

## The Prediction of Separation-Individuation in Turkish Late Adolescents through Five Factor Personality Dimensions

Sevda ASLAN\*

### Suggested Citation:

Aslan, S. (2013). The prediction of separation-individuation in Turkish late adolescents through five factor personality dimensions. *Eğitim Araştırmaları - Eurasian Journal of Educational Research*, 51, 7-28.

### Abstract

*Problem Statement:* Individual personality traits of adolescents become significant when they are in the process of separation-individuation from parents. While adolescents undergo their separation-individuation process, they also have to express their own consistent thoughts, feelings and actions as an individual. During this process an adolescent's stable personality tendencies may have a significant role in their separation-individuation process.

*Purpose of the Study:* The purpose of the study is to explain the relationship between five factor personality dimensions and the separation-individuation process in terms of how five factor personality dimensions predict the separation-individuation of Turkish late adolescents aged 18-25. This research was designed as a cross-sectional study. In this study, Convenience Sampling Method was used.

*Method:* The study group consisted of a total of 233 first- to fourth-year students studying at Ankara University, Hacettepe University, and Kırıkkale University during the spring semester of the 2009-2010 academic year. The points that were obtained from the three scales were analyzed through SPSS 11.5 and the total points of the scales were found in the data analyses.

*Findings and Results:* Extraversion positively and significantly affects separation anxiety and peer enmeshment. Agreeableness negatively and significantly affects engulfment anxiety, denial of need, teacher enmeshment, rejection expectancy, and practicing-mirroring. Emotional instability/Neuroticism negatively and significantly affects teacher

---

\* Dr., Kırıkkale University Faculty of Education, sevda.aslan@gmail.com

enmeshment and practicing-mirroring. There is a positive relationship between separation individuation and peer enmeshment, practising mirroring, and the extraversion dimension; on the other hand, there is a negative relationship between rejection expectancy and the extraversion dimension.

*Conclusions and Recommendations:* Counseling programs can be prepared and applied in order to increase extraversion, which is one of the dimensions of personality traits, to increase openness to experience and agreeableness, and to prevent separation-individuation problems that students encounter. In this way, the separation-individuation process of students will be supported by personality dimensions.

*Keywords:* Separation-individuation, five factor, personality dimension, late adolescent

Separation-Individuation is the adolescent's redefinition of the relationship between him/her and his/her caregivers, such as parents, by reducing adolescents' dependence upon their parents, while moving towards autonomy and independence. It is expected that adolescents undergo the separation-individuation process in an ever increasing manner, with the help of their physical, cognitive and interpersonal developments. According to Blos (1989), the inner changes that accompany the separation-individuation process are indecisiveness, insufficiency, and alienation. With these changes, mental structuring is re-materialized by the ego of an adolescent, whose personality is in a process of embodiment. Thus, the nature of an adolescent is changeable during this process.

Bowlby (1988) argues that the relationship between child and parents, especially the relationship between child and mother, is double-sided. Problems are observed in separation-individuation in all individuals who have human-human and human-object relationships based on an unhealthy attachment style (Göka & Göka, 2009). During early childhood and adolescence, the disruptions in mirroring, internalization, and separation processes can lead to personality pathologies (Çuhadaroğlu Çetin, 2001).

Openness to experience, which is one of the personality types based on the Five Factor Theory, is comprised of intellectual characteristics such as imagination, curiosity, originality, broad-mindedness, and artistic sensitivity. Agreeableness is also known as pleasantness, and its facets are related to kindness, flexibility, trust, good nature, cooperation, forgiveness, and empathy. Conscientiousness is also known as trustworthiness, prudence and compliance, and its facets reflect both trustworthiness (for example, attention, consideration, dutifulness, orderliness, competence, and planning) and willpower (for example, industriousness, achievement, centralism and determination). At the same time, emotional instability/neuroticism is also a reflection of extroversion regarding the temperament of an individual. Each dimension is considered as a continuum (Viswesvaran & Ones, 2003).

The Five Factor Model is a hierarchical model covering the abovementioned personality dimensions. Personality traits are defined as the continuous stable dimensions of individual differences in order to demonstrate consistent patterns of thoughts, feelings and actions (McCrae & Costa, 1990). The Five Factor Model draws from studies that define natural language aptitude (cited in: Costa & Widiger, 2002). The Five Factor Model is based on endogenous basic tendencies, and biological and hereditary foundations. These basic tendencies cover characteristic adaptations, attitudes, habits, and personal endeavours as well as an individual's own identity. Characteristic adaptations occur as a result of the interaction between external influences and basic tendencies.

According to this theory, the Five Factor Model's personality dimensions stabilize during adolescence and early adulthood, and after this period, although small changes are observed in middle and late adulthood, these personality dimensions remain relatively constant and stable (Roterts, Walton, & Viechtbauer, 2006, cited in: McCrae & Löckenhoff, 2010). Many studies were conducted leading up to Cattell and Norman's proposal of the Five Factor Model's personality dimensions based on personality traits, namely: emotional instability/neuroticism, extroversion, openness to experience, agreeableness and conscientiousness (Norman, 1963, cited in: De Raad, 2000; Howard & Howard, 1995).

Several studies have investigated the separation-individuation process. For example, in his study on late adolescents, Hoffman (1984) found that while conflictual independence is in harmony with personal adaptation, it is not related to problems in romantic relationships. On the other hand, Hoffman determined that the increase in emotional independence is related to academic adaptation. In their study on separation-individuation in late adolescents, Quintana and Kerr (1993) found that participation in relationships bolsters separation, mirroring, and symbiosis. These authors found that for the healthy separation of both genders, there is a positive correlation between the scales of self-centralizing and symbiosis. McClanahan and Holmbeck (1992) found in a study on adolescents that there is a consistent correlation between separation anxiety, healthy separation, need denial and nurturance seeking subscales of the Separation-Individuation Test and the tools measuring family functions and positive-negative psychological adaptation. Ryan and Lynch (1989) found that there is negative correlation between emotional autonomy and family unity, accepting parents, support for autonomy and lovability of self-perception. Willemsen, Stansbury, Anderson, Boone and Grunden (1987) revealed that independence from one's mother predicts secure attachment.

In Turkey, Göral (2002) found that the perception of parents' over-protective, over-disciplined, and democratic attitudes has a slight effect on separation-individuation and the experiences of young adults in romantic relationships. In his study, Yaman (2005) found that there are more negative outcomes, both in terms of the separation-individuation process and psychological adaptation, in high school students whose mothers experience dependency, disconnection, control, and dependability with their spouses. In their study, Aslan & Güven (2010) found that

there is a mediation of separation-individuation in the relationship between secure attachment to parents and personal adaptation in late adolescents.

Several studies have investigated the personality dimensions of the Five Factor Model process. In their study on an Australian study group aged 15-84, Lucas and Donnellan (2009) found that there is a positive correlation between age and agreeableness, and conscientiousness. However, there is a negative correlation between age and extraversion, emotional instability/neuroticism, and openness to experience. In their study on adolescents and adults aged 10-65, Soto, John, Gosling and Potter (2011) found that five factor personality dimensions vary according to age ranges. Hann, Prienzie and Dekovic (2009) found that agreeableness and extraversion of parents bear more relation with sincerity, and less with over-reaction. Raynor and Levine (2009) determined that conscientiousness and extraversion in college students accompany healthy behaviours. Garcia (2011) found in his study of high school students that there is a correlation between neuroticism, extraversion, conscientiousness and well-being. Germeijs and Verschueren (2011) found in their study of adolescents that there is a correlation between indecisiveness and emotional instability. Wittich and Antonakis (2011) determined that the Kirton Adaptation-Innovation Inventory predicts the personality dimensions of the Five Factor Model. Jackson, Dimmock, Gucciardi and Grove (2011) revealed that poor communication and attachment are the reasons for the differences between extraversion and the activity level of late adolescent athletes and trainers. Similarly, agreeableness, conscientiousness, extroversion, and attachment were observed in the relationships between late adolescent trainers and athletes. Zheng, Lippa and Zheng (2011) found that emotional instability/neuroticism varies according to gender and gender orientation.

