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MASTER THESIS

THE RELATIONSHIP BETWEEN ADULT ATTACHMENT STYLE, INTERPERSONAL PROBLEM SOLVING SKILLS AND DEPRESSION

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ÖZET

**Yetişkin Bağlanma Biçimi, Kişilerarası Problem Çözme Becerileri
ve Depresyon Arasındaki İlişki**

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Bu çalışmanın amacı, yetişkinlerdeki bağlanma biçimi, kişilerarası problem çözme becerileri ve depresyon arasındaki ilişkiyi araştırmaktır. Araştırma, Yakın Doğu Üniversitesi Psikoloji Bölümündeki öğrencilere uygulanmıştır. Veriler toplam 90 psikoloji öğrencisinden elde edilmiştir. Katılımcılara bir demografik bilgi formu ve üç ölçek (Yakın İlişkilerde Yaşantılar Envanteri, Kişilerarası Problem Çözme Envanteri ve Beck Depresyon Ölçeği) verilmiştir. Yapılan korelasyon, bağımsız örneklem t-test ve tek yönlü ANOVA analizleri sonucunda, Korkulu bağlanma stiline sahip kişilerin, kişilerarası problemleri negative yönde çözme ve sorumluluk almama eğiliminde oldukları görülmüştür. Diğer taraftan Güvenli bağlanma biçime sahip kişiler yapıcı ve ısrarcı-sebaatkar problem çözme davranışı sergilemektedir. Depresyonun tüm güvensiz bağlanma biçimleri ile ayrıca probleme olumsuz yaklaşma ve kendine güvensizlik ile ilişkili olduğu saptanmıştır. Bağlanma biçimleri içerisinde depresyon riski olan stilin korkulu bağlanma olduğu tespit edilmiştir. Bunun dışında kadınların kaçıngan bağlandığı tespit edilmiştir. Erkeklerin de problem çözmede kendilerine güvensiz oldukları bulunmuştur. Gelir düzeyinin düşük olması kaçınmacı bağlanmayla, yüksek olması ise sorumluluk almama ile ilişkili olduğu görülmüştür. Son olarak, ortaokul mezunu olan annelerin çocuklarında depresif semptomlar daha sık bulunmuştur. Sonuç olarak, bu çalışma yetişkin bağlanma biçimi, kişilerarası problem çözme becerileri ve depresyon arasında anlamlı ilişkiler olduğunu göstermiştir. Depreson veya kişilerarası ilişki problemleri ile danışmaya gelen danışanların bağlanma biçimlerinin ve kişilerarası problem çözme becerilerinin anlaşılmasının, güvensiz olan bağlanma biçimlerinin ve etkili olmayan problem çözme davranışlarının değiştirilmesinin tedavideki önemi vurgulanmıştır.

Anahtar Kelimeler: Yetişkinlerde Bağlanma, Kişilerarası Problem Çözme, Depresyon

ABSTRACT

The Relationship Among Adult Attachment Style, Interpersonal Problem Solving Skills and Depression

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The aim of the present study is to investigate the relationship between adult attachment style, interpersonal problem solving skills and depression. The study was applied to the students from Psychology Department of Near East University. The data was collected from total 90 psychology students. A demographic form and 3 scales (Experiences in Close Relationships Inventory, Interpersonal Problem Solving Inventory and Beck Depression Inventory) were given to participants. From the correlation, independent sample t-test and One-Way ANOVA analysis, it was seen that fearful attached persons approach problems in a negative way and have tendency of unwillingness to take responsibility. On the other hand, secure attached persons show constructive problem solving and insistent-persevering approach. It was found that depression is related with all insecure attachment styles, approaching problems in a negative way and lack of self-confidence. It was found that fearful attachment style has the higher risk of depression. In addition to that it was revealed that women have avoidant attachment. Men were found to be lack of self-confidence at problem solving. It was seen that low income is related to avoidant attachment, high income is related to unwillingness to take responsibility. Finally it was found that persons' who have mother graduated from secondary school have higher depressive symptoms. In conclusion, the present study showed significant relationships between adult attachment style, interpersonal problem solving skills and depression. The importance of understanding and changing insecure attachment styles and ineffective problem solving behaviors of clients with depression or interpersonal relationships problems has emphasized.

Key Words: Adult Attachment, Interpersonal Problem Solving, Depression

ACKNOWLEDGEMENT

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ABBREVIATIONS

ECR: EXPERIENCES IN CLOSE RELATIONSHIP INVENTORY

IPSI: INTERPERSONAL PROBLEM SOLVING INVENTORY

BDI: BECK DEPRESSION INVENTORY

1. INTRODUCTION

In a daily life, people want to love and be loved in return. So it is very important that a person perceives himself worth to be loved and perceives others as loveable. But this is not as simple as it seems. If a person has a perception that he/she is not worth to be loved, he/she will have problems in believing when a person tries to love them. These perceptions come from the very beginning of life, where the first bond is formed between the mother and new born.

From there, this first bond between mother and new born became very important because this bond will determines person's skill of having close relationship. A person's ability to build close relationships is very important thing because it is the close relationships that a person establishes which effects his/her personal and social development. To develop a healthy personality, one of the most important feature is to have the ability to build close relationships with other people. Attachment is a strong and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973, 15; Bowlby, 1969, 34). Attachment theory is developed by John Bowlby and Mary Ainsworth. Bowlby (1969, 34) believed that attachment is the person's first interaction and it happens between the newborn and the primary caregiver. Attachment theory shows how a person's first orientation to close relationships and which of the attachment styles arise from infancy through adolescence by having experiences in close relationships (Schachner, Shaver & Gillath, 2008, 480). Mary Ainsworth (1970, 55) named three attachment styles; secure attachment(involving belief of others' dependability and availability), avoidance (insecure) attachment style(involving fear or mistrust of others, anxious/ambivalence (insecure) attachment style(involving fear of abandonment).

In adolescence and adulthood, people seek secure attachment and an available, sensitive and reachable attachment figure to feel secure, but they can also tolerate it if they aren't close to the attachment figure. Hazan and Shaver (1987, 512) said that romantic relationship can be explained in adults by taking basis of the Bowlby's (1969, 1973) attachment theory. They named same three phases of Mary Ainsworth's. After that Barthelomew and Horowitz (1991, 227), developed a new model by combining Bowlby's

and Mary Ainsworth theory, which has four categories of attachment styles: Secure, preoccupied, dismissing and fearful. These four categories shows person's perception of self and others as positively or negatively. Lastly, Brennan, Clark and Shaver (1998, 48) named four categories similar to Barthelomew's by looking people's anxiety and avoidance in their close relationships.

It is the attachment style which affects a person daily relationship quality and also it changes a person's perspective in a situation. Attachment style continues to be shaped through their lives. Person who develops a secure attachment style with his/her mother perceives himself loveable and others as reachable and sensitive. Achieving this secure attachment is very important to have a healthy and social development. On the other hand, having one of the insecure attachment styles is very difficult to perceive someone as reachable when needed or to believe self worth.

Life is very difficult and has so much stress in it. These stressful life events are sometimes very important. However sometimes they can be small enough not to consider but also big enough to make them stress. Small or big, it doesn't matter. In any cases, they can both affect the person's health in physical and psychological way. One of the most experienced stressful life event is the one we have in our relations with other people.

People experience so much interpersonal problems in their lives which cause so much distress (Horowitz, 1993, 551). They can survive with this stress and problems by their skills that they have. But sometimes people cannot survive these situations. For example, if a person does not have an effective answer for that moment, this situation is named as a problem where problem solving skill is needed. Finding a solution or a technique for these problematic situations is called problem solving skills.

This important skill is interpersonal problem solving skills which are very important and necessary (Heppner & Baker, 1997, 132). Problem solving skills are characterized by D'Zurilla and Golfried (1971, 109) in four categories: (a) problem definition and formulation, (b) generation of alternative solutions, (c) decision making, (d) solution implementation and verification.

Interpersonal problem solving is a cognitive and behavioral process which means understanding and trying to fix the situations where a person has interpersonal problems (Çam & Tümkaya, 2007, 95).

There is a link between attachment style and interpersonal problem solving behavior because person's attachment style shows his internal representations of the self and others while person's interpersonal problems shows the behavioral consequences of attachment schemas. Also they both have been related to higher levels of depressive symptoms (Brown & Weight, 2003, 363; Hammen, Burge, Daley, Davila, Paley & Rudolph, 1995, 438; West & George, 2002, 288).

There is a triangular relationship between attachment style, interpersonal problem solving and depression. Interpersonal problem solving is a key element in person's mental health. Attachment styles influence interpersonal problem solving behavior. When people have interpersonal problems they adopt certain strategies to solve them. These strategies differ from person to person and are mainly influenced by their attachment style. On the other hand, attachment style influences depression. It has been argued by many psychologists that the style of attachment may be a factor of the later developed depression.

Secure attachment style and good interpersonal problem solving behavior are both necessary for a healthy psychology. People who have insecure attachment styles and who are bad in solving interpersonal problems were found in a higher depressive symptom. Individuals who have depression, also experience conflict and stress in their interpersonal relations (Daley et al., 1997 & 1998).

University students seek professional help at the problems they have in their romantic relationships (Creasey, Kershaw, & Boston, 1999, 523). These problems cause a potential of having troubles such as self-esteem problems and academic difficulties (Connolly & Konarski, 1994, 391). Therefore, understanding young adults' dynamics of interpersonal relationship and their attachment style would help clinicians to be more effective in helping individuals who are vulnerable to depression. So, being well grounded in adult attachment styles and problem-solving skills seem to be very important

(Corcoran & Mallickrodt, 2000, 478).According to the researches, it has been found that there is a strong relationship between adult attachment styles and psychopathologies. Allen, Coyne & Huntoon (1998, 290) found that insecure attachment style is related to depression.

