THE EFFECTS OF PERCEIVED CHILDREARING PRACTICE, ADULT ATTACHMENT STYLE, AND ENDORSED CULTRUAL VALUE ON SELF-CONSTRUAL

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by

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Abstract

These studies examined the relative contributions of perceived childrearing practices with parents, adult attachment styles, endorsed cultural values to self-construals. The findings were verified by cross-examination in terms of both correlational and experimental designs, concepts being measured by more than one scale and method, two sources of data (self-report and friend-report), and two groups of sample (university students and married adults). Results showed that interdependent self-construal was significantly and positively predicted by endorsed collectivism cultural value but negatively predicted by endorsed individualism cultural value, whereas independent self-construal was unexpectedly positively predicted by endorsed collectivism cultural value. Endorsed collectivism cultural value in turn was significantly and positively predicted by secure attachment style, attachment close, and attachment anxiety, whilst endorsed individualism cultural value was significantly and positively predicted by dismissing attachment style. In addition to endorsed cultural values, independent self-construal was also predicted by secure attachment style whilst interdependent self-construal was predicted by both attachment close and attachment anxiety. The self-construal task showed no relationship between attachment security and the qualitative self-construal. In reference to the mediation function, endorsed collectivism cultural value partially mediated the link between secure attachment style and independent self-construal, and endorsed cultural value completely mediated the link between attachment anxiety and interdependent self-construal and the link between attachment close and interdependent self-construal. Across three studies, independent self-construal and interdependent self-construal were moderately to highly positive correlated, which were supposed to be two

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orthogonal dimensions in Singelis (1994). Attachment distributions varied in terms of the different attachment scales. Findings are discussed in terms of the complexity of the self-construal concept and the possible association between adult attachment styles and cultural values.

Acknowledgements

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Chapter I   General Introduction

The self that reflects culture is a concept which continues to attract attention, not only by academics, theologians, philosophers, anthropologists, and psychologists as well as by lay persons (Baumeister, 1998; Toren, 1999) because it addresses one of the oldest and most widely asked questions: How we become who we are. William James (1890/1950), in his book: *The Consciousness of the Self,* addressed this question over a century ago by identifying a part of the self as the "social me", which reflects a person's perception of experiences in relation to individuals and groups, whose opinions are valued. Subsequent to James's (1890) early writings, social symbolic interactionists, like Cooley (1902) and Mead (1934), answered this primal question by stressing the importance of the course of social interactions in the process of the development of 'self'. However, even though the cultural aspect of self in association with social interactions has been well acknowledged (for example, Fiske, Kitayama, Markus, & Nisbett, 1998), the underlying psychological structures that process the internalizations of a person's perception of culture and then lead to the rise of the cultural aspect of self when the social interactions occur, need to be further developed; Fiske, et al. (1998) illustrate cultural representations at other levels, rather than solely dealing with psychological processes (see Figure 1 below).

