in infancy and adulthood are similar to each other in terms of choice of attachment figure and relationship to the attachment figure. In other words, adults are choosing partners who are emotionally and experientially similar to the attachment figure in their childhood (Weiss, 1991). Love relationship which is established during adulthood and parent-infant relationship share important similarities. For example, separation and loss anxiety are both seen in the romantic relationships of adulthood as well as in the early years between the parent and child. While children share their toys and daily activities with their parents, adults often share their love and their life experiences with their partners (Crowell, Fraley, and Shaver, 1999; Hamarta, 2004). In addition, children also observe the attachment relationship of parental figures in their childhood, which they tend to reflect on their relationships. It is known that people who have been exposed to the divorce of their parents in their childhood have difficulty connecting to their partners because of their negative childhood experiences (Wallerstein and Blakeslee, 1989; Weiss, 1991).

The first studies on attachment theory were limited to infancy and early childhood. After the 1980s, with the understanding that attachment styles are a lifelong concept, studies have begun to be conducted on attachment styles in adulthood. The first studies conducted on adult attachment were the "Adult Attachment Interview" which was conducted by Main et al. and by Hazan and Shaver in 1987 (Hamarta, 2004).

#### ***1.1.5. Main's Adult Attachment Interview***

Main has developed an "Adult Attachment Interview" which investigates how childhood attachment is represented in adulthood. In this study, mothers having children have been classified into attachment groups which were parallel to Ainsworth's three types of attachment model, and also the mothers were put into groups based on parent-child interaction and the safety of the child's attachment. (Bartholomew and Horowitz, 1991). Through this assessment, four categories of adult attachment have emerged, the classification of which is secure, dismissive

(avoidant), and preoccupied (anxious-ambivalent) (Yaşar, 2014). Kobak and Sceery (1988) used Adult Attachment Interview to understand young adults' "self" and "the others" representations. The securely attached people reported that they view themselves as undistressed towards themselves and the others are supportive. The dismissive-avoidant people view themselves as undistressed and the others as unsupportive and the preoccupied subjects view the self as distressed and the others as supportive (Bartholomew and Horowitz, 1991). Hazan and Shaver (1987) and Bartholomew and Horowitz (1991) conducted several studies to understand deeply how attachment styles develop and are classified among adults.

As mentioned before, the Strange Situation Experiment led Hazan and Shaver to hypothesize that they could adapt three attachment styles to adult romantic relationships. According to Hazan and Shaver (1987), attachment established in infancy and childhood critically influences romantic relationships in adulthood. In the following part, the three types of adult attachment styles are described in light of Hazan and Shaver's studies.

#### ***1.1.6. Hazan and Shaver's Three Types of Attachment Model***

Looking at adult relationships, it is known that the relationships in which the effects of attachment styles are most intense are romantic relationships (Sümer and Cozzarelli, 2004; Çatık, 2021). Hazan and Shaver (1987) defined "romantic love" as an attachment process and applied Ainsworth's studies to adult romantic relationships. They developed a scale to measure attachment styles in adults (Sümer and Güngör, 1999). They used self-report procedures to classify the adults into three categories which represent three attachment styles of childhood (Bartholomew and Horowitz, 1991). Hazan and Shaver (1987) found that people feel safe and secure when their romantic partner is available and responsive to their needs and expectations. This means that the partner provides a "secure base" for the individual, just as in their relationship with their significant others. When one partner in a romantic relationship feels distressed and threatened, the other partner is used as a source of protection by him (Fraley and Shaver, 2000). Based on their findings, the three types of attachment styles in adults are briefly described in the following section.

**Secure Attachment:** People with a secure attachment style report safe and positive experiences with both their parents in childhood and their romantic partners. In addition, securely attached people have a good image of their attachment figures and are not afraid of being abandoned. The results of the research show that secure attachment is positively related to the trust and intimacy felt in a romantic relationship and negatively related to jealousy (Hazan, and Shaver, 1987). These people have high self-confidence and self-esteem toward themselves and others (Çatık, 2021).

**Avoidant Attachment:** Avoidantly attached people have difficulty trusting others, and they have negative expectations about romantic relationships and avoid forming intimate relationships with others (Sümer and Güngör, 1999). When they engage in a relationship, they have difficulties being close to their partners (Gürbüz, 2016).

**Anxious/Ambivalent Attachment:** Anxious/ ambivalently attached people have low self-confidence and high jealousy they experience intense fear of abandonment. In addition, they have inconsistent behavior when engaging in a relationship. Also, they have emotional instabilities. That's why, when they engage in a relationship, they experience challenges in maintaining the relationship (Cooper, Shaver, and Collins 1998).

#### ***1.1.7. Bartholomew and Horowitz's Four- Category Model***

Bartholomew and Horowitz (1991) are also other important pioneers who have contributed to the adult attachment literature. To develop a four-category model to describe adult attachment, they conducted several studies in the light of Hazan and Shaver's (1987) study. In their study, they argued that there are two different dimensions of avoidant attachment. They divided avoidant attachment into two categories "fearful-avoidant" and "dismissing-avoidant" attachment. Fearful avoidant people avoid relationships because they are afraid of being hurt or rejected by the person they are with. They also suggested that dismissing-avoidant people avoid relationships to protect their defense mechanisms, self-confidence, and independence. Based on this distinction, Bartholomew and Horowitz (1991) suggested that there may be individual differences in adult attachment relationships and that they can be considered into four different categories (Hamarta, 2004). They

essentially combined Bowlby's "self-model" and "the others model" in four- category and these categories include both the positive and negative aspects of a person's perception of "the self" and "the others". Based on whether the person's self-image is positive or negative (If the person sees himself as "worthy of love and support" or not) and his perception of "others" (If the person sees the others as "trustworthy and available" or "unreliable and rejecting") the person's attachment style can be conceptualized (Bartholomew and Horowitz, 1991). There were four cells including four different attachment styles and each of the cells contains a combination of positive or negative parts (or both of them are low/ negative) from both "the self" and "the others" models (Hamarta,2004). The first cell of the model is called "secure", the second is called "preoccupied", the third is labeled as "fearful" and the last is labeled as "dismissing". In the following section, each of the cells will be described.

**Secure Attachment:** In secure attachment, people have a positive perception of both "self" and "others" (Bartholomew and Shaver,1998). They have low anxiety (from the model of self) and low avoidance (from the model of others). It is stated that these people have high self-esteem and a high sense of autonomy and they can easily and comfortably establish intimacy. They perceive themselves as valuable and lovable. In their interactions with other people, they also expect that others will usually be accepting and responsive (Bartholomew and Horowitz, 1991). It is believed that the reason for the establishment of this sense of self-worth and autonomy lies in the fact that these people also grew up with a consistent and sensitive upbringing in their childhood. Their high level of autonomy skills and ability to build intimate relationships make them people who can easily receive help and support from others (Bartholomew,1997).

**Preoccupied Attachment:** Preoccupied attached people have a negative view of the "self" and a positive view of "the others" (Bartholomew and Shaver,1998). They have high anxiety towards "the self" and low avoidance towards "the others". These individuals feel "unworthy" and "unlovable" (Bartholomew and Horowitz, 1991). They expect an accepting and responsive attitude from others because they believe that they can be valuable and secure only when they are accepted by others (Bartholomew and Shaver,1998). It is thought that inconsistent and inadequate parenting may be the underlying reason for these people's intense search for



acceptance. Children exposed to inconsistent parenting hold themselves responsible for even the slightest mistakes and think they are not worthy of being loved. Therefore, to fill in this gap, they anxiously seek acceptance and approval in their relationships and they feel highly anxious about being rejected by others (Bartholomew,1997). Adults who have a romantic relationship, expect their partners to become highly sensitive and trustworthy towards themselves. However, they believe that their partner does not want to have an intimate relationship with them (Brennan, Clark, and Shaver, 1998; Çatık, 2021). Preoccupied attached partners tend to obsessively control their partner, therefore they may experience conflict in the relationship a lot (Mikulincer and Shaver, 2003).

**Fearful Attachment:** They have both a negative view of themselves and also of others. They have a strong feeling of worthlessness and unlovability. (Bartholomew and Horowitz, 1991). In addition, the individual thinks that others will also be unreliable and rejecting (Bartholomew and Horowitz, 1991; Hamarta, 2004). These people want to build intimate relationships with others. However, because they mistrusted others they avoid getting close to them. Their inner voice has an extreme fear of being rejected (Mikulincer and Shaver, 2003).

The individuals who have fearful attachment and preoccupied attachment are actually both deeply dependent on the other's acceptance. However, their willingness to approach others for support differs. The distinction between them is that preoccupied attached people anxiously seek acceptance and support from others whereas fearful ones avoid close contact in order not to be rejected. The main reason for this distinction is that a preoccupied one views others positively but a fearful one views others as negative and rejecting people (Bartholomew, 1997).

**Dismissing Attachment:** These people see themselves as valuable and others as “worthless”. They avoid intimacy with others because they always have negative expectations for others (Bartholomew and Shaver,1998). They have low anxiety toward "the self" and high avoidance towards "the others" (Bartholomew and Horowitz, 1991). Their ability to build emotional bonds is limited and they are fond of their independence (Sümer and Güngör, 1999). In addition, by distancing themselves from other people, they prevent their high self-esteem from being damaged (Bartholomew,1997).

The dismissing and fearful attachment styles are similar in terms of avoiding intimacy with others (Bartholomew and Horowitz, 1991). However, they differ in the aim of this avoidance. People with fearful attachments strongly need others not to be rejected by others when determining their self-worth, while dismissing attachments defensively avoids establishing intimacy with others because their expectation from others is always negative and damaging (Bartholomew, 1997).

The figure of this four-category model is available below.

		<b>MODEL OF SELF (Dependence)</b>	
		<b>Positive (Low)</b>	<b>Negative (High)</b>
<b>MODEL OF OTHER (Avoidance)</b>	<b>Positive (Low)</b>	<b>CELL I</b> <b>SECURE</b> Comfortable with intimacy and autonomy	<b>CELL II</b> <b>PREOCCUPIED</b> Preoccupied with relationships
	<b>Negative (High)</b>	<b>CELL IV</b> <b>DISMISSING</b> Dismissing of intimacy Counter-dependent	<b>CELL III</b> <b>FEARFUL</b> Fearful of intimacy Socially avoidant

Figure 1. The Four Category Model of Adult Attachment (Source: Bartholomew and Horowitz, 1991)

When the literature was examined, gender differences were found especially in anxious and avoidant attachment styles. To clarify, in some studies it was found that women have more anxious attachment than men in romantic relationships. In addition, men were found more avoidantly attached than women (Gugova and Heretik, 2011; Simpson, 1990).

One of the most important needs of people is to interact with others. If these needs are met consistently enough, people will be safe with themselves and their environment, and they can build healthy relationships with others. However, if these needs are not fully met, people may develop negative expectations either for

themselves or for others. As described above, they may be in dire need of acceptance by others and are afraid of rejection, or they may avoid being associated in order not to be rejected. Based on this, it can be seen that people have a significant concern about not being accepted by others. In this context, to better understand the role of anxiety toward rejection, the concept of rejection sensitivity will be discussed in the next section.

## ***1.2. Rejection Sensitivity***

### ***1.2.1. The Definition of Rejection Sensitivity***

The human being is a social being and must be in contact with others in the society in which he lives and be accepted by this society. Being accepted by society is one of the most important needs of people and has a protective effect on a person's self-development. Rejection or exclusion by society also has negative consequences on a person's development. Thus, if a person experiences some problems with his relationships with other people who are important to him (e.g. friends, parents, teachers, and romantic partners), this may lead to significant problems in his life (Şirvanlı-Özen and Güneri, 2018). According to Creasey and McInnis (2001), rejection is defined as the lack of acceptance of a person by others who are important to him. As a result of this rejection, the person experiences a deep sense of worthlessness (Erözkan, 2007). According to another explanation by Maslow (1987), the individual's need to belong to someone else is a strong psychological need and if this need can not be fulfilled, negative reactions may occur due to rejection (Çatık, 2021).

The concept of rejection sensitivity is defined as "anxious anticipation, readiness to perceive, and overreaction to the possibility of being rejected" (Downey and Feldman, 1996). People with rejection sensitivity have difficulty expressing themselves in relationships with others because they always feel on alert that they will be rejected or should expect a reaction from the other side (Romero- Canyas and Downey, 2005). Although what they feel is sometimes not real rejection, they tend to perceive even the slightest ambiguous behavior from the other person as rejection (Downey and Feldman, 1996). Moreover, they generally reflect this expectation of rejection in all their relationships. As a result, they often do not feel secure or happy

when interacting with others and building relationships. They may display anxious, angry attitudes towards their partners or the significant others with whom they interact (Romero-Canyas and Downey, 2005). Therefore, when these people are rejected or encounter ambiguous behavior, they perceive it as direct rejection and overreact to the situation (Şirvanlı- Özen and Güneri, 2018).

People differ in that they are alert to rejection and react to the situation of rejection. While some people are more optimistic in interpreting and coping with some unwanted interpersonal conflicts, others perceive the smallest insensitivities as direct rejection and overreact to them. The ones that view the possibility of rejection more optimistically and less anxiously, have a low level of rejection sensitivity. The others who behave extremely sensitively and highly anxious to the possibility of rejection have a high level of rejection sensitivity (Downey and Feldman, 1996). Expectations of acceptance and rejection are formed in people's minds from the moment they are born through social interaction (Pietrzak et al., 2005). It is assumed that people learn the expectation of rejection because of their parent-child relationship, which is the first source of interaction (Erözkan, 2007).

### ***1.2.2. Rejection Sensitivity in the light of Attachment Theory***

While Downey and Feldman (1996) attempted to explain rejection sensitivity, Bowlby's attachment theory shed the light on them. This is because the theory of attachment is the one that best describes the effects of early rejection experiences on interpersonal relationships. As mentioned earlier, Bowlby found that people learn to interact with others who care about them beginning from their infancy. Depending on the relationship they have established with the caregiver, they develop certain internal working models in their minds. Based on these models, their future relationships are also shaped. The more consistent, secure, and close attitudes the primary caregivers have, the healthier working models the infant will develop and reflect this "secure base" in his future relationships. On the other hand, if the caregiver does not consistently meet the child's needs or repeatedly neglects or rejects the child, he may develop insecure working models. In some cases, apart from not meeting the needs, violence and abuse can be seen against the child. As a result of all these experiences, the child learns to expect similar rejection in all his relationships. In other words, if caregivers display rejecting attitudes towards an

individual's needs in early childhood, the individual develops an expectation that he will also be rejected by significant others in his later life (Downey and Feldman, 1996). Feldman and Downey (1994), conducted a study with university students in which they tested whether the parental rejection is the basis of anxious expectations of rejection. Firstly, the rejection sensitivity levels of the participants were measured. Then, the participants were asked to answer questions about their family relationships in childhood. As a result of the research, it was observed that university students who were exposed to continuous and harsh family violence in their childhood, as predicted, developed more anxious expectations of rejection in their current relationships. In addition, it has been determined that people with high expectations of anxious rejection have more anxious-avoidant and anxious ambivalent attachment styles. Another study conducted by Downey, Bonica, and Rincon (1999) attempts to explain the relationship between early rejection experiences and rejection expectancy. In the first part of the study, rejection sensitivity measurements were taken from fifth, sixth, and seventh-grade students. Measurements were then taken from the primary caregivers of these students as to whether they showed hostility or rejection behavior towards their children. The measurements taken were repeated one year later. As a result of the research, it was found that harsh parental attitudes of primary caregivers predict an increase in anxious expectations of rejection in children. In light of this research, it is supported that there is a relationship between parental attitudes in childhood and expectations of rejection that shape the feelings, thoughts, and behaviors of these children in their future relationships (Bozkuş, 2014).

Parallel to the attachment theory, although it is thought that rejection sensitivity develops depending on the attitudes of the infants' caregiver in the early period, this tendency emerges not only due to the caregivers' rejection but also when rejected by someone important to the person at any stage of development. Therefore, for the individual, the existence of significant others has a crucial role in the development of rejection sensitivity (Bozkuş, 2014). According to Levy et al. (2001) if the person's needs are repeatedly rejected by the significant others, the expectation of rejection increases (Leary, 2001). Individuals who have developed the expectation that they will be rejected when they seek support in any situation, learn to avoid such rejections to protect themselves. Because of this expectation, they feel anxious

whenever they need to express their own needs or sensitivities to significant others. In addition, they are constantly alert and cautious in their interpersonal relationships against possible hints of rejection. Even if the hints of rejection in their situation are trivial or ambiguous, meaning that there is no real threat of rejection, people tend to perceive it as a real rejection. According to Downey, Lebolt, and Oshea (1995), rejection sensitivity is defined as a process whereby adults and adolescents develop anxious expectations of rejection by their teachers, parents, friends, or romantic partners (Erözkan, 2007).

As stated earlier, while being accepted by the people around us and avoiding rejection is a common tendency for everyone, our reactions to this possibility of rejection vary depending on how we perceive and interpret the situation. The basis of the perception and interpretation of the situation occurs through a cognitive-emotional information processing system (Romero – Canyas et al., 2010) In the next section, the cognitive-emotional information processing of rejection sensitivity will be discussed in detail.

### ***1.2.3. The Cognitive-Emotional Model of Rejection Sensitivity***

As discussed in the previous sections, rejection sensitivity originates from the repetitive rejecting attitudes of the primary caregivers toward himself and his needs in the early period. Based on his previous experiences, he develops strong expectations about being rejected while trying to express his own needs and wishes (Downey and Feldman, 1996). Considering that acceptance is the basic need of everyone, being sensitive to rejection is a natural reaction. The model used to explain this concept has been developed to understand why some people are more sensitive to rejection than others (Bozkuş, 2014). In the following section, the model of rejection sensitivity will be explained. The figure of the rejection sensitivity model is available below.

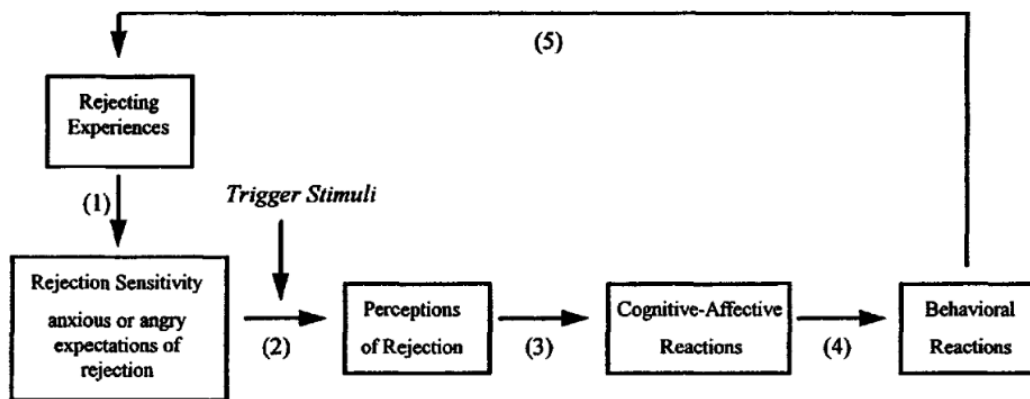


Figure 10.1 Rejection Sensitivity Model

Figure 2. The Rejection Sensitivity Model ( Source : Levy, Ayduk, and Downey, 2001)

Before addressing the cognitive-emotional model of rejection sensitivity, it can be briefly mentioned how Mishel and Shoda (1995) explained the cognitive-emotional information processing system. In developing the model of rejection sensitivity, Downey and Feldman (1996) wanted to find out how this basic cognitive and emotional information processing system influences a relationship.

According to Mishel and Shoda (1995), the cognitive-emotional information processing system refers to the role of the individual's cognitive characteristics and environmental characteristics in personality development. There are five cognitive-emotional elements related to how information is processed. Each cognitive attribute determines the behavior and how the individual interacts with the environment. The five cognitive-emotional elements are encoding (how information is processed, stored, and used), beliefs/expectations (what conclusions the individual draws from the behavior of others), purpose/values (life goals and reward for behavior), emotion (how the individual responds emotionally) and abilities/self-regulation (intelligence, knowledge, and abilities) (Mischel and Shoda, 1995; Şirvanlı- Özen and Güneri, 2018).