Based on previous researches, attachment styles and problem solving skills seems to have important effects on having depressive symptoms. It also appears that all these factors are interrelated. Thus, the present study aimed to investigate the effects of having secure or insecure attachment style, and being an effective or ineffective problem solver on having depressive symptoms among university students.

In addition, the study aims at finding the relationship between adult attachment styles, interpersonal problem solving and depression. The relationship between these three concepts will be investigated.

1.1. Attachment Theory

Attachment theory is developed by John Bowlby, the British psychologist, psychiatrist and psychoanalyst. He published three books which are known as the Attachment and Loss Triology in 1969, 1972 and 1980, that are known as the bible of the attachment theory. His studies concerning the earliest developmental origins of childhood and adult psychopathology constituted the basis of the studies regarding the conceptualization of attachment theory.

1.1.1. Attachment in Children

Attachment is a strong and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973, 15; Bowlby, 1969, 134). Bowlby (1969, 194) defines attachment as "lasting psychological connectedness between human beings". This connectedness is such that the care-giver provides safety and security to the infant which improves the infant's chance of survival (Bowlby, 1958, 162).Infants need to

develop this bond with at least one primary caregiver for a healthy social and emotional development.

Bowlby (1980, 76) found that, individuals who have negative interactions with close relationship partners like primary care-givers during childhood who provide protection, comfort, and support are more likely to develop psychopathologies in general.

According to Bowlby (1973, 24), the first relationship that an individual establishes is with a person who gives care to the new born. This person can be the mother or somebody who can substitute the mother and fulfill the basic needs of the baby. Quality of this early bond between the primary caregiver has an influence on development through the formation of infant's internal working models and plays an important role in how baby understands the world and himself/herself. This effects the infant's personality development and determines the probable psychopathologies that can be observed in the future.

The quality of the relationship established with the primary care-giver in the early childhood influences the person perceptions regarding himself like competence, whether he is worth to be loved or not, and also his general expectations about trustworthiness of the others. Theory states that through this, children develop internal working models covering beliefs about the self and the others. Children develop the self-model regarding the worthiness to be loved, based on the first interaction between himself and the attachment figure. In addition, they develop the others-model according to the reachability and sensitivity of the attachment figure. Accordingly, through this pattern of internal representation person formulates his relationships. In addition, Bowlby (1973, 136) explained the representation of attachment and the internal working model. If the baby feels secure with regards to fulfilling his basic needs, he will perceive the others and the world as secure and reliable. This 'secure base' constitutes a fundamental basis for the person to develop positive models about himself and the others. These models are conceptualized as 'internal working models' or 'mental presentations'.

Bowlby (1973, 240) stated that, the reachability of the care-giver and the expectation of care-giver's responsiveness to baby's all needs form the basis of internal

working models. Internal working models are the mental presentations of early experiences with the primary care-giver. It is commonly accepted that the quality of these working models reflects the level of the sensitive and continues care provided by the primary care-giver. Bowlby (1969, 154) assumed that the internal working models which are developed in the childhood, continues all life time, through adolescence and adulthood. Therefore by observing the person's internal working models, person's behavior and expectations become predictable.

Bowlby's (1969, 154) approach to the attachment theory was a kind of all-or-none process, whereas in later researches we see that individual differences play an important role in attachment quality. In this respect, Mary Ainsworth, the psychologist, contributed a great deal to the attachment theory. She had done the very famous research about the differences in attachment providing explanations to such differences.

Influenced by Bowlby's quest, Ainsworth became interested in finding a more compelling explanation for young children's distress in the response of separation from parents.

Ainsworth (1970, 115) constructed a technique for assessing the variation of attachment between children, which is called the Strange Situation Classification (SSC), the most famous contribution to the attachment theory. She was inspired by Harry Harlow who had done experiment with infant monkeys. Harlow's study was about behavior of the infant monkeys when they were with a wire mother and a cloth mother. He found that infant monkeys were mostly together with cloth mother apart from the feeding time which they spent with the wire mother. Ainsworth tested the real-life examples of human infant separation and attachment in a lab environment like Harlow's. It was a mini-drama, lasting for 20 minutes and 8 parts. Experiment was about the infant, his mother and a stranger. The scenario consisted of two parts. First, the mother and the infant enter the playroom, and then a stranger joins them. Stranger plays with the infant while mother leaves the room and comes back after a short time. In the second part, mother leaves the infant alone in the room. Then she comes back with the stranger. Along the experiment the infant's behavior is observed, and three main attachment styles are identified. First; child plays in the room, cries after mother's leave, returns calm when mother comes back,

and continues to play with the toys. Ainsworth named these children as having secure attachment style. Children who have secure attachment style perceive the primary care-giver as a secure base who can leave to explore the environment and comes back to comfort him when a problematic situation occurs (Ainsworth, Bleher, Waters & Wall, 1978, 55). In the second group, child ignores the mother when she comes back by not looking at her and not accepting her attempts of interaction. This group of children shows avoidance (insecure) attachment style. They do not look for interaction with the mother when distressed. Ainsworth (1969, 111) explained that such children probably have insensitive and non-responding care-giver. The third group of children shouts and opposes to mother's leave, and shows anger after she comes back. This group has anxious/ambivalence (insecure) attachment style. They cannot develop a security feeling from the primary care-giver. Nevertheless they cannot get away from the mother (primary care-giver) to explore the environment which mostly results from the inconsistent response of the primary care-giver.

The above mentioned findings of Ainsworth (1970, 49) constituted the first empirical proof of the attachment theory developed by Bowlby. Fifty years later from Bowlby and Ainsworth's initial work, the theory have become well recognized and largely accepted. Up to 1980s, the attachment theory focused on the interaction between the infant and the mother or the primary caregiver in the early period of life. However, today's recent researches are focused mostly on "the relationship between parent-child attachment and adult relationships and psychopathology" (Berman & Sperling, 1994, 3).

1.1.2. Attachment in Adults

For the adolescences and adults the attachment figure is also important for the security feeling. However, being separated from the attachment figure is not much intolerable for them and they do not seek to be close to the attachment figure. Of course this does not mean that attachment decreases throughout the years. Even if the adolescent behaves in an independent way, most of the time this behavior is an outcome of secure attachment that he developed in infancy because he knew by his internal working model that the attachment figure is available. Attachment figure knows the needs of the adolescent and is willing to give the required care. This way, the adolescent uses this

secure attachment as a 'safe-base' and becomes more independent and self-sufficient (Bretherton & Munholland, 1999, 99).

In the sequel adult attachment is explained through the studies of Hazan and Shaver, Bartholomew and Horowitz, and finally Brennan, Clarck and Shaver.

1.1.2.1. Hazan and Shaver: Attachment Theory – Romantic Love

At the end of 1980s, two researches Cindy Hazan and Philip Shaver (1987, 511) carried the attachment theory to another context, romantic relationships between adults. They realized that romantic relationships between adults are very much similar to the relationship between the child and the primary care-giver. For instance, they want to be close to each other, they feel discomfort, nervous and alone when they are separated. Observing these, Hazan and Shaver claimed that the main principles of the attachment theory are very much similar in child-caregiver and adults' romantic relationship. They defined the same three attachment styles of Ainsworth; secure, avoidant and anxious/ambivalent. According to their study persons who developed secure attachment style expressed themselves as being loveable, worth for care and being supported in their relationship (Shaver & Hazan, 1988, 475). Also they conceive the others as willing to response whenever he is under stress (Hazan & Shaver, 1987, 512). Therefore such persons perceive positive relationships regarding their early experiences and carry this to their adult relationships. Individuals who developed avoidant attachment style avoid building closer relationships, feel uncomfortable being open to others and feel under pressure in social relationships. The other attachment style group of persons, who developed anxious/ambivalent attachment style, has low self-esteem and has feelings of fright for being refused and abandoned (Cooper, Shaver & Collins, 1998, 1382). Overall Hazan and Shaver's research showed that the romantic relationship between adults is similar in pattern to the relationship between child and care-giver.

Nowadays, most of the researchers who analyze the attachment styles prefer to use the model developed by Bartholomew et al., namely, 'four-category-model', which is based on Bowlby's models of self and other.

1.1.2.2. Bartholomew and Horowitz: Four-Category Model – Attachment Styles Among Young Adults

Barthelomew and Horowitz (1991, 227), combined Bowlby's internal working models of self and others and developed a new model containing four categories of attachment styles. Categories consider the person's positive and negative images of self and the others. They are named as secure, preoccupied, dismissing and fearful. Categories are given in Chart 1.

Chart 1: Model of Adult Attachment – Four Category Model

		Model of Self (Dependence)	
		Positive (Low)	**Negative** (High)
Model of Other (Avoidance)	**Positive** (Low)	**Secure** Comfortable with intimacy and autonomy	**Preoccupied** Preoccupied with relationships
	Negative (High)	**Dismissing** Dismissing of intimacy Counter-dependent	**Fearful** Fearful of intimacy Socially avoidant

Source: Bartholomew, K. & Horowitz, L. M. (1991).

The upper left cell of the table refers to individuals who have secure attachment style. These individuals perceive themselves as worthy and loveable and others as accepting and responsive. The upper right cell refers to individuals with preoccupied attachment style, who perceives themselves as unworthy and unlovable, whereas they evaluate the others positively. In this respect they try to gain acceptance and approval of the others to reach their own self-acceptance. This is why; they are over occupied with their relationships while this may cause the others to stay away from them.