The cultural aspect of the self arises from human adaptation to social and cultural environments for survival purposes; hence, human beings possess the evolved, motivated, prepared, highly structured propensities for cultural adaptation (Fiske, et al., 1998). These propensities could be mental structures or prepared processes that were originally unspecified but then became tuned to
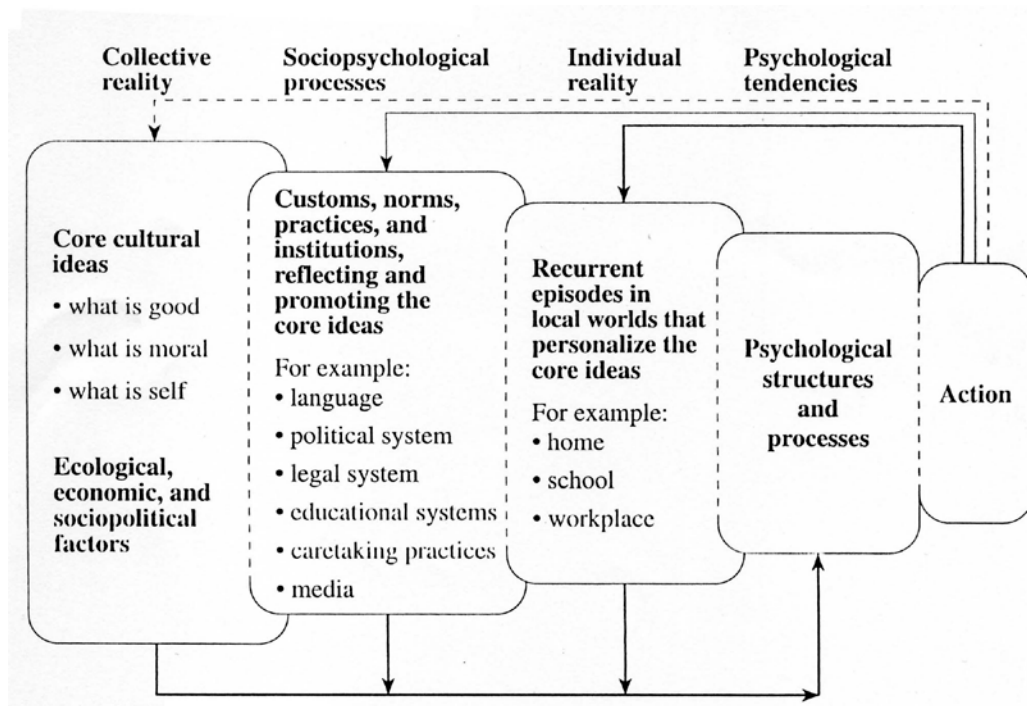
Figure 1. Adopted from "The Cultural Matrix of Social Psychology" by A. P.

Fiske, S. Kitayama, H. R. Markus, & R. E. Nisbett, 1998, The Handbook of

Social Psychology, Vol. 2 (4th ed.), p. 918.

culture (Fiske, et al., 1998). A person with such a well-tuned structure could exploit the cultural models more fully and exhibit greater fitness than those who lack them (Fiske, et al., 1998).

One well-acknowledged mental structure that incorporates the interactions of individuals with the wider social and cultural environments in the interactional sequences of development stemming from the early childhood relationships with parents, to those with extended family and non-family, is that of scripts or generalized event representations (Bowlby, 1973/1998; Fivush, 2006). Furthermore, even though the wider social and cultural environment is similar for all members of a group, there are individual differences in the scripts formed from the interactions between individuals and the wider environment because the scripts organised in the previous stages self-regulate these interactions at later stages (Bowlby, 1973/1998; Fivush, 2006).

The script of the wider social and cultural environment may be incorporated into the existing mental structure through the self-regulating process of individuation and connectedness which, according to attachment theory, evolves from the individual's search for attachment security in early childhood in order to survive (Bartholomew, 1990; Bowlby, 1973/1998; Grotevant & Cooper, 1986; Fivush, 2006; Imamoğlu, 1998). In addition, the scripts can be encoded physically, emotionally and cognitively in biochemical events, beliefs, attitudes, and values (Erskine & Trautmann, 1997).

The social and/or cultural aspect(s) of self arising from the course of social interactions since childhood (Cooley, 1902; Mead, 1934) may be associated with the development of an individual's mental structure or scripts of relationships rooted in attachment (Bowlby, 1973/1998; Fivush, 2006). This may

be empirically understood, in this thesis, in terms of the psychological process of constructing self-construal.

Psychological Process of Self-Construal Construction

Self-construal, viewed as a persons' general beliefs about "the relationship between the self and others and, especially the degree to which they see themselves as separate from others or as connected with others" (Markus & Kitayama, 1991, p.226), is originally and primarily identified as the correspondence of self to culture or cultural contexts in particular (Markus & Kitayama, 1991; Singelis, 1994). The concept of self-construal has since been widely applied and relative studies are regarded as being among the most influential works in the fields of culture and psychology in the past decades (Matsumoto, 1999). Nevertheless, relevant theory has just identified self-construal as a self-concept that is constructed in cultural contexts (i.e. what constructs self-construal) (Markus & Kitayama, 1991) but to the best of my knowledge, it has not yet been the focus of the psychological process of the development of self-construal in cultural contexts (i.e. how self-construal is constructed in cultural contexts).