Downey and Feldman (1996) emphasized that the basic dynamic of the rejection sensitivity model is that past experiences of accepting or rejecting others cause people to develop certain cognitive and emotional frameworks in their minds. Because of this cognitive–emotional code that settles in his mind, whenever a person

enters a social environment where there is evidence of acceptance or rejection, the person always feels alert and displays various coping strategies and behaviors to avoid being accepted or rejected in the environment (Şirvanlı- Özen and Güneri, 2018). These coping strategies will be discussed while explaining the model.

When people's needs do not meet consistently and are even repeatedly rejected by significant others, they develop the expectation that others will reject them continuously (Link 1 of Figure 2). Anxious expectations of rejection promote hypervigilance for rejection cues so that the features of even harmless social interactions can easily be perceived as "intentional rejection" (Link 2 of Figure 2). After the "intentional rejection "is perceived (Levy, Ayduk, and Downey, 2001; Leary, 2001).

The key assumption of the rejection sensitivity model is that individuals with high rejection sensitivity have higher expectations of rejection in their relationships. In time, this process increases the probability of actually being rejected. A person can react to these rejection expectations in two different ways. The first of these is angry and aggressive attitudes. The second is anxious expectations. What they both have in common is that the person perceives a high level of threat and feels stimulated. People who have been constantly subjected to rejection in their past experiences react to even the slightest hint they perceive in their environment as real rejection and defend themselves in these two ways (Bozkuş, 2014).

After the behavior of significant others is perceived as rejection, anger and hurt are felt (Link 3 of Figure 2) and maladaptive reactions (Link 4 of Figure 2) are given to this situation (Levy, Ayduk and Downey, 2001; Leary, 2001).

Based on the model people differ in reacting to rejection. When confronted with a problem, people who tend to blame others generally react more angrily and aggressively, while people who tend to blame themselves tend to be more depressed and reserved. (Şirvanlı- Özen and Güneri, 2018) A study conducted by Watson and Nesdale (2012) revealed that people with high rejection sensitivity feel much more lonely because they withdraw from social relationships that are likely to be rejected and they have less self-confidence and self-sufficiency (Kaçmaz, 2020).



In the model, it is also discussed why individuals with a high sensitivity to rejection develop a negative reaction to ambiguously charged behavior. It has been argued that these individuals tend to ignore possible explanations for the behavior of others and perceive ambiguous situations as direct rejection (Bozkuş, 2014).

People's mistaken perception of rejection is reinforced by their negative reactions to the behavior of people they care about, and over time becomes a self-fulfilling prophecy (Link 5 of Figure 2) (Levy, Ayduk and Downey, 2001; Leary, 2001). A study conducted by Pietrzak, Downey, and Ayduk (2005) revealed that the core beliefs formed about rejection during childhood activate automatic thoughts even at the slightest probability of rejection in individuals with high sensitivity to rejection.

This study is focused more on how the anxious withdrawal reaction affects romantic relationships rather than angry aggressive reactions. In the chapters so far, the conceptual foundations of rejection sensitivity, its relationship with attachment styles, and the cognitive-emotional model of rejection sensitivity have been discussed. In the next section, the reflections on rejection sensitivity in interpersonal relationships, especially romantic relationships, will be discussed.

#### ***1.2.4. Rejection Sensitivity in Romantic Relationships***

The expectation of rejection is a situation that makes it difficult for people to interact and maintain communication. (Gonzaga et al, 2001; Çatık, 2021) According to Downey, Lebolt, and O'Shea (1995), rejection sensitivity appears as a situation that damages the relationships established with other individuals (Romero – Canyas et al., 2010) One of the most important figures with whom people have a close relationship is undoubtedly their romantic partner. According to Horney (1937/2018), rejection sensitivity also affects attempts to start a romantic relationship. People with high rejection sensitivity attempt to engage in a romantic relationship only if they are sure that they will not be rejected. Otherwise, they avoid getting close to someone (Varol,2019). These people hesitate to express themselves because they are not sure what their partner feels and whether they are understood by their partners in the relationship (Erözkan, 2007).

According to the rejection sensitivity model, individuals with high rejection sensitivity tend to perceive their partners' uncertain behaviors as intentional rejection.

Due to their perceived threat in the relationship, they feel unhappy and insecure in the relationship and display hostility, jealousy, and controlling behaviors towards their partners (Downey and Feldman, 1996). Although people try to protect themselves by behaving in that manner, this behavior harms the continuity of their relationships (Downey, Feldman, and Ayduk, 2000). Gonzaga (2011) stated that rejection sensitivity can cause a decrease in the trust of individuals who have relationships with each other they also behave distant from each other. Hurley, Field, and Bendell- Estoff (2012) concluded in their study that individuals with rejection sensitivity also avoid behaving to please their partners because they do not feel satisfied in their relationships (Hurley, Field, and Bendell- Estoff, 2012; Çatık, 2021).

As mentioned earlier, people who are sensitive to rejection may show withdrawal reactions to avoid possible rejection in the situation they are in. These responses are related to their perceived rejection and they are often dysfunctional and perpetuate the existing cycle. The first strategy is based on the belief that "if he loves me he won't hurt me", people who are sensitive to rejection avoid rejection by seeking secure intimacy and unconditional love. The second strategy is based on the belief that "if I withdraw, he won't hurt me." By believing in that way rejection sensitive people avoid rejection by reducing intimacy (Levy, Ayduk, and Downey, 2001).

There are several studies conducted on rejection sensitivity in a romantic relationship during adulthood. (Downey and Feldman, 1996; Downey et al.,1998; Downey, Feldman, and Ayduk, 2000; Downey, Feldman, and Ayduk, 2005; Levy, Ayduk, and Downey, 2001). In a study conducted by Downey and Feldman (1996), they tried to understand whether anxious expectations of rejection predict a readiness to perceive rejection. The participants were introduced to a confederate stranger (from the opposite sex) and the participants were expected to have a short talk with the stranger. After the initial conversation, the participants are informed that the stranger wants to leave, and they are not informed about the reason for this. The results revealed that high rejection-sensitive people reported that they feel more rejected than the low rejection-sensitive ones. In the fourth study which was conducted by Downey and Feldman (1996), they tested the hypothesis that people with high rejection sensitivity perceive uncertain behaviors in their partners as more rejection,

they tend to display hostile attitudes towards partners, act controlling, and reduce their support for their partners. Measurements were taken from university student couples in terms of both rejection sensitivity and self-assessment of themselves and their partners in terms of commitment to the relationship. According to the results of the study, individuals with high rejection sensitivity perceived inconsistently higher rejection sensitivity about their partners' level of commitment to the relationship and they overestimated their partners' relationship dissatisfaction scores. People with high rejection sensitivity reported that they have a lower level of relationship satisfaction than low rejection sensitive ones (Downey and Feldman, 1996).

In another study conducted by Downey et al. (1998), the researchers wanted to investigate whether expectations of rejection lead to rejection in a couple's relationship. Results of the study revealed that even though only one of the spouses is highly sensitive to rejection, the couple is more likely to break up than low rejection-sensitive couples. In the second study, these researchers investigated whether the negative behaviors used by women with a high level of rejection sensitivity during the conflict with their partners would explain the partner's post-conflict rejection behaviors. For this purpose, couples who have a dating relationship were included in the study, and measurements were taken from each member of the couple separately regarding rejection sensitivity, relationship satisfaction, and attachment styles. About two weeks later, the couple was called to the laboratory to discuss an unresolved relationship problem. Before the discussion, the participants' emotional states has been evaluated. After the discussion, the participants' emotional state measurements were taken again. In the results of the study, it was found that after the argument, the partners of women with a high level of rejection sensitivity were angrier and showed more sensitivity than the partners of low rejection-sensitive women.

In the literature, there is evidence that the probability of developing rejection sensitivity may differ by gender. According to Downey (1997) women tend to have more rejection sensitivity than men. Due to their tendency, women give overreactions to their partners' ambiguous behavior (Downey et al., 1998). In the literature, there is evidence that women are more likely to develop rejection sensitivity than men (Ayduk et al., 2000; Creasey and Hesson-McInnis, 2001; Downey and Feldman, 1996; Erozkhan, 2004, 2005).

Until this section, the relationship between attachment styles and rejection sensitivity and its reflections on romantic relationships have been discussed in detail. In the following section, emotion regulation which has a crucial role on the romantic relationship will be discussed.

### ***1.3 Emotion Regulation***

#### ***1.3.1. The Definition of Emotion Regulation***

Emotion regulation is defined as all the processes that involve people's understanding of what emotions they have under what conditions, their control, and their expression of these emotions. This process can be automatic or under the control of the individual and it includes all increase, decrease and delay of emotions (Gross, 1998). In the literature, there are many definitions of emotion regulation. According to Werner and Gross (2010), emotion regulation is a process consisting of the steps of recognizing emotions, understanding emotions, reacting to emotions, and adapting emotions to the situation. Within the concept of emotion regulation, both negative and positive emotions and their regulation are included (Gross, 2008; Olcay, 2022). Gratz and Roemer (2004) conceptualized emotion regulation as follows; awareness and understanding of emotions, acceptance of emotions, ability to control impulsive behavior and act in accordance with goals when negative emotions arise, using more flexible emotion regulation strategies to give appropriate emotional responses to the situation. They emphasized that the lack of any or all of these skills can cause difficulty in emotion regulation (Gratz and Roemer, 2004). The foundations of emotion regulation are first laid in childhood through the relationship that a person establishes with his primary caregiver. According to Bowlby (1973), a caregiver who is sensitive to the child's needs understands his needs and responds to them making the child feel secure (Cassidy, 1994; Olcay, 2022). The caregiver undertakes the task of regulating emotion by responding appropriately to the child's emotions. The child learns to regulate emotion with the reactions of the attachment figure and develops his emotion regulation skills over time (Thompson, 1991). In his adult life, he reflects this ability in his romantic partner relationships (Mikulincer, Shaver, and Pereg, 2003).

In short, when we look at the definition and development of emotion regulation, it is known that emotion regulation is based on the skills of understanding, expressing, and controlling emotion, and its foundation is laid by the relationship of the person with the primary caregiver. How emotion regulation takes place is as important as its definition and development. For this reason, emotion regulation strategies will be discussed in the next section.

### ***1.3.2. Emotion Regulation Strategies***

Gross (1998) has proposed a model consisting of five strategies to explain the emotion regulation process. These strategies are *situation selection*, *situation modification*, *attentional deployment*, *cognitive change*, and *response modulation*. These processes can occur automatically or controlled, or consciously or unconsciously (Gross, 1998). This process repeats itself recursively and continuously (Gross and Thompson, 2007). Gross separated this five-strategy model into two categories which are antecedent-focused and response-focused strategies. The main difference between these two categories is the timing of the emotion. Antecedent-focused regulation involves the attempts of modifying emotions before the emotional response is fully formed. In response-focused regulation involves the attempts of modifying emotions after the emotional response is formed (Gross, 1998). The first four strategies which are situation selection, situation modification, attentional deployment, and cognitive change are included in the antecedent-focused emotion regulation strategies because they occur before the emotional response has been given. The fifth strategy which is response modulation is included in the response-focused category because it occurs after the emotional response has been given and involves the behavioral, physiological, and experiential responses (Gross and Thompson, 2007).

These five – categories can be explained as follows, *situation selection* which means approaching or avoiding some situations, people, or places to regulate emotions. In other words, people tend to choose situations that increase pleasure and lead to expected outcomes so that they can activate the desirable emotions. For example, before an important exam, the person prefers being with a beloved friend rather than doing a short last repetition for the exam (Gross and John, 2003).

**Situation modification** refers to altering the emotion experienced as a consequence of the situation to meet personal demands. For instance, when you ask your friend who is trying to talk to you about the exam to talk about another topic. Thus, you have changed the situation to escape from a topic that will create an undesirable feeling (Gross and John, 2003).

An **attentional deployment** strategy means choosing which aspects of the situation you focus on. In other words, you shift your attention from one emotional stimulus to the other. For example, to distract yourself from an upsetting conversation, you begin to count ceiling tiles (Nix, Watson, Pyszczynski, and Greenberg, 1995; Gross and John, 2003).

**Cognitive change** means selecting one of the various meanings that you could attach to that aspect. For example, you might think that it's just an exam instead of making sense of the exam as if it's the most important thing in your life. Cognitive change can be used to reduce the emotional response, as well as to increase it and even it can alter the emotion (Gross and John, 2003).

The last strategy is **response modulation** which directly alters the physiological, behavioral, and experiential elements of the reaction. Masking your embarrassment after failing the exam is a form of response modulation.

Although the model contains many types of emotion regulation strategies, Gross (2003) emphasized two main types of emotion regulation which are cognitive reappraisal and expressive suppression. Cognitive reappraisal is an antecedent-focused emotion regulation strategy. This strategy successfully changes emotions' cognitive processes in a way that can alter their response. Expressive suppression means suppressing emotional expressions (such as facial expressions) in a situation where emotions are generated (Gross, 1998). Although suppression can help people to avoid unwanted interpersonal consequences resulting from the expression of negative feelings, it is generally found that it is ineffective at reducing negative emotions. When the participants in the laboratory study had been exposed to an anger-induced scenario, the participants who had a high level of a re-appraisal reported a lower level of anger and general negative emotion, and also showed a

more adaptive response to the cardiovascular response, compared with those who had a low level of re- appraisal. (Juang et al., 2016).

Since the main subject of this study is attachment relationships, emotion regulation strategies based on attachment theory will be discussed in this section. Bowlby (1973) defines human nature's need for intimacy with the attachment figures around him as an innate biological system. The purpose of this system is to protect the infant from threatening situations and try to keep him away from distress (Bowlby, 1988; Mikulincer and Shaver, 2015). When the infant's attachment figure is always available for his needs, the infant can build attachment security and does not feel any distress. However, when the attachment figure is not available in times of need the infant feels distressed and builds an insecure attachment bond (Mikulincer and Shaver, 2015). As mentioned before, since people with secure attachment have a positive attitude towards themselves and their environment, they do not hesitate to express their feelings when they encounter a problem and can control their emotions easily. However, people with insecure attachment styles have more emotion regulation problems. Due to the unavailable attachment figure, they felt always distressed and could not find any source to regulate their emotions (Gross, 2006).

In adult attachment literature, two main emotion regulation strategies are emphasized for insecurely attached people which are hyperactivating emotion regulation strategies and deactivating emotion regulation strategies. In hyperactivating emotion regulation strategies, people try to meet their security needs by constantly clinging to and controlling their partner and they use their partner as a source of protection. In deactivating emotion regulation strategies, people always deny their need for attachment and avoid intimacy to protect themselves from any threats of the possibility that the attachment figure may not be available. They suppress threatening thoughts about this possibility (Mikulincer and Shaver, 2015).

As mentioned earlier, the inability to use emotion regulation strategies effectively leads to difficulties in emotion regulation (Gratz and Roemer, 2004). In light of this information, the next section discusses the definition and types of difficulties in emotion regulation.

### ***1.3.3. Emotion Regulation Difficulties***

Difficulties in emotion regulation refer to situations in which a person can not understand, recognize, and accept his or her emotions. Difficulties in emotion regulation occur when a person experiences an intense emotion, his impulse control weakens and he has difficulties in developing goal-directed behavior patterns (Gratz and Roemer, 2004). Gratz and Roemer (2004) conceptualized the basic components of emotion regulation difficulties as follows; the inability to be aware and understand emotions, difficulty in accepting emotions, difficulty to manage behavior when experiencing negative emotions, and failure to use appropriate emotion regulation strategies and difficulty in flexibly modulating emotional responses to meet one's goals and demands. This conceptualization emphasizes the difficulty in controlling the emotional response itself, not the intensity of emotions. They develop a scale based on this definition which is called the "Difficulties in Emotion Regulation Scale". This scale includes six subscales including different dimensions of emotion regulation difficulties. These dimensions are defined as follows, ***emotional clarity*** is defined as difficulty in recognizing and being clear about the emotion which is experienced; ***emotional awareness*** refers to lack of attending and acknowledging emotions; ***nonacceptance*** refers to refusing emotions when experienced under negative conditions; ***strategy building*** means that lack of building adaptive strategies to regulate emotions under negative conditions; ***goals*** are defined as difficulty in behaving goal-directed while experiencing negative emotions, ***impulses*** is defined as difficulty in controlling impulsive behavior when experiencing negative behavior (Gratz and Roemer, 2004).

As with many other abilities, it is known that the ability to regulate emotions depends on attachment figures and early attachment patterns. Developmental processes have an impact on a person's ability to regulate emotion. Studies have shown that attachment styles have a significant effect on emotion regulation difficulties (Rugancı, 2008; Marganska, Gallagher, and Miranda, 2013). The fact that individuals do not have a secure attachment figure during infancy and have developed an insecure attachment style increases the possibility of experiencing emotion regulation difficulties in the future (Konuk, 2021). In line with the results of this research, the



next section discusses the role of emotion regulation difficulties in relationships with romantic partners, who are important attachment figures for individuals.

#### ***1.3.4. The Role of Emotion Regulation on Romantic Relationship***

Bowlby (1988) stated that the most important condition for the healthy acquisition of emotion regulation skills is establishing a secure attachment. If a person perceives the world as a "safe haven", he builds all his relationships in adulthood accordingly (Mikulincer, Shaver, and Pereg, 2003). This secure bond should be established with a responsive and supportive caregiver as much as possible. If a relationship is established with an unresponsive and maladaptive caregiver, emotion regulation difficulties may occur (Gomes et al., 2022). Establishing a partner relationship is one of the most important developmental tasks for young adults (Erikson, 1964; Olcay, 2022). Emotion regulation in a partner relationship is very important because it is a reciprocal and prolonged process. In addition, the partners' accessibility and sensitivity to each other are among the factors that influence their ability to regulate emotions (Thompson, 1994). There are some research on emotion regulation shows that women in romantic relationships have more difficulty in emotion regulation than men (Myers, 1996; Gomes et al., 2022, Winterheld, 2015). During a conflict women who have difficulties in regulating their emotions expect their partners to listen to them, calm them down and show that they care about their emotions (Myers, 1996).

Recent studies show the association between emotion regulation difficulties and romantic relationship attachment. According to the results of a study conducted by Gomes et al. (2022) with young adults who have been in a romantic relationship for at least 6 months, it was found that an increase in emotion regulation difficulties predicts a decrease in relationship quality and insecure attachment in a romantic relationship. Another study conducted by Meyers (1996) aimed to investigate the relationship between partners' ability to regulate each others' negative emotions and their relationship satisfaction. This study revealed that women behave more emotionally expressive than men when there is a conflict in their relationship (Meyers, 1996). Moreover, a study conducted by Winterheld (2015) with ninety- six couples to measure the relationship between attachment styles and emotion regulation strategies they used. In addition, their perception of their partners' behavior. Results of the study revealed that highly secure attached individuals less

suppress their emotions than avoidant ones when their partner behaves in a bad manner. On the contrary, highly avoidant one's suppressed their emotions more when their partner behaves negatively toward them. Highly anxious people use more suppression especially when their partner becomes more avoidant but if their partner is less avoidant they expressed more negative emotions to the partner.

In this section, the effects of emotion regulation on attachment and romantic relationships are briefly examined. In the next section, the relationship between these variables and rejection sensitivity will be discussed.