Several studies have investigated the five factor personality dimensions process. Schmitt et al. (2007) found that self-esteem, socio-sexuality (the manner in which humans express themselves to the outside world in terms of gender-related behavior) and national personality profiles of university students predict emotional instability/neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness dimensions. In their meta-analysis study, Fuller and Marler (2009) determined that the extraversion, openness to experience, conscientiousness, and emotional instability/neuroticism dimensions of the five factor model are prospective predictors of personality. Krüger (2009) indicated that the ability of school leaders varied from school to school according to five factor personality dimensions of conscientiousness, emotional instability, extraversion, agreeableness, and openness to experience. Robinson, Wright and Kendall (2011) determined that there is a high correlation between being less attached to parents and agreeableness, openness to experience and emotional instability. Jovanovic (2011) proved that emotional instability, anxiety and activity have a direct influence on subjective well-being. In their study on post-graduate students studying psychology, Flanagan and Malgady (2011) found that there is a meaningful correlation between conscientiousness and internship evaluation. Witt, Massman and Jackson (2011) found that five factor personality dimensions can predict the use of technologies such as video games, computers and communication technologies.

Meanwhile, other studies can be found in the literature, about the correlation between five factor personality dimensions and healthy personality dimensions, sexual offences (Voller & Long, 2010), and other personality scales (Betz & Borgen, 2010), and Internet use and well-being (Aa, Overbeek et al., 2009). The scale's development is also discussed in various studies (Gosling, Rentfrow, & Swann Jr., 2003; Grice, Mignogna, & Badzinski 2011; Harvey, Murry, & Markham, 1995; Kottke, 2011; Paunonen, Zeidner, Engvik, Oosterveld, & Maliphant, 2000; Vassend & Skrondal, 2011; Veselka, Schermer, & Vernon, 2011; Viswesvaran & Ones, 1999; Viswesvaran & Ones, 2000). At the same time there are also studies regarding the correlation between the big five personality dimensions, and personality styles (Lindley & Borgen, 2000) and, self-esteem (Erdle & Rushton, 2011).

The five-factor personality dimensions has emerged across various cultures (Triandis & Suh, 2002). Trzebinski, Forsterling, Paunonen and Jackson (1992) applied the model in Canada, Finland, Poland and Germany in order to evaluate the cross-cultural personality structure. In this study, the five-factor structure was found to be very significant in all four cultures. In spite of the possible differences of interpretation related to the verbal expression of personality and due to well-known problems arising from a variety of cultural meanings and values, when the differences between the four groups were compared in terms of language, culture and nationalities, examples of very similar relationships were observed. In their study of 12 and 13 year old male students from different ethnic backgrounds, John, Caspi, Robins, Moffitt and Stouthamer-Loeber (1994) found different dimensions of the five factors: irritability and positive activity. Significant theoretical relationships have also been established between the dimensions of the five factors and the childhood psychopathology. In two different cultures in South Africa, consensus, responsibility and openness to experience emerged as distinct dimensions. Contrary to expectations, introversion and extraversion have emerged separately as distinct dimensions (Heaven and Pretorius, 1998). Using a coding system partly based on the coding system of the five factors, Zhang, Kohnstamm, Slotboom, Elphick and Cheung (2002) coded the free definitions by Chinese and Dutch parents regarding the personalities of their children between the ages of 3 and 14 years into 14 categories. As a result, the first five basic categories were classified similarly to the five-factor model of adult personality. The parents of the Chinese school-age children produced additional critical identifiers in the area of responsibility.

In Turkey, studies have been conducted on scale studies based on the five factor model (Bacanlı, İlhan, & Aslan, 2009; Tatar, 2005). In his study of an adult population, Somer (1998) identified 235 adjectives in the Turkish language as being representative of personality traits. The adjectives, selected by a first order analysis, were found through factor analysis to be represented within the dimension of the five factors. In a different study (Somer and Goldberg, 1999), another 179 adjectives were analyzed in the same scope as the first study (Somer, 1998), all associated with the structure of personality variables in the Turkish language. In this second study, in which the same adjective pairs were used in both Turkish and American samples, a clear five-factor structure was found. Somer, Korkmaz and Tatar (2000, 2001)

carried out a study for the development of the Five Factor Personality Inventory in Turkey. As a result, the 220-item scale was prepared with five main factors and 17 sub-dimensions. With the development of this scale, the appearance of the five factors in the Turkish culture could also be examined. In their study of university students aged 18-26, Basım, Çetin, & Tabak (2009) found that openness to development and compatibility predict all approaches to resolving conflicts.

The analysis of the studies on separation-individuation reveals that in late adolescents, the participation in relationships supported the need for the separation, whereas parental attitudes did not affect the late adolescent separation-individuation process. On the other hand, the attachment of the early adolescents to their parents was found to be associated with emotional autonomy. At the same time, studies for scale development have been conducted on healthy behavior, well-being, indecision, self-esteem, national personality profiles, and conflict resolution, which all are associated with the five-factor personality dimensions. Individual personality traits of adolescents become significant when these adolescents are in the process of separation-individuation from parents and participation in society as a unique individual. While adolescents undergo their separation-individuation process, they also have to express their consistent forms of thoughts, feelings, and actions as an individual. The separation-individuation of adolescents, especially from their parents, is vital for their identity to emerge. During this process, an adolescents' basic personality tendencies that they acquire as their permanent dimensions of their individual differences play a significant role in their separation-individuation process. Therefore, in this study, in order to illustrate the concept of one's separation-individuation from his/her parents and to contribute to the literature, the relationship between separation-individuation and the five-factor personality dimensions was investigated by evaluating the separation-individuation of Turkish late adolescents. At the same time, the predictability of the demographic variables in the separation-individuation sub-dimension was evaluated. The hypotheses developed for the purpose of the research were as follows:

Hypothesis 1: Demographic variables (gender, age, grade, the attitude of the mother and the father) positively and significantly affect the sub-dimensions of separation-individuation (separation anxiety, engulfment anxiety, nurturance seeking, peer enmeshment, teacher enmeshment, practising mirroring, need denial, rejection expectancy, and healthy separation).

Hypothesis 2: The five-factor personality dimensions (extraversion, agreeableness, responsibility, emotional instability / neuroticism, openness to experience), positively and significantly affect the sub-dimensions of separation-individuation (separation anxiety, engulfment anxiety, nurturance seeking, peer enmeshment, teacher enmeshment, practising mirroring, need denial, rejection expectancy, healthy separation).

## Method

In this study, a convenience sampling method (Wallen & Fraenkel, 2001; Cohen, Manion, & Morrison, 2007) was used by the researcher, who involved the participants who were available during the course of the study. This research was designed as a cross-sectional study.

### Participants

The sampling group consisted of 233 first to fourth year students studying at Ankara University Faculty of Political Science, Hacettepe University Faculty of Economics and Administrative Sciences, and Kırıkkale University Faculty of Education during the spring semester of the 2009-2010 academic year. There were 150 female students (64.4%, mean=20.30, SD=1.37) and 83 (35.6%, mean=20.80, SD=1.79) male students who participated in the study.