Self-construal may arise from script development of the views concerning self and others, especially in successive attachments formed in social interactions since childhood, where self-construal may be an integrative representation of several specific representations with different significant others in the context of multiple unceasing relationships, such as with parents, family, close and intimate partners, as well as society (Imamoğlu, 1998; Imamoğlu &

Karakitapoğlu-Aygün, 2004; Keller, 2002). Cultural knowledge concerning the relationship between the self and others provided in social and cultural contexts may be transmitted when a mental structure develops to interact with social and cultural environments (Bowlby, 1973/1998; Fivush, 2006).

Self-construal, as a general representation of the relationship between the self and others, may signify a summary of perceived child-rearing practices with parents, attachment style (close and/or intimate relationships), and endorsed cultural values organised hierarchically in terms of successive stages of script development concerning the relationship between the self and others (Erskine & Trautmann, 1997; Imamoğlu, 1998; Imamoğlu & Karakitapoğlu-Aygün, 2004; Keller, 2002). The primary views about the self and others that are constructed in being accepted, rejected, and encouraged to be independent by parents in early childhood may serve as the model of the self and others in close and/or intimate relationships (attachment style), which in turn may lead to endorsing cultural values in interactions with society. Thus, perceived child-rearing practices with parents are regarded as the main independent variable, while self-construal is viewed as the main dependent variable; attachment style and endorsed cultural values mediate the link between them. The hypothesised link among perceived childrearing practices, attachment style, endorsed cultural values, and self-construal are presented in Figure 2 below.

In the literature review that follows, the components of the conceptual model will be explored in greater detail. Moreover, a theoretical understanding of the process of cultural internalisation, in terms of achieving a balance between exploration and proximity will be illustrated and linked to perceived early childrearing practices.
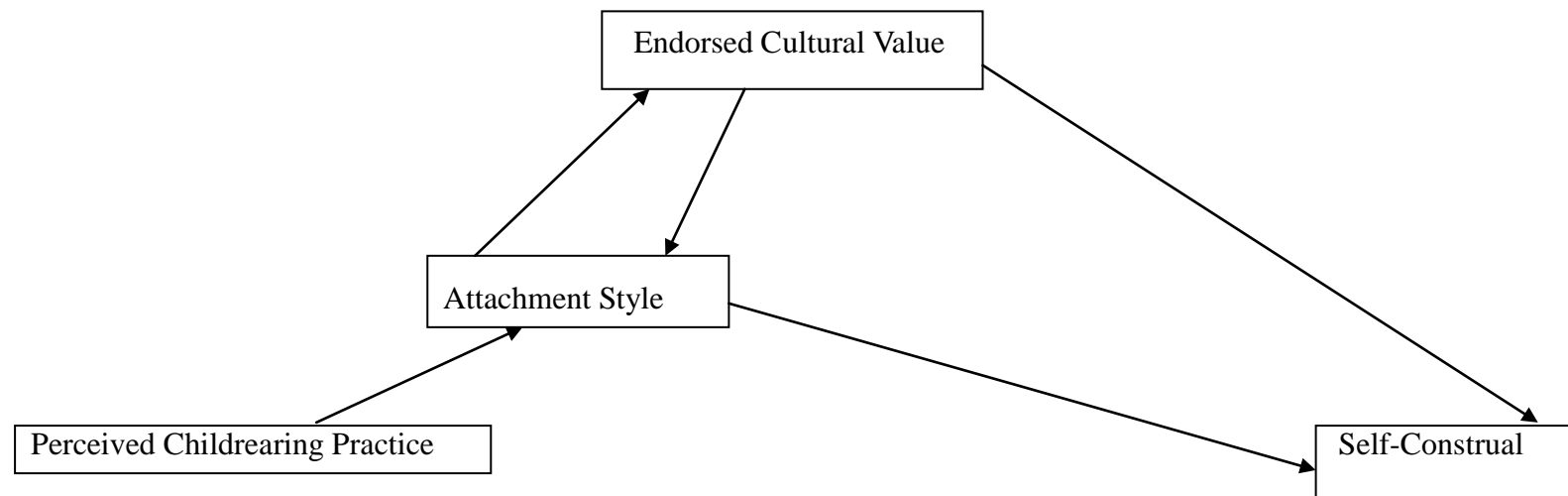
Figure 2. Hypothesised associations among perceived childrearing practice, attachment style, endorsed cultural value, and self-construal