### ***1.3.5. The Relationship Between Emotion Regulation in Romantic Relationships and Rejection Sensitivity***

Undoubtedly, emotion regulation is an important skill for people with rejection sensitivity. Emotional dysregulation is a concept that emerged from attachment theory (Bowlby, 1969; Mikulincer, Shaver and Pereg, 2003). It is characterized by intensified and anxious emotional processes in which people exaggerate or catastrophize their fears and negative emotions, ruminate about both, and may experience intense distress related to these fears in response to perceived threats (e.g., in the face of possible rejection) (Gardner and Zimmer – Gembeck, 2018). People with high rejection sensitivity are very vigilant about catching the rejection cues in the environment. Being sensitive to rejection cues causes these people to perceive the negative or ambiguous behavior of others more strongly than they are, and therefore to react more strongly to this situation. People with high rejection sensitivity feel high levels of stress and arousal when they perceive a threat of rejection (Ayduk et al., 2000). According to the rejection sensitivity model, there is a cognitive system that plays a role in the perception of rejection. According to this system, there are two types of cognition "hot" and "cool". While people with a "hot" cognition are more sensitive to rejection, perceive the threat more quickly, and react to it more angrily and aggressively (Romero – Canyas et al., 2010). On the contrary, people with a "cool" cognition are less sensitive to rejection, who can think more rationally in their perceptions and produce solutions. The prerequisite for people with high rejection sensitivity to establish healthy long-term relationships with those around them is the development of effective self-regulatory strategies. Good self-regulation involves the ability to reduce the anger and discomfort of a threatening

situation by resisting the urge to focus on the emotionally charged components of threatening stimuli. By making their attention and focus capacities flexible, people can go beyond the limits of the power of this impulse and give more automatic and gentle responses to it (Ayduk et al., 2000). Researchers have found that rejection and isolation in adults are linked to cognitive disorientation, emotional distress, and depression (Baumeister, Twenge, and Nuss, 2002; Williams, 1997; Williams, Cheung, and Choi, 2000; Watson and Nesdale, 2012). From this point of view, it can be said that emotion regulation has a role on rejection sensitivity.

Looking at the studies in the literature, it has been mentioned that people with rejection sensitivity have low emotion regulation skills (Ayduk et al., 2000; Voletti, Garofalo, and Bizzi, 2015; Sarısoy, 2017, Romero – Canyas and Downey, 2008; Romero -Canyas et al., 2010). In a study conducted by Romero – Canyas and Downey (2008), the participants thought that they were meeting potential romantic partners through an online dating service. They wrote a profile for themselves and after two weeks they were invited to the laboratory and watched muted video clips ranging from 6 to 8 seconds. Participants were told that the people in the videos were other users of the online dating service. When participants were told that the video belongs to someone who read the profile of the participant before, people with high rejection sensitivity had more negative emotions towards the video than those with low rejection sensitivity. The reason for their negative reactions is that participants perceived the self-assessment of the people who viewed their profile as a threat (Romero -Canyas et al., 2010).

Up to this chapter, emotion regulation and emotion regulation difficulties and their relationship with romantic relationships have been discussed. In the next section, intolerance to uncertainty, which is the other mediating variable of the research will be discussed.

#### ***1.4 Intolerance of Uncertainty***

##### ***1.4.1. The Definition of Intolerance of Uncertainty***

In the literature, there are lots of definitions of intolerance of uncertainty. Intolerance of uncertainty was first defined by Frenkel-Brunswick in 1949. The concept is defined as avoiding situations that an individual sees as new and uncertain due to

perceiving them as threatening and unsolvable. In addition, intolerance of uncertainty is the tendency to have negative thoughts about uncertain situations and their possible consequences (Koerner and Dugas, 2006). According to a more recent definition of intolerance of uncertainty is “a dispositional characteristic that is originated by a set of negative beliefs about uncertainty and its consequences and it involves the tendency to respond negatively on an emotional, cognitive and behaviorally uncertain situation (Buhr and Dugas, 2009). Individuals have different attitudes and reactions to the state of uncertainty and the degree of intolerance of uncertainty that develops in a situation differs between individuals (Konuk, 2021). Intolerance of uncertainty is considered a kind of cognitive bias. As a result of this cognitive bias, the person increases the probability of negative outcomes of uncertain situations independently of what happens, so the size of the perceived threat and anxiety becomes larger. The individual perceives his environment with a cognitive filter and thinks that the uncertain situations he perceives are negative and unbearable for him (Buhr and Dugas, 2002). As it is known, anxiety lies at the root of intolerance of uncertainty. The higher the anxiety level of people, the more they worry about uncertain events. In addition, these people may tend to interpret uncertain and ambiguous situations as threatening (Buhr and Dugas, 2006). According to Krohne (1989) when people experience an ambiguous situation, they become hypervigilant and try to avoid these situations emotionally and cognitively (Ladouceur, Gosselin, and Dugas, 2000). In a study conducted by Ladouceur, Gosselin, and Dugas (2000), the researchers wanted to investigate the association between intolerance of uncertainty and worry. This is a computer-based roulette game with two experimental conditions. In these experimental conditions, the probability of winning the game in different scenarios was explained to the participants. The first condition involved a high level of intolerance of uncertainty and participants were told that their chances of winning the game were low. The other condition involves a low level of intolerance of uncertainty and participants were told that they would receive the prize whether they won or not. Results of the research indicated that anxiety decreases as the level of intolerance of uncertainty decreases in individuals and anxiety increases as the level of intolerance of uncertainty increases. A high level of anxiety also negatively affects the ability of people with an intolerance of uncertainty to make decisions in the face of uncertain

situations, solve problems and adapt to new situations (Çardak, 2012; Konuk, 2021). In individuals whose anxiety level is constantly high, their ability to perceive and evaluate reality also becomes distorted (Koerner and Dugas, 2008).

Intolerance of uncertainty includes two subscales which are *prospective anxiety* and *inhibitory anxiety*. *Prospective anxiety* is described as the individual's fear or anxiety based on future events whereas *inhibitory anxiety* is described as the type of anxiety which inhibits the individual's action or experience (Carleton, Norton, and Admundson, 2007). Although the two subdimensions are different from each other, intolerance of uncertainty is a cognitive tendency associated with anxiety that negatively affects a person's life (Khawaja and Yu, 2010).

In this section, the definition and sub-dimensions of intolerance of uncertainty are explained. In the following sections, the associations between intolerance of uncertainty, and adult attachment will be explained.

#### ***1.4.2. The Role of Intolerance of Uncertainty on Adult Attachment***

It is known that the concept of intolerance of uncertainty is primarily associated with worry and anxiety-related disorders such as GAD, anxiety disorders, and OCD (Dugas, Gosselin, and Ladouceur, 2001). However, this concept is not only limited to anxiety-related disorders. Recently in the literature, some studies investigated the association between adult attachment and intolerance of uncertainty (Wright et al., 2017; Clark et al, 2020). In light of these studies in this section the association between adult attachment and intolerance of uncertainty will be explained. Attachment theory, the foundation of which is laid by early parenting relationships and then it affects all interpersonal relationships. As discussed in detail in the previous sections, there are many theories in the literature about attachment styles. According to Brennan, Clark, and Shaver (1998) actually, there are two main categories of adult attachment which are *attachment anxiety* and *attachment avoidance*. As mentioned before, in *attachment anxiety* people have a negative view of themselves and a positive view of others. To gain their value, they desperately need the approval of others and therefore try everything not to lose it. In addition, based on adult attachment research, one of the reasons people with attachment anxiety are very sensitive to possible rejection and abandonment is to reduce possible

threats in their relationships and increase the support they need (Shaver and Mikulincer, 2014). In *attachment avoidance*, individuals have a positive view of themselves and a negative view of others. Because they think that others are "bad" and "hurtful" and consider themselves valuable, they avoid others in order not to lose their values (Bartholomew and Horowitz, 1991; Fraley and Shaver, 2000). Therefore, they go to great lengths to protect themselves, avoiding relationships and trying to suppress their feelings (Fraley and Shaver, 2000). In general, although the strategies they use are different, it can be said that attachment anxiety and attachment avoidance are related to people's self-assurance seeking (Clark et al., 2020).

In the literature, there was no gender difference found in intolerance of uncertainty scores of the participants (Freeston et al., 1994; Robichaud, Dugas, and Convey 2003; Buhr and Dugas, 2002).

The first study on attachment anxiety, intolerance of uncertainty, and worry is done by Wright et al. (2017). Based on the studies main hypothesis is that due to their insecure attachment experiences, people with increased attachment anxiety or attachment avoidance may use maladaptive emotion regulation strategies and they may also have difficulties in coping with uncertainty in their relationships. When people have high intolerance of uncertainty they may also have an increased level of worry about potential threats in their close relationships. To understand whether there is a relationship between adult attachment, worry, and intolerance of uncertainty they conducted a study with adult participants and measured the participants' adult attachment patterns, their level of worry, and intolerance of uncertainty. Results of the study revealed that attachment anxiety, level of intolerance of uncertainty, and worry were associated with each other. In addition, it was also found that intolerance of uncertainty mediated the relationship between attachment anxiety and worry. However, intolerance of uncertainty did not mediate the relationship between attachment avoidance and worry. To replicate this study Clark et al. (2020) conducted another study that investigates the relationship between attachment anxiety, worry, intolerance of uncertainty, and reassurance seeking. In this study, they found that reassurance-seeking, attachment anxiety, worry, and intolerance of uncertainty were associated with each other. In others words, this study demonstrated that people show reassurance-seeking behaviors by being

triggered in the face of the slightest uncertainty and perceived threat they experience in their relationships.

In this section, the definition of intolerance to uncertainty and how it is reflected in adult relationships are discussed. The purpose of the study will be discussed in the next section.

### ***1.5. Aim of the Present Study***

Based on the literature that was summarized above, it is thought that there might be a relationship between rejection sensitivity and intolerance of uncertainty because the reactions of people with rejection sensitivity to their partner's uncertain behavior are based on a perceived threat in their mind. In the literature, there are some studies, which investigate the association between attachment styles and rejection sensitivity (Downey and Feldman, 1996; Erözkan, 2009, Kroskam, 2012). However, as far as known there is no study, which investigates the mediating role of emotion regulation and intolerance of uncertainty on the relationship between attachment styles and rejection sensitivity in close relationships. The present study aims to measure the cognitive-emotional model of rejection sensitivity by considering the mediating roles of emotion regulation (the emotional part) and intolerance of uncertainty (the cognitive part) on the association between attachment styles and rejection sensitivity in a romantic relationship. As mentioned earlier, emotion regulation has a crucial impact on our romantic relationships (Fardis, 2007). Also, it is known that ambiguous behavior may be perceived directly as rejection when people have high rejection sensitivity because these people tend to expect every single uncertain clue (regardless of whether the clue is a real rejection or not) as rejection (Downey and Feldman, 1996). Based on this information, it is considered that people, who have high rejection sensitivity, tend to have high intolerance of uncertainty. Therefore, it is considered that investigating the roles of intolerance of uncertainty and emotion regulation on the link between attachment theory and rejection sensitivity may provide a deeper understanding of the basis of the rejection sensitivity model in the literature. In addition, with regard to the basis of the concept of rejection sensitivity, since it is known that this tendency generally developed for partner behaviors in close relationships, this study aims to include people who have experienced romantic relationship before. According to the literature findings, since it is known that except

for intolerance of uncertainty, all other variables differ according to gender, it is also aimed to examine the variables in this study according to gender.

In accordance with the literature and the aim of the study, hypotheses of the current study were listed below.

### ***1.5.1 Hypotheses***

H1: Female participants will get more scores than males in anxious attachment style, rejection sensitivity, and emotion regulation.

H2: Male participants will get more scores than females in avoidant attachment style.

H3: For intolerance of uncertainty, there will be no significant difference between gender.

H4: There will be a significant positive relationship between attachment styles, rejection sensitivity, emotion regulation difficulties, and intolerance of uncertainty.

H5: Participants who have an ongoing relationship will get lower scores in anxious and attachment styles, rejection sensitivity and emotion regulation difficulties, and intolerance of uncertainty than the participants' who do not have an ongoing relationship.

H6: Emotion regulation difficulties will significantly mediate the relationship between anxious attachment style and rejection sensitivity.

H7: Emotion regulation difficulties will significantly mediate the relationship between avoidant attachment style and rejection sensitivity.

H8: Intolerance of uncertainty will significantly mediate the relationship between anxious attachment style and rejection sensitivity.

H9: Intolerance of uncertainty will significantly mediate the relationship between avoidant attachment style and rejection sensitivity.



## CHAPTER 2: METHOD

In this chapter, information about participants, instruments, data collection procedure, and statistical analysis are given.

### *2.1 Participants*

A total number of 308 university students who are over 18 years old and having at least one romantic relationship experience took part in the study. It was required that participants have had at least one romantic relationship experience, regardless of whether they are currently in a romantic relationship or not. Seventeen participants were excluded from data analysis due to following reasons; one participant disapproved the informed consent form, three participants were not university students, 11 participants were excluded because they had never experienced a romantic relationship before, and 2 participants were identified as outliers. Thus, the sample included in the analysis consists of 291 participants. The data consists of 206 female (70.8 %) and 85 male (29.2 %) participants. The age of the participants ranged from 18 to 53 ( $M = 25.01$ ,  $SD = 4.74$ ). The mean age of females is 24.61 ( $SD = 4.66$ ) and the mean age of males is 25.98 ( $SD = 4.81$ ). Characteristics of the participants are given in Table 1.

Based on level of education, 56 (19.2 %) of the participants were high school graduates, 12 (4.1 %) of the participants were associate graduates, 180 (55 %) of the participants had a bachelor's degree, 56 (19.2 %) of the participants had a master's degree, and 7 (2.4 %) of the participants had a doctoral degree.

Looking at the income level of the participants, 55 (18.9 %) of the participants reported that they had low level of income, 203 (69.8 %) of the participants had moderate level of income, and 33 (11.3 %) of the participants had high level of income.

The participants current relationship status was asked and 181 (62.2 %) of the participants reported that they are currently in a romantic relationship, whereas 110 (37.8 %) of the participants reported that they are not currently in a romantic relationship.

The participants having a romantic relationship was also asked how long they had been maintaining this relationship. 108 (37.1 %) of the participants reported that they had been maintaining this relationship for 0-1 years, 59 (20.3 %) of them had been maintaining a relationship for 1-2 years, 32 (11 %) of them had a relationship during 2-3 years, and lastly, 92 (31.6 %) of the participants had a relationship during 3 years and above.

Regarding psychological support at any point in their lives, 82 (28.2 %) of the participants received psychological support and 209 (71.8 %) of the participants did not. 25 (30.7 %) of the participants got psychological support from a clinical psychologist, 35 (42.7 %) of them got the support from a psychologist, and lastly 22 (26.4 %) of them got psychological support from a psychiatrist.

The participants were also asked whether they received a psychological diagnosis. 40 (13.7 %) of the participants reported that they received a psychiatric diagnosis and 251 (86.3 %) of them did not. 20 (50 %) of the participants had anxiety disorder, 13 (32.5 %) had major depression, 5 (12.5 %) had ADHD, 1 (2.5 %) had borderline personality disorder, and 1 (2.5 %) had bipolar disorder.

Table 1. The Demographical Information of the Participants

Variable	Levels	Frequency	Percentage
Gender	Women	206	70.8
	Men	85	29.2
Education Level	High School	56	19.2
	Associate Degree	12	4.1
	Bachelor's Degree	180	55
	Master's Degree	12	4.1
	Doctoral Degree	56	19.2
Income Level	Low	55	18.9
	Moderate	203	69.8
	High	33	11.3
Current Relationship Status	Yes	181	62.2
	No	110	37.8
Relationship Duration	0-1 years	108	37.1
	1-2 years	59	20.3
	2-3 years	32	11
	3 years and above	92	31.6

Table 1. (continued) The Demographical Information of the Participants.			
Psychological Support	Yes	82	28.2
	No	209	71.8
Where/Whom	Clinical Psy	25	30.7
	Psychologist	35	42.7
	Psychiatrist	22	26.4
Psychiatric Diagnosis	Yes	40	13.7
	No	251	86.3
Type of Diagnosis	Anxiety Disorder	20	50
	Major Depression	13	32.5
	ADHD	5	12.5
	Borderline	1	2.5
	Bipolar Disorder	1	2.5
Chronic Disease	Yes	35	12
	No	256	88
Type of Chronic Disease	Allergy	10	28.6
	Asthma	12	34.3
	Goiter	3	8.6
	MS	1	2.8
	Polycystic Ovary	2	5.7
	Psoriasis	1	2.8
	Tyroid	6	17.2
Medication Use	Yes	45	15.5
	No	246	84.5
Type of Medication	ADHD	5	11.1
	Allergy	5	11.1
	Anxiety	10	22.2
	Asthma	3	6.7
	Depression	10	22.2
	Other	12	26.7

## ***2.2 Instruments***

In the present study, the following instruments were used to collect data from participants, Demographical Information Form, Rejection Sensitivity Questionnaire, Experiences in Close Relationship Revised II- Scale, Difficulties in Emotion Regulation Scale, and Intolerance of Uncertainty Scale- Short Form (IUS-12).

### ***2.2.1 Demographical Information Form***

To obtain detailed information about the participants' demographic background, a demographical information form was developed by the researcher. The form included questions about participant's gender, age, educational background, level of income, whether they currently having an ongoing romantic relationship or not and the duration of this relationship, therapy experience, chronic problems, and psychiatric or medical medicine use (Appendix C).

### ***2.2.2 Rejection Sensitivity Questionnaire (RSQ)***

Rejection Sensitivity Questionnaire (RSQ) was developed by Downey and Feldman in 1996 to measure individuals' level of rejection sensitivity in social situations they encounter. This questionnaire originally consists of 18 items including hypothetical social situations with significant others (e.g., friends, parents and romantic partners). The participant is asked to evaluate the likelihood of rejection in the face of these situations. Each situation is examined with two subdimensions, which are anxiety/concern about the situation and expected responses of acceptance/rejection from others. Participants evaluate their degree of concern or anxiety towards each situation (e.g., *You call your boyfriend /girlfriend after a bitter argument and tell him / her you want to see him/her.*) with a 6-point likert scale ranging from 1= very unconcerned to 6=very concerned. Higher scores indicate higher level of anxiety that people experience in this situation. Then, they evaluate their expectation of acceptance from other person in those situations (e.g., *I would expect that he/she would want to see me; 1 = very unlikely, 6 = very likely*). High scores given to the situation indicate that the participants' expectation of acceptance from others is high. The calculation of the rejection sensitivity score is done by initial reverse coding to represent the inverse of the expectation of the acceptance score. Following, the reversed score is multiplied by the score of anxiety level towards situations. Then, a total rejection sensitivity score is calculated by summing the rejection sensitivity scores for each situation and dividing it by 18, which is total number of items. The internal reliability of this questionnaire was found as .83 (Downey and Feldman,1996). The Turkish adaptation study of this questionnaire was done by Özen, Sümer, and Demir (2010). The Turkish form includes 8 new items referring to

Turkish culture (e.g., *You tell your friend that you are going to visit his/her town and ask if you could stay with him/her for 10 days*), showing a Cronbach's alpha score of .86 for this questionnaire. High scores obtained from this questionnaire refers to high level of rejection sensitivity. In the present study, the Cronbach's alpha value was .87.

### **2.2.3 Experiences in Close Relationships Scale– Revise (ECR-R)**

Experiences in Close Relationships Scale- Revise (ECR-R) was developed by Fraley, Waller, and Brennan (2000) to measure adult attachment styles in close relationships. It consists of 36 items, 18 items measuring anxious attachment (e.g., *I often worry that my partner will not want to stay with me.*) and 18 items measuring avoidant attachment (e.g., *I am nervous when partners get too close to me*). The participants evaluate their level of anxiety and avoidance with a 7- point likert scale ranging from *1 = I don't agree at all, 7 = I totally agree*. As the scores given to the relevant items increase, the participants' level of anxious or avoidant attachment also increases. The scoring of avoidant attachment subscale is done by summing the scores of the items with even numbers and the mean score is obtained from the sum of the scores. Similarly, the anxious attachment score is obtained by summing the scores of the items with odd numbers and by obtaining the mean score from the sum of the scores. The items number 4, 8, 16, 17, 18, 20, 21, 22, 24, 26, 30, 32, 34 and 36 are reverse coded.