### Research Instruments

*The Scale of Adolescent Separation-Individuation (SITA)*, developed by Levine, Green and Millon (1986) and adapted by Aslan and Güven (2008) for Turkish university students, SITA is a five-point Likert-type scale consisting of 9 subscales and 103 items. The SITA subscales are as follows (Levine and Saintonge, 1993): separation anxiety, engulfment anxiety, nurturance seeking, peer enmeshment, teacher enmeshment, practising mirroring, need denial, rejection expectancy, and healthy separation. Regarding the scale, a study done in Turkey (Aslan & Güven, 2008) revealed that the factor loadings for the subscales of SITA are .36 - .71 for separation anxiety, .48-.84 for engulfment anxiety, .46-.70 for rejection expectancy, .29-.80 for practising mirroring, .20-.58 for peer enmeshment, .22-.63 for need denial, .28-.59 for teacher enmeshment, .40-.68 for nurturance seeking and .30-.66 for healthy separation, respectively. Cronbach's alpha coefficients were .79 for engulfment anxiety, .75 for separation anxiety, .82 for rejection expectancy, .91 for practising mirroring, .71 for peer enmeshment, .72 for need denial, .63 for teacher enmeshment, .65 for nurturance seeking and .39 for healthy separation, respectively.

*Personality Test Based on Adjectives (ABPT)*, developed by Bacanlı, İlhan and Aslan (2009) ABPT is a Likert type scale consisting of 40 pairs of adjectives which can be graded between 1-7. ABPT is composed of five dimensions extraversion, agreeableness, conscientiousness, emotional instability/neuroticism, and openness to experience. The factor loadings of ABPT were as follows for different dimensions: .56 to .79 for extraversion, .60 to .77 for agreeableness, .66 to .86 for responsibility, .36 to .71 for emotional instability/neuroticism, and .49 to .79 for openness to experience. Cronbach's alpha coefficients were .73 for emotional instability/neuroticism, .89 for extraversion, .80 for openness to experience, .87 for agreeableness, and .88 for responsibility.

### Participants and design

Before administration of the scales, appointments were arranged with the class instructors at the Faculty of Political Science and the Faculty of Educational Sciences at Ankara University, the Faculty of Economics and Administrative Sciences at

Hacettepe University, and the Faculty of Education at Kırıkkale University. The purpose of the study was explained to them, and their permission was sought to apply the instruments during their classes. After obtaining their approval, the researchers applied the instruments on the participants who had volunteered. Before administration, informed consent and permission to report the findings were obtained from the volunteer participants. During the administration, the participants were also informed about the purpose and completion of the study, and were assured about the anonymity and confidentiality of their responses. The duration of implementation was approximately 50 minutes. All of the participants completed the scales.

#### ***Statistical Procedures***

In this study, the predictors of separation-individuation were assessed by the hierarchical regression analysis. In the first step of the two-step hierarchical regression analysis, the demographic variables such as gender, age, grade, the attitude of the mother and the attitude of the father were entered. In the second step, the five-factor personality dimensions such as extraversion, agreeableness, responsibility, openness to experience, and emotional instability/neuroticism were entered. In addition, the research also included descriptive statistics for variables.

### **Results**

The findings and the correlations of variations among themselves were analyzed in the frame of hierarchical regression analysis. In Table 1, the correlations between the five dimensions of the Personality Test Based on Adjectives (ABPT), extraversion, agreeableness, responsibility, emotional instability/neuroticism, and openness to experience; and the dimensions of the separation-individuation scale, which are separation anxiety, engulfment anxiety, nurturance seeking, peer enmeshment, teacher enmeshment, practising mirroring, need denial, rejection expectancy, and healthy separation, are given.



**Table 1**

*Pearson Correlations of Dependent and Independent Variables in the Study*  
*Correlation between Adolescent Separation-Individuation Scale and Personality Test Based on Adjectives (ABPT)*

	Separation Anxiety (SA)	Engulfment Anxiety (EA)	Nurturance Seeking (NS)	Peer Enmeshment (PE)	Teacher Enmeshment (TE)	Practising-Mirroring (PM)	Need Denial (ND)	Rejection Expectancy (RE)	Healthy Separation (HS)
Emotional instability/Neuroticism	.25**	.09	.10	.03	-.08	.13*	-.03	.21**	-.01
Extraversion	-.16**	-.13*	-.00	.27**	.08	.27**	-.14*	-.32**	-.08
Openness	-.14*	-.09	-.01	.22**	.01	.21**	-.13*	-.24**	-.00
Agreeableness	-.06	-.18**	.13*	.23**	-.13*	-.02	-.21**	-.31**	-.01
Conscientiousness	-.06	-.06	.09	.23**	.06	.12*	-.07	-.22**	.01
<i>N</i>	233	233	233	233	233	233	233	233	233

As seen in Table 1, significant positive correlations have been observed between emotional instability/neuroticism dimension of the Personality Test Based on Adjectives (ABPT) and separation anxiety ( $r = 0.25, p < 0.01$ ); and practising mirroring ( $r = 0.13, p < 0.05$ ) and rejection expectancy ( $r = 0.21, p < 0.01$ ). There are also significant correlations between extraversion dimension and separation anxiety ( $r = -0.16, p < 0.01$ ); peer enmeshment ( $r = 0.27, p < 0.01$ ); practising mirroring ( $r = 0.27, p < 0.01$ ); need denial ( $r = -0.14, p < 0.05$ ); and rejection expectancy ( $r = -0.32, p < 0.01$ ). Significant correlations are observed between agreeableness dimension and engulfment anxiety ( $r = -0.18, p < 0.01$ ); nurturance seeking ( $r = 0.13, p < 0.05$ ); peer enmeshment ( $r = 0.22, p < 0.01$ ); practising mirroring ( $r = 0.21, p < 0.01$ ); need denial ( $r = -0.13, p < 0.05$ ); and rejection expectancy ( $r = -0.24, p < 0.01$ ). There are also significant correlations between responsibility dimension and peer enmeshment ( $r = 0.23, p < 0.01$ ); practising mirroring ( $r = 0.12, p < 0.05$ ); and rejection expectancy ( $r = -0.22, p < 0.05$ ).

**Table 2**  
*Results of Hierarchical Regression Analysis on the Demographic Variables*

<i>Dimension</i>	<i>R<sup>2</sup></i>	<i>F</i>	<i>β</i>	<i>t</i>
<b><i>Separation Anxiety</i></b>	0.04	2.14		
Gender			-0.13	-1.96
Age			-0.16	-1.94
Class Level			0.10	1.25
Mother Attitude			-0.04	-0.59
Father Attitude			0.04	0.59
<b><i>Engulfment Anxiety</i></b>	0.06	2.97*		
Gender			0.00	0.07
Age			-0.07	-0.89
Class Level			0.03	0.46
Mother Attitude			0.06	0.97
Father Attitude			0.21	3.14
<b><i>Nurturance Seeking</i></b>	0.10	5.46**		
Gender			-0.07	-1.18
Age			-0.05	-0.64
Class Level			0.09	1.19
Mother Attitude			-0.25	-3.76**
Father Attitude			-0.10	-1.54
<b><i>Peer Enmeshment</i></b>	0.04	1.89		
Gender			-0.13	-2.05*
Age			-0.05	-0.59
Class Level			0.09	1.11
Mother Attitude			-0.08	-1.15
Father Attitude			0.10	1.48
<b><i>Teacher Enmeshment</i></b>	0.02	1.26		
Gender			0.09	1.42
Age			0.04	0.52
Class Level			0.08	0.99
Mother Attitude			-0.01	-0.18
Father Attitude			-0.05	-0.83
<b><i>Practising-Mirroring</i></b>	0.04	2.36*		
Gender			-0.03	-0.58
Age			0.04	0.53
Class Level			0.17	2.04*
Mother Attitude			-0.02	-0.35
Father Attitude			0.07	1.08
<b><i>Need Denial</i></b>	0.02	0.98		
Gender			0.07	1.15
Age			-0.11	-1.36
Class Level			0.11	1.31
Mother Attitude			0.04	0.58
Father Attitude			0.07	1.05
<b><i>Rejection Expectancy</i></b>	0.11	5.83**		
Gender			0.02	0.45
Age			-0.10	-1.26
Class Level			0.21	2.67*
Mother Attitude			0.14	2.11*
Father Attitude			0.21	3.32*
<b><i>Healthy Separation</i></b>	0.02	1.20		
Gender			-0.04	-0.70
Age			-0.05	-0.67
Class Level			0.08	1.01
Mother Attitude			-0.03	-0.52
Father Attitude			0.13	2.01