Chapter II   Review of the Literature

Self-construal is defined as "a constellation of thoughts, feelings, and actions concerning one's relationship to others, and the self as distinct from others" (Singelis, 1994, p. 581). Self-construal has two key components: *independent* and *interdependent* (Markus & Kitayama, 1991). Independent self-construal is defined as a "bonded, unitary, and stable" self whereby an individual feels differentiated from others; interdependent self-construal is defined as a "flexible, variable" self whereby an individual feels connected with others (Singelis, 1994, p. 581). Specifically, the constellation of elements composing an independent self-construal includes one's unique traits, abilities, attributes, preferences, goals and interests, that are differentiated from social contexts, interpersonal relationships, and group memberships, while the constellation of elements composing an interdependent self-construal includes an emphasis on connections to others and groups, such as including others in the sphere of the self (i.e. sharing the self-space with abstract traits, abilities and preferences of others) (Markus & Kitayama, 1991).

Self-construal is important and influential in the fields of both cross-cultural and mainstream psychology because the self-construal model, which proposes self-construal mediating the link between culture or cultural contexts in particular on one side and behaviour, including cognition, emotions and motivation, on the other, is hypothesised to explain the occurrence of cultural or cross-cultural differences in many areas of psychology (Markus & Kitayama, 1991; Matsumoto, 1999). The function of self-construal as a predictor of psychological behaviour has been supported in research concerning self-relevant

information processing, affect regulation, motivation and relationship functioning (Bresnahan, Chiu, & Levine, 2004; Cross, Bacon, & Morris, 2000; Cross, Gore, & Morris, 2003; Cross & Madson, 1997; Cross, Morris, & Gore, 2002; Imamoğlu & Karakitapoğlu-Aygün, 2004; Kim, Kim, Kam, & Shin, 2003; Ma & Yeh, 2005; van Baaren, Maddux, Chartrand, de Bouter, & van Knippenberg, 2003). For example, in cognitive processes, individuals with a more highlighted interdependent self-construal attend more closely to information about close others (Cross, et al., 2002), whereas individuals with a more emphasised independent self-construal show less nonconscious mimicry (van Baaren, et al., 2003) and are more strongly associated with self-embarrassability than with empathetic-embarrassibility (Singelis, et al., 1999). However, the psychological process of self-construal construction (i.e. self-construal as a criterion), to the best of my knowledge, has been of much less critical concern. Even Markus and Kitayama (1991) in their self-construal theory just identified culture or cultural contexts in particular as the source of self-construal (i.e., answering the question 'what constructs self-construal?') rather than delineating the process of its construction (i.e., answering the question 'how is self-construal constructed in cultural contexts?').

Endorsed cultural values, as psychological constructs of such values (Triandis, Chan, Bhawuk, Iwao, & Sinha, 1995), having been identified as the source of self-construal (Markus & Kitayama, 1991), may serve as predictors of self-construal. In the next subsection, the link between endorsed cultural values and self-construal will be illustrated.

Endorsed Cultural Values as Predictors of Self-Construal

Endorsed cultural values (i.e., psychological constructs of cultural values) correspond to cultural values (i.e., cultural constructs of cultural values) albeit they are not identical concepts (Imamoğlu, 1998; Matsumoto, 2000; Triandis, et al., 1995). Even though they both function as values, defined as "conceptions of the desirable that guide the way social actors (such as organisational leaders, policy makers, individual persons) select actions, evaluate people and events, and explain or justify their actions and evaluations" (Licht, Goldschmidt & Schwartz, 2001, p. 7), cultural values comprise properties of a society, which after being endorsed by an individual become "endorsed cultural values" that belong to properties of an individual.