Turkish adaptation of this scale was done by Selçuk et al. (2005). The Cronbach's Alpha value is obtained as .90 for avoidant attachment and .86 for anxious attachment. Test- retest reliability for avoidant attachment dimension was found .81 and the anxiety dimension was found .82. It was found that both dimensions have high internal consistency and test- retest values. High scores obtained from each subscale of the scale indicates that the individual has the characteristic (anxious or avoidant attachment) evaluated by the relevant subscale. In this study, the Cronbach's alpha value is obtained as .89 for avoidant attachment and .89 for anxious attachment.

#### **2.2.4 Difficulties in Emotion Regulation Scale (DERS)**

Gratz and Roemer (2004) developed Difficulties in Emotion Regulation Scale (DERS). This is a self-report scale consisting of 36 items. The participants evaluate the difficulties they experience in emotion regulation with a 5-point likert scale ranging from (1 = almost never, 2 = sometimes, 3 = about half the time, 4 = most of the time, 5 = almost always). This scale includes six subscales as follows; lack of emotional awareness (*e.g. I pay attention to how I feel*), lack of emotional clarity (*e.g. I have no idea how I am feeling*), nonacceptance of negative emotions (*e.g. When I'm upset, I feel guilty for feeling that way*), lack of strategy building (*e.g. When I'm upset, it takes me a long time to feel better.*), lack of control on impulsive behaviors (*e.g. When I'm upset, I have difficulty controlling my behaviors*) and difficulties in engaging goal directed behavior when experiencing negative affect (*e.g. When I'm upset, I have difficulty concentrating.*). Both the scores of subscales and total score can be obtained from this scale. Higher scores indicate more difficulties in emotion regulation. The Cronbach's alpha value is .93 for the whole scale (Gratz and Roemer, 2004). In addition, for all subscales of DERS the internal consistency is greater than .80. Test - retest reliability was found .88 ( $n = 21$ ) (Gratz and Roemer, 2004).

The first Turkish adaptation of the scale was done by Rugancı and Gençöz (2010). In the Turkish adaptation study of the scale, item 10 in its original form (*When I'm upset, I acknowledge my feelings*) was excluded because it had a very low correlation ( $r = .06$ ) with the whole scale. Thus, with the exclusion of item 10 from the scale, Cronbach's alpha value of the scale was obtained as .94. Kavcıoğlu and Gençöz (2011) reviewed the adapted version of the scale. Some changes about punctuation in the item wording was done in the current version. The Cronbach's alpha of the subscales of this adapted version ranged from .74 to .90 for the subscales (Öpöz, 2017). In this study, this current version which revised by Kavcıoğlu and Gençöz (2011) was used. Internal consistency was found to be .95 for the total scale and ranging from .75 to .90 for the subscales in the present study.

### ***2.2.5 Intolerance of Uncertainty Scale Short Form (IUS-12)***

Intolerance of Uncertainty Scale was originally developed by Freeston et al. (1994) as a 27- item scale to evaluate people's emotional, cognitive, and behavioral responses to ambiguous situations, uncertainty, and future events (Khawaja & Yu, 2010). Due to practicability, Intolerance of Uncertainty Scale Short Form (IUS-12) was developed by Carleton, Norton, and Asmundson (2007). The scale consists of 12- items on a 5-point likert scale (1-not at all characteristics of me / 5-completely characteristic of me). There are two subscales of this scale which are Inhibitory Anxiety (*e.g. I must get away from all uncertain situations*) and Prospective Anxiety (*e.g. I can't stand being taken by surprise*). Prospective Anxiety is related to intolerance of uncertainty about future events and Inhibitory Anxiety is related to intolerance of uncertainty about preventing actions and experiences (Carleton, Norton, and Asmundson, 2007). Both subscale scores and total score can be obtained from the scale. The minimum score which can be obtained from the scale is 12 and maximum score is 60. High scores obtained from this scale means that the participant has high level of intolerance of uncertainty. The Cronbach's Alpha value of this scale was found as .91 (Khawaja & Yu, 2010). The internal consistency value of both Inhibitory Anxiety and Prospective Anxiety was found as .85 (Carleton, Norton, and Asmundson, 2007). This scale was adapted to Turkish by Sariçam, Erguvan, Akın and Akça (2014). The internal consistency of the whole scale was found as .88, .77 for inhibitory anxiety subscale, and .84 for prospective anxiety subscale. In the current study, the Cronbach Alpha value for the whole scale was found as .92, as .86 for prospective anxiety subscale and .90 for inhibitory anxiety subscale.

### ***2.3 Procedure***

Before starting the study, permission from the Izmir University of Economics Ethics Committee was obtained (see Appendix A). The study data was collected from volunteer university students whose age is over 18 and who have had at least one romantic relationship experience. Participants were reached via different sources like e-mail groups and social media platforms of student communities such as Instagram, Twitter, Facebook.

The study was conducted online via Google Forms. All participants signed the informed consent form (see Appendix B) including information about confidentiality, purpose of the study, the duration of the study, and voluntary participation. No personal information was obtained from the participants. After that, participants filled out the demographical information form, Rejection Sensitivity Questionnaire, Experiences in Close Relationships Scale- Revise, Difficulties in Emotion Regulation Scale, and Intolerance of Uncertainty Scale Short Form, respectively. The filling out of questionnaires lasted 15 minutes on average.

#### ***2.4 Statistical Analysis***

To conduct the analysis, SPSS Version 20 and PROCESS v3.5 by Andrew Hayes were used. The data was checked whether it met the inclusion criteria of the research. To examine the normal distribution of the data, descriptive statistics and skewness and kurtosis values were checked for all variables. The skewness and kurtosis values should be between the range of + 1.5 and – 1.5 to accept the normality assumption (Tabachnick and Fidell, 2013). Based on the analysis, all measured variables were accepted as normally distributed. Independent T-test analysis was conducted to compare gender differences between variables. In addition, another Independent T-test analysis was conducted to understand the differences between variables based on the relationship status of participants. Furthermore, Pearson Correlation analysis was used to investigate the relationship between Rejection Sensitivity, Anxious and Avoidant Attachment Style, Emotion Regulation, and Intolerance of Uncertainty. The subscales of Emotion Regulation and Intolerance of Uncertainty were also included in the correlation analysis.

To test main hypotheses of the research, simple mediation analyses were conducted with PROCESS version 3.5 by Andrew Hayes (Hayes, 2013). The mediation analyses were conducted to investigate whether emotion regulation and intolerance of uncertainty have a mediator role on the relationships between anxious and avoidant attachment styles and rejection sensitivity. In PROCESS Macro, Bootstrapping method is used because it provides a randomly multiplied sample. Therefore, the Bootstrap method extinguishes the necessity of assumption of normal distribution. The indirect effects are also calculated within the bootstrapped confidence intervals. If the bootstrap confidence interval does not include zero, the



value of indirect effect is statistically significant. However, if the confidence interval includes zero, then the value is statistically non-significant (Preacher and Hayes, 2004).



## CHAPTER 3: RESULTS

The findings of this study will be presented in this chapter. The mean, standard deviation, minimum and maximum values of study variables will be presented in the part of Descriptive Statistics of Variables. Next, the independent t - test results which compare the effect of gender and current relationship status on study variables will be given. Then, correlation analysis was conducted to understand the relationship between anxious attachment, avoidant attachment, rejection sensitivity, emotion regulation difficulties, and intolerance of uncertainty. The subscales of intolerance of uncertainty and emotion regulation were also included in the analysis. Lastly, several simple mediation analyses were conducted by using PROCESS (Hayes, 2013) to understand whether emotion regulation difficulties and intolerance of uncertainty mediate the relationship between attachment styles and rejection sensitivity.

### 3.1. Descriptive Statistics of Study Variables

The results of descriptive statistics analysis of study variables were given in Table 2.

Table 2. The Descriptive Statistics of Study Variables

	<i>N</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>SD</i>
RS	291	2.08	21.04	8.26	3.16
Anxious	291	1	6.72	3.75	1.11
Avoidant	291	1	6.83	2.72	.98
ER	291	38	159	90.39	25.92
ER Awareness	291	6	27	14.18	4.22
ER Emotional Clarity	291	5	21	11.87	3.86
ER Non - Acceptance	291	6	30	13.41	6.14
ER Strategy Building	291	8	40	20.25	7.87
ER Goal Directed Behavior	291	8	21	15.39	2.13
ER Impulse Control	291	6	30	14.56	5.93
IU	291	12	60	38.36	11.05
IUP	291	7	35	23.21	6.14
IUI	291	5	25	15.15	5.63

*Note:* RS: Rejection Sensitivity, Anxious: Anxious Attachment, Avoidant: Avoidant Attachment ER: Emotion Regulation Difficulties, IU: Intolerance of Uncertainty, IUP: Intolerance of Uncertainty – Prospective Anxiety Subscale, IUI: Intolerance of Uncertainty – Inhibitory Anxiety Subscale

### ***3.2 Independent t-Test Regarding Gender and Current Relationship Status on Variables***

#### ***3.2.1 Gender on Variables***

Independent Samples t-test was conducted to investigate gender differences on the main study variables, rejection sensitivity, anxious attachment, avoidant attachment, emotion regulation difficulties, and intolerance of uncertainty. The results are presented in Table 3. Results of the analysis indicated that there was no significant group difference on rejection sensitivity scores of participants,  $t(289) = 1.63, p > .05$ .

When the differences based on attachment styles were examined, female participants had more anxious attachment scores than males. This difference was found significant,  $t(289) = 2.39, p < .05$ . For avoidant attachment, there was no significant difference between females and males,  $t(289) = 1.71, p > .05$ .

Examining the total and subscale scores of emotion regulation difficulties, there was a significant difference between emotion regulation difficulties for female and male participants,  $t(183.28) = 4.28, p < .05$ . Specifically, female participants had more emotion regulation difficulties than male participants in total. For lack of emotional awareness subscale,  $t(289) = .03, p > .05$ ; and for difficulties in goal directed behavior,  $t(289) = 1.52, p > .05$ ; there was no significant difference between females and males. However, in emotional clarity difficulties, female participants got significantly more scores than males,  $t(289) = 3.20, p < .05$ . Results indicated that female participants had significantly higher scores in nonacceptance of negative emotion,  $t(289) = 2.94, p < .05$ ; for lack of strategy building,  $t(183.67) = 4.05, p < .05$ , and for impulse control subscale of emotion regulation difficulties,  $t(203.41) = 4.00, p < .05$ .

When the score of intolerance of uncertainty was examined, female participants got slightly higher intolerance of uncertainty scores than males. However, this difference was not significant,  $t(193.33) = 1.75, p > .05$ . For prospective anxiety,  $t(192.09) =$

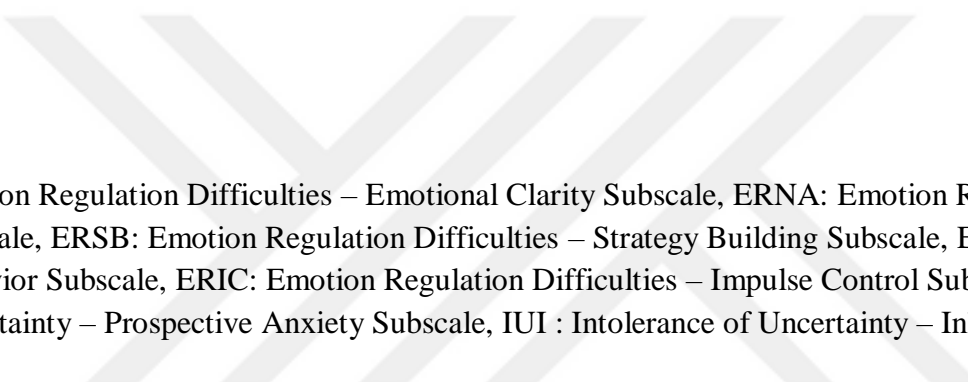
1.19,  $p >.05$  and inhibitory anxiety,  $t(289) = 1.95$ ,  $p >.05$ , the differences were also not significant.



Table 3. Independent Sample T test Results Comparing Participants In Terms of Gender

Variables	N	Female		N	Male		<i>t</i>	<i>p</i>	<i>d</i>
		<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>			
RS	206	8.45	3.08	85	7.79	3.32	1.63	.11	.21
Anxious	206	3.85	1.13	85	3.51	1.03	2.39	.02*	.32
Avoidant	206	2.78	1.01	85	2.57	.89	1.71	.09	.22
ER	206	94.19	26.37	85	81.18	22.37	4.28	.00*	.53
EREA	206	14.18	4.33	85	14.17	3.99	.03	.98	0
ERNC	206	12.33	3.88	85	10.76	3.56	3.20	.00*	.42
ERNA	206	14.08	6.27	85	11.79	5.52	2.94	.00*	.39
ERSB	206	21.35	8.03	85	17.60	6.80	4.05	.00*	.50
ERGDB	206	15.51	2.12	85	15.10	2.15	1.52	.13	.19
ERIC	206	15.43	6.17	85	12.45	4.71	4.00	.00*	.54
IU	206	39.02	11.63	85	36.75	9.35	1.75	.08	.22
IUP	206	23.46	6.47	85	22.60	5.23	1.19	.24	.15
IUI	206	15.56	5.76	85	14.15	5.19	1.95	.05	.26

*Note.* *M* mean, *SD* Standard Deviation, *d* Cohen's *d*, \**p* < .05. *Note:* RS: Rejection Sensitivity, Anxious: Anxious Attachment, Avoidant: Avoidant Attachment ER: Emotion Regulation Difficulties, EREA: Emotion Regulation Difficulties – Emotional Awareness Subscale, EREC:



Emotion Regulation Difficulties – Emotional Clarity Subscale, ERNA: Emotion Regulation Difficulties – Nonacceptance Negative Emotion Subscale, ERSB: Emotion Regulation Difficulties – Strategy Building Subscale, ERGDB: Emotion Regulation Difficulties – Goal Directed Behavior Subscale, ERIC: Emotion Regulation Difficulties – Impulse Control Subscale, IU: Intolerance of Uncertainty, IUP: Intolerance of Uncertainty – Prospective Anxiety Subscale, IUI : Intolerance of Uncertainty – Inhibitory Anxiety Subscale

### ***3.2.2 Current Relationship Status on Variables***

Independent Samples t-test was conducted to investigate the effect of participants' current relationship status on the main study variables, rejection sensitivity, anxious attachment, avoidant attachment, emotion regulation difficulties, and intolerance of uncertainty. The information was shown in Table 4. Results of the analysis indicated that, there was no significant difference between participants' rejection sensitivity scores currently having an ongoing relationship and the ones who do not have a current relationship,  $t(289) = -.66, p > .05$ .

When the participants' scores were compared based on attachment styles, participants having a relationship had significantly lower anxious attachment scores than the participants who do not have a relationship,  $t(289) = -2.17, p < .05$ . For avoidant attachment, similarly, participants having a relationship had significantly lower scores than the ones who do not have a current relationship,  $t(289) = -4.55, p < .05$ .

When emotion regulation difficulties were examined, there was no significant difference between participants who are in a romantic relationship and the ones who are not in a relationship,  $t(289) = -1.16, p > .05$ . When the subscales of emotion regulation difficulties were examined; for lack of emotional awareness there was no significant difference between the participants,  $t(289) = -.85, p > .05$ . Similarly there was no significant difference between participants for lack of emotional clarity,  $t(289) = -1.79, p > .05$ ; for lack of strategy building,  $t(289) = -1.22, p > .05$ ; for lack of goal directed behavior,  $t(289) = -.47, p > .05$  and for impulse control,  $t(289) = -.32, p > .05$ . However, for nonacceptance of negative emotion, participants having a current relationship had significantly lower difficulties in nonacceptance of negative emotion than the ones' who do not have a relationship,  $t(289) = -.47, p > .05$ .

Results of the analysis indicated that, there was no significant difference between the participants intolerance of uncertainty,  $t(289) = .54, p > .05$ . For prospective anxiety subscale there was also not significant difference between the participants,  $t(289) = .75, p > .05$ . Lastly, for inhibitory anxiety subscale, similar to prospective anxiety, there was no significant difference between the participants,  $t(289) = .24, p > .05$ .

Table 4. Independent Sample T test Results Comparing Participants In Terms of Current Relationship Status

Variables	N	Yes		N	No		<i>t</i>	<i>p</i>	<i>d</i>
		<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>			
RS	181	8.16	2.93	110	8.42	3.52	-.66	.51	.08
Anxious	181	3.64	1.10	110	3.93	1.11	-2.17	.03*	.26
Avoidant	181	2.52	.89	110	3.05	1.04	-4.55	.00*	.55
ER	181	89.02	25.77	110	92.66	26.12	-1.16	.25	.14
EREA	181	14.01	4.44	110	14.45	3.85	-.85	.40	.11
EREC	181	11.56	3.65	110	12.39	4.14	-1.79	.07	.21
ERNA	181	13.28	6.35	110	13.63	5.78	-.47	.64	.06
ERSB	181	19.81	7.65	110	20.97	8.20	-1.22	.22	.15
ERGDB	181	15.34	2.31	110	15.46	1.83	.47	.64	.06
ERIC	181	14.47	5.77	110	14.70	6.20	-.32	.75	.04
IU	181	38.63	11.18	110	37.91	10.87	.54	.59	.07
IUP	181	23.42	6.31	110	22.86	5.86	.75	.45	.09
IUI	181	15.21	5.59	110	15.05	5.71	.24	.81	.03

*Note.* *M* mean, *SD* Standard Deviation, *d* Cohen's *d*, \*  $p < .05$ . RS: Rejection Sensitivity, Anxious: Anxious Attachment, Avoidant: Avoidant Attachment ER: Emotion Regulation Difficulties, EREA: Emotion Regulation Difficulties – Emotional Awareness Subscale, EREC: Emotion Regulation Difficulties – Emotional Clarity Subscale, ERNA: Emotion Regulation Difficulties – Nonacceptance Negative Emotion Subscale, ERSB: Emotion Regulation Difficulties – Strategy Building Subscale, ERGDB: Emotion Regulation Difficulties – Goal Directed Behavior





Subscale, ERIC: Emotion Regulation Difficulties – Impulse Control Subscale, IU: Intolerance of Uncertainty, IUP: Intolerance of Uncertainty –  
Prospective Anxiety Subscale, IUI : Intolerance of Uncertainty – Inhibitory Anxiety Subscale

### **3.3. Correlation Analysis Between Variables**

Findings regarding the correlations are given in Table 5. The correlation between rejection sensitivity, attachment styles, difficulties in emotion regulation, and intolerance of uncertainty are reported below.

Results of the analysis indicated that there is a significant positive relationship between the participants rejection sensitivity and anxious attachment style scores ( $r = .22, p < .01$ ) and avoidant attachment scores ( $r = .26, p < .01$ ). Participants who were highly sensitive to rejection showed higher anxious and avoidant attachment scores.

The results showed that there is a significant positive relationship between rejection sensitivity and emotion regulation difficulties ( $r = .22, p < .01$ ). When the relationship between the subscales of emotion regulation difficulties and rejection sensitivity are examined, it was found that lack of emotional awareness ( $r = .23, p < .01$ ), lack of emotional clarity ( $r = .26, p < .01$ ), nonacceptance negative emotion ( $r = .16, p < .01$ ), lack of strategy building ( $r = .16, p < .01$ ) and lack of impulse control ( $r = .18, p < .01$ ) had significant positive correlations between rejection sensitivity. On the other hand, there is not a significant relationship between goal directed behavior subscale of emotion regulation difficulties and rejection sensitivity ( $r = -.05, p > .05$ ). In short, the more people get rejection sensitive, except for goal directed behavior subscale, the higher emotion regulation difficulties they had.

Findings of the analysis indicated that there is no correlation between intolerance of uncertainty ( $r = .09, p > .05$ ) and prospective anxiety subscale of intolerance of uncertainty ( $r = .06, p > .05$ ) with rejection sensitivity. However, there is a significant positive correlation between rejection sensitivity and inhibitory anxiety subscale of intolerance of uncertainty ( $r = .12, p < .05$ ). In other words, although there is no relationship between rejection sensitivity and intolerance of uncertainty, there is a relationship with RS and inhibitory anxiety.