The lower right cell of the table refers to individuals who have fearful attachment style. They perceive themselves as unworthy and unlovable and others as untrustworthy and rejecting. They avoid having close relationships with others or they face problems in their relationships. Finally the lower left cell of the table shows the individuals who have dismissing attachment style. These individuals evaluate themselves as worthy and lovable, whereas they perceive the others negatively. Such persons avoid close relationships to prevent themselves from disappointment and refusal. This way they try to maintain their positive self-image through being independent and invulnerable.

In the four-category model of attachment style it is seen therefore that apart from the secure attachment style, the other three groups are categorized under insecure attachment style. In all of these three groups, there is a negative internal working model related to the self and/or the others.

1.1.2.3. Brennan, Clark and Shaver: Self-Report Measurement of Adult Attachment

Hazan and Shaver (1987, 511) were the first to show adult relationships empirically using a self-report questionnaire. After them, differentiated and extended types of such questionnaire are produced. This diversity caused confusions mainly to the new researchers in the field of attachment theory. This problem urged Kelly Brennan, Catherine L. Clark and Phillip R. Shaver (1998, 49) to create an all-purpose self-report measure by combining all self-report measures in a single questionnaire. Through a literature survey they eliminated the redundant questions based on similarities, and made a factor analysis on 60 subscale scores. Then clustering subjects, they produced two independent factors; first avoiding others and closeness, second feeling anxiousness towards close relationships, in other words avoidance and anxiety. In this sense anxiousness refers to be afraid of being refused and abandoned. They feel anxious about the reachability and supportiveness of their partners whenever they need. The other factor, avoidance, refers to feeling afraid and discomfort of being intimate and dependent. It shows how much the person wants to be independent from the others and how much trustworthy others are according to his perceptions.

Brennan et al. defined their adult attachment styles similar to Bartholomew et al.'s four-category model. According to their classification, the individuals with the lowest anxiety and avoidance are identified as having secure attachment style, and the ones with the highest anxiety and avoidance are having fearful attachment style. In between, the ones with high anxiety and low avoidance have preoccupied attachment style, and the ones with low anxiety and high avoidance are said to have dismissing attachment style.

But relations between the clusters in their study proved to be stronger than the Bartholomew's measure.

1.1.3. Attachment and Depression

Attachment theory proposed that early relationship experiences are very important for a healthy development. Early relationship experiences form person's attachment style and this affect person's psychological health. For a healthy psychology, the quality of the first attachment between the newborn and the mother is important. In the literature, researches show that there is a relationship between insecure attachment style and depression (Carnelley et al, 1994, 134; Cooper et al, 1998, 1393).

1.2. Interpersonal-Social Problem Solving

Individuals develop different internal working models based on their perceptions of other individuals. Attachment styles describe such models. However individuals show differences in their interpersonal relations, which need to be evaluated as well. Such differences may be revealed in interpersonal problems.

Problem is defined in Bingham (1958) and Morgan (2001) as a situation which disturbs a person or the situation is perceived as a problem by the person, or when he faces an obstacle in achieving an objective. When a person who is in any kind of a relationship, perceives that the ideal communication is different than theirs, he feels tension. Interpersonal problems arise if his efforts to eliminate this tension are prevented.

Interpersonal problems are the characteristic difficulties that an individual experiences in relating to others and are sources of subjective distress (Horowitz, 1993, 551). Researches show that majority of the people who seek psychotherapy have interpersonal problems. In such cases facilitating interpersonal problem solving skills are important and necessary.

In the context of problem solving the terminology 'social problem solving' is used to indicate the problem solving which influences individuals' adaptation functioning in the real life social environment. In this respect, social problem solving covers solving impersonal, personal and interpersonal problems. Thus, problem solving is formed as conscious, rational, effortful and purposeful activity. Therefore the aim of problem solving is either improving the problematic situation or reducing the emotional distress that it produces or both (Chang, D'Zurilla, & Sanna, 2004, 36).

1.2.1. Social Problem Solving: Dimensions and Skills

Social problem solving has mainly two components: Problem orientation and problem-solving skills. Problem orientation is a process of cognitive-emotional schemas that show a person's general beliefs, feelings and evaluations about the problems and his problem solving skills. The second dimension, problem-solving skills is the cognitive and behavioral actions that a person uses to understand the problem and to find the ways to cope with the problem or an effective solution (D'Zurilla & Nezu, 1990, 156). D'Zurilla and Golfried (1971, 109) classified the problem solving skills under four main categories: (a) problem definition and formulation, (b) generation of alternative solutions, (c) decision making, (d) solution implementation and verification.

Afterwards, D'Zurilla, Nezu and Maydeu-Olivares (2002, 96) produced a revised five-factor model with two problem orientation dimensions and three problem-solving skills, which is accepted as a better fitting model. In this model, problem orientation dimensions are positive problem orientation and negative problem orientation. In the positive problem orientation, person (a) evaluates the problem as a challenge for benefit or gain, (b) accepts that problems are solvable, (c) believes that he has the ability to solve the problem successfully and efficiently, (d) accepts that this takes time and effort, and (e)

devotes himself to solve the problem. On the other hand, in negative problem orientation, person (a) views the problem as a threat to his psychological, social and economic well-being, (b) he is suspicious about his ability to solve the problem successfully, and (c) becomes angry and upset when he faces a problem.

The problem-solving skills are (1) rational problem-solving, (2) impulsivity-carelessness style, and finally (3) avoidance style. (1) Rational problem-solving skill is constructive, deliberate, and systematic, in application of the effective problem-solving skills. The four main categories of D'Zurilla and Golfried (1971, 111) that mentioned above are steps in this problem-solving skill. In the (a) problem definition and formulation step, person identifies the problem and sets realistic goals. (b) Generation of alternative solutions: person tries to produce potential, conventional and original solutions. (c) Decision making: person compares the consequences of different possible solutions and chooses the most effective (best) solution. (d) Solution implementation and verification: person implements the solution in his problems, and then monitors and evaluates the outcome.(2) Impulsivity-carelessness style: These persons consider not all but few of the alternatives for solutions and in general behaves according to first idea that comes to his mind. His monitoring of the solutions is quick, unsystematic, careless and inadequate. (3) Avoidance style is also a dysfunctional pattern as (2), the person avoids and ignores the problems instead of confronting with them, delays the problem solving as long as he can, waits for problems to be resolved by themselves, and tries to pass the responsibility onto the other people (D'Zurilla & Goldfried, 1971, 111; D'Zurilla & Nezu, 1999, 136; D'Zurilla et al., 2002, 136).

1.2.2. Problem Solving and its Relation with Demographic Characteristics and Depression

So many researchers looked for the relationship between problem solving and socio-demographic characteristics of the people. According to a study, results showed that people's problem solving skills improve through the age (D'Zurilla et al, 1998, 242). On the other hand, some studies searched for the relationship between problem solving skills and gender. Results indicated that problem solving skills show difference between men and women. According to a study, women had more successful problem solving skills

than men (Şahin, Şahin & Heppner, 1993, 381). Some studies showed that women had more self-confidence in solving problems than men. However, some studies found out that men had more self-confidence in solving problems than women.

On the other hand, people's problem solving skills show the vulnerability of the depression. Using efficient problem solving behaviors improves the self-confidence. Whereas, using inefficient problem solving behaviors make people vulnerable to depression. In one study, it was reported that, using inefficient problem solving behaviors is a reason of the depressive symptoms. It was said that, depression can be predicted by looking the problem solving skills (Dixon et al, 1993, 331). In another study, it was proposed that problem solving can be a reason or a result of the depression. This means that people who use inefficient problem solving behaviors are vulnerable to depression, and people who have depressive symptoms use inefficient problem solving skill (Nezu et al, 1989, 152).

2. METHOD

2.1. Participants

Participants were selected from Psychology Department of Near East University. One hundred psychology students were planned to be included in the study. Ninety-six voluntary psychology students were included in the study but six of them excluded from the analysis part of the study due to the uncompleted questions. The data were collected from twenty first grade, twenty three second grade, twenty third grade and twenty seven fourth grade psychology students. 67 of them were female, 23 of them were male participants. The ages ranged between 18 and 30.

2.2. Measures

A demographic form and three scales were used in the study. Demographic form includes age, gender, grade, mother's and father's education level, income level, number of total experienced relationship, whether he/she is in a romantic relationship during the survey, if he/she is in a relationship the duration and the state of the relationship (see Appendix A). Turkish version of Experiences in Close Relationships (Sümer, 1999) (see Appendix B), Interpersonal Problem Solving Inventory (Çam & Tümkaya, 2007) (see Appendix C), and Turkish version of Beck Depression Inventory (Hisli, 1988) (see Appendix D).

2.2.1.Experiences in Close Relationships Inventory (ECR)

The short form of Experiences in Close Relationships Inventory is a self-evaluation scale which is designed by Brennan, Clark and Shaver (1998) to measure adult attachment styles in relationships. It consists of 36 items and two subscales: avoidance and anxiety. Odd numbered 18 items refer to "Avoidance scale"; even numbered 18 items refer to "Anxiety scale". ECR uses 4-point rating scale: "Disagree strongly" (1); "Strongly Agree" (4). Respondents indicate how well each item describes their typical feelings in their romantic relationships.

Participants were evaluated through the two subscales and by Bartholomew and Horowitz's (1991) four category classification: secure, preoccupied, dismissing and fearful. To establish the attachment styles of the participants, median of the total score from avoidance and anxiety subscales was computed. Scoring lower than the median at both avoidance and anxiety scales indicates "Secure Attachment" style, scoring high at both two subscales indicates "Fearful Attachment". Scoring high at avoidance, low at anxiety scale means "Dismissing Attachment"; scoring low at avoidance, high at anxiety scale means "Preoccupied Attachment".