\* p<.05, \*\*p<.01

In Table 2, in the first step of the hierarchical regression analysis, demographic variables such as gender, age, grade level, maternal and paternal attitude were evaluated. In the model, which was established to evaluate whether these dimensions predicted the nine subscales of the Separation-Individuation Scale, the first step was found to contribute to the engulfment anxiety. ( $R=0.24$ ,  $R^2=0.06$ ,  $F_{(5, 227)}: 2.97$ ,  $p<0.05$ ). Of the demographic variables entered in the first step, gender ( $\beta=0.00$ ,  $p> 0.05$ ), age ( $\beta=-0.07$ ,  $P> 0.05$ ), grade level ( $\beta=0.03$ ,  $p> 0.05$ ), maternal attitude ( $\beta=0.06$ ,  $p> 0.05$ ), and paternal attitude ( $\beta=0.21$ ,  $p> 0.05$ ) were not found to affect engulfment anxiety. Of the demographic variables, maternal attitude ( $\beta=- 0.25$ ,  $p<0.01$ ) had a negative and significant effect on seeking nurturance ( $R=0.32$ ,  $R^2= 0.10$ ,  $F_{(5, 227)}: 5.46$ ,  $p<0.01$ ). Gender ( $\beta=-0.13$ ,  $p<0.05$ ) had a negative and significant effect on peer enmeshment ( $R=0.20$ ,  $R^2=0.04$ ,  $F_{(5, 227)}: 1.89$ ,  $p>0.05$ ). Grade level ( $\beta=0.17$ ,  $p<0.05$ ) had a positive and significant effect on practising mirroring ( $R=0.22$ ,  $R^2=0.04$ ,  $F_{(5, 227)}: 2.36$ ,  $p<0.05$ ). Class level ( $\beta=0.21$ ,  $p<0.05$ ), maternal attitude ( $\beta=0.14$ ,  $p<0.05$ ), and parental attitude ( $\beta=0.21$ ,  $p <0.05$ ) affect the rejection expectancy positively and significantly. Of the demographic variables, gender, age, grade level, maternal attitude and paternal attitude are not predictors of separation anxiety, teacher enmeshment, need denial and healthy separation. The first hypothesis was partly supported.

**Açıklama [d1]:** APA formatına uygun olarak F yerine eğik F tamamında yazılmıştır.

**Table 3**  
Results of Hierarchical Regression Analysis on the Five Factor Personality Dimensions

Dimension	R <sup>2</sup>	F	$\beta$	t
SA	0.11	5.62**		
Neuroticism			0.27	4.36**
Extraversion			-0.16	-1.67
Openness			-0.14	-1.33
Agreeableness			0.11	1.26
Conscientiousness			0.05	0.55
EA	0.05	2.53*		
Neuroticism			0.07	1.09
Extraversion			-0.15	-1.51
Openness			0.08	0.75
Agreeableness			-0.23	-2.41*
Conscientiousness			0.12	1.28
NS	0.06	2.91*		
Neuroticism			0.13	2.01*
Extraversion			-0.03	-0.34
Openness			-0.22	-1.97*
Agreeableness			0.25	2.63*
Conscientiousness			0.09	1.01
PE	0.09	4.47**		
Neuroticism			0.03	0.52
Extraversion			0.21	2.15*
Openness			-0.06	-0.56
Agreeableness			0.12	1.32
Conscientiousness			0.06	0.65

**Açıklama [d2]:** N  
E  
O  
A  
C yerine açılımı yazılmıştır.

Table 3 continue...

Dimension	R <sup>2</sup>	F	$\beta$	t
TE	0.09	4.69**		
Neuroticism			-0.13	-2.07*
Extraversion			0.16	1.65
Openness			0,00	0.06
Agreeableness			-0.39	-4.21**
Conscientiousness			0.22	2.36*
PM	0.17	9.49**		
Neuroticism			-0.19	-3.19**
Extraversion			0.28	2.97**
Openness			0.23	2.15*
Agreeableness			-0.40	-4.46**
Conscientiousness			0.06	0.73
ND	0.06	2.99*		
Neuroticism			-0.06	-0.94
Extraversion			-0.10	-1.00
Openness			0.01	0.13
Agreeableness			-0.28	-3.01**
Conscientiousness			0.17	1.77
RE	0.18	10.11**		
Neuroticism			0.20	3.39**
Extraversion			-0.32	-3.42**
Openness			0.10	0.96
Agreeableness			-0.20	-2.28*
Conscientiousness			0.03	0.33
HS	0.02	0.91		
Neuroticism			-0.02	-0.33
Extraversion			-0.20	-1.98
Openness			0.11	0.98
Agreeableness			-0.05	-0.56
Conscientiousness			0.10	1.04

\* p&lt;.05, \*\*p&lt;.01

SA: Separation Anxiety, EA: Engulfment Anxiety, NS: Nurturance Seeking, PE: Peer Enmeshment, TE: Teacher Enmeshment, PM: Practicing-Mirroring, ND: Need Denial, RE: Rejection Expectancy, HS: Healthy Separation

In Table 3, in the second step of the hierarchical regression analysis, the five dimensions of the Personality Test Based on Adjectives (ABPT), which were extraversion, agreeableness, responsibility, and emotional instability/neuroticism were evaluated. In the model, which was established to evaluate whether these dimensions predicted the nine subscales of the Separation-Individuation Scale, extraversion ( $\beta=0.27$ ,  $p<0.00$ ) was found to have a positive and significant effect on separation anxiety ( $R=0.33$ ,  $R^2=0.11$ ,  $F_{(5, 227)}: 5.62$ ,  $p<0.00$ ). Agreeableness ( $\beta=-0.23$ ,  $p<0.01$ ) had a negative and significant effect on engulfment anxiety ( $R=0.23$ ,  $R^2=0.05$ ,  $F_{(5, 227)}: 2.53$ ,  $p<0.05$ ). Significant correlations were found between nurturance seeking and emotional instability/neuroticism ( $\beta=0.13$ ,  $p<0.05$ ), openness to experience ( $\beta=-0.22$ ,  $p<0.05$ ), and agreeableness ( $\beta=0.25$ ,  $p<0.00$ ) ( $R=0.24$ ,  $R^2=0.06$ ,  $F_{(5, 227)}: 2.91$ ,  $p<0.01$ ). Extraversion ( $\beta=0.21$ ,  $p<0.05$ ) had a positive and significant effect on the peer

**Açıklama [d3]:** SA: Separation Anxiety, EA: herbirinin sırasıyla açılımları yazılmıştır.

enmeshment ( $R=0.29$ ,  $R^2=0.09$ ,  $F_{(5, 227)}: 4,47$ ,  $p<0,00$ ). Significant correlations were found between teacher enmeshment and emotional instability/neuroticism ( $\beta=-0.13$ ,  $p<0.05$ ), agreeableness ( $\beta=-0.39$ ,  $p<0.01$ ) and responsibility ( $\beta=0.22$ ,  $p<0.05$ ) dimensions ( $R=0.30$ ,  $R^2=0.09$ ,  $F_{(5,227)}:4,69$ ,  $p<0,00$ ). Extraversion ( $\beta=0.28$ ,  $p<0.00$ ), emotional instability/neuroticism ( $\beta=-0.19$ ,  $p<0.00$ ), openness to experience ( $\beta=0.23$ ,  $p<0.05$ ), and agreeableness ( $\beta=-0.40$ ,  $p<0.00$ ) affect practising mirroring ( $R=0.41$ ,  $R^2=0.17$ ,  $F_{(5, 227)}: 9,49$ ,  $p<0,00$ ). Agreeableness ( $\beta=-0.28$ ,  $p<0.00$ ) had a negative and significant effect on need denial ( $R=0.24$ ,  $R^2=0.06$ ,  $F_{(5, 227)}: 2,99$ ,  $p<0,01$ ). Rejection expectation is affected by extraversion ( $\beta=-0.32$ ,  $p<0.00$ ), openness to experience ( $\beta=0.20$ ,  $p<0.00$ ), and agreeableness ( $\beta=-0.20$ ,  $p<0.05$ ) ( $R=0.42$ ,  $R^2=0.18$ ,  $F_{(5, 227)}: 10.11$ ,  $p<0.00$ ). None of the dimensions of the Personality Test Based on Adjectives (ABPT) were a predictor of healthy separation. The second hypothesis was accepted in a limited manner.