When the relationship between anxious attachment is examined, it was found that avoidant attachment ( $r = .39, p < .01$ ), emotion regulation difficulties ( $r = .59, p < .01$ ), lack of emotional awareness ( $r = .25, p < .01$ ), lack of emotional clarity ( $r = .47, p < .01$ ), nonacceptance of negative emotion ( $r = .54, p < .01$ ), lack of strategy building

( $r = .52, p < .01$ ), goal directed behavior ( $r = .23, p < .01$ ), impulse control ( $r = .51, p < .01$ ), intolerance of uncertainty ( $r = .41, p < .01$ ), prospective anxiety ( $r = .33, p < .01$ ) and inhibitory anxiety ( $r = .44, p < .01$ ) were positively correlated with anxious attachment.

When the correlations between avoidant attachment are examined, it was found that emotion regulation difficulties ( $r = .42, p < .01$ ), lack of emotional awareness ( $r = .40, p < .01$ ), lack of emotional clarity ( $r = .41, p < .01$ ), nonacceptance of negative emotion ( $r = .34, p < .01$ ), lack of strategy building ( $r = .34, p < .01$ ), impulse control ( $r = .33, p < .01$ ), intolerance of uncertainty ( $r = .13, p < .05$ ) and inhibitory anxiety ( $r = .15, p < .01$ ). However, there is no correlation between avoidant attachment and goal directed behavior ( $r = .004, p > .05$ ) and prospective anxiety ( $r = .10, p > .05$ ).

Table 5. The Relationship Between Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1- RS	1												
2- Anxious	.223**	1											
3- Avoidant	.255**	.388**	1										
4- ER	.224**	.590**	.418**	1									
5- EREA	.227**	.249**	.404**	.451**	1								
6- EREC	.262**	.469**	.409**	.736**	.438**	1							
7-ERNA	.160**	.536**	.342**	.827**	.242**	.574**	1						
8- ERSB	.162**	.516**	.337**	.898**	.210**	.533**	.709**	1					
9- ERGDB	-.050	.227**	.004	.445**	.127*	.218**	.379**	.462**	1				
10- ERIC	.180**	.512**	.330**	.880**	.325**	.567**	.676**	.769**	.417**	1			
11- IU	.093	.409**	.133*	.554**	.149*	.359**	.454**	.547**	.360**	.506**	1		
12- IUP	.058	.333**	.100	.479**	.143*	.295**	.382**	.471**	.332**	.439**	.944**	1	
13- IUI	.119*	.439**	.152**	.566**	.136*	.384**	.475**	.560**	.345**	.516**	.933**	.763**	1

\*\*  $p < .01$ ; \*  $p < .05$ ;  $N = 291$ ; *Note*: RS: Rejection Sensitivity, Anxious: Anxious Attachment, Avoidant: Avoidant Attachment ER: Emotion Regulation Difficulties, EREA: Emotion Regulation Difficulties – Emotional Awareness Subscale, EREC: Emotion Regulation Difficulties – Emotional Clarity Subscale, ERNA: Emotion Regulation Difficulties – Nonacceptance Negative Emotion Subscale, ERSB: Emotion Regulation



Difficulties – Strategy Building Subscale, ERGDB: Emotion Regulation Difficulties – Goal Directed Behavior Subscale, ERIC: Emotion Regulation Difficulties – Impulse Control Subscale, IU: Intolerance of Uncertainty, IUP: Intolerance of Uncertainty – Prospective Anxiety Subscale, IUI : Intolerance of Uncertainty – Inhibitory Anxiety Subscale

### **3.4. Main Analyses**

#### **3.4.1. The Mediation of Emotion Regulation on The Relationship Between Anxious Attachment Style and Rejection Sensitivity**

The first mediation analysis was conducted using PROCESS version 3.5 by Hayes to investigate whether emotion regulation has a mediating role on the relationship between anxious attachment style and rejection sensitivity. While conducting analysis, the simple mediation model 4 was used. The mediation model is given in Figure 3.

When direct paths were examined based on mediation model 4, it was found that anxious attachment style significantly predicted emotion regulation with a positive direction  $b = 13.75$ ,  $t = 12.41$ ,  $p < .05$ . Anxious attachment explained 35 % of the variance,  $R^2 = .35$ ,  $F(154.04, 289) = 154.04$ ,  $p < .01$ . Emotion regulation significantly predicts rejection sensitivity with a positive direction  $b = .02$ ,  $t = 2.02$ ,  $p < .05$ . Anxious attachment style significantly predicts rejection sensitivity with the presence of emotion regulation  $b = .40$ ,  $t = 1.97$ ,  $p < .05$ . When emotion regulation was not in the model, anxious attachment style significantly predicted rejection sensitivity  $b = .64$ ,  $t = 3.89$ ,  $p < .05$ . In addition, level of anxious attachment explained 50% of the variance in rejection sensitivity,  $R^2 = .50$ ,  $F(1, 289) = 15.15$ ,  $p < .01$ . The indirect effect of anxious attachment on rejection sensitivity through emotion regulation was  $b = .24$ , 95% BCa CI [-.01, .52]. The standardized indirect effect was  $b = .84$ , 95% BCa CI [-.04, .18]. Bootstrapped confidence intervals include zero, indicating a nonsignificant mediation. Therefore, emotion regulation difficulties did not have a mediator role in the relationship between anxious attachment style and rejection sensitivity.

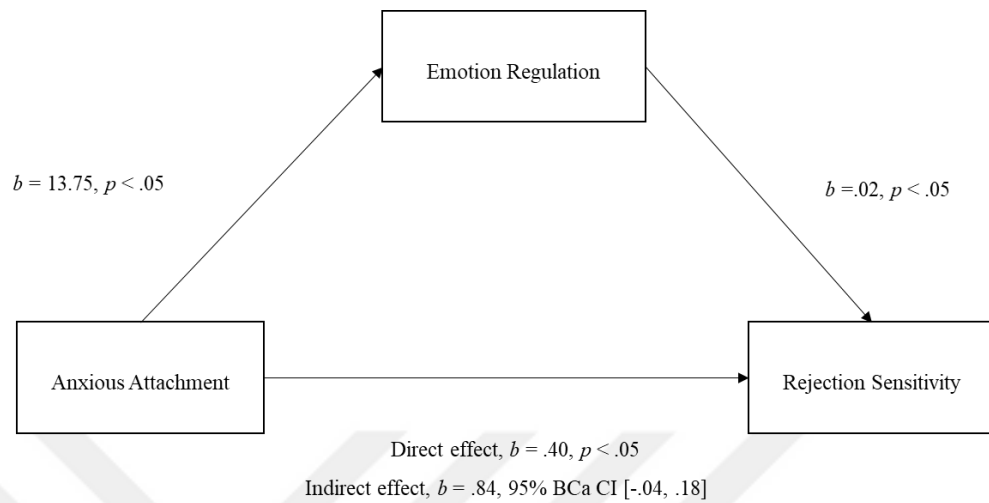


Figure 3. Results of mediating role of emotion regulation on the relationship between anxious attachment and rejection sensitivity.

#### ***3.4.2. The Mediation of Emotion Regulation on The Relationship Between Avoidant Attachment Style and Rejection Sensitivity***

Results of the mediating role of emotion regulation on the relationship between avoidant attachment style and rejection sensitivity was given in Figure 4.

The results indicated that avoidant attachment style significantly predicted emotion regulation with a positive direction  $b = 11.02$ ,  $t = 7.82$ ,  $p < .05$ . Avoidant attachment explained 18 % of the variance,  $R^2 = .18$ ,  $F(1, 289) = 61.15$ ,  $p < .01$  and the positive  $b$  value indicated a positive relationship. Avoidant attachment style significantly predicted rejection sensitivity with the presence of emotion regulation  $b = .63$ ,  $t = 3.15$ ,  $p < .05$ . Emotion regulation significantly predicts rejection sensitivity with a positive direction  $b = .02$ ,  $t = 2.30$ ,  $p < .05$ . When emotion regulation was not in the model, avoidant attachment style significantly predicts rejection sensitivity  $b = .82$ ,  $t = 4.49$ ,  $p < .05$ . When the mediator was not in the model, level of avoidant attachment explains 7 % of the variance in rejection sensitivity,  $R^2 = .07$ ,  $F(1, 289) = 61.15$ ,  $p < .01$ . The indirect effect of avoidant attachment on rejection sensitivity through emotion regulation was  $b = .19$ , 95% BCa CI [.01, .40]. The standardized indirect effect was  $b = .06$ , 95% BCa CI [.01, .12]. Bootstrapped confidence intervals

do not include zero, indicating that emotion regulation difficulties had a significant mediator role in the relationship between avoidant attachment style and rejection sensitivity.

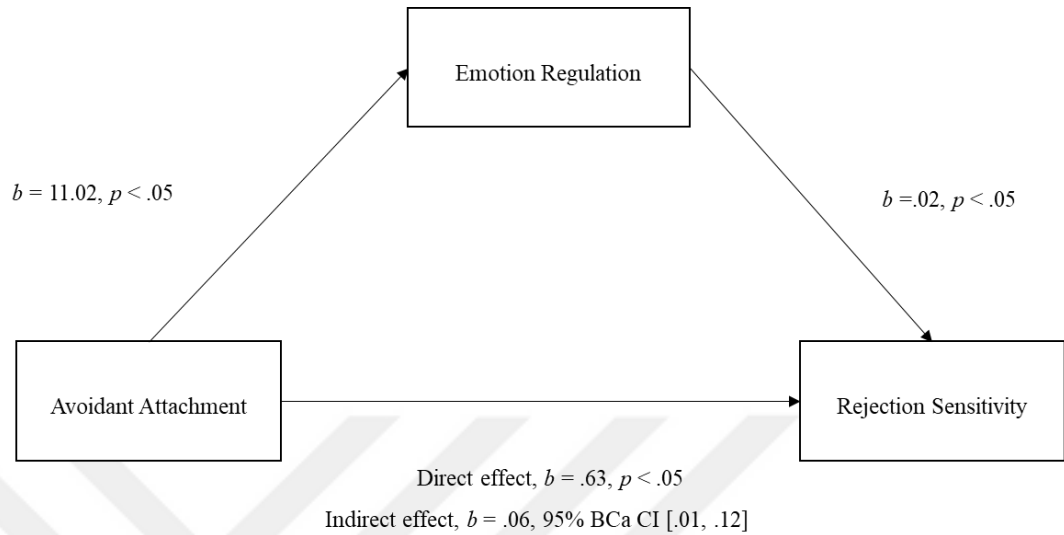


Figure 4. Results of mediating role of emotion regulation on the relationship between avoidant attachment and rejection sensitivity.

### 3.4.3. The Mediation of Intolerance of Uncertainty on The Relationship Between Anxious Attachment Style and Rejection Sensitivity

The third mediation analysis was conducted to investigate whether intolerance of uncertainty has a mediating role on the relationship between anxious attachment style and rejection sensitivity. The mediation model was given in Figure 5.

Results of the analysis showed that anxious attachment style significantly predicted intolerance of uncertainty with a positive direction  $b = 4.07$ ,  $t = 7.62$ ,  $p < .05$ . Anxious attachment explained 17 % of the variance,  $R^2 = .17$ ,  $F(1, 289) = 58.08$ ,  $p < .01$  and the positive  $b$  value indicated a positive relationship. Anxious attachment style did not significantly predict rejection sensitivity with the presence of intolerance of uncertainty  $b = .01$ ,  $t = .03$ ,  $p > .05$ . Intolerance of uncertainty significantly predicts rejection sensitivity with a positive direction  $b = .63$ ,  $t = 3.54$ ,  $p < .05$ . When intolerance of uncertainty was not in the model, anxious attachment style significantly predicts rejection sensitivity  $b = .63$ ,  $t = 3.89$ ,  $p < .05$ . In addition, level of anxious attachment explains 50% of the variance in rejection sensitivity,  $R^2 = .50$ ,  $F(1, 289) = 15.15$ ,  $p < .01$ . The indirect effect of anxious attachment on



rejection sensitivity through intolerance of uncertainty was  $b = .01$ , 95% BCa CI [- .14, .15]. The standardized indirect effect was  $b = .01$ , 95% BCa CI [-.05, .05]. Bootstrapped confidence intervals include zero, thus, results indicate a nonsignificant mediation. Therefore, it was found that intolerance of uncertainty did not have a mediator role in the relationship between anxious attachment style and rejection sensitivity.

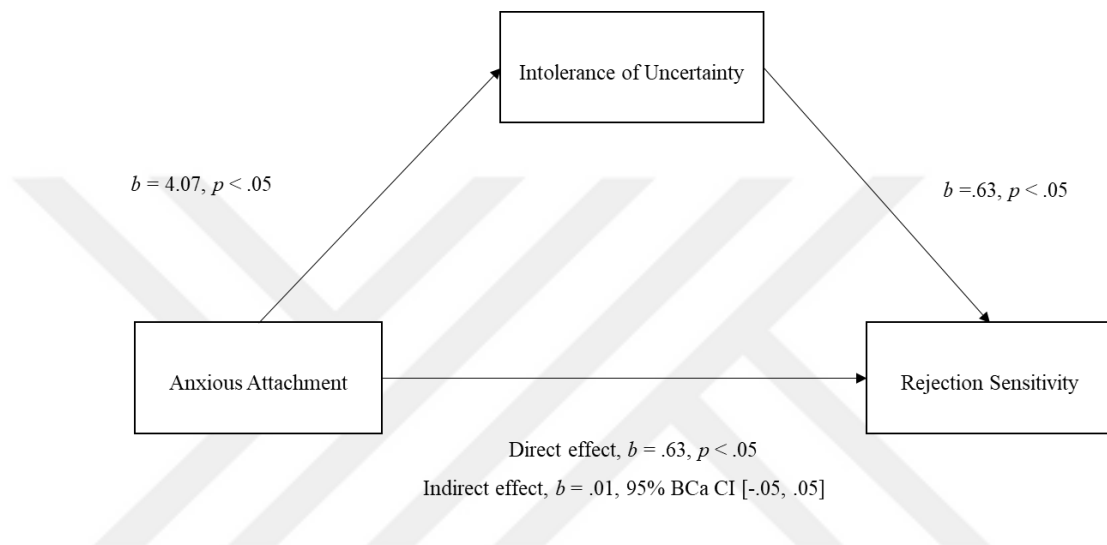


Figure 5. Results of mediating role of intolerance of uncertainty on the relationship between anxious attachment and rejection sensitivity.

#### ***3.4.4. The Mediation of Intolerance of Uncertainty on The Relationship Between Avoidant Attachment Style and Rejection Sensitivity***

The fourth mediation analysis was conducted to investigate whether intolerance of uncertainty has a mediating role on the relationship between avoidant attachment style and rejection sensitivity. The mediation model was given in Figure 6.

Results of the analysis showed that avoidant attachment style significantly predict intolerance of uncertainty with a positive direction  $b = 1.49$ ,  $t = 2.28$ ,  $p < .05$ . Avoidant attachment explained 18 % of the variance,  $R^2 = .18$ ,  $F(1, 289) = 5.20$ ,  $p < .05$  and the positive  $b$  value indicated a positive relationship. Avoidant attachment style did not significantly predict rejection sensitivity with the presence of intolerance of uncertainty  $b = .80$ ,  $t = 4.31$ ,  $p < .05$ . Intolerance of uncertainty significantly did not significantly predict rejection sensitivity  $b = .02$ ,  $t = 1.04$ ,  $p$

>.05. When intolerance of uncertainty was not in the model, avoidant attachment style significantly predicts rejection sensitivity  $b = .82$ ,  $t = 4.49$ ,  $p < .05$ . In addition, level of avoidant attachment explains 65% of the variance in rejection sensitivity,  $R^2 = .65$ ,  $F(1, 289) = 20.15$ ,  $p < .01$ . The indirect effect of avoidant attachment on rejection sensitivity through intolerance of uncertainty was  $b = .03$ , 95% BCa CI [-03, .09]. The standardized indirect effect was  $b = .01$ , 95% BCa CI [-.01, .03]. Bootstrapped confidence intervals include zero, so that these results indicate a nonsignificant mediation. Therefore, it was found that intolerance of uncertainty did not have a mediator role in the relationship between avoidant attachment style and rejection sensitivity.

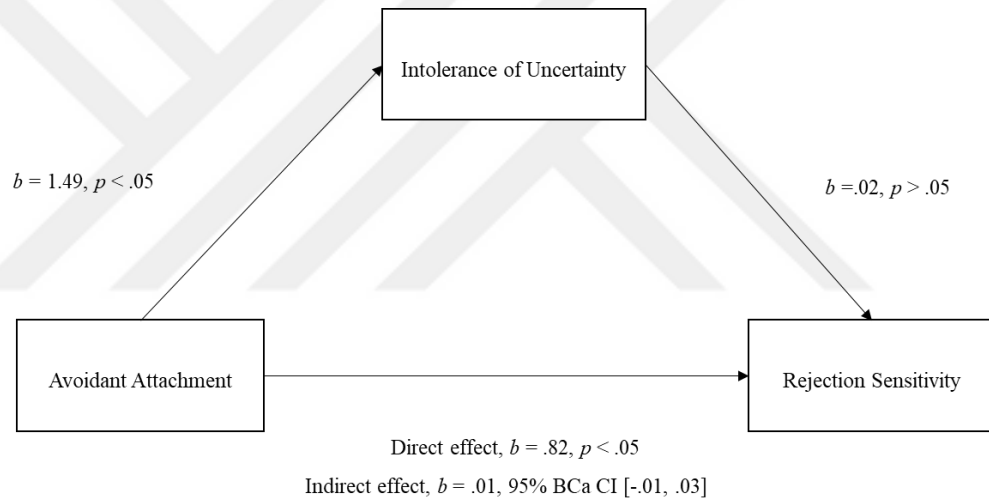


Figure 6. Results of mediating role of intolerance of uncertainty on the relationship between avoidant attachment and rejection sensitivity.

## **CHAPTER 4: DISCUSSION**

The purpose of this study was to investigate the mediating role of emotion regulation and intolerance of uncertainty on the relationship between attachment styles and rejection sensitivity in romantic relationships. First, gender differences between participants' scores of anxious and avoidant attachments, rejection sensitivity, emotion regulation, and intolerance of uncertainty were discussed. Results of the analysis indicated that in general women got more scores than males except for avoidant attachment and rejection sensitivity scores. Then, the differences between these main variables were examined based on the participants' current relationship status (whether they have a current relationship or not). Participants' rejection sensitivity scores did not differ based on their current relationship scores. Participants who have a current relationship got lower anxious and avoidant attachment scores. For emotion regulation scores there was no significant difference except for the "acceptance" subscale of the emotion regulation scale. Lastly, for intolerance of uncertainty, the participants' scores did not differ based on their current relationship status. In general, there were significant correlations between rejection sensitivity and attachment styles, and emotion regulation scores. However, there was no correlation between rejection sensitivity and intolerance of uncertainty. Lastly, the mediator roles of emotion regulation and intolerance of uncertainty on the relationship between attachment styles and rejection sensitivity were examined. Based on the results, emotion regulation did not mediate the relationship between anxious attachment style and rejection sensitivity. However, it mediates the relationship between avoidant attachment style and rejection sensitivity. Intolerance of uncertainty did not mediate the relationship between both anxious and avoidant attachment styles. These results will be discussed in the next section.

### ***4.1. Independent T test Analysis***

#### ***4.1. Group Differences Between the Variables Based on Gender***

The results of the analysis indicated that there was no significant difference between the participants' rejection sensitivity scores based on gender. For anxious attachment, women were found more anxiously attached than men. For avoidant attachment, there was no significant difference based on gender. Our hypothesis was not supported based on rejection sensitivity and attachment styles. For emotion

regulation difficulties women were expected to get more scores than men. This hypothesis was supported. Lastly, for intolerance of uncertainty, no difference between gender was expected and this expectation was supported. In the following section, these results will be discussed.