The Avoidance scale (18 items) evaluates discomfort with interpersonal closeness, dependence, and intimate self-disclosure. The Anxiety scale (18 items) measures fears of abandonment and strong desires for intimate contact.

The inventory was adapted to Turkish by Sümer (1999). The reliability and validity of the Turkish version is done by Sümer and Güngör (1999) and Güngör (2000). The internal consistency for checking Avoidance subscale was found 0.81 and for Anxiety subscale was found .84. Cronbach alphas of Avoidance scale was0.94 and 0.91 for Anxiety scale. These two subscales explain 38% variance of attachment in romantic relationships.

2.2.2. Interpersonal Problem Solving Inventory (IPSI)

In the present study, to understand participants problem solving skills, Interpersonal Problem Solving Inventory of Çam and Tümkaya (2007) which assesses social problem solving behavior in close relationships was used. Interpersonal Problem Solving Inventory consists of 5 subscales and 50-items. These five subscales are: (1) Approaching Problems in a Negative Way, (2) Constructive Problem Solving, (3) Lack of Self-Confidence, (4) Unwillingness to Take Responsibility, (5) Insistent-Persevering Approach. IPSI is a 5-point likert scale "Not at all appropriate" (1); "Entirely appropriate" (5). Higher score from this means higher skill at interpersonal problem solving.

Interpersonal Problem Solving Inventory has 5 subscales. These 5 factors explain 38.38% variance of the interpersonal problem solving. These subscales are Approaching Problems in a Negative Way, Constructive Problem Solving, Lack of Self-Confidence, Unwillingness to Take Responsibilities, and Insistent-Persevering Approach. Cronbach's alpha of the subscales was found between 0.67 and 0.91. (Approaching Problems in a Negative Way: 0.91, Constructive Problem Solving: 0.89, Lack of Self-Confidence: 0.75, Unwillingness to Take Responsibilities: 0.71, Insistent-Persevering Approach: 0.77). The test-retest correlation was changes between 0.69 and 0.89.

2.2.3. Beck Depression Inventory (BDI)

In the present study, Beck Depression Inventory was used. BDI is one of the most widely used instruments for measuring the severity of depression (Beck et al., 1979). The BDI is a multiple-choice self-report inventory and has 21-question that measures the intensity of depressive symptoms. The inventory adapted to Turkish culture by Hisli (1988). Each of 21 items consists of four statements of intensity of symptom. Items are rated on a 4-point scale and their sum shows the total depression score. BDI has good internal consistency, test-retest reliability, convergent and discriminant validity. The reliability coefficient of the BDI was found 0.85 and the Cronbach's alpha was found 0.81.

2.3. Procedure

The study was applied to university students of Near East University between the dates of 28 April and 5 May 2014. First short brief explanation was given to them then they completed the four inventories: A demographic form, Experiences in Close Relationships (ECR), Interpersonal Problem Solving Inventory (IPSI) and Beck Depression Inventory. It was take 15-20 minutes. Inventories were given to students before or after their class time.

2.4. Data Analysis

For the data analysis SPSS software program was used. Using the program correlation analysis, independent sample t-test and one-way ANOVA were conducted.

3. RESULTS

The study included 90 participants. These 90 participants were Psychology students of Near East University. The mean age of the participants was 22.17±2.24 (18-30).Sixty seven of them were female participants (74,4%), twenty three of them were male participants (25,6%). Twenty of them were first grade psychology students (22,2%), twenty three of them were second grade psychology students (25,6%), twenty of them were third grade psychology students (22,2%), and twenty seven of them were fourth grade psychology students (30%). Six of them had an illiterate mother (6,7%), sixteen of the participants' mothers were graduated from primary school (17,8%), seven of participants' mothers were graduated from secondary school (7,8 %), forty three of the participants' mothers were graduated from high school (47,8%), eighteen of the participants' mothers were graduated from university and upper (20%). Twenty of the participants' fathers were graduated from primary school (22,2%), ten of the participants' fathers were graduated from secondary school (11,1%), thirty two participants' fathers were graduated from high school (35,6%), and twenty eight participants' fathers were graduated from university and upper (31,1 %). None of the participants' father was illiterate. One participant reported his/her family's income level as low (1,1 %), seventy four participants reported their family's income level as medium (82,2 %), and fifteen participants reported their family's income level as high (16,7%). During the study, forty three participants were in a relationship (47,8%), forty seven participants were not in a relationship (52,2%). Seventy of them described their relationship as flirt (30%), sixteen of them described their relationship as engaged (17,8 %). None of them were married. The information of participants' gender, grade, mother's and father's education level, income level, current romantic relationship status, description of their relationship were given in Table 1.

Table 1. Demographic Characteristics of The Sample

	Group	n (%)
Gender	Female	67 (74,4)
	Male	23 (25,6)
	Total	**90 (100)**
Grade	1st Grade	20 (22,2)
	2nd Grade	23 (25,6)
	3rd Grade	20 (22,2)
	4th Grade	27 (30,0)
	Total	**90 (100)**
Mother's Education Level	Illiterate	6 (6,7)
	Primary	16 (17,8)
	Secondary	7 (7,8)
	High School	43 (47,8)
	Undergraduate and upper	18 (20,0)
	Total	**90 (100)**
Father's Education Level	Illiterate	0 (0)
	Primary	20 (22,2)
	Secondary	10 (11,1)
	High School	32 (35,6)
	Undergraduate and upper	28 (31,1)
	Total	**90 (100)**
Income Level	Low	1 (1,1)
	Medium	74 (82,2)
	High	15 (16,7)
	Total	**90 (100)**
Current Romantic Relationship Status	In a relationship	43 (47,8)
	Not in a relationship	47 (52,2)
	Total	**90 (100)**
Description of the relationship	Single	47 (52,2)
	Flirt	27 (30,0)
	Engaged	16 (17,8)
	Married	0 (0)
	Total	**90 (100)**

Table 2. The Total Number of Experienced Romantic Relationships

	N (%)
None	7 (7,8)
1 – 4	67 (74,5)
5 – More	16 (17,7)
Total	**90 (100)**

The total number of participants' experienced romantic relationships was given in Table 2. The study participants reported the mean of their relationship duration was 9.84±21.01 (0-96) month. Seven of them were never experienced romantic relationship (7,8%). Sixty seven of them were experienced one to four relationships (74,5%). Sixteen of them were experienced five and more relationships (17,7 %).

Correlation analysis was applied to investigate if there were any relationships between attachment style, interpersonal problem solving behavior, and depression. The subscales of each scale were examined together. The subscales of Experienced Problem Solving (ECR) include avoidance and anxiety. The subscales of Interpersonal Problem Solving Inventory (IPSI) include approaching problems in a negative way, constructive problem solving, lack of self-confidence, unwillingness to take responsibilities, and insistent-persevering approach.

Table 3. Relationship Between ECR and IPSI Subscales Scores

	Avoidance r (p)	Anxiety r (p)
Approaching Problems in a Negative Way	r = 0.172 p = 0.105	r = 0.538** p = 0.000
Constructive Problem Solving	r = -0.251* p = 0.017	r = 0.147 p = 0.168
Lack of Self-Confidence	r = 0.155 p = 0.146	r = 0.303** p = 0.004
Unwillingness to Take Responsibility	r = 0.090 p = 0.401	r = 0.178 p = 0.094
Insistent-Persevering Approach	r = -0.360** p = 0.000	r = 0.106 p = 0.318

*p< 0.05 level

In the present study, to find out the relationship between IPSI subscales and ECR subscales, Pearson Correlation was used (Table 3). According to results, there was positive moderate correlation between approaching problems in a negative way and anxiety (p=0.000). Participants, who had high levels of anxiety, approached problems in a negative way. In addition, there was negative low correlation between constructive problem solving and avoidance (p=0.017). Participants who had high levels of avoidance, showed less constructive problem solving behavior. Also, there was positive moderate correlation between lack of self-confidence and anxiety (p=0.004). Participants, who had high levels of anxiety, were lack of self-confidence more. Finally, there was negative moderate correlation between insistent-persevering approach and avoidance (p=0.000). Participants, who had high levels of avoidance, had less insistent-persevering approach. No correlation was found between unwillingness to take responsibilities and any of ECR subscales.

Table 4. Relationship BDI and ECR Subscale Mean Scores

	Avoidance r (p)	Anxiety r (p)
Depression	r = 0.287* p = 0.006	r = 0.327* p = 0.002

*p< 0.05 level

The relationship between Beck Depression and ECR subscale scores were given in Table 4. Pearson Correlation was used to understand the relationship between Beck Depression Scale and ECR subscales. It was found that there was positive moderate relationship between depression and avoidance (p=0.006); depression and anxiety (p=0.002). Participants who had higher scores of avoidance and anxiety also had higher levels of depression.

Table 5. Relationship BDI and IPSI Subscale Mean Scores

	Depression r (p)
Approaching Problems in a Negative Way	r = 0.439* p = 0.000
Constructive Problem Solving	r = -0.197 p = 0.063
Lack of Self-Confidence	r = 0.473* p = 0.000
Unwillingness to Take Responsibility	r = 0.204 p = 0.054
Insistent-Persevering Approach	r = -0.139 p = 0.190

*p< 0.05 level

To understand the relationship between BDI and IPSI subscale scores, Pearson Correlation was used (Table 5). According to results, it was found that there was a positive moderate correlation between approaching problems in a negative way and depression (p=0.000). Participants, who had high levels of depression, approached problems in a negative way. Also, it was found that there was a positive moderate correlation too between lack of self-confidence and depression (p=0.000). Participants who had high levels of depression, was lack of self-confidence too.

Independent Sample T-test, ANOVA, and Post Hoc Analyses were used to search for the relationship between gender, mother's and father's education level, attachment styles, interpersonal problem solving behaviors, and depression.