### Discussion and Recommendations

The grade level of late adolescents explains practising mirroring positively and significantly. According to Bloss (1989), in adolescence, the biological process of growth and differentiation affects the changes in the structure and function of the organism. These changes, also known as maturation, occur in a typical sequential order. Therefore, it can be stated that practising mirroring which can be defined as a more positive self-perception of the adolescent with regard to appearance, abilities, skills and human relations, is an expected result of the explanation of the grade level. On the other hand, the grade level explains the attitude of the mother and the father, and rejection expectancy significantly and positively. Rejection expectancy may arise from a sense of being not desired by others (mother, father, sibling, etc.). For this reason, according to grade level, as parent control gradually decreases, late adolescents may develop a feeling that they are not desired by their parents. To obtain more precise results on the rejection expectancy of late adolescents, depending on the attitude of the parents, longitudinal studies on grade level can contribute to the literature.

An adolescent attempts to create an identity by wearing unique clothing, their speech, their behavior, and attitudes with peers (Selcuk, 2003). The acquisition of a sense of identity through the adoption of gender roles may differ between girls and boys (Erden and Akman, 1997; Erikson, 1963). Therefore, it can be stated that gender adversely affects peer enmeshment.

Separation-individuation is a complex process that includes the interactions between a child and his or her mother and father. In this process, there is a weakening of the bond between parent and child. For this reason, it can be stated that the attitude of the mother significantly and negatively affects nurturance seeking.

In this study, it was found that there is a positive and mediocre relations between separation anxiety sub-dimension of separation-individuation and emotional instability/neuroticism personality trait. Since emotional instability/neuroticism as a

personality trait is not a stabilized condition in regards to an individual's mostly negative emotions (Eryılmaz & Ögülmüş, 2010), it can be argued that the same types of relationships were demonstrated in accordance with a late adolescent's anxiety that he/she experiences with parents, sibling, etc.

Engulfment anxiety is the parents' limitations on a child during separation-individuation process by their inspecting his/her life. This study involves some characteristics such as agreeableness personality trait, flexibility, trust, cooperation, and empathy (Viswesvaran & Ones, 2003). Therefore, there can be a negative and mediocre relations between engulfment anxiety and agreeableness. Turkish culture bears the characteristics of a collectivist culture. Independence from parents is not a desirable and supported phenomenon in collectivist cultures. (Takano & Osaka, 1999). Since adolescence is a transitional development period, the personality of an adolescent is not yet fully shaped. During this period, the emotional situation of an adolescent is also not stabilized. Thus, there can be a positive and strong relations between the subdimension involving strong attachments with caregiver parents, etc. and emotional instability and agreeableness. The adolescents with openness personality trait have a lot of tendency to have such characteristic as imagination, curiosity, open-mindedness, originality, creativity and independency (Viswesvaran & Ones, 2003). Therefore, there can be negative relationship between openness to experience and nurturance seeking.

Extravert adolescents gain more social skills with the help of being sensitive to award characteristics in social situations. This situation can enable the adolescent to establish an attachment with others rather than their parents, etc. (Eryılmaz & Ögülmüş, 2010). Thus, there can be a positive and strong relations between peer enmeshment sub-dimension and late adolescents with extraversion personality trait. On the other hand, there can be a negative relationship between nurturance seeking sub-dimension and the late adolescents with extraversion personality trait.

It can be argued that tight, passive, and simple cultures are more likely to bear the characteristics of a collectivist culture (Triandis, 1996). In collectivist cultures, the demands of a group in a family, school etc. rank in priority rather than the individual demands. As a result, it can be argued that teacher enmeshment is a desirable and an expected phenomenon in collectivist cultures like Turkish culture. Thus, there can be a negative relationship between teacher enmeshment and emotional instability, which involves negative experiences and emotions, in Turkish culture. Furthermore, since the teacher is regarded as an authority figure in Turkish culture, the teacher and the student can have a relationship based on this authority. Therefore, it can be argued that there is negative relationship between teacher enmeshment and agreeableness. Nevertheless, conscientiousness personality trait in a late adolescent can be encouraged as a desirable characteristic in Turkish culture. Therefore, it can be argued that there can be a positive relationship between teacher enmeshment and conscientiousness personality trait.

According to Quintana and Kerr (1993), practising mirroring need is the supportive form of the measurement and being pleasant with the relationships between the feelings of being liked, respected, valued and admired. In other words, it can be argued that practising mirroring means meeting the adolescent's needs of

being noticed and drawing attention during the individuation period. Therefore, it can be argued that the fact that there is a positive and mediocre relations between extraversion and openness to experience personality traits of a late adolescent experiencing practising mirroring dimension is an expected result. Nonetheless, it can be regarded as an expected result to have a negative relationship between agreeableness which is the supporting quality of practising mirroring dimension and being a harmonious part of the family, friends, etc. and emotional instability/neuroticism dimensions, which is experiencing negative and inconsistent feelings.

According to Levine and Saintonge (1993), rejection expectancy and need denial reflect a negative expectancy. Therefore, it can be argued that there is a negative relationship between agreeableness and rejection expectancy, need denial since these two dimensions make an adolescent's adjustment difficult during the separation-individuation period; on the other hand, there is a positive relationship between rejection expectancy and emotional instability/neuroticism. The feeling that a late adolescent is unwanted by mother, sibling, friend, etc. can hinder their social skills development. This could shed light on our results which showed a negative relation between rejection expectancy dimension of the late adolescent's separation-individuation and extroversion personality trait.

Healthy separation is the stabilization of dependency on parents and independency from parents' needs of a late adolescent who is unable to complete the individuation period, yet. It can be argued that there is no relationship between healthy separation and personality traits based on Five Factor Model since the separation-individuation period of a late adolescent is still in progress. Thus, this study can be repeated on a sampling group who have already completed their separation-individuation period and it can be tested whether the findings of the study to be conducted will developmentally support the findings of this study.

Based on the results obtained from the research, some suggestions are given:

- In order to provide the students with healthy separation-individuation, within the frame of the counseling and guidance services carried out at the universities, supporting collaborative studies can be done for the personality traits such as extraversion, agreeableness, responsibility, emotional instability/neuroticism and openness to experience. In this way, prevention, which is one of the important functions of counseling and guidance services, will also be accomplished.

- A limitation of this study is the fact that it has been conducted only with university students. Therefore, further research can be done in which individuals from different socioeconomic levels are included in order to investigate the separation-individuation process. At the same time, studies can be designed to assess the parents' level of education, academic achievement, and problem solving skills, in terms of the separation-individuation process.

- In order to improve the parents' attitudes towards their children, education and guidance can be provided for the parents of the pre-school, elementary, middle, and high school students. Thus, positive reflections can be provided for the separation-individuation of late adolescents in their college life.