Rejection sensitivity is defined as in interpersonal relationships, especially in romantic relationships people anxiously expect, readily perceive, and overreact towards the possibility of rejection (Downey and Feldman, 1996). As mentioned previously, there are some studies have found that women develop more rejection sensitivity than men (Ayduk et al., 2000; Creasey and Hesson-McInnis, 2001; Downey and Feldman, 1996; Erozkán, 2004, 2005). Downey (1997) found that rejection sensitivity tendency is seen as more common in women than men. Women give more exaggerated responses than men when they detect a possibility of rejection. Additionally, they expect more rejection than men during an argument (Downey et al., 1998). Based on this information, in this study, it was hypothesized that women tend to be more sensitive to rejection than men. One study conducted by Downey and Feldman (1996) illustrates that women with high rejection sensitivity perceive the stranger partner's sudden separation from the experiment as a direct rejection of themselves. In addition, in another study by Downey and Feldman (1996), women exaggerated their partner's scores of relationship satisfaction and perceive that their partner was not satisfied with the relationship. In general, in rejection sensitivity studies women were found highly sensitive to rejection and more reactive to the possibility of being rejected. In addition, the literature also revealed that there is a link between Bowlby's attachment theory and rejection sensitivity. If the child has exposed to always rejecting attitudes from her parents, she may anxiously expect possible rejections from all her relationships (Downey and Feldman, 1996). In addition, it was also hypothesized that women have more anxious attachment than men. However, these hypotheses were not supported. For attachment styles, there were contradictory results of this research. Some of the studies revealed that men were more anxious than women (Özgül, Demir, and Ünübol, 2019; Barry, Seager, and Brown, 2015) whereas others revealed that women had more anxiously attached than men (Gugova and Heretik, 2011; Simpson, 1990). Although it is not directly related to romantic relationships; the study of Özgül, Demir, and Ünübol

(2019) was a good source to illustrate the relationship between gender differences and anxious and avoidant attachment styles. In this study, the researchers wanted to investigate the relationship between anxious and avoidant attachment styles and emotional schemes. The results of the study revealed that there is a relationship between attachment styles and emotional schemes. The results showed that men have more anxious attachment scores than women. To illustrate the results which women more anxiously attached, we can emphasize the study of Simpson (1990). In this study, the four attachment styles were investigated on the couples' romantic relationship experience and their emotional distress. The results show that women got more anxious scores than men. In addition, for avoidant attachment, although there are gender differences among men and women in general, in our study there was no significant difference between the participants' avoidant attachment scores. This may be related to confirmation bias which is the tendency to people accept information that is based on their beliefs and expectations and reject information that is contrary to their beliefs (Oswald and Grosjean, 2004; Hergovich, Schott, and Burger, 2010). The reason for confirmation bias may be important for this study is that the participants may not honestly answer the questions related to their avoidant attitudes in the context of engaging in a romantic relationship. In addition, although all the scales used in the study are reliable and valid, the sample of this study was not equally distributed. As mentioned in the method part, the data consists of 206 female (70.8 %) and 85 male (29.2 %) participants. This may be another reason for this result. The possible reason for the contradictory results of both rejection sensitivity and attachment styles may be related to different parental attitudes people learn from their caregivers and they develop different internal working models based on these parental attitudes. As mentioned before, based on the parental attitudes the child learned, he develops certain internal working models and some mental representations towards the self and others (Morsümbül and Çok, 2011; Cassidy, 1994; Sümer, 2006). In addition, as discussed earlier, people learn to be rejected primarily by their caregivers (Downey and Feldman, 1996). Considering this information, it can be summarized that, if people's parental attitudes change, the relationship they establish with themselves, and their partners will also change.

In our study, it was hypothesized that women experience more emotion regulation

difficulties than men. When we look at the studies on emotion regulation, there is an emphasis in the literature that more women use emotion regulation strategies instead of emotion regulation difficulties (Tamres, Janicki, and Helgeson, 2002). This finding can be interpreted as women need to have more control mechanisms and therefore, they use more emotion regulation strategies. Emotion regulation strategies are not only limited to what type of strategy is used but also how flexible it is applied depending on the situation (Aldao, 2013; Bonanno and Burton, 2013; Gross, 2015; Ritzel et al., 2015). As mentioned previously, a study conducted by Meyers (1996) investigate the relationship between romantic partners' ability to regulate emotions and the impact of regulating emotions on their relationship satisfaction. The findings of the study showed that when there is a problem in the relationship women expect more support from their partners in emotion regulation than men.

In the literature, some studies investigate whether intolerance of uncertainty differs based on gender. As mentioned previously, the researchers have not found gender differences in intolerance of uncertainty scores (Freeston et al., 1994; Robichaud, Dugas, and Convey 2003; Buhr and Dugas; 2002). Considering this information, our study hypothesized that the intolerance of uncertainty scores does not differ based on gender. Although there are no studies that are directly related to our study, in the literature, there are some studies that show intolerance of uncertainty does not differ in gender (Buhr and Dugas, 2002; Carleton et al., 2014; Boelen, Reijntes, and Carleton, 2014). In the study of Boelen, Reijntes, and Carleton (2014), the researchers wanted to examine whether there is a relationship between adult separation anxiety disorder and intolerance of uncertainty among university students. The results of this study revealed that participants' intolerance of uncertainty scores did not differ based on gender.

Looking at the gender differences among variables, it can be concluded that there were contradictory results. Although attachment styles, rejection sensitivity, and emotion regulation difficulties are concepts that are related to early caregiver relationships and have general categories, it seems that it is not possible to generalize these variables over gender. The reason for this may be those individual differences such as the person's upbringing, the place where he was raised, the other people he

interacts with, in our context especially their romantic partners, and the environment he has lived in may also have an impact on these variables.

#### ***4.1.2. Participants Current Relationship Status on Variables***

The results of the analysis indicated that there was no significant difference between participants' rejection sensitivity scores and whether they have a current romantic relationship or not. For both anxious and avoidant attachment scores participants having a romantic relationship got lower scores than the single participants. There was no significant difference between participants' emotion regulation scores and their current relationship status. Lastly, like emotion regulation difficulties scores there was no significant difference between participants' intolerance of uncertainty scores and their current relationship status.

People with a high sensitivity to rejection are extremely sensitive to detecting clues about rejection in a social situation, especially when getting close to others. The inner voice of people with high rejection sensitivity tells them that "it won't hurt if they stay away from people". Therefore, these people avoid close relationships to avoid possible rejection (Levy, Ayduk, and Downey, 2001). Based on this information, this study hypothesized that people with high rejection sensitivity are less likely to have an existing romantic relationship. However, this hypothesis was not supported. To clarify, there was no significant difference between the participants' rejection sensitivity scores and whether they have a current romantic relationship or not. When we look at the literature, this result is surprising. According to Downey et al. (1998), people with high rejection sensitivity experience more conflict and more relationship break up than low rejection-sensitive individuals. It is a fact that rejection sensitivity predicts relationship termination for both men and women, less relationship satisfaction, and less partner commitment. People who have not previously been romantically involved were not included in our study. Therefore, all participants are people who have had at least one romantic relationship experience. There may be several different reasons why they are not currently in a relationship. For instance, these people may have just broken up from a relationship and need solitude for a while. Weiss (1973) conceptualized loneliness as emotional loneliness and social loneliness. Emotional loneliness arises from the

absence of a close, intimate bond with another person. People who have been recently divorced, widowed, or have ended a relationship might experience this form of loneliness. In addition, they may need more time to find the right person to meet their expectations or they may not prefer to be in a romantic relationship for a while.

The results showed that people who have a current romantic relationship had lower anxious and avoidant scores as expected. As explained in the previous sections in detail, people with secure attachment feel more comfortable when engaging in close relationships, they have more relationship satisfaction than anxious and avoidantly attached people (Hazan and Shaver, 1987). In addition, securely attached people can maintain more stable, supportive relationships. They feel trust and commitment toward their partner. Although anxiously attached people feel a deep need for intimacy, they generally avoid getting too close to others because they have an intense fear of the possibility of separation. Lastly, when people with avoidant attachment are considered, it is known that they have difficulties engaging in a romantic relationship, they are distant from other people, and they have problems trusting others in close relationships (Simpson, 1990).

The regulation of emotions plays a crucial role in romantic relationships as in all social relationships. Emotion regulation and emotion regulation strategies have an effective function, especially during the initiation and maintenance of the relationship and conflict resolution. In the literature, it is emphasized that there are lots of factors that influence the ability to regulate emotions such as culture, gender, and situational context (Chen and Liao, 2021). Gross et al. (2006) emphasized that a person's usage of emotion regulation strategies depends on whether it is used against a partner or a friend. In the context of a romantic relationship, especially women care a lot about how they are perceived by their partner and this perception affects their relationship satisfaction. While engaging in a relationship women express themselves more easily in a relationship, while men prefer to suppress their emotions (Gross and John, 2003). Although there are gender differences, considering this information, we can say that emotion regulation and emotion regulation strategies have an important role in establishing and maintaining a romantic relationship (Chen and Liao, 2021). Although this hypothesis is not directly related to attachment, since emotion



regulation is a concept that cannot be separated from attachment, it is useful to briefly mention how attachment relationships affect emotion regulation. Even if they experience any negativity in their attempt to initiate a romantic relationship, when compared to anxious and avoidantly attached people, securely attached individuals can more easily manage their feelings. They can manage their distress by expressing themselves clearly without hurting the other person (Gross, 2006). In addition, people tend to show more positive views of themselves and show more positive emotions to attract their partners (Meier, Stephens, and Haase, 2022). The study by Gnazzo and Zavattini (2017) shows that securely attached people use more emotion-regulation skills and couples who use emotion-regulation skills have a higher dyadic adjustment (Temiz and Bilican, 2021). In our study, it was hypothesized that there might be a significant difference between participants' current relationship status and their level of emotion regulation difficulties. However, our hypothesis was not supported. In other words, participants' emotion regulation difficulties scores did not differ based on their current relationship status. The result of this study is not consistent with the general literature. Although the reason is not fully understood, it can be considered that establishing a romantic relationship depends not only on emotion regulation but also on how the person makes partner decisions. The use of emotion regulation skills in romantic relationships is not one-sided. It depends also on the other partner's emotion regulation and conflict resolution abilities (Santrock, 2011).

In this study, it was considered that people with intolerance of uncertainty might tend to avoid engaging in romantic relationships. However, it was found that there was no significant difference between participants' level of intolerance of uncertainty and their romantic relationship status. This finding is not surprising, as it is a very recently studied topic in the literature. Although the relationship between people's existing relationship status and their level of intolerance of uncertainty has not been adequately studied in the literature, all participants who took part in our study were individuals who had experienced a romantic relationship at least once. Thus, although any new relationship brings uncertainty, it may not be uncertain for these individuals whether they are in a romantic relationship in the current situation.

When the results were examined in general, no relationship was found between the current relationship status of the individuals except for their attachment styles. As mentioned before, there may be several factors that influence people's romantic relationship status like their personal preferences about engaging in a new relationship, their expectations from the relationship, and the other partners' attitude in the relationship. Individual differences and other factors should be taken into account when considering the choice to have a romantic relationship or not.

#### ***4.2. Correlation Analysis Between Variables***

The results showed that there was a significant positive relationship between the participants' anxious and avoidant attachment scores and their rejection sensitivity. Similarly, there was a significant positive relationship between the participants' rejection sensitivity scores and emotion regulation difficulties, except for the goal-directed behavior subscale of the emotion regulation difficulties scale. However, there was no significant correlation between the participants' intolerance of uncertainty scores and rejection sensitivity. Only the inhibitory anxiety subscale of intolerance of uncertainty significantly correlated with rejection sensitivity. Anxious attachment significantly correlated with rejection sensitivity, emotion regulation difficulties, and intolerance of uncertainty. Lastly, avoidant attachment significantly correlated with rejection sensitivity, emotion regulation difficulties, and intolerance of uncertainty. Only the goal-directed behavior subscale of avoidant attachment and the prospective anxiety subscale of intolerance of uncertainty were not significantly correlated with avoidant attachment.

As mentioned above, one of the basic needs of human nature is to be accepted by the society in which they live and to avoid rejection. Although this tendency can be observed in all people, reactions to the possibility of rejection vary from person to person. While some people are not too bothered by the prospect of rejection, others may be overly sensitive to it. As indicated in the definition of rejection sensitivity, this tendency involves anxious anticipation of rejection and overreaction to that situation. (Downey and Feldman, 1996). Considering this information, in this study it was hypothesized that there might be a relationship between anxious attachment and rejection sensitivity. Downey and Feldman (1996) stated that people with high

rejection sensitivity feel insecure in their relationship, and they thought that their partner feels dissatisfied and wants to leave the relationship. As far as the literature is concerned, although there are not many studies that are directly conducted between rejection sensitivity and anxious and avoidant attachment in romantic relationships, there are studies in the literature where these variables are studied separately. To clarify, in the literature there are studies which were conducted on anxious and avoidant attachment in romantic relationships (Hazan and Shaver, 1987; Simpson, 1990; Campbell and Marshall, 2011; Li and Chan, 2012) and anxious and avoidant attachment and rejection sensitivity separately (Downey, Feldman and Ayduk, 2000; Kroskam et al., 2012; Erözkan, 2009, Özen, Sümer, and Demir, 2010).

Firstly, the link between anxious and avoidant attachment and romantic relationships will be explained. As mentioned earlier, Hazan and Shaver (1987) conducted some studies to understand how attachment styles influence romantic relationships. Based on their study they concluded that securely attached people have a good image of themselves, they feel trust and intimacy in romantic relationships, and they are not afraid of being abandoned. Anxiously attached people have an intense fear of abandonment and high jealousy. Lastly, avoidantly attached ones avoid intimate relationships and have a negative view of romantic relationships. Simpson (1990) conducted a study with dating couples to examine the relationship between attachment styles, emotion regulation, and relationship quality. Results of the study revealed that the especially men who are avoidantly attached experience less commitment and less trust in their romantic relationship experience. In addition, highly anxious and avoidant people show more negative emotions in their relationships when compared to securely attached people.

Secondly, to support our hypothesis some research findings will be given to clarify the link between rejection sensitivity and anxious and avoidant attachment. For instance, in the study of Kroskam et al. (2012) the researchers wanted to examine whether there is a significant relationship between the two types of anxious attachment styles which are fearful and preoccupied attachment and rejection sensitivity. The results of the study revealed that there was a significant relationship between fearful anxious and preoccupied anxious attachment styles and rejection

sensitivity.

It is known from the literature that highly rejection-sensitive people, avoid engaging in intimate relationships because they believe that if they withdraw, nothing can hurt them. Therefore, it is known that especially highly rejection-sensitive men avoid engaging in close friendships and romantic relationships to protect themselves from any possibility of rejection (Downey, Feldman, and Ayduk, 2000). In addition, young adults having avoidant or ambivalent attachment styles in their relationships become highly sensitive to rejection (Feldman and Downey, 1994). To measure these literature findings described above, Downey, Feldman, and Ayduk (2000) measured male university students' sensitivity to rejection and their involvement and investment in romantic relationships. In the study, it was concluded that men with low investment in their romantic relationships avoid entering partner relationships, experience distress, and generally avoid social relationships.

People with rejection sensitivity have difficulties in their emotion regulation skills (Kross et al., 2007, Velotti, Garofalo, and Bizzi, 2015; Sarısoy, 2017). Emotion regulation skills of people enable them to control themselves in social environments. When people with a high level of rejection sensitivity cannot regulate their emotions, they may have difficulty adapting to social environments (Varlı, 2022). Examining the studies between rejection sensitivity and emotion regulation in the literature, it is understood that emotion regulation difficulties are referred to as emotion regulation deficits or emotion dysregulation (Velotti, Garofalo, and Bizzi, 2015; Gardner, Zimmer- Gembeck, and Modecki, 2020). Therefore, this concept will be discussed by using these concepts in this section. Velotti, Garofalo, and Bizzi (2015) emphasized that there is an association between emotion regulation dysregulation and rejection sensitivity. Although their study was not related to romantic relationships Gardner, Zimmer – Gembeck, and Modecki (2020), emphasized that young adults who have higher rejection sensitivity develop more emotion dysregulation and suppression of emotion. In their study, they measured the anxiety, depression and rejection sensitivity, and emotion regulation deficit levels of young adults. They concluded that people with higher rejection sensitivity have increased anxiety symptoms. In addition, people with higher rejection sensitivity reported that

they have more emotion regulation deficits. Based on this information, it can be concluded that there is a relationship between emotion regulation deficits and rejection sensitivity.

This study also hypothesized that there might be a relationship between rejection sensitivity and intolerance of uncertainty. However, this hypothesis was not supported. To our knowledge, the present study is the first to examine intolerance of uncertainty with attachment styles and rejection sensitivity in romantic relationships. The reason for the establishment of this hypothesis is that in the definition of both the concepts of rejection sensitivity and intolerance to uncertainty, people tend to perceive uncertainty as a threat. To clarify this information, the definitions of both concepts will be mentioned again. Rejection-sensitive people are overly anxious about the possibility of being rejected and they are hypervigilant to the slightest hint of rejection. In other words, people tend to interpret ambiguous situations as threatening and overreact to these situations (Downey and Feldman, 1996). Intolerance of uncertainty is defined as a cognitive bias in which a person develops negative beliefs about uncertain or ambiguous situations and perceives the uncertainty as a threat that is greater than its actual level. In addition, when they perceive a threat people tend to give cognitive and emotional avoidance reactions (Ladouceur, Gosselin, and Dugas, 2000). Looking at these two definitions, we can conclude that both include a biased perception of threat in ambiguous situations. From this point of view, it was thought that there might be a link between these two concepts. Considering the literature findings, it is not surprising that the hypothesis was not supported. There is only one study in the literature which investigated the relationship between adult attachment, intolerance of uncertainty, and rejection sensitivity together. Based on the literature review, it was found that Murphy (2020) conducted a study on adult attachment styles, rejection sensitivity, and intolerance of uncertainty. In this study, the researcher wanted to replicate Wright's study (2017) which was described in the introduction. Murphy conducted her study by adding intolerance of uncertainty and rejection sensitivity as possible mediators in the relationship between attachment anxiety attachment avoidance and worry. Based on the results, intolerance of uncertainty fully mediated attachment avoidance and worry and it partially mediated attachment anxiety and worry. Lastly, rejection sensitivity

did not mediate the association between attachment anxiety, attachment avoidance, and worry. In short, based on this finding we can conclude that these two concepts were not correlated.

Although the concepts seem to be similar, this insignificant result can be explained by the fact that their foundations are different. Perceiving ambiguous situations as direct rejection in rejection sensitivity lies in the fact that people learn to be rejected from the uncertain or inconsistent behaviors of their early childhood caregivers and therefore, whenever they face a little ambiguity, they expect to be rejected in such ambiguous situations in the future. In short, actually, in rejection sensitivity, people expect the repetition of what they have already learned (Downey and Feldman, 1996). When we look at the intolerance of uncertainty, Budner (1962) stated that it arises when the ambiguous situation does not contain any clues or when there is a set of complex clues which may lead to uncertainty in people's minds. In other words, in intolerance of uncertainty, there is something new that the person encounters something he did not know before whereas in rejection sensitivity people tend to expect their previous knowledge and experience.

Based on the results of our study, emotion regulation difficulties and avoidant and anxious attachment were found to be correlated. There is some evidence from the literature which supports our findings. Thompson (1991) stated that emotion regulation skills depend on the infant-caregiver relationship, and the infant learns to control their emotions in line with the caregiver's responses to them. The more the baby has a caregiver who cares about his feelings and responds appropriately to his feelings, the more emotion regulation skills will develop. Mikulincer and Shaver (2019) stated that people with a secure attachment are more positive towards life and they can protect themselves more easily against threats and dangers in life. They also have more effective emotion regulation skills. Even if they feel threatened, they manage this situation more easily by expressing their emotions openly without any suppression. People who have attachment anxiety and attachment avoidance have difficulty with emotion regulation. In both of these two attachment styles, people tend to suppress their negative emotions towards others either not to lose them or not to be hurt by others. In a study conducted by Fraley and Shaver (2000) a skin

conductance task with participants who are anxiously and avoidantly attached. It was aimed to investigate how people with anxious and avoidant attachment styles manage their emotions while suppressing a difficult scenario in their minds to cope with. The participants were asked to suppress a scenario in their minds where they imagined their romantic partner leaving them and while doing this, they were also expected to write their thoughts and feelings. Results of the study revealed that avoidantly attached people could suppress their emotions better than anxiously attached people and they have lower skin conductance.