Cultural values that regulate the relationship between the self and others include both individualism cultural value and collectivism cultural value (Markus & Kitayama, 1991). Individualism cultural value refers to "loosely linked individuals who view themselves as independent of collectives and are primarily motivated by their own preferences, needs, and rights and the contracts they have established with others", whereas collectivism cultural value is defined "in terms of close linkage among individuals who see themselves as parts of one or more collectives and are primarily motivated by the norms and duties of those collectives, emphasising connectedness with other members of the collectives" (Dutta-Bergman & Wells, 2002, p.231). Individuals who endorse individualism cultural value and those who endorse collectivism cultural value have been found to behave differently in their everyday life (Dutta–Bergman & Wells, 2002; Triandis, et al., 1995; Wheeler, Reis, & Bond, 1989). Individuals who endorsed collectivism cultural value have longer but fewer interactions with fewer people

and have greater self- and other-disclosure (Wheeler, Reis, & Bond, 1989); they tend to comply with the collective goals and standards (Triandis, Brislin, & Hui, 1988), to be more cooperative (Triandis, Leung, Villareal, & Ckack, 1985), more concerned about saving face and status (Redding, 1990), and promote group and social harmony (Triandis, McCusker, & Hui, 1990). In contrast, individuals who endorsed individualism cultural value are more independent in social relationships, do not have a strong desire to maintain harmonious relationships with other members and are less religious (Dutta-Bergman & Wells, 2002). Individual differences (in endorsing of individualism cultural value or collectivism cultural value) affect person's self-esteem, self-effacing and self-enhancing attributions (Bond, Leung, & Wan, 1982; Singelis, Bond, Sharkey, & Lai, 1999).

Self-construal theory assumes that, independent self-construal is organised in Western societies that stress individualism cultural value, while interdependent self-construal is constructed in Eastern societies that are dominated by collectivism cultural value (Markus & Kitayama, 1991). As endorsed cultural value corresponds to cultural value (Triandis, et al., 1995), it is hypothesised that endorsed individualism cultural value constructs independent self-construal, while endorsed collectivism cultural value organises interdependent self-construal.

In this subsection, psychological accounts of individualism and collectivism cultural values are regarded as signifying homogeneity (Markus & Kitayama, 1991). However, in terms of the definition of culture, "a dynamic system of rules – explicit and implicit – established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviours, shared

by a group but harboured differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time" (Matsumoto, 2000, p. 24), cultural values can be harboured differently by individuals in the same social group. In the next subsection, the differences in endorsements of individualism and collectivism cultural values will be examined.

Attachment Styles as Predictors of Endorsed Cultural Values

Attachment styles are viewed as relatively "consistent patterns of thinking, feeling, and behaving in interpersonal situations" (Reber, 1985/1995, p. 65), that Bartholomew (1990) (see Figure 3 below) delineated in terms of views about the self as distinct from others (individuation) and as connected with others (connectedness), and well as organised on the basis of regulating a balance between the motivational exploration system and the motivational attachment system controlled by the set goal of perceived security in regard to the availability and responsiveness of attachment figures when natural fear is aroused, especially in early childhood (Bowlby, 1973/1998; Bretherton, 1985). Successful and comfortable connectedness with others provided by attachment figures in times of need (i.e., serving as the 'secure base') offers a sense of security that deactivates the attachment system originally triggered by fear and activates the exploration system, by which an individual is confident in engaging in other activities as an independent person (Bowlby, 1973/1998; Cortina, Spring, & Marrone, 2004). Attachment styles, therefore, are determined according to comfort with closeness and confidence in others' responses (Hazan & Shaver,

MODEL OF SELF

(Dependence)

	Positive	Negative
	(Low)	(High)

	SECURE	**PREOCCUPIED**
Positive	Comfortable	Preoccupied
(Low)	with intimacy and autonomy	Ambivalent
MODEL OF OTHER		Overly dependent
(Avoidance)	**DISMISSING**	**FEARFUL**
Negative	Denial of Attachment	Fear of Attachment
(High)	Dismissing	Avoidant
	Counter-dependent	Socially avoidant

Figure 3. Bartholomew's four styles of adult attachment from "Avoidance of Intimacy: An Attachment Perspective" by K. Bartholomew, 1990, Journal of Social and Personal Relationships, 7, p. 163. Copyright 1990 by SAGE.