### References

- Aa, N. van der, Overbeek, G., Engels, R. C. M. E., Scholte, R. H. J., Meerkerk, G. J., & Van den Eijnden, R. J. J. M. (2009). Daily and compulsive Internet use and well-being in adolescence: A diathesis-stress model based on big five personality traits. *Journal of Youth and Adolescence*, 38, 765-776.
- Aslan, S., & Güven, M. (2008). *I. Ulusal Eğitimde ve Psikolojide Ölçme ve Değerlendirme Kongresi*. No. 237: *Ayrışma-Bireyleşme Ölçeği Üniversite Formu'nun Türkçeye uyarlanması [1st Congress of Measurement and Evaluation in National Education and Psychology No. 237: Adaptation of Separation-Individuation Scale University Form into Turkish]* (pp. 531-541). Ankara: Ankara Üniversitesi Eğitim Bilimleri Yayınları.
- Aslan, S. & Güven, M. (2010). The relation between attachment and personal adjustment mediated by separation-individuation. *Education and Science*, 35(157), 181-191.
- Bacanlı, H., İlhan, T., & Aslan, S. (2009). Beş Faktör Kuramına dayalı bir kişilik ölçeğinin geliştirilmesi: Sıfatlara Dayalı Kişilik Testi [*Development of a personality scale based on Five Factor Theory: Adjective Based Personality Test (ABPT)*]. *Türk Eğitim Bilimleri Dergisi [Journal of Educational Sciences]*, 7(2), 261-279.
- Basım, H. N., Çetin, F., & Tabak, A. (2009). Beş Faktör Kişilik özelliklerinin kişilerarası çatışma çözme yaklaşımlarıyla ilişkisi [The relationship between Big Five Personality characteristics and conflict resolution approaches]. *Türk Psikoloji Dergisi [Turkish Journal of Psychology]*, 24(63), 20-37.
- Betz, N. E. & Borgen, F. H. (2010). Relationship of big five personality domains and facets to dimensions of the healthy personality. *Journal of Career Assessment*, 18(2), 147-160.
- Blos, P. (1989). *The adolescent passage*. Madison, Connecticut: International Universities Press Inc.
- Bowlby, J. (1988). Developmental psychology comes of age. *American Journal of Psychiatry*, 145, 1-10.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6th ed.). New York: Routledge.
- Costa, P. T. Jr. & Widiger, T. A. (Eds.). (2002). *Personality disorders and the five-factor model of personality*. (2nd ed.). Washington: American Psychological Association.
- Çuhadaroğlu Çetin, F. (2001). *Kendilik patolojisi belirtisi olarak kimlik karmaşası [Identity confusion as a sign of self pathology]*. *Türk Psikiyatri Dergisi [Turkish Journal of Psychiatry]*, 12(4), 309-314.
- De Raad, B. (2000). *The big five personality factors the psycholexical approach to personality*. Göttingen: Hogrefe & Huber Publishers.
- Erdle, S. & Rushton, J. P. (2011). Does self-esteem or social desirability account for a general factor of personanlity (GFP) in the Big Five? *Personality and Individual Differences*, 50, 1152-1154.



- Erden, M. & Akman, Y. (1997). Eğitim psikolojisi gelişim-öğrenme-öğretmen [Educational psychology development-learning-teacher]. (5th ed.). Ankara: Arkadaş Publishing.
- Erikson, E. H. (1963). *Childhood and society*. (2nd ed.). New York: W. W. Norton & Company, Inc.
- Eryılmaz, A. & Öğülmüş, S. (2010). Ergenlikte öznel iyi oluş ve beş faktörlü kişilik modeli [Subjective well-being and big five personality model at adolescence]. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi [Ahi Evran University Journal of Education]*, 11(3), 189-203.
- Flanagan, R. & Malgady, R. G. (2011). Successful graduate students: The roles of personality traits and emotional intelligence. *Psychology in the Schools*, 48(4), 317-331.
- Fuller, B., Jr. & Marler, L. E. (2009). Change driven by nature: A meta-analytic review of the proactive personality literature. *Journal of Vocational Behavior*, 75, 329-345.
- Garcia, D. (2011). Two models of personality and well-being among adolescents. *Personality and Individual Differences*, 50, 1208-1212.
- Germeijs, V. & Verschuere, K. (2011). Indecisiveness and Big Five personality factors: Relationship and specificity. *Personality and Individual Differences*, 50, 1023-1028.
- Gosling, S. D., Rentfrow, P. J., & Swann, W. B., Jr. (2003). A very brief measure of the big-five personality domains. *Journal of Research in Personality*, 37, 504-528.
- Göka, E. & Göka, S. (2009). Fanatizmin dinamiği [Psychodynamics of fanaticism]. *Anadolu Psikiyatri Dergisi*, 10, 325-331.
- Göral, F. S. (2002). *The second separation-individuation process of the Turkish young adults: The relationships between the perceived maternal parenting attitudes, second separation individuation, expanding self and experiences in the romantic relationships*. Unpublished master's thesis, University of Bogazici, Istanbul, Turkey, Dept Educational Sciences.
- Grice, J., Mignogna, M., & Badzinski, S. (2011). The dynamic analog scale: A generic method for single-item measurement. *Personality and Individual Differences*, 50, 481-485.
- Haan, A. D. de., Prinzie, P., & Dekovic', M. (2009). Mothers' and fathers' personality and parenting: The mediating role of sense of competence. *Developmental Psychology*, 45(6), 1695-1707.
- Harvey, R. J., Murry, W. D., & Markham, S. E. (1995). A "big five" scoring system for the Myers-Briggs Type Indicator. Paper presented at the annual conference of the Society for Industrial and Organizational Psychology, Orlando.
- Heaven, P. C. L. & Pretorius, A. (1998). Personality structure among Black and White South Africans. *The Journal of Social Psychology*, 138(5), 664-666.
- Hoffman, J. A. (1984). Psychological separation of late adolescents from their parents. *Journal of Counseling Psychology*, 31(2), 170-178.

- Howard, P. J., & Howard, J. M. (1995). *The big five quickstart: An introduction to the five-factor model of personality for human resource professionals*. North Carolina: Center for Applied Cognitive Studies.
- Jackson, B., Dimmock, J. A., Gucciardi, D. F., & Grove, J. R. (2011). Personality traits and relationship perceptions in coach-athlete dyads: Do opposites really attract? *Psychology of Sport and Exercise*, 12, 222-230.
- John, O. P., Caspi, A., Robins, R. W., Moffitt, T. E., & Stouthamer-Loeber, M. (1994). The little five: Exploring the nomological network of the five-factor model of personality in adolescent boys. *Child Development*, 65, 160-178.
- Jovanovic, V. (2011). Personality and subjective well-being: One neglected model of personality and two forgotten aspects of subjective well-being. *Personality and Individual Differences*, 50, 631-635.
- Kottke, J. L. (2011). Additional evidence for the short form of the University-Diversity Scale. *Personality and Individual Differences*, 50, 464-469.
- Krüger, M. (2009). The big five of school leadership competences in the Netherlands. *School Leadership and Management*, 29 (2), 109-127.
- Levine, J. B., Green, C. J., & Millon, T., (1986). The Separation-Individuation Test Of Adolescence. *Journal of Personality Assessment*, 50(1), 123-137.
- Levine, J. B. & Saintonge, S., (1993). Psychometric properties of The Separation-Individuation Test of Adolescence within a clinical population. *Journal of Clinical Psychology*, 49(4), 492-507.
- Lindley, L. D. & Borgen, F. H. (2000). Personal style scales of the Strong Interest Inventory: Linking personality and interests. *Journal of Vocational Behavior*, 57, 22-41.
- Lucas, R. E. & Donnellan, M. B. (2009). Age differences in personality: Evidence from a nationality representative Australian sample. *Developmental Psychology*, 45(5), 1353-1363.
- McCrae, R. R., & Löckenhoff, C. E. (2010). Self-regulation and the five-factor model of personality traits. R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 145-154).
- Mcclanahan, G. & Holmbeck, G. N. (1992). Separation-individuation, family functioning, and psychological adjustment in college students: A construct validity study of The Separation-Individuation Test of Adolescence. *Journal of Personality Assessment*, 59(3), 468-485.
- Quintana, S. M. & Kerr, J. (1993). Relational needs in late adolescent separation-individuation. *Journal of Counseling and Development*, 71(3), 349-354.
- Paunonen, S. V., Jackson, D. N., Trzebinski, J., & Forsterling, F. (1992). Personality structure across cultures: A multimethod evaluation. *Journal of Personality and Social Psychology*, 62(3), 447-456.
- Paunonen, S. V., Zeidner, M., Engvik, H. A., Oosterveld, P., & Maliphant, R. (2000). The nonverbal assessment of personality in five cultures. *Journal of Cross-Cultural Psychology*, 31(2), 220-239.