Lastly, based on our study it was hypothesized that intolerance of uncertainty might be correlated with anxious and avoidant attachment. In the literature, some studies support our hypothesis. As mentioned before, some studies were related to attachment anxiety, attachment avoidance, and intolerance of uncertainty. Wright et al. (2017) conducted the first study on attachment anxiety, intolerance of uncertainty, and worry. According to the study's findings, people with heightened attachment anxiety or attachment avoidance may employ unhealthy emotion-regulation strategies and may also struggle to deal with uncertainty in their relationships because of their insecure attachment experiences. People who have a high intolerance of uncertainty could also be more concerned about potential risks in their intimate relationships. The study's findings showed a relationship between attachment anxiety, intolerance of uncertainty, and worry. Additionally, it was discovered that the link between worry and attachment anxiety was mediated by intolerance of uncertainty. However, the association between attachment avoidance and worry was not mediated by intolerance of uncertainty. Additionally, Clark et al. (2020) carried out another study to duplicate this one and explore the connections between attachment anxiety, worry, intolerance of uncertainty, and reassurance seeking. Reassurance seeking, attachment anxiety, worry, and intolerance of uncertainty were found to be related to each other. Although the link between intolerance of uncertainty and attachment is a newly studied subject in the literature, it is not surprising that they are associated with each other. People need to be connected and reassured at every stage of their lives. If they could not build secure attachment bonds with their environment or they even did not have any source of security, they might always feel uncertainty about their security in all aspects of life.

These findings show the association between attachment styles, rejection sensitivity and emotion regulation, and intolerance of uncertainty. Although we could not directly find a closely similar study in our study, many studies conducted between these variables were found. This situation proves how close the concepts are to each other. The reason for this is that the concepts of attachment styles, rejection sensitivity, and emotion regulation difficulties are all based on Bowlby's attachment theory. As often mentioned before, an infant learns all his life and relationship skills based on his relationship with his early parents. Due to the source of these concepts being the same they are closely related to each other. Intolerance of uncertainty might have a link between these concepts, but further investigation is needed to understand the associations between these concepts.

#### ***4.3. The Interpretation of Mediation Analyses***

This study examined whether emotion regulation difficulties and intolerance of uncertainty have a mediating role on the relationship between anxious and avoidant attachment styles and rejection sensitivity. In this part of the study, the results of these mediation analysis will be discussed.

##### ***4.3.1 The Interpretation of the Mediator Role of Emotion Regulation on the Relationship Between Attachment Styles and Rejection Sensitivity***

Regarding the mediating role of emotion regulation on attachment styles, it was found that emotion regulation difficulties do not significantly mediate the relationship between anxious attachment style and rejection sensitivity. However, it mediates the relationship between avoidant attachment style and rejection sensitivity.

It is known in the literature that rejection sensitivity involves anxious expectations of rejection from significant others and in our context, especially romantic partners. Before explaining the role of rejection sensitivity in romantic relationships, the relationship between rejection sensitivity and attachment theory will be mentioned because it is the basis of developing rejection sensitivity. People develop rejection sensitivity as a result of being exposed to inconsistent and rejecting attitudes by their early caregivers toward them in childhood. Consequently, they have the belief that



they will be rejected. In adulthood, this belief intensifies and leads one to expect rejection in all close relationships (Downey and Feldman, 1996). As discussed previously, rejection sensitivity, attachment styles, and emotion regulation are associated with each other (Voletti, 2015). When people with high rejection sensitivity perceive any threat in a social situation, they tend to give intense negative emotional responses. People with high rejection sensitivity often suppress their negative emotions or use some strategies to regulate their emotions (Gardner, Zimmer- Gembeck and Modecki, 2020). As a result of the literature review, unfortunately, there were no studies found including all three of these variables. Therefore, similar studies conducted among the variable pairs will be explained.

Although they are not related to romantic relationships, there are some studies conducted on attachment styles and rejection sensitivity (Erözkan, 2009; Kroskam et al. 2012; Özen, Sümer, and Demir; 2010). In a study from Erözkan (2009), the researcher wanted to investigate the four-category model of Bartholomew's attachment styles and rejection sensitivity. The findings of the research revealed that the fearful, dismissing, and preoccupied attachment styles were correlated with rejection sensitivity. In another study conducted by Özen, Sümer and Demir (2010) the researchers wanted to investigate whether rejection sensitivity, attachment anxiety, and attachment avoidance predict friendship quality. The results of the analysis indicated that attachment avoidance significantly decreased the level of rejection sensitivity.

In adult attachment, anxious and avoidant attachment styles experience emotional regulation difficulties more than others and this is related to the internal working models they have developed from early attachment relationships (Hazan and Shaver, 1987). Since the concepts of attachment and romantic relationships are handled mainly through emotion regulation strategies, this section discusses the concept of emotion regulation through emotion regulation strategies. Anxiously attached people seek a deep closeness with their partners, they exaggerate the problems in their relationship, always focus on their distress and express their negative emotions to have their partners' attention (Mikulincer and Shaver, 2003). Hyperactivating emotion regulation strategies are used by anxiously attached people. They always

feel distressed and express their negative emotions toward their partners to get the partners' attention (Winterheld, 2015). Although avoidantly attached people seek close and intimate romantic relationships, they feel always suspicious towards their partner and therefore, they are always distant towards relationships because of their intense fear of being hurt by their partner (Gross, 2006). They refuse to be close to someone because they fear that their need for intimacy will not be satisfied. Therefore, when they perceive any threatening situation in a relationship, they tend to inhibit their emotional reactions (Mikulincer and Shaver, 2003). These people use deactivating emotion regulation strategies because they avoid seeking support from others and they are treated as if they don't need to build a bond with others (Winterheld, 2015).

Lastly, the association between rejection sensitivity and emotion regulation will be mentioned. Although it is not directly related to romantic relationships, there was a study conducted by Velotti et al. (2014) measured the link between emotion regulation difficulties and rejection sensitivity. The researchers also wanted to investigate whether there was a link between rejection sensitivity and aggression. For this reason, they chose male offenders who were sentenced due to violence. The results of the study revealed that when rejection sensitivity increased, especially the impulse control subscale of emotion regulation difficulties also increased.

As discussed above, although there is no research supporting a direct relationship between all the variables, there are relationships among the variable pairs. Although these findings are not directly relevant to our subject, they support the hypothesis that difficulty in emotion regulation plays a mediating role in the relationship between avoidant attachment and rejection sensitivity. Although there is evidence in the literature that difficulties in emotion regulation has also a mediating role in the relationship between anxious attachment and rejection sensitivity, it is surprising that our result was not significant. In other words, our finding is inconsistent with the literature. Although the reason for this is not known exactly, it is thought that there may be a statistical reason. As can be seen from the result of the mediation analysis, anxious attachment explains fifty percent of the variance of rejection sensitivity. When the explained variance increases, the strength of the association between the

variables also increases (Rosenthal, 2011). Based on our study, it is thought that since anxious attachment predicts rejection sensitivity at a high level, a third variable may not have been included to mediate between them. In other words, considering that the roots of both concepts are attachment theory, it is thought that these two concepts may be very similar and due to the strength of their relationship, they may have eliminated the mediator role of emotion regulation.

#### ***4.3.2 The Interpretation of the Mediator Role of Intolerance of Uncertainty on the Relationship Between Attachment Styles and Rejection Sensitivity***

Regarding the mediating role of intolerance of uncertainty on attachment styles, it was found that intolerance of uncertainty does not significantly mediate the relationship between anxious and avoidant attachment styles and rejection sensitivity.

In our study, it was hypothesized that intolerance of uncertainty might be a mediator in the relationship between anxious and avoidant attachment styles and rejection sensitivity. As a result of the study, it was found that intolerance of uncertainty did not mediate the relationship between neither anxious attachment style and rejection sensitivity, nor avoidant attachment style and rejection sensitivity.

As mentioned before, there are only a few literature findings between intolerance of uncertainty and attachment (Wright et al., 2017; Clark et al, 2020). These studies are very close to each other in terms of their variables. In these studies, the researchers wanted to investigate the association between anxious and avoidant attachment, worry, and intolerance of uncertainty and they found that these constructs are associated with each other. In Clark's study (2020) reassurance-seeking has been added to these variables and it revealed that people who show reassurance-seeking behavior when they experience any slight clue of uncertainty and threat in their relationship.

People with rejection sensitivity are very vigilant and anxious about their partners' ambiguous behavior and they perceive this behavior as threatening and as a possibility of rejection. Therefore, whenever they perceive any threatening cue of

rejection in close relationships, they tend to avoid engaging in this relationship. In addition, in rejection sensitivity, people tend to ignore the real causes of events and perceive them as direct threats (Downey and Feldman, 1996). People tend to personalize the social threats they encounter. In a study conducted by Downey and Feldman (1996), there is a stranger which whom the participants interact and after the interaction, people with high rejection sensitivity thought that the stranger's departure was due to a mistake they had made. People with low rejection sensitivity did not consider any personal cause of the stranger's departure. In the concept of intolerance of uncertainty, people tend to avoid the uncertainties they encounter in social life. They perceive the possible negative consequences of uncertain situations as a threat (Buhr and Dugas, 2006). In both concepts, there is anxiety-provoking and threatening "ambiguity" exist and people tend to avoid this perceived threatening ambiguity. Therefore, it was thought that both concepts may actually be based on a perceived threat and therefore it was thought that there might be a relationship between them. However, when we look at both the literature findings and the results of this study, it was concluded that intolerance of uncertainty does not have a mediating role in the relationship between attachment styles and rejection sensitivity. It is believed that the possible reason for this is that although these concepts appear similar, they are theoretically different from each other. In rejection sensitivity, people avoid close relationships when they perceive any ambiguity in the behavior of the partner (Downey and Feldman, 1996). It is thought that the reason why people perceive the uncertain behaviors of their partners as direct rejection and either react to them or avoid the relationship is that they have learned a rejecting attitude from their early infant-caregiver relationships. In other words, it is hypothesized that the reason why ambiguity is perceived as a threat and avoided in rejection sensitivity is that people expect their previous learning about direct rejection to be repeated by ruling out other possibilities in the event. Budner (1962) emphasized that uncertainty can arise for three reasons. The first reason for this uncertainty is that the situation is a new case without any clues; the second reason for the uncertainty is that it is a complex situation with many clues; and lastly the third reason is a paradoxical situation where different clues point to different information. In other words, novelty, complexity, and contradictory situations cause uncertainty in the minds of individuals. Based on this definition, it can be said that intolerance of uncertainty

develops towards situations that people have never encountered before or that they can not understand because the situations are too complex for them. In short, it is thought that the difference between the “ambiguous situation” between these two concepts is that in rejection sensitivity, the person anxiously waits for things he has experienced before to happen again, and in intolerance of uncertainty, he perceives things he has never encountered as a threat.

#### ***4.4. Limitations and Future Suggestions***

In addition to the contributions of this study on clinical practice and literature, it has also some limitations. When reviewing the results of the study, it is important to consider these limitations.

The sample of the study consists of 308 people reached by the technique of convenience sampling, which was not equally distributed in terms of gender. The rate of female participants was more than twice male participants. This unequal distribution prevents the reliability and generalizability of the study. In addition, as mentioned due to the subject of this study is “rejection sensitivity” the participants tend to develop confirmation bias which means that people accept the information which is consistent with their beliefs and reject that they do not want to accept (Oswald and Grosjean, 2004; Hergovich, Schott and Burger, 2010). The reason why such a tendency is attributed to the participants is that it might be difficult to answer the questions about their attitudes and emotions about close relationships. In other words, since expressing attitudes about close relationships is a very personal and sensitive issue, and the topic of this study is "rejection" in particular, participants are likely to find it difficult to accept even if they have a fear of rejection or a tendency to avoid romantic relationships.

The most important limitation of this research is that emotion regulation or emotion regulation difficulties and intolerance of uncertainty, which are included in the research, have been studied very little in the literature with the concepts of attachment styles and rejection sensitivity in romantic relationships. Surprisingly, the concept of rejection sensitivity which is based on attachment styles and is associated with the intensity of the emotional reactions of people in romantic relationships has

not been directly studied with the concepts of "attachment in romantic relationships" and "emotion regulation", as was fictionalized in our study. The concept of rejection sensitivity has generally been studied with general attachment styles, not attachment styles in a romantic relationship. Although emotion regulation difficulties were also studied with this concept, unfortunately, not much literature finding for the context of romantic relationships could be reached. The limited literature findings, made somewhat difficult to match the results of the literature when conducting the study. In the literature review conducted in our study, it was seen that the concept of "emotion regulation strategies" within the main title of emotion regulation in romantic relationships was more associated with the concept of "emotion regulation difficulties". From this point of view, it is thought that it will be more useful to measure the emotional component of the rejection sensitivity model through the concept of emotion regulation strategies in future studies.

It can be said that a similar situation is valid for the concept of intolerance of uncertainty, which measures the cognitive component of this model. As a result of the literature review, not many studies were found on intolerance of uncertainty that was conducted with both adult attachment styles and rejection sensitivity. In addition, although it was hypothesized that intolerance of uncertainty might have a mediator role on the relationship between attachment styles and rejection sensitivity, the results of the study showed that intolerance of uncertainty does not have a mediator role on the relationship between attachment styles and rejection sensitivity. In line with the literature information and the results of the research, it is thought that it would be more beneficial to use another concept instead of intolerance of uncertainty to measure the cognitive elements of the rejection sensitivity model, similar to the concept of emotion regulation difficulties. It has been mentioned before that the anxious rejection expectations underlying the concept of rejection sensitivity are based on people's personalization of events as their past experiences. In addition, they tend to ignore the main causes of the event. From this point of view, it is thought that people who develop rejection sensitivity acquire this tendency based on cognitive distortions. There are also studies in the literature that investigated the relationship between cognitive distortions and rejection sensitivity (Özkan, 2016; Sapmaz, 2011; Küyük, 2021) In short, it will be more useful to conduct studies on

the relationship between attachment styles and rejection sensitivity with “emotion regulation strategies” and “cognitive distortions” instead of “emotion regulation difficulties” and “intolerance of uncertainty.

The disorganized attachment style developed by Main and Solomon (1990) which is the fourth category of infant attachment was not included in this study. This type of attachment is a separate category that differs from the other three attachment styles which are secure, anxious and avoidant (Paetzold, Rholes and Kohn, 2015). In this study, the anxiety and avoidance dimensions of attachment were measured, since anxiety based on rejection sensitivity was mainly addressed. However, in future studies, it is thought that measuring the disorganized attachment style will provide a better understanding of the relationship between attachment styles and rejection sensitivity.

This study conducted with participants who experienced romantic relationship at least once in their lives. For future studies, it is thought that the inclusion of individuals who have never been in a romantic relationship will lead to a better understanding of the possible relationship avoidance that people develop due to rejection sensitivity.

To facilitate data collection, university students were included in the sample of this study. To address the concept of rejection sensitivity in a broader context, it is believed that the generalizability of the research findings will be increased if the research sample in future studies is formed directly with adults without limiting it to university students.

## **CHAPTER 5: CONCLUSION**

The present study was the first to examine the mediating role of emotion regulation and intolerance of uncertainty in the relationship between attachment styles and rejection sensitivity in romantic relationships. This study, it was also investigated whether people's current romantic relationship status makes a significant difference in their rejection sensitivity tendencies, attachment styles, emotion regulation difficulties, and intolerance of uncertainty scores.

In summary, this study shows that emotion regulation difficulties do not have a mediator role on the association between anxious attachment style and rejection sensitivity, whereas they have a mediator role on avoidant attachment style and rejection sensitivity. In addition, it was found that in general adult attachment styles, emotion regulation difficulties, and intolerance of uncertainty do not make a difference in people's rejection sensitivity tendencies. Only attachment styles differ based on the participants' current romantic relationship status. To clarify, participants having an ongoing relationship had lower anxious and avoidant attachment scores.

Overall, the results of the study provide a more comprehensive understanding of the relationship between attachment styles and rejection sensitivity in romantic relationships. More specifically, this study enabled a deeper understanding of rejection sensitivity by measuring its' cognitive-emotional model through the concepts of emotion regulation difficulties and intolerance of uncertainty.

### ***5.1. Clinical Implications***

The proposed study was designed to understand the role of emotion regulation and intolerance of uncertainty on the association between anxious and avoidant attachment styles and rejection sensitivity in romantic relationships. The ability to form healthy relationships with close people who are important to us begins with the first relationships we form with our caregivers in infancy, and we reflect the bond we form in that relationship in all our relationships. Building partner relationships with the people around us are one of our most important needs, which depends on the developmental stage we are in, especially in early adulthood. Anxiety about whether engaging in a romantic relationship is common among young adults, although the



decision of whether to enter an intimate relationship depends on personal preference and expectations. When it comes to the fear of entering a romantic relationship, the concept of rejection sensitivity appears as an important element in the literature. The main reason why the concept of rejection sensitivity wanted to be explored in depth in this study is that this concept is a factor that can affect the perception of both the rejection-sensitive person and one's partner, feelings and behavior toward each other, commitment to the relationship, and relationship satisfaction, which is one of the most important focuses for young adults today. Therefore, it is thought that measuring the effect of rejection sensitivity on romantic relationships through the cognitive and emotional model of this concept contributes to the literature in terms of understanding how people with this tendency develop this anxious expectation and how they reflect it on their relationships. In addition, it is thought that this study may contribute to the clinical setting as well as to the literature. It will shed light on clinicians about how this concept, which has been studied very little in the literature, can play an important role in detecting problems such as conflicts or avoidance behaviors that may occur in partner relationships.

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## APPENDICES

### *Appendix-A: Ethics Committee Approval*

#### Etik Kurul Onayı

**SAYI** : B.30.2.İEÜ.0.05.05-020-201

31.03.2022

**KONU** : Etik Kurul Kararı hk.

**Sayın Dr. Öğr. Üyesi Yasemin Meral Öğütçü ve Bengisu Turhan,**

**“The Association Between Attachment Styles and Rejection Sensitivity in Romantic Relationships: Roles of Emotion Regulation and Intolerance of Uncertainty”** başlıklı projenizin etik uygunluğu konusundaki başvurunuz sonuçlanmıştır.

Etik Kurulumuz 31.03.2022 tarihinde sizin başvurunuzun da içinde bulunduğu bir gündemle toplanmış ve Etik Kurul üyeleri projeleri incelemiştir.

Sonuçta 31.03.2022 tarihinde **“The Association Between Attachment Styles and Rejection Sensitivity in Romantic Relationships: Roles of Emotion Regulation and Intolerance of Uncertainty”** konulu projenizin etik açıdan uygun olduğuna oy birliğiyle karar verilmiştir.

Gereği için bilgilerinize sunarım.

Saygılarımla.

**Prof. Dr. Murat Bengisu**

**Etik Kurul Başkanı**

## *Appendix-B: Participation Consent Form*

### Bilgilendirilmiş Onam Formu

Sayın Katılımcı,

Bu çalışma, İzmir Ekonomi Üniversitesi Klinik Psikoloji Yüksek Lisans programı kapsamında, Dr. Öğretim Üyesi Yasemin Meral Öğütçü danışmanlığında, Bengisu Turhan tarafından yürütülen bir tez çalışmasıdır. Bu araştırmanın amacı üniversite öğrencilerinde bağlanma stilleri ve romantik ilişkiler arasındaki ilişkiyi incelemektedir. Araştırma yaklaşık 25 dakika sürmektedir. Çalışmaya katılabilmek için 18 yaş ve üzeri, üniversite öğrencisi olmanız ve hayatınızda en az bir kez romantik ilişki deneyimlemiş olmanız gerekmektedir.

Araştırmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Katılımcı olarak, istediğiniz herhangi bir aşamada, araştırmadan ayrılma hakkına sahipsiniz. Araştırma esnasında sizlerden hiçbir kimlik bilgisi talep edilmeyecektir. Araştırma sırasında elde edilen demografik bilgiler ve araştırma verileri tarafımızca saklı tutulacak ve tamamen bilimsel amaçlı olarak kullanılacaktır. Cevaplarınız tamamen gizlidir, yalnızca araştırma görevlisi tarafından değerlendirilecektir.

Ankette bulunan sorulara vereceğiniz yanıtların gerçeği yansıtması, araştırmanın niteliği ve güvenilirliği açısından oldukça önemlidir. Lütfen her bir ölçeğin yönergesini dikkatli okuyunuz ve sorulara sizi en iyi ifade eden cevabı vermeye çalışınız. Çalışma hakkında daha fazla bilgi almak isterseniz, adresi üzerinden araştırmacı ile iletişime geçebilirsiniz.

Katılımınız için şimdiden çok teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılmayı kabul ediyorum ve verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

EVET

HAYIR

Bugüne kadar hiç romantik ilişki yaşadınız mı?

EVET

HAYIR

*Appendix-C: Demographical Information Form*

**DEMOGRAFİK BİLGİ FORMU**

1. Cinsiyetiniz .....

2. Yaşınız.....

3. Eğitim durumunuz: (en son mezun olduğunuz okulu işaretleyiniz)

İlkokul  Ortaokul  Lise  Önlisans  Lisans  Yüksek Lisans  Doktora

4-Gelir düzeyiniz nedir?

Düşük  Orta Yüksek

5- Şu anda devam eden bir romantik ilişkiniz var mı?

Var Yok

6- Romantik ilişki partnerinizle ilişkiniz ne kadar süredir devam etmektedir? (Şu an ilişkiniz yoksa en son ilişkinizin süresini belirtiniz.)

0-1 yıl  1-2 yıl  2-3 yıl  3 yıl ve üzeri

7- Daha önce psikolojik destek aldınız mı?

Evet Hayır

8- Cevabınız evet ise bu desteği kim tarafından /nereden aldınız belirtiniz.....

9- Aldığınız bir psikiyatrik tanı var mı?

Var Yok

10- Varsa belirtiniz.....

11- Herhangi bir kronik rahatsızlığınız var mı?

Var Yok

12- Varsa belirtiniz.....

13- Kullandığınız bir ilaç var mı? (tıbbi ve psikiyatrik)

Var Yok

14- Varsa belirtiniz.....

### **Appendix-D: Rejection Sensitivity Questionnaire (RSQ)**

Aşağıdaki her bir madde genelde üniversite öğrencilerinin bazen diğer kişilerden talep ettiği şeyleri tanımlamaktadır. Lütfen, her bir durumda/koşulda bulunduğunuzu düşünün ve cevaplarınızı ona göre verin. Her bir soruda, sizin için uygun olan numarayı daire içine alarak işaretlemeleri yapınız.

Maddeleri değerlendirirken, karşınızdaki kişinin (örneğin, bir hocanız veya bir arkadaşınızla ilgili olan maddelerde) lütfen belirli bir kişiyi değil, **ORTALAMA BİR KİŞİYİ DÜŞÜNEREK** yanıt veriniz.

Araştırma, **özel kişilere karşı olan tutumlarınızı** değil, **GENEL TUTUMLARINIZI** incelemektedir.

Her bir maddenin ardından gelen şu soruları yanıtlamanız beklenmektedir.

- 1) Başkalarının size tepkisi konusunda ne kadar **endişe eder veya kaygı duyarsınız?**
- 2) İlgili durumda diğer kişilerin ne tür tepki verebileceğini düşünürsünüz?

<b>1. Sınıftaki birine notlarını ödünç alıp alamayacağınızı soruyorsunuz.</b>					
a) Kişinin notlarını vermek isteyip istemeyebileceği ile ilgili olarak ne kadar <b>endişe eder veya kaygı duyarsınız?</b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Bu kişinin notlarını bana isteyerek vermesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>2. Romantik partnerinizden sizinle aynı eve taşınmasını istiyorsunuz.</b>					
a) Romantik partnerinizin sizinle aynı eve taşınmayı isteyip istemeyeceği ile ilgili ne kadar <b>endişe eder veya kaygı duyarsınız?</b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Romantik partnerimin benimle aynı eve taşınmayı istemesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>3. Yurtdışı gezisine gitmek için ebeveynlerinizden destek istiyorsunuz.</b>					
a) Ebeveynlerinizin size yardımcı olmayı isteyip istemeyebileceği ile ilgili ne kadar <b>endişe eder veya kaygı duyarsınız?</b>					

Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Onların (Ebeveynlerimin) bana yardım etmek için istekli olmalarını beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>4. Yeni tanıştığımız birine çıkma teklif ediyorsunuz.</b>					
a) Kişinin sizinle çıkmak isteyip istemeyebileceği ile ilgili ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) O kişinin benimle çıkmayı istemesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>5. Romantik partneriniz bütün arkadaşlarla birlikte dışarı çıkmayı planlıyor, ancak siz geceyi sadece partnerinizle geçirmek istiyorsunuz, ve bunu ona söylediniz.</b>					
a) Romantik partnerinizin bu isteğinizi kabul edip etmeyebileceği ile ilgili ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Romantik partnerimin bu isteğimi kabul etmeye istekli olmasını beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>6. Günlük harcamalarınızı karşılamak için ebeveynlerinizden harçlığınızı arttırmalarınızı istiyorsunuz.</b>					
a) Ebeveynlerinizin bu isteğinizi kabul edip etmeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Ebeveynlerimin yardımcı olmaya istekli olmalarını beklerdim					
Çok küçük ihtimalle			Çok büyük ihtimalle		



1	2	3	4	5	6
<b>7. Derste yeni tanıştığınız birine birlikte kahve içmeyi teklif ediyorsunuz.</b>					
a) Kişinin sizinle gelmeyi isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Diğer kişinin benimle gelmeyi istemesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>8. Yakın bir arkadaşınıza onu ciddi şekilde üzecek bir şey söyledikten ya da yaptıktan sonra,yaklaşıyor ve konuşmak istiyorsunuz.</b>					
a) Arkadaşınızın bu durumda sizinle konuşmak isteyip istemeyeceği ile ilgili ne kadar <b><u>endişe eder veya kaygı duvarınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Hemen benimle konuşup sorunlarımızı çözmek istemesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>9. Dersten sonra hocanıza anlamadığınız bir konuda soru yöneltip size fazladan zaman ayırıp ayıramayacağını soruyorsunuz.</b>					
a) Hocanızın size yardım etmeyi isteyip istemeyeceği ile ilgili ne kadar <b><u>endişe eder veya kaygı duvarınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Hocamın bana yardımcı olmak için istekli olmasını beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>10. Okulunuzu bitirdikten sonraki yıllarda ailenizden para istiyorsunuz.</b>					
a) Ebeveynlerinizin size para vermeyi isteyip istemeyebilecekleri konusunda ne kadar <b><u>endişe eder veya kaygı duvarınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Ebeveynlerimin para talebimi kabul etmek konusunda istekli olmalarını					

beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>11. Okul tatilinde bir arkadaşınızla birlikte tatile gitmeyi teklif ediyorsunuz.</b>					
a) Arkadaşınızın sizinle tatile gelmeyi isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Teklifimin memnuniyetle kabul edilmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>12. Çok kırıncı bir tartışmadan sonra romantik partnerinize telefon ediyor ve onu görmek istediğinizi söylüyorsunuz.</b>					
a) Romantik partnerinizin sizi görmeyi isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Romantik partnerimin de beni görmeye istekli olmasını beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>13. Arkadaşınıza ondan bir şeyini ödünç alıp alamayacağınızı soruyorsunuz.</b>					
a) Arkadaşımızın size istediğiniz şeyi verip vermeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Arkadaşımın istediğim şeyi ödünç vermeye istekli olmasını beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>14. Ebeveynlerinizden sizin için önemli ancak onlar için sıkıcı ve gelmesi zahmetli olabilecek biretkinliğe sizinle beraber gelmelerini istiyorsunuz.</b>					
a) Ebeveynlerinizin sizinle gelmeyi isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					

Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Ebeveynlerimin benimle gelmeyi kabul etmelerini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>15. Bir arkadaşınızdan size ciddi bir yardımda bulunmasını istiyorsunuz.</b>					
a) Arkadaşınızın bu yardımı yapmak isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Arkadaşımın bu yardım isteğimi kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>16. Romantik partnerinize sizi gerçekten sevip sevmediğini soruyorsunuz.</b>					
a) Romantik partnerinizin sizi gerçekten sevdiğini söyleyip söylemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Romantik partnerimin beni gerçekten çok sevdiğini söylemeye istekli olmasını beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>17. Bir partiye gidiyorsunuz ve odanın diğer köşesinde birini fark ediyorsunuz, ona beraber dans etmeyi teklif ediyorsunuz.</b>					
a) Dans etmeyi teklif ettiğiniz kişinin teklifinizi kabul edip etmeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Dans etmeyi teklif ettiğim kişinin bu teklifimi memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6

<b>18. Ailenizle tanıştırmak üzere romantik partnerinizden sizinle eve gelmesini istiyorsunuz.</b>					
a) Romantik partnerinizin ailenizle tanışmayı isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Romantik partnerimin ailemle buluşmayı memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>19. Başka bir şehirde yaşayan bir arkadaşınıza evinde 10 gün kalmak istediğinizi söylüyorsunuz.</b>					
a) Arkadaşımın bu isteğinizi kabul edip etmeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Arkadaşımın evinde kalma isteğimi memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>20. Yeni tanıştığınız bir hemcinsinize birlikte bir şeyler yapmayı teklif ediyorsunuz.</b>					
a) Bu kişinin önerinizi kabul edip etmeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Arkadaşımın benimle dışarı çıkmayı memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>21. Romantik partnerinizden sizi ailesiyle tanıştırmasını istiyorsunuz.</b>					
a) Romantik partnerinizin sizi ailesiyle tanıştırmayı isteyip istemeyebileceği konusunda ne <b><u>kadar endişe eder veya kaygı duvarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6

b) Romantik partnerimin bu isteđimi memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>22. Evde arkadaşlarınızla parti yapmak için anne ve babanızın akşam için başka bir yere gitmelerini istiyorsunuz.</b>					
a) Ebeveynlerinizin bu isteđinizi kabul edip etmeyebileceđi konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Ebeveynlerimin bu isteđimi memnuniyetle kabul etmelerini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>23. Ebeveynlerinize romantik partnerinizle tatile gitmek istediđinizi söylüyorsunuz.</b>					
a) Ebeveynlerinizin bu isteđinizi kabul edip etmeyebileceđi konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Ebeveynlerimin romantik partnerimle tatile çıkmamı kabul etmelerini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>24. Ebeveynlerinize mezuniyetten sonra onlardan farklı bir şehirde yaşamak istediđinizi söylüyorsunuz.</b>					
a) Ebeveynlerinizin bu isteđinizi kabul edip etmeyebileceđi konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Ebeveynlerimin kararımı kabul etmelerini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>25. Çok iyi yemek yapan bir akrabanızdan (hala, teyze vb.) çok iyi yaptığı bir yemeđi sizin için özel olarak yapmasını istiyorsunuz.</b>					

a) Akrabanızın sizin için özel olarak yemek yapmayı isteyip istemeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Akrabamın bu isteğimi memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6
<b>26. Sınavdan bir gün önce sizinle aynı sınava girecek bir arkadaşınızdan anlamadığınız konuları size anlatmasını istiyorsunuz.</b>					
a) Arkadaşınızın bu isteğinizi kabul edip etmeyebileceği konusunda ne kadar <b><u>endişe eder veya kaygı duyarsınız?</u></b>					
Hiç endişelenmem/ kaygı duymam			Çok endişelenirim/Kaygı duyarım		
1	2	3	4	5	6
b) Arkadaşımın beni çalıştırmayı memnuniyetle kabul etmesini beklerdim.					
Çok küçük ihtimalle			Çok büyük ihtimalle		
1	2	3	4	5	6

**Appendix-E: Experiences in Close Relationships Scale– Revise (ECR-R)**

**YİYE -II**

Aşağıdaki maddeler romantik ilişkilerinizde hissettiğiniz duygularla ilgilidir. Bu araştırmada sizin ilişkinizde yalnızca şu anda değil, genel olarak neler olduğuyula ya da neler yaşadığınızla ilgilenmekteyiz. Maddelerde sözü geçen "birlikte olduğum kişi" ifadesi ile romantik ilişkide bulunduğunuz kişi kastedilmektedir. Eğer halihazırda bir romantik ilişki içerisinde değilseniz, aşağıdaki maddeleri bir ilişki içinde olduğunuzu varsayarak cevaplandırınız. Her bir maddenin ilişkilerinizdeki duygu ve düşüncelerinizi ne oranda yansıttığını karşılardaki 7 aralıklı ölçek üzerinde, ilgili rakam üzerine çarpı (X) koyarak gösteriniz.

	1	2	3	4	5	6	7
	Hiç katılmıyorum	Kararsızım/Fikrim Yok				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 önemsedğim kadar	1	2	3	4	5	6	7

önemsemeyeceklerinden endişe duyarım.							
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 yaklaşabilirim.	1	2	3	4	5	6	7
17. Birlikte olduğum kişinin beni terk edeceğinden pek endişe duymam.	1	2	3	4	5	6	7
18. Birlikte olduğum kişiyle yaklaşmak 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 herşeyi anlatırım.	1	2	3	4	5	6	7
25. Romantik ilişkide olduğum kişiler bazen bana olan duygularını 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 arzumu bazen insanları korkutup uzaklaştırır.	1	2	3	4	5	6	7
28. Birlikte olduğum kişiler benimle çok yakınlaştığında gergin hissedirim.	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	1	2	3	4	5	6	7

beni öfkelenendirir.							
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

**Appendix-F: Difficulties in Emotion Regulation Scale (DERS)**

**DUYGU DÜZENLEME ÖLÇEĞİ**

Aşağıda insanların duygularını kontrol etmekte kullandıkları bazı yöntemler verilmiştir. Lütfen her durumu dikkatlice okuyunuz ve her birinin sizin için ne kadar doğru olduğunu içtenlikle değerlendiriniz. Değerlendirmenizi uygun cevap önündeki yuvarlak üzerine çarpı (X) koyarak işaretleyiniz.

1. Ne hissettiğim konusunda netimdir. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
2. Ne hissettiğimi dikkate alırım. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
3. Duygularım bana dayanılmaz ve kontrolsüz gelir. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
4. Ne hissettiğim konusunda net bir fikrim vardır. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
5. Duygularıma bir anlam vermekte zorlanırım. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
6. Ne hissettiğime dikkat ederim. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
7. Ne hissettiğimi tam olarak bilirim. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
8. Ne hissettiğimi önemserim. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman
9. Ne hissettiğim konusunda karmaşa yaşarım. <input type="radio"/> Neredeyse Hiçbir zaman <input type="radio"/> Bazen <input type="radio"/> Yaklaşık Yarı yarıya <input type="radio"/> Çoğu zaman <input type="radio"/> Neredeyse Her zaman

10. Kendimi kötü hissettiğimde, bu duygularımı kabul ederim.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

11. Kendimi kötü hissettiğimde, böyle hissettiğim için kendime kızarırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

12. Kendimi kötü hissettiğimde, böyle hissettiğim için utanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

13. Kendimi kötü hissettiğimde, işlerimi yapmakta zorlanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

14. Kendimi kötü hissettiğimde, kontrolümü kaybederim.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

15. Kendimi kötü hissettiğimde, uzun süre böyle kalacağıma inanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

16. Kendimi kötü hissettiğimde, sonuç olarak yoğun depresif duygular içinde olacağıma inanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

17. Kendimi kötü hissettiğimde, duygularımın yerinde ve önemli olduğuna inanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

18. Kendimi kötü hissettiğimde, başka şeylere odaklanmakta zorlanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

19. Kendimi kötü hissettiğimde, kendimi kontrolden çıkmış hissederim.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

20. Kendimi kötü hissettiğimde, halen işlerimi sürdürebilirim.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

21. Kendimi kötü hissettiğimde, bu duygumdan dolayı kendimden çok utanırım.  
 Neredeyse  Bazen  Yaklaşık  Çoğu zaman  Neredeyse  
Hiçbir zaman  Yarı yarıya  Her zaman

22. Kendimi kötü hissettiğimde, eninde sonunda kendimi daha iyi hissetmenin bir yolunu bulacağımı bilirim.

<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman
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23. Kendimi kötü hissettiğimde, zayıf biri olduğum duygusuna kapılırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

24. Kendimi kötü hissettiğimde, davranışlarımı kontrol altında tutabileceğimi hissederim.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

25. Kendimi kötü hissettiğimde, böyle hissettiğim için suçluluk duyarım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

26. Kendimi kötü hissettiğimde, konsantre olmakta zorlanırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

27. Kendimi kötü hissettiğimde, davranışlarımı kontrol etmekte zorlanırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

28. Kendimi kötü hissettiğimde, daha iyi hissetmem için yapacağım hiç bir şey olmadığına inanırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

29. Kendimi kötü hissettiğimde, böyle hissettiğim için kendimden rahatsız olurum.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

30. Kendimi kötü hissettiğimde, kendim için çok fazla endişelenmeye başlarım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

31. Kendimi kötü hissettiğimde, kendimi bu duyguya bırakmaktan başka yapabileceğim birşey olmadığına inanırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

32. Kendimi kötü hissettiğimde, davranışlarım üzerindeki kontrolümü kaybederim.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

33. Kendimi kötü hissettiğimde, başka bir şey düşünmekte zorlanırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

34. Kendimi kötü hissettiğimde, duygumun gerçekte ne olduğunu anlamak için zaman ayırırım.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

35. Kendimi kötü hissettiğimde, kendimi daha iyi hissetmem uzun zaman alır.				
<input type="radio"/> Neredeyse Hiçbir zaman	<input type="radio"/> Bazen	<input type="radio"/> Yaklaşık Yarı yarıya	<input type="radio"/> Çoğu zaman	<input type="radio"/> Neredeyse Her zaman

36. Kendimi kötü hissettiğimde, duygularım dayanılmaz olur.

Neredeyse

Bazen

Yaklaşık

Çoğu zaman

Neredeyse

Hiçbir zaman

Yarı yarıya

Her zaman



*Appendix-G: Intolerance of Uncertainty Scale Short Form (IUS-12)*

**Belirsizliğe Tahammülsüzlük Ölçeği (BTÖ-12)**

Lütfen aşağıdaki maddelerin karşısında bulunan ve maddelere ne kadar katıldığınızı gösteren sayılardan size en uygun olanını işaretleyiniz. <b>(1) Bana hiç uygun değil, (2) Bana çok az uygun, (3) Bana biraz uygun, (4) Bana çok uygun ve (5) Bana tamamen uygun</b> anlamına gelmektedir.					
1. Beklenmedik olaylar canımı çok sıkır.	1	2	3	4	5
2. Bir durumda ihtiyacım olan tüm bilgilere sahip değilsem sınırlarım bozulur.	1	2	3	4	5
3. İnsan beklenmedik olaylardan (sürprizlerden) kaçınmak için daima ileriye bakmalıdır.	1	2	3	4	5
4. En iyi planlamayı yapsam bile beklenmedik küçük bir olay her şeyi mahvedebilir.	1	2	3	4	5
5. Geleceğin bana neler getireceğini her zaman bilmek isterim.	1	2	3	4	5
6. Bir duruma hazırlıksız yakalanmaya katlanamam.	1	2	3	4	5
7. Her şeyi önceden ayrıntılı bir şekilde organize edebilmeliyim.	1	2	3	4	5
8. Belirsizlik beni hayatı dolu dolu yaşamaktan alıkoyar.	1	2	3	4	5
9. Harekete geçme zamanı geldiğinde, belirsizlik elimi kolumu bağlar.	1	2	3	4	5
10. Belirsizlik yaşadığımda pekiyi çalışmam.	1	2	3	4	5
11. En küçük bir şüphe bile hareket etmemi engeller.	1	2	3	4	5
12. Tüm belirsiz durumlardan uzak durmak zorundayım.	1	2	3	4	5