Table 6. Comparison of Mean Scores of ECR Subscales According to Gender

	Gender	N	m±sd	t (p)
Avoidance				
	Female	67	38.48±6.97	2.027
	Male	23	35.09±6.77	(0.046)*
Anxiety				
	Female	67	40.57±8.42	0.637
	Male	23	39.90±7.50	(0.526)

*p< 0.05 level

In the present study the mean scores of ECR subscales and gender was compared with Independent Sample T-test (Table 6). It was found that there was not any significant differences between the mean scores of anxiety subscale of ECR and gender (p=0.526). On the other hand, it was found that there was significant differences between the mean scores of avoidance subscale of ECR and gender (p= 0.046). Female participants had higher mean score of avoidance than male participants.

Table 7. Comparison of Mean Scores of IPSI Subscales According to Gender

	Gender	N	m±sd	t(p)
Approaching Problems in a Negative Way				
	Female	67	35.93±14.30	0.238 (0.778)
	Male	23	35.22±8.59	
Constructive Problem Solving				
	Female	67	53.55±15.35	-0.417 (0.677)
	Male	23	55.04±12.94	
Lack of Self-Confidence				
	Female	67	12.45±5.52	-2.405 (0.018)*
	Male	23	15.39±3.34	
Unwillingness to Take Responsibility				
	Female	67	21.99±5.65	-0.140 (0.889)
	Male	23	22.17±5.31	
Insistent-Persevering Approach				
	Female	67	12.34±5.17	1.506 (0.136)
	Male	23	11.13±2.32	

*p< 0.05 level

In the present study the mean scores of IPSI subscales and gender was compared with Independent Sample T-test (Table 7).According to results, it was found that there was statistical significant differences between the mean scores of lack of self-confidence subscale of IPSI and gender (p= 0.018). Male participants had higher mean score at lack

of self-confidence, than female participants. However, no statistical significant differences were found between gender and other IPSI subscales.

Table 8. Comparison of Mean Scores of BDI According to Gender

Gender	N	m±sd	t(p)
Female	67	12.75±8.40	-0.938 (0.351)
Male	23	14.87±11.79	

*p< 0.05 level

Independent Sample T-test was conducted to examine the gender differences on depression (Table 8). It was found that there was no any significant difference between gender and depression.

Table 9. Comparison of Mean Scores of BDI According to Education Level

	m±sd	F(p)
Illiterate	6.67±2.25	
Primary	12.19±6.82	
Secondary	24.29±12.57	**3.936 (0.006)***
High School	13.72±10.35	
Undergraduate and Above	11.17±4.89	

*p< 0.05 level

In the present study, the mean score of Beck Depression Inventory and mother's education level was compared with One-way Anova (Table 9). It was found that, there was statistically significant difference between the mean score of Beck Depression scale and mother's education level (p=0.006). In advance analysis with Tukey it was found that the statistically significant differences between illiterate and secondary (p=0.005), primary and secondary (p=0.026), high school and secondary (p=0.033), undergraduate and secondary (p=0.010). Participants whose mother graduated from secondary school had higher mean score of Beck Depression scale.

Table 10. Comparison of Mean Scores of ECR Subscales According to Income Level

ECR Subscales	Income Level	m±sd	F(p)
Avoidance	Low	48.00±0.0	
	Medium	36.76±6.45	**3.724 (0.028)***
	High	41.13±8.57	
Anxiety	Low	46.00±0.0	
	Medium	40.32±6.91	**0.315 (0.731)**
	High	39.47±13.15	

*p< 0.05 level

In the present study, the mean score of ECR subscale and income level was compared with One-way Anova (Table 10). It was found that, there was a statistically significant difference between Avoidance subscale and income level (p=0.028). According to results people who have low income have higher avoidance scores. In advance analysis with Tukey there was not any significant differences.

Table 11. Comparison of Mean Scores of IPSI Subscales According to Income Level

IPSI Subscales	Income Level	m±sd	F(p)
Approaching Problems in a Negative Way	Low	48.00±0.0	**0.464 (0.630)**
	Medium	35.47±11.26	
	High	36.27±20.19	
Constructive Problem Solving	Low	34.00±0.0	**1.965 (0.146)**
	Medium	55.15±12.44	
	High	49.27±22.61	
Lack of Self-Confidence	Low	8.00±0.0	**2.524 (0.086)**
	Medium	12.77±4.44	
	High	15.67±7.72	
Unwillingness to Take Responsibility	Low	8.00±0.0	**5.581 (0.005)***
	Medium	11.39±4.12	
	High	15.40±5.65	
Insistent-Persevering Approach	Low	17.00±0.0	**2.311 (0.105)**
	Medium	22.59±4.63	
	High	19.60±8.54	

*p< 0.05 level

In the present study, the mean score of IPSI subscale and income level was compared with One-way Anova (Table 10). It was found that, there was a statistically significant difference between Unwillingness to Take Responsibility subscale and income level (p=0.005). According to results people who have high income have higher Unwillingness to Take Responsibility scores. In advance analysis with Tukey there was not any significant differences.

Table 12. Comparison of Mean Scores of IPSI Subscales According to Attachment Styles

Subscales	Attachment	m±sd	F(p)
Approaching Problems in a Negative Way	Secure	31.52±10.67	**7.176 (0.000)***
	Preoccupied	36.62±8.54	
	Dismissing	29.65±9.89	
	Fearful	44.46±16.22	
Constructive Problem Solving	Secure	58.20±9.57	**2.794 (0.045)***
	Preoccupied	49.24±14.77	
	Dismissing	49.10±19.83	
	Fearful	57.63±12.41	
Lack of Self-Confidence	Secure	13.20±5.24	**2.049 (0.113)**
	Preoccupied	11.62±3.20	
	Dismissing	12.45±4.51	
	Fearful	15.21±6.57	
Unwillingness to Take Responsibility	Secure	11.52±3.86	**2.873 (0.041)***
	Preoccupied	10.85±4.66	
	Dismissing	11.15±4.91	
	Fearful	14.29±4.57	
Insistent-Persevering Approach	Secure	24.60±3.65	**4.228 (0.008)***
	Preoccupied	20.57±5.84	
	Dismissing	19.50±6.30	
	Fearful	22.75±5.18	

*p< 0.05 level

In the present study, the mean score of IPSI subscale and attachment styles was compared with One-way Anova (Table 10). It was found that, there was not any statistically significant difference between the mean score of Lack of Self-Confidence subscale and attachment styles (p=0.113). On the other hand, it was found that there was a statistically significant difference between Approaching Problems in a Negative Way subscale and attachment styles (p=0.000). In advance analysis of Tukey it was found that the differences were between fearful and secure attachment (p=0.001); dismissing and

fearful (p=0.000). There was a significant differences between Insistent-Persevering Approach subscale and attachment styles (p=0.008). In advance analysis of Tukey, it was found that the difference was between secure and dismissing (p=0.009).However, there was a statistically significant difference between Constructive Problem Solving subscale and attachment styles (p=0.045); Unwillingness to Take Responsibility subscale and attachment styles (p=0.041), in advance analysis of Tukey, no statistically difference was found. Participants who had fearful attachment style had higher score of Approaching problems in a negative way subscale than secure and dismissing attachment styles. Participants who had secure attachment style had higher score of Insistent-Persevering Approach than dismissing attachment styles.

Table 13. Comparison of Mean Scores of BDI According to Attachment Styles

	Attachment	**m±sd**	**F(p)**
Depression	Secure	9.88±7.32	**3.589 (0.017)***
	Preoccupied	12.29±5.55	
	Dismissing	12.85±11.82	
	Fearful	18.08±10.15	

*p< 0.05 level

The mean score of Beck depression and attachment styles was compared with One-way Anova (Table 11) and it was found that there was statistically significant difference between fearful subscale and depression (p=0.017). In advance analysis of Tukey it was found that there was a statistically differences between secure and fearful attachment styles (p=0.010). Participants who had fearful attachment style had higher depression scores.

4. DISCUSSION

The aim of this study is to investigate the relationship between adult attachment styles, interpersonal problem solving skills and depression among university students. The results for the relationship between adult attachment style, interpersonal problem solving skills and depression will be discussed.

In the present study, first it was searched for the relationship between two subscales of adult attachment styles and the subscales of interpersonal problem solving which evaluate the negative characteristics related to problem solving behavior (approaching problems in a negative way, lack of self-confidence, unwillingness to take responsibilities). It was looked for if participants, who score high at avoidance and anxiety subscales, will score high at three subscales of interpersonal problem solving which demonstrate the negative characteristics of problem solving. It was found that, there was a positive relationship between anxiety and approaching problems in a negative way, anxiety and lack of self-confidence. According to these results, having preoccupied and fearful attachment style increases approaching problems in a negative way and also people who have preoccupied or fearful attachment style, are more likely to be lack of self-confidence. Also this means that, people who have a negative self model are approaching problems in a negative way and are lack of self-confidence. These finding is consistent with previous studies. In one study it was found that insecure attachment styles make people to have tendency of using ineffective problem solving behaviors (Lopez et al., 2001, 459) while secure attached people have tendency of using constructive problem solving (Kobak & Hazan, 1991, 860).

When it was searched for the relationship between two subscales of attachment and the two positive interpersonal problem solving subscales (constructive problem solving and insistent-persevering approach) results of the analysis showed that there was a negative relationship between avoidance and constructive problem solving, avoidance and insistent-persevering approach as expected. This means that, people who have dismissing

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or fearful attachment style, have no constructive problem solving skills. Also people who have dismissing and fearful attachment style, show no insistent-persevering approach when solving problems. According to these results, it can be said that people who have negative others model do not show constructive problem solving behavior and insistent-persevering approach. These findings are consistent with the previous studies. In the previous studies, it was found that secure attached people showed effective and positive problem solving behaviors and had a positive belief of self and others (Corcoran & Mallinckrodt, 2000, 479; Shi 2003, 155).