- Raynor, D. A. & Levine, H. (2009). Associations between the five-factor model of personality and health behaviors among college students. *Journal of American College Health*, 58(1), 73-81.
- Robinson, O., Wright, G. R. T., & Kendall, E. (2011). Parental attachment and its relationship to contextualised trait expression and mean-corrected cross-context trait variability. *Personality and Individual Differences*, 50, 547-552.
- Ryan, R. M. & Lynch, J. H. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child Development*, 60, 340-356.
- Schmitt, D. P., Allik, J., McCrae, R. R., Benet-Martinez, V., Alcalay, L., & Ault, L., et al. (2007). The geographic distribution of big five personality traits patterns and profiles of human self-description across 56 nations. *Journal of Cross-Cultural Psychology*, 38(2), 173-212.
- Selçuk, Z. (2003). *Gelişim ve öğrenme* [Development and learning]. (9th ed.). Ankara: Nobel Publishing.
- Somer, O. (1998). Türkçe'de kişilik özelliği tanımlayan sıfatların yapısı ve beş faktör modeli [The structure of trait descriptive adjectives in Turkish language and the five-factor model]. *Türk Psikoloji Dergisi* [Turkish Journal of Psychology], 13(42), 17-32.
- Somer, O. & Goldberg, L. R. (1999). Personality processes and individual differences. *Journal of Personality and Social Psychology*, 76(3), 431-450.
- Somer, O., Korkmaz, M., & Tatar, A. (2000). Beş faktör kişilik envanteri'nin geliştirilmesi-I: Ölçek ve alt ölçeklerin oluşturulması [Development of five factor personality inventory-I: Composing of scale and subscales]. *Türk Psikoloji Dergisi* [Turkish Journal of Psychology], 17(49), 21-33.
- Somer, O., Korkmaz, M., & Tatar, A. (2001). *Kuramdan uygulamaya beş faktör kişilik modeli ve beş faktör kişilik envanteri (5FKE)* [Five factor personality model and five factor personality inventory (5FPI): Theory & Practice]. İzmir: Ege Üniversitesi.
- Soto, C. J., John, O. P., Gosling, S. D., & Potter, J. (2011). Age differences in personality traits from 10 to 65: Big Five Domains and Facets in a large cross-sectional sample. *Journal of Personality and Social Psychology*, 100(2), 330-348.
- Tatar, A. (2005). *Çok Boyutlu Kişilik Envanteri'nin Madde-Cevap Kuramına göre kısa formunun geliştirilmesi ve psikometrik özelliklerinin incelenmesi* [Development of the short form of Multidimensional Personality Inventory with Item Response Theory and examination of its psychometric characteristic]. Unpublished doctoral dissertation, University of Ege.
- Takano, Y. & Osaka, E. (1999). An unsupported common view: Comparing Japan and the U.S. on individualism/collectivism. *Asian Journal of Social Psychology*, 2, 311-341.
- Triandis, H. C. (1996). The psychological measurement of cultural syndromes. *American Psychologist*, 51(4), 407-415.

- Triandis, H. C. & Suh, E. M. (2002). Cultural influences on personality. *Annual Review of Psychology*, 53, 133-160.
- Vassend, O. & Skrondal, A. (2011). The NEO personality inventory revised (NEO-PI-R): Exploring the measurement structure and variants of the five-factor model. *Personality and Individual Differences*, 50, 1300-1304.
- Veselka, L., Schermer, J. A., & Vernon, P. A. (2011). Beyond the Big Five: The Dark Triad and the Supernumerary Personality Inventory. *Twin Research and Human Genetics*, 14(2), 158-168.
- Viswesvaran, C. & Ones, D. S. (1999). Meta-analyses of fakability estimates: Implications for personality measurement. *Educational and Psychological Measurement*, 59(2), 197-210.
- Viswesvaran, C. & Ones, D. S. (2000). Measurement error in "big five factors" personality assessment: Reliability generalization across studies and measures. *Educational and Psychological Measurement*, 60(2), 224-235.
- Viswesvaran, C., & Ones, (2003). Measurement error in "big five factors" personality assessment. B. Thompson (Ed.), *Score reliability-contemporary thinking on reliability issues* (pp. 245-257). California: Sage Publications.
- Voller, E. K. & Long, P. J. (2010). Sexual assault and rape perpetration by college men: The role of the big five personality traits. *Journal of Interpersonal Violence*, 25(3), 457-480.
- Wallen, N. E., & Fraenkel, J. R. (2001). *Educational research a guide to the process*. (2nd ed.). New Jersey: Lawrence Erlbaum.
- Willemsen, E. W., Stansbury, K. E., Anderson, L. J., Boone, P. J., & Grunden, K. L. (1987). The toddler's transition from attachment to self: The role of self-comforting. *Child Study Journal*, 17(2), 105-119.
- Witt, E. A., Massman, A. J., & Jackson, L. A. (2011). Trends in youth's videogame playing, overall computer use, and communication technology use: The impact of self-esteem and the Big Five personality factors. *Computers in Human Behavior*, 27, 763-769.
- Wittich, D. Von & Antonakis, J. (2011). The KAI cognitive style inventory: Was it personality all long? *Personality and Individual Differences*, 50, 1044-1049.
- Yaman, B. (2005). *Ergenlerde ayrışma-bireyselleşme ve psikolojik uyum üzerinde ana-baba evlilik ilişkisinin ve aile ilişkilerinin etkisi* [The influence of family affairs and mother-father marriage relationship on separation-individuation in adolescents and psychological adaptation]. Unpublished master's thesis, University of Ege, Izmir, Turkey, Dept Educational Sciences.
- Zhang, Y., Kohnstamm, G., Slotboom, A-M., Elphick, E., & Cheung, P. C. (2002). Chinese and Dutch Parents' perceptions of their children's personality. *The Journal of Genetic Psychology*, 163(2), 165-178.
- Zheng, L., Lippa, R. A., & Zheng, Y. (2011). Sex and sexual orientation differences in personality in China. *Archives of Sexual Behaviour*, 40, 533-541.

## Türk Geç Ergenlerde Beş Faktör Kişilik Boyutlarıyla Ayrışma Bireleşmenin Yordanması

### Atf:

Aslan, S. (2013). The prediction of separation-individuation in Turkish late adolescents through five factor personality dimensions. *Eğitim Araştırmaları - Eurasian Journal of Educational Research*, 51, 7-28.

### (Özet)

*Problem Durumu:* Ayrışma bireleşme, ergenin bağımsızlık ve özerlik yolunda anne, baba gibi bakım verenlerle ilişkisinde, anne babaya olan bağımlılıklardan uzaklaşarak bu ilişkiyi yeniden tanımlamasıdır. Ayrışma bireleşme süreci boyunca ergenlerin fiziksel, zihinsel ve kişiler arası gelişimleriyle ebeveynlerinden gittikçe artan bir şekilde ayrışması beklenmektedir. ergenlik döneminde, ayrışma bireleşmeye eşlik eden iç değişiklikler kararsızlık, yetersizlik ve yabancılaşmadır. Bu değişikliklerle karakteri şekillenme sürecinde olan ergenin egosu tarafından yeniden ruhsal yapılanmayı sağlanmaktadır. Ergenin anne ve babadan ayrışma bireleşme ve farklı bir birey olarak topluma katılma sürecinde bireysel kişilik özellikleri önemli hâle gelmektedir. Ergen bir taraftan ayrışma bireleşmesini sürdürürken, bir taraftan da birey olarak düşünce, duygu ve eylemlerinin tutarlı kalıplarını göstermek durumundadır. Bireyin, özellikle anne babasından ayrışma bireleşmesi yetişkin kimliğinin oluşmasında etkilidir. Bu süreçte ergenin bireysel farklılıklarının sürekli boyutları olarak sahip olduğu temel kişilik eğilimleri, ayrışma bireleşmesi sürecinde etkili olacaktır.

*Araştırmanın Amacı:* Bu çalışmanın amacı, Türk geç ergenlerin ayrışma bireleşmelerine ilişkin değerlendirmelerinin beş faktör kişilik boyutlarının yordayıcılığı açısından değerlendirilerek ayrışma bireleşme ile beş faktör kişilik boyutları arasındaki ilişki araştırılmasıdır.

*Araştırmanın Yöntemi:* Araştırmanın çalışma grubunu Ankara Üniversitesi Siyasal Bilgiler Fakültesi; Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi; Kırıkkale Üniversitesi Eğitim Fakültesi'nden 2009-2010 eğitim-öğretim yılı bahar döneminde 1-4. sınıflarında öğrenim görmekte olan 156 kız, 87 erkek olmak üzere toplam 243 öğrenci oluşturmaktadır. Ancak araştırmaya katılan öğrencilerin 10'nundan elde edilen veriler eksik veya hatalı işaretlemeler nedeniyle analiz dışı tutulmuş; analizler 233 kişilik veri seti üzerinden yapılmıştır. Araştırmada veri toplama aracı olarak "Ergen Ayrışma Bireleşme Ölçeği" ve "Sıfatlara Dayalı Kişilik Testi" kullanılmıştır. Ergen Ayrışma Bireleşme Ölçeği dokuz alt ölçek ve toplam 103 maddeden oluşmaktadır. Bu alt ölçekler; ayrışma kaygısı, kısıtlanma kaygısı, bakım veren kişiye bağlanma, akrana bağlanma, öğretmene bağlanma, aynalamayı yaşama, bağlılığı inkâr, reddedilme beklentisi ve sağlıklı ayrışmadır. Ergen Ayrışma Bireleşme Ölçeği'nin her bir alt ölçeği için bulunan iç tutarlılık güvenilirlik katsayıları; ayrışma kaygısı .75, kısıtlanma kaygısı .79, akrana bağlanma .71, öğretmene bağlanma .63, aynalamayı yaşama .91, bağlılığı inkâr .72, reddedilme beklentisi .82, sağlıklı ayrışma .39 ve bakım veren kişiye bağlanma .65'dir. Ergen Ayrışma Bireleşme Ölçeği'nin her bir alt ölçeği için bulunan test tekrar test

güvenirlilik katsayıları; ayrışma kaygısı .86, kısıtlanma kaygısı .85, akrana bağlanma .66, öğretmene bağlanma .65, aynalamayı yaşama .82, bağlılığı inkâr .70, reddedilme beklentisi .85, sağlıklı ayrışma .55 ve bakım veren kişiye bağlanma .78'dir. Yapı geçerliği çalışmasında uygulanan faktör analizi sonucunda ölçeğin kuramsal yapısına uyan dokuz faktörün açıkladığı varyans oranı %32.7 olarak bulunmuştur. Sıfatlara Dayalı Kişilik Testi (SDKT), 40 sıfat çiftinden oluşan 1-7 arasında derecelendirilen likert tipi bir ölçektir. SDKT dışadönüklük, yumuşak başlılık, sorumluluk, duygusal dengesizlik ve deneyime açıklık olarak beş boyuttan oluşmaktadır. Beş boyut, SDKT'ne ait varyansın %52.63'ünü açıklamaktadır. Beş boyutun faktör yüklerinin .367-.793 arasında değiştiği görülmektedir. Testin test-tekrar test güvenirlilik katsayısı dışadönüklük için .85, yumuşak başlılık için .86, sorumluluk için .71, duygusal dengesizlik için .85 ve deneyime açıklık için .68 olarak bulunmuştur. Cronbach Alfa Katsayıları ise dışadönüklük için .89, yumuşak başlılık için .87, sorumluluk için .88, duygusal dengesizlik için .73 ve deneyime açıklık için .80 olarak bulunmuştur. Bu iki ölçekten elde edilen puanlar SPSS 11.5 kullanılarak analiz edilmiştir. Verilerin değerlendirilmesinde, çoklu regresyon analizi yöntemi kullanılmıştır.

*Araştırmanın Bulguları:* Sıfatlara Dayalı Kişilik Testi'nin (SDKT) dışadönüklük, yumuşak başlılık, sorumluluk, duygusal dengesizlik ve deneyime açıklık olarak beş boyutunun Ayrışma Bireyleşme Ölçeği'nin dokuz alt ölçeğini yordayıp yordamadığına ilişkin kurulan modelde; dışadönüklük ayrılık kaygısını anlamlı bir şekilde yordamaktadır. Yumuşak başlılık boyutu kısıtlanma kaygısını anlamlı bir şekilde yordamaktadır. Duygusal dengesizlik, deneyime açıklık ve yumuşak başlılık boyutları, bakım veren kişiye bağlanmayı anlamlı bir şekilde yordamaktadır. Dışadönüklük boyutu, akrana bağlanmayı anlamlı bir şekilde yordamaktadır. Duygusal dengesizlik, yumuşak başlılık ve sorumluluk boyutları, öğretmene bağlanmayı anlamlı bir şekilde yordamaktadır. Dışadönüklük, duygusal dengesizlik, deneyime açıklık ve yumuşak başlılık boyutları, aynalamayı yaşamayı anlamlı bir şekilde yordamaktadır. Yumuşak başlılık boyutu, bağlılığı inkârı anlamlı bir şekilde yordamaktadır. Dışadönüklük, deneyime açıklık ve yumuşak başlılık boyutları reddedilme beklentisini anlamlı bir şekilde yordamaktadır. Sıfatlara Dayalı Kişilik Testi'nin (SDKT) boyutlarının hiçbirisi sağlıklı ayrışmayı yordamamaktadır.

*Araştırmanın Sonuçları ve Öneriler:* Araştırma sonucunda, ayrışma bireyleşme sürecinde ayrılık kaygısı, akrana bağlanma, aynalamayı yaşama dışadönüklük boyutu ile olumlu yönde ilişki gösterirken, reddedilme beklentisi dışadönüklük boyutu ile ters yönde ilişki göstermektedir. dışadönüklük ayrılık kaygısını anlamlı bir şekilde yordamaktadır. Kısıtlanma kaygısı, öğretmene bağlanma, aynalamayı yaşama, bağlılığı inkâr yumuşak başlılık boyutu ile ters yönde ilişki göstermektedir. Diğer yandan bakım veren kişiye bağlanma, reddedilme beklentisi yumuşak başlılık boyutu ile olumlu yönde ilişki göstermektedir. Psikolojik danışma ve rehberlik hizmetleri kapsamında öğrencilerin beş faktör kişilik boyutları ve ayrışma bireyleşmeleri üzerine çalışmalar yapılarak onların bazı ayrışma bireyleşme problemleriyle karşılaşmaları önenebilir. Bu araştırma ayrışma bireyleşme sürecini tamamlayan çalışma grubuyla tekrarlanarak bu araştırma sonucunu gelişimsel olarak destekleyip desteklemediği test edilebilir.

*Anahtar Sözcükler:* Ayrışma bireyleşme, beş faktör, kişilik boyutu, geç ergen