The relationship between attachment subscales and depression was expected to be in a positive way. According to this, if avoidance and anxiety increase, depression will increase too. Findings of the present study demonstrated that there was a positive correlation between ECR subscales and Beck Depression subscale as expected. Higher the anxiety and the avoidance resulted in higher depressive symptoms. People who have insecure attachment styles (dismissing, preoccupied or fearful attachment) are more likely to get involved in depression. Also people who have a negative self model and negative others model are at higher risk of depression. Carnelley and his friends (1994, 141) reported that people who have preoccupied and fearful attachment styles, have a negative self model and show depressive symptoms. In addition to this, Murphy and his friends (1997, 840) proposed that having a negative self model was related with depression.

When it was searched for the relationship between Beck Depression scale and Interpersonal Problem Solving Inventory, it was expected to find a positive correlation between depression and the three negative problem solving behavior (approaching problems in a negative way, lack of self-confidence, unwillingness to take responsibilities). Results showed that there is a positive correlation between depression and approaching problems in a negative way. People who have depressive symptoms, are more likely to approach problems in a negative way. Also, people who are approaching problems in a negative way, are more likely to get involved with depression. It was found that there is a positive correlation too between depression and lack of self-confidence. This means that, people who have depressive symptoms are more likely to be lack of self-confidence. Also, people who are lack of self-confidence, have depressive symptoms. Low positive relationship was found between depression and unwillingness to take

responsibilities. People who have depressive symptoms show unwillingness to take responsibilities.

In the present study it was expected to find a relationship between gender and two subscales of attachment style. The results showed that, women are more likely to have avoidance attachment style than men. This means that women are more likely to have dismissing or fearful attachment styles than men. Işınsu (2003), said that women have avoidance and anxiety attachment styles in their closed relationships but men have secure attachment styles in their closed relationship.

When the gender difference is being searched at interpersonal problem solving behaviors, results showed that there is a statistically significant difference between gender and lack of self-confidence. According to this result, men have higher lack of self-confidence than women. This finding is consistent with the literature. Murphy and Ross (1987, 262) reported that women show more efficient problem solving behavior than men.

In the present study, the relationship between parents' education level and depression was searched. Findings showed that mother's education level is an effective factor on depression. Through this result, people who have secondary school graduated mother are more likely to get involved with depression. In one study of Kub and his friends (2009, 303) found that people whose mother's education level is less than university, have higher depressive symptoms than others.

Also when it was looked for the relationship between income level and attachment; income level and interpersonal problem solving, it was found that people who have low income showed higher avoidance. Also it was found that people who have high income level are more likely to show unwillingness to take responsibility.

Lastly, it was looked for the difference in the relationship between attachment style and interpersonal problem solving. Findings showed that there is a statistically differences between ECR and IPSI subscales. At approaching problems in a negative way, fearful and secure attachment styles show statistically differences. People who have fearful attachment styles are more likely to approach problems in a negative way then

secure attached persons as expected. Also, at insistent-persevering approach, dismissing and secure attachment styles show statistically differences as expected. People who have secure attachment styles are more likely to have insistent-persevering approach than people who have dismissing attachment styles. Moreover, secure attached people showed constructive problem solving and fearful attached people showed unwillingness to take responsibility.

Finally, the relationship between depression and attachment style differences was searched. It was expected to find a difference between secure attachment and insecure attachment at Beck Depression scale. Results showed that fearful attached participants statistically differed from secure attached participants at depressive symptoms. People, who have fearful attachment style, have more depressive symptoms than people with secure attachment style. Consistent with the present study's finding, Carnelley and his friends (1994, 137) found that fearful attachment style is related with the tendency of depression. In the study of Murphy and his friends (1997, 842), it was found that there was a statistically significant difference between preoccupied and fearful attachment style and secure attachment style at depressive symptoms of university students. Also Reis and his friends (2004, 422), found that people who had a major depression, had a fearful attachment style too.

5. CONCLUSION

In this study the relationship between adult attachment styles, interpersonal problem solving skills and depression is investigated. Findings showed that there is a relationship between adult attachment style, interpersonal problem solving skills and depression.

According to findings, it was seen that insecure attachment styles and inefficient problem solving behavior are related to depression. So at depression treatment, it is important to understand person's attachment style and his interpersonal problem solving skills. Also one's interpersonal problems can be easily understand by his attachment style. Moreover, vulnerability of depression can be predicted by attachment style and interpersonal problem solving behaviors. Psychologists and psychiatrists must understand client's avoidant and anxious behaviors at his interpersonal relations to change his inefficient problem solving behaviors and to cure his negative image of self and others for changing his insecure attachment style. Also these are important at preventing depression at people who are at risk.

As a continuation of this study the relationship between adult attachment style, interpersonal problem solving skills and depression can be analyzed further through the parents' attachment style and their interpersonal relationships as a role model.

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APPENDIX A

Demografik Bilgi Formu

Sayın Katılımcı,

Bu araştırma yakın ilişkilerinize (romantik/duygusal ilişkiler) yönelik duygu ve düşüncelerinizi belirlemek ve yakın ilişkilerinizdeki problem çözme davranışlarınızı incelemek amacıyla yapılmaktadır.Hiçbir maddeyi boş bırakmamanız oldukça önemlidir.Araştırmada grup sonuçları üzerinde durulacağı için **anketlere adınızı yazmanıza gerek yoktur**. Yardımlarınız için teşekkür ederim.

<div align="right">

Çilen UĞURAL

Yakın Doğu Üniversitesi

Klinik Psikoloji Yüksek Lisans Programı

</div>

1. **Yaşınız:** ....
2. **Cinsiyetiniz:** Kadın ( ) Erkek ( )
3. **Bölümünüz:** ....
4. **Sınıfınız:** ....
5. **Annenizin eğitim durumu:**
   - ( ) Okur-yazar değil
   - ( ) İlkokul mezunu
   - ( ) Ortaokul mezunu
   - ( ) Lise mezunu
   - ( ) Üniversite mezunu
   - ( ) Yüksek lisans / Doktora
6. **Babanızın eğitim durumu:**
   - ( ) Okur-yazar değil
   - ( ) İlkokul mezunu
   - ( ) Ortaokul mezunu
   - ( ) Lise mezunu
   - ( ) Üniversite mezunu
   - ( ) Yüksek lisans / Doktora

7. **Maddi durumumuz:**

   ( ) Düşük

   ( ) Orta

   ( ) Yüksek

8. **Bugüne kadar kaç romantik ilişki yaşadınız?**..........

9. **Şu anda romantik (duygusal) ilişkiniz var mı?**

   a. Evet

   b. Hayır (Cevabınız hayır ise sonraki sayfaya geçiniz.)

10. **Şu anda yaşadığınız ilişki ne kadar süredir devam etmektedir?** ......Yıl ...... Ay ......Gün

11. **Şu anda yaşadığınız ilişki için aşağıdakilerden hangisi doğrudur?**

    a. Flört

    b. Söz/Nişan

    c. Evli

,

APPENDIX B

YAKIN İLİŞKİLERDE YAŞANTILAR ENVANTERİ

Aşağıdaki maddeler romantik ilişkileriniz dahil olmak üzere yakın ilişkilerinizde (arkadaşlık, dostluk gibi) hissettiğiniz duygulara ilişkindir. Sizden, genel olarak yakın ilişkilerinizde yaşadıklarınızı dikkate alarak aşağıdaki ifadeleri değerlendirmeniz istenmektedir. Aşağıdaki maddeleri yakın ilişki içinde olduğunuz kişileri düşünerek cevaplandırınız. Her bir maddenin ilişkilerinizdeki duygu ve düşüncelerinizi ne oranda yansıttığını karşılarındaki ölçek üzerinde çarpı işareti (X) koyarak işaretleyiniz.

	Hiç katılmıyorum	Katılmıyorum	Katılıyorum	Tamamen katılıyorum
1. Gerçekte ne hissettiğimi birlikte olduğum kişiye göstermemeyi tercih ederim.	( )	( )	( )	( )
2. Terk edilmekten korkarım.	( )	( )	( )	( )
3. Arkadaş olduğum kişilere yakın olmak konusunda çok rahatımdır.	( )	( )	( )	( )
4. İlişkilerim konusunda çok kaygılıyım.	( )	( )	( )	( )
5. Birlikte olduğum kişi bana yakınlaşmaya başlar başlamaz kendimi geri çekiyorum.	( )	( )	( )	( )
6. Birlikte olduğum kişilerin beni, benim onları umursadığım kadar umursamayacaklarından endişelenirim.	( )	( )	( )	( )
7. Birlikte olduğum kişi çok yakın olmak istediğinde rahatsızlık duyarım.	( )	( )	( )	( )
8. Birlikte olduğum kişiyi kaybedeceğim diye çok kaygılanırım.	( )	( )	( )	( )
9. Birlikte olduğum kişilere açılma konusunda kendimi rahat hissetmem.	( )	( )	( )	( )
10. Genellikle, birlikte olduğum kişinin benim için hissettiklerinin, benim onun için hissettiklerim kadar güçlü olmasını arzu ederim.	( )	( )	( )	( )
11. Birlikte olduğum kişilere yakın olmayı isterim ama sürekli kendimi geri çekerim.	( )	( )	( )	( )
12. Genellikle birlikte olduğum kişiyle tamamen bütünleşmek isterim ve bu bazen onları korkutup benden uzaklaştırır.	( )	( )	( )	( )
13. Birlikte olduğum kişilerin benimle çok yakınlaşması beni gerginleştirir.	( )	( )	( )	( )
14. Yalnız kalmaktan endişelenirim.	( )	( )	( )	( )
15. Özel duygu ve düşüncelerimi birlikte olduğum kişiyle paylaşmak konusunda oldukça rahatımdır.	( )	( )	( )	( )
16. Çok yakın olma arzum bazen insanları korkutup uzaklaştırır.	( )	( )	( )	( )

	Hiç katılmıyorum	Katılmıyorum	Katılıyorum	Tamamen katılıyorum
17. Birlikte olduğum kişiyle çok yakınlaşmaktan kaçınırım.	( )	( )	( )	( )
18. Birlikte olduğum kişi tarafından sevildiğimin sürekli ifade edilmesine gereksinim duyarım.	( )	( )	( )	( )
19. Birlikte olduğum kişiyle kolaylıkla yakınlaşabilirim.	( )	( )	( )	( )
20. Birlikte olduğum kişileri bazen daha fazla duygu ve bağlılık göstermeleri için zorladığımı hissederim.	( )	( )	( )	( )
21. Birlikte olduğum kişilere güvenip dayanma konusunda kendimi rahat bırakmakta zorlanırım.	( )	( )	( )	( )
22. Terk edilmekten pek korkmam.	( )	( )	( )	( )
23. Birlikte olduğum kişilere fazla yakın olmamayı tercih ederim.	( )	( )	( )	( )
24. Birlikte olduğum kişinin bana ilgi göstermesini sağlayamazsam üzülür ya da kızarım.	( )	( )	( )	( )
25. Birlikte olduğum kişiye hemen hemen her şeyi anlatırım.	( )	( )	( )	( )
26. Birlikte olduğum kişinin bana istediğim kadar yakın olmadığını düşünürüm.	( )	( )	( )	( )
27. Sorunlarımı ve kaygılarımı genellikle birlikte olduğum kişiyle tartışırım.	( )	( )	( )	( )
28. Bir ilişkide olmadığım zaman kendimi biraz kaygılı ve güvensiz hissederim.	( )	( )	( )	( )
29. Birlikte olduğum kişilere güvenip dayanmakta rahatımdır.	( )	( )	( )	( )
30. Birlikte olduğum kişi istediğim kadar yakınımda olmadığında kendimi engellenmiş hissederim.	( )	( )	( )	( )
31. Birlikte olduğum kişilerden teselli, öğüt ya da yardım istemekten rahatsız olmam.	( )	( )	( )	( )
32. İhtiyaç duyduğumda birlikte olduğum kişiye ulaşamazsam kendimi engellenmiş hissederim.	( )	( )	( )	( )
33. İhtiyacım olduğunda birlikte olduğum kişiden yardım istemek işe yarar.	( )	( )	( )	( )
34. Birlikte olduğum kişiler beni onaylamadıkları zaman kendimi gerçekten kötü hissederim.	( )	( )	( )	( )
35. Rahatlama ve güvencenin yanı sıra birçok şey için birlikte olduğum kişiyi ararım.	( )	( )	( )	( )
36. Birlikte olduğum kişi benden ayrı zaman geçirdiğinde üzülürüm.	( )	( )	( )	( )

APPENDIX C

KİŞİLERARASI PROBLEM ÇÖZME ENVANTERİ

Aşağıda kişilerarası ilişkilerde yaşanan sorunlara yönelik ifadeler yazılmıştır. Sizden bu ifadeleri tek tek okumanız ve her ifade için kendinizi değerlendirmeniz istenmektedir. Her ifade için sadece bir yeri işaretlemeye ve hiçbir ifadeyi boş bırakmamaya özen gösteriniz. Yanıtlarınızı aşağıdaki ölçeğe göre değerlendirin:

İfade size ne kadar uygun?
Hiç Uygun Değil (1), Biraz Uygun (2), Uygun (3), Çoğunlukla Uygun (4), Tamamıyla Uygun (5)

	Hiç uygun değil	Biraz uygun	Uygun	Çoğunlukla uygun	Tamamıyla uygun
1. Kişilerarası ilişkilerimde bir problem yaşadığımda onu mutlaka çözmeye çalışırım.	( )	( )	( )	( )	( )
2. Problem yaşadığım kişinin gözüyle problemi görmeye çalışırım.	( )	( )	( )	( )	( )
3. Problem yaşadığımda ne olursa olsun, problem hemen çözülsün isterim.	( )	( )	( )	( )	( )
4. Bir problemi çözerken "mutlaka bir sonuca ulaşmalıyım" diye düşünürüm.	( )	( )	( )	( )	( )
5. Bir problem yaşadığımda kendimi çaresiz hissederim.	( )	( )	( )	( )	( )
6. Bir sorunun nedeni benden kaynaklanıyorsa karamsarlığa kapılırım.	( )	( )	( )	( )	( )
7. Problemin çözümü konusunda başarısız olacağımı düşünsem de onu çözmek için çabalarım.	( )	( )	( )	( )	( )
8. Bir sorun yaşadığımda hemen kendimi suçlarım.	( )	( )	( )	( )	( )
9. Bir problem yaşadığımda tüm hayatımın allak-bullak olduğunu hissederim.	( )	( )	( )	( )	( )
10. Bir problemle karşılaştığımda önce bunun hayatımdaki önemini gözden geçiririm.	( )	( )	( )	( )	( )
11. Bir sorun durumunda ne olursa olsun ilk adımın atılmasını karşı taraftan beklerim.	( )	( )	( )	( )	( )
12. Bir problem yaşadığımda, bununla ilgili uzun süre yoğun üzüntü yaşarım.	( )	( )	( )	( )	( )
13. Yaşadığım bir problemi çözmek için, önce adım adım neler yapabileceğimi düşünürüm.	( )	( )	( )	( )	( )
14. Bir problem durumunda, problem yaşadığım kişinin problemle ilgili neler düşünüyor olabileceğini tahmin etmeye çalışırım.	( )	( )	( )	( )	( )

	Hiç uygun değil	Biraz uygun	Uygun	Çoğunlukla uygun	Tamamıyla uygun
15. Bir problemin çözümü için birden çok çözüm yolu bulmaya çalışırım.	( )	( )	( )	( )	( )
16. Yaşadığım bir problemi çözmeye girişmeden önce, çözümün kolay ya da zor bir çözüm olup olmayacağını araştırırım.	( )	( )	( )	( )	( )
17. Bir problem yaşadığımda öfkelenirim.	( )	( )	( )	( )	( )
18. Bir problemle karşılaştığımda bu problem, hayatımın tamamını etkiler.	( )	( )	( )	( )	( )
19. Bir sorunla karşılaştığımda, bununla ilgili yaşadıklarımı nasıl ifade edeceğimi düşünüp planlarım.	( )	( )	( )	( )	( )
20. Ne yaparsam yapayım kişilerarası ilişkilerimde yaşayacağım bir problemin önüne geçemem.	( )	( )	( )	( )	( )
21. Bir problem durumunda ne olursa olsun, haklılığımı ispat edip üste çıkmak için sonuna kadar kendimi savunurum.	( )	( )	( )	( )	( )
22. Bir sorun yaşadığımda baştan, çözüm için ne kadar çaba harcasam da sonuçta sorunun çözülemeyeceğini düşünürüm.	( )	( )	( )	( )	( )
23. Kişilerarası ilişkilerde problem yaşadığımda çözümün sonucu konusunda karamsarlığa kapılırım.	( )	( )	( )	( )	( )
24. Bir sorun yaşadığımda, çözüm için ne yaparsam yapayım içinde bulunduğum durumu değiştiremem.	( )	( )	( )	( )	( )
25. Yaşadığım yeni bir sorun karşısında, daha önce yaşadığım sorunlar için yaptıklarımdan yararlanırım.	( )	( )	( )	( )	( )
26. Kişilerarası bir sorun yaşadığımda, bunu hiç yaşamamış gibi davranırım.	( )	( )	( )	( )	( )
27. Bir sorun yaşadığımda, onu çözme konusunda kendimden kuşkulanırım.	( )	( )	( )	( )	( )
28. Bir sorunu anlamaya çalışırken, sorun yaşadığım kişinin bakış açısıyla sorunu göremem.	( )	( )	( )	( )	( )
29. Problemimi çözerken attığım her adımdan, karşımdaki kişinin davranışlarının bundan nasıl etkilenebileceğini tahmin etmeye çalışırım.	( )	( )	( )	( )	( )
30. Kişiler arası ilişkilerde bir sorun yaşadığımda, bu durum bana sanki hayatın sonuymuş gibi gelir.	( )	( )	( )	( )	( )
31. Bir ilişkide benim açımdan bir problem olduğunda bunu o kişiye hemen ifade ederim.	( )	( )	( )	( )	( )
32. Bir problem yaşadığımda, ilk önce bu problemin üstesinden gelip gelmeyeceğime yönelik kendi kendimi değerlendiririm.	( )	( )	( )	( )	( )
33. Çözemediğim bir sorun olduğunda o anda "orada olmamak, birden yok olmak" isterim.	( )	( )	( )	( )	( )
34. Bir problem yaşadığımda, başarılı çözüm için nelere ihtiyacımın olduğunu araştırırım .	( )	( )	( )	( )	( )

	Hiç uygun değil	Biraz uygun	Uygun	Çoğunlukla uygun	Tamamıyla uygun
35. Yaşadığım problemin bana veya başkalarına doğrudan ya da dolaylı etkilerini düşünürüm.	( )	( )	( )	( )	( )
36. Problemlerden ders çıkartılacak durumlar olduğunu düşünerek olaya pozitif bakarım.	( )	( )	( )	( )	( )
37. Problemin çözümünde karşımdakiyle ortak bir çaba göstermeye çalışırım.	( )	( )	( )	( )	( )
38. Biriyle bir problem yaşadığımda karşı taraf özür dilemedikçe durumu değiştirmek için uğraşmam.	( )	( )	( )	( )	( )
39. Bir problem yaşadığımda hata karşı taraftaysa surat asarım.	( )	( )	( )	( )	( )
40. Problemi yakınlarımla yaşıyorsam büyük bir hayal kırıklığına uğrarım.	( )	( )	( )	( )	( )
41. Eğer yaşadığım problem büyükse dünya başıma yıkılmış gibi hissederim.	( )	( )	( )	( )	( )
42. Problem konusunda benim hatamın olmadığını düşünüyorsam çözüm için hiçbir girişimde bulunmam.	( )	( )	( )	( )	( )
43. Bir problem yaşadığımda "her kötü şey beni bulur" diye düşünürüm.	( )	( )	( )	( )	( )
44. Kişilerarası bir problem yaşadığımda, problemi çözebilmek için araya başkalarını sokarım.	( )	( )	( )	( )	( )
45. Bir problem yaşadığımda kendimi tutamam, hemen ağlarım.	( )	( )	( )	( )	( )
46. Bir problem yaşadığımda problem çözülünceye kadar inatla üstüne giderim.	( )	( )	( )	( )	( )
47. Problemlerle karşılaştığımda "keşke hiçbir zaman sorun yaşamasam" diye düşünürüm.	( )	( )	( )	( )	( )
48. Bir problem yaşıyorsam çözülünceye kadar bunun dışında hiçbir şeye dikkatimi yoğunlaştıramam.	( )	( )	( )	( )	( )
49. Yaşadığım bir problemi etkili bir şekilde çözebilmem için kendimi ve problem yaşadığım kişiyi olduğu gibi kabul ederim.	( )	( )	( )	( )	( )
50. Kişilerarası problemlerimi kimseye zarar vermeyecek bir şekilde çözerim.	( )	( )	( )	( )	( )

BECK DEPRESYON ÖLÇEĞİ (BDÖ)

AÇIKLAMA:
Sayın katılımcı aşağıda gruplar halinde cümleler verilmektedir.Öncelikle her gruptaki cümleleri dikkatle okuyarak, **BUGÜN DAHİL GEÇEN HAFTA** içinde kendinizi nasıl hissettiğini en iyi anlatan cümleyi seçiniz. Eğer bir grupta durumunuzu, duygularınızı tarif eden birden fazla cümle varsa her birini daire içine alarak işaretleyiniz.
Soruları vereceğiniz samimi ve dürüst cevaplar araştırmanın bilimsel niteliği açısından son derece önemlidir. Bilimsel katkı ve yardımlarınız için sonsuz teşekkürler.

1- **0. Kendimi üzüntülü ve sıkıntılı hissetmiyorum.**
   1. Kendimi üzüntülü ve sıkıntılı hissediyorum.
   2. Hep üzüntülü ve sıkıntılıyım. Bundan kurtulamıyorum.
   3. O kadar üzüntülü ve sıkıntılıyım ki artık dayanamıyorum.

2- **0.Gelecek hakkında mutsuz ve karamsar değilim.**
   1. Gelecek hakkında karamsarım.
   2. Gelecekten beklediğim hiçbir şey yok.
   3. Geleceğim hakkında umutsuzum ve sanki hiçbir şey düzelmeyecekmiş gibi geliyor.

3- **0.Kendimi başarısız bir insan olarak görmüyorum.**
   1. Çevremdeki birçok kişiden daha çok başarısızlıklarım olmuş gibi hissediyorum.
   2. Geçmişe baktığımda başarısızlıklarla dolu olduğunu görüyorum.
   3. Kendimi tümüyle başarısız biri olarak görüyorum.

4- **0. Birçok şeyden eskisi kadar zevk alıyorum**.
   1. Eskiden olduğu gibi her şeyden hoşlanmıyorum.
   2. Artık hiçbir şey bana tam anlamıyla zevk vermiyor.
   3. Her şeyden sıkılıyorum.

5- **0. Kendimi herhangi bir şekilde suçlu hissetmiyorum.**
   1. Kendimi zaman zaman suçlu hissediyorum.
   2. Çoğu zaman kendimi suçlu hissediyorum.
   3. Kendimi her zaman suçlu hissediyorum.

6- **0. Bana cezalandırılmışım gibi geliyor.**
   1. Cezalandırılabileceğimi hissediyorum.
   2. Cezalandırılmayı bekliyorum.
   3. Cezalandırıldığımı hissediyorum.

7- 0. Kendimden memnunum.
   1.   Kendi kendimden pek memnun değilim.
   2.   Kendime çok kızıyorum.
   3.   Kendimden nefret ediyorum.

8- 0. Başkalarından daha kötü olduğumu sanmıyorum.
   1.   zayıf yanların veya hatalarım için kendi kendimi eleştiririm.
   2.   Hatalarımdan dolayı ve her zaman kendimi kabahatli bulurum.
   3.   Her aksilik karşısında kendimi hatalı bulurum.

9- 0. Kendimi öldürmek gibi düşüncelerim yok.
   1.   Zaman zaman kendimi öldürmeyi düşündüğüm olur. Fakat
        yapmıyorum.
   2.   Kendimi öldürmek isterdim.
   3.   Fırsatını bulsam kendimi öldürürdüm.

10-   0. Her zamankinden fazla içimden ağlamak gelmiyor.
   1.   Zaman zaman içimden ağlamak geliyor.
   2.   Çoğu zaman ağlıyorum.
   3.   Eskiden ağlayabilirdim şimdi istesem de ağlayamıyorum.

11-   0. Şimdi her zaman olduğumdan daha sinirli değilim.
   1.   Eskisine kıyasla daha kolay kızıyor ya da sinirleniyorum.
   2.   Şimdi hep sinirliyim.
   3.   Bir zamanlar beni sinirlendiren şeyler şimdi hiç
        sinirlendirmiyor.

12-   0.Başkaları ile görüşmek, konuşmak isteğimi kaybetmedim.
   1.   Başkaları ile eskiden daha az konuşmak, görüşmek istiyorum.
   2.   Başkaları ile konuşma ve görüşme isteğimi kaybettim.
   3.   Hiç kimseyle konuşmak görüşmek istemiyorum.

13-   0. Eskiden olduğu gibi kolay karar verebiliyorum.
   1.   Eskiden olduğu kadar kolay karar veremiyorum.
   2.   Karar verirken eskisine kıyasla çok güçlük çekiyorum.
   3.   Artık hiç karar veremiyorum.

14-0. Aynada kendime baktığımda değişiklik görmüyorum.
   1.   Daha yaşlanmış ve çirkinleşmişim gibi geliyor.
   2.   Görünüşümün çok değiştiğini ve çirkinleştiğimi hissediyorum.
   3.   Kendimi çok çirkin buluyorum.

15-0. Eskisi kadar iyi çalışabiliyorum.
   1.   Bir şeyler yapabilmek için gayret göstermem gerekiyor.
   2.   Herhangi bir şeyi yapabilmek için kendimi çok zorlamam
        gerekiyor.
   3.   Hiçbir şey yapamıyorum.

16-0. Her zamanki gibi iyi uyuyabiliyorum.
1. Eskiden olduğu gibi iyi uyuyamıyorum.
2. Her zamankinden 1-2 saat daha erken uyanıyorum ve tekrar uyuyamıyorum.
3. Her zamankinden çok daha erken uyanıyor ve tekrar uyuyamıyorum.

17-0. Her zamankinden daha çabuk yorulmuyorum.
1. Her zamankinden daha çabuk yoruluyorum.
2. Yaptığım her şey beni yoruyor.
3. Kendimi hemen hiçbir şey yapamayacak kadar yorgun hissediyorum.

18-0. İştahım her zamanki gibi.
1. iştahım her zamanki kadar iyi değil.
2. İştahım çok azaldı.
3. Artık hiç iştahım yok.

19-0. Son zamanlarda kilo vermedim.
1. İki kilodan fazla kilo verdim.
2. Dört kilodan fazla kilo verdim.
3. Altı kilodan fazla kilo vermeye çalışıyorum.

20-0. Sağlığım beni fazla endişelendirmiyor.
1. Ağrı, sancı, mide bozukluğu veya kabızlık gibi rahatsızlıklar beni endişelendirmiyor.
2. Sağlığım beni endişelendirdiği için başka şeyleri düşünmek zorlaşıyor.
3. Sağlığım hakkında o kadar endişeliyim ki başka hiçbir şey düşünemiyorum.

21- 0.Son zamanlarda cinsel konulara olan ilgimde bir değişme fark etmedim.
1. Cinsel konularla eskisinden daha az ilgiliyim.
2. Cinsel konularla şimdi çok daha az ilgiliyim.
3. Cinsel konular olan ilgimi tamamen kaybettim.

AUTOBIOGRAPHY

Çilen Uğural was born in Turkish Republic of Northern Cyprus in 1989. She attended to Şht. Ertuğrul Primary School, Bayraktar Turkish Maarif College, and Turkish Maarif College.

In 2006, she entered the Psychology Department of Izmir University of Economics. She finished her Bachelor study in 2010.

She attended many conferences during her studies. She completed her internship at Atatürk Kız Meslek Lisesi Uygulamalı Anaokulu and Barış Mental Hospital.

In 2010, she started her graduate study at Near East University, Graduate School of Social Science, Applied (Clinical) Psychology Programme and completed her program succesfully.

She wrote her master thesis on "The relationship Between Adult Attachment Style, Interpersonal Problem Solving Skills and Depression".