1987), both of which characterise the secure attachment style (Hazan & Shaver, 1987), such as infants displaying confidence in playing when their mothers were present, feeling upset when their mothers left, and becoming comfortable and resuming playing when their mothers returned in a Strange Situation paradigm, that contains a series of episodes of contact, separation and reunion (Ainsworth, Blehar, Waters, & Wall, 1978). Insecurity with respect to others' intentions and a preference for distance, construct an anxious-avoidant attachment style (Hazan & Shaver, 1987), termed a 'fearful attachment style' by Bartholomew (1990), whereby infants showed more or less indifference to where their mothers were sitting in a Strange Situation and displaced attention to new objects or exploration without revealing any joy or interest (Ainsworth, et al., 1978). Insecurity with respect to other's responses, a strong desire for intimacy, and a chronic fear of rejection and separation organise the anxious-ambivalent attachment style (Hazan & Shaver, 1987), termed as 'preoccupied attachment style' by Bartholomew (1990), whereby infants were unable to engage in exploration because they appeared anxious even when their mothers were near in a Strange Situation (termed as 'anxious-resistant attachment style' by Ainsworth, et al., 1978). Finally, Bartholomew (1990) identified the fourth type of attachment style, the dismissing attachment style, whereby individuals passively avoid close relationships by placing much value on independence and considering relationships as relatively unimportant.

A balance of individuation and connectedness on the basis of regulation between the exploration system and the attachment system has received support in studies concerning language learning, love and work division, acquisition of information, and cultural domain of life (Hazan & Shaver, 1990; Ingham, 1996;

Mikulincer, 1997; Rini, Schetter, Hobel, Glynn, & Sandman, 2006; van

IJzendoorn, Dijkstra, & Bus, 1995). Secure children who are not anxious about

the availability of attachment figures and can move away from the attachment

figures to engage in information search appeared to be more competent in the

language domain than were insecure children (Van IJzendoorn, et al., 1995).

Secure adults who can find a balance between exploration and attachment

achieve a balance between work and love; avoidant persons who attain autonomy

or individuation at the expense of intimacy or connectedness use work to avoid

social interactions but feel dissatisfaction; and anxious/ambivalent adults who

come to intimacy or connectedness at the expense of autonomy or individuation

reported that their interpersonal worries interfered with work performance

(Hazan & Shaver, 1990). Mikulincer (1997) found that the attachment-related

goal of individuation and connectedness also affects information seeking by

individuals. Anxious/ambivalent adults who allow connectedness to interfere

with individuation select more information when it interferes with social

information; anxious/avoidant adults who let individuation interfere with

connectedness increase their attention to new objects when it interferes with

non-social information; and securely attached adults who maintain a balance

between individuation and connectedness request the same amount of

information regardless of interference of social information or non-social

information (Mikulincer, 1997). In addition, evidence shows that individuation

and connectedness associated with attachment account for the cultural domain of

life experiences even though the fundamental psychological process has not yet

been completely proposed (Ingham, 1996; Rini, et al., 2006). Individuals with the

psychological consequences of childhood difficulties with separation-

individuation may have difficulties adjusting to the extended families in Pakistan (Ingham, 1996). Rini, et al. (2006) found a positive correlation between secure attachment and an endorsement of collectivism cultural value and between insecure attachment and an endorsement of individualism cultural value when both attachment and endorsements of cultural values were regarded as bi-polar.

One way to exploit cultural values that coexist within most societies (i.e. individualism and collectivism cultural values, Fiske, et al., 1998) is by the processes of individuation and connectedness established in attachment experience (Bartholomew, 1990; Bowlby, 1973; Fivush, 2006). Securely attached individuals may successfully exploit both individualism cultural value and collectivism cultural value in terms of their well-developed processes of individuation and connectedness. None of individualism and collectivism cultural values would be endorsed by fearful attachment style because of individuals' interrupted processes of individuation and connectedness. Dismissing attachment style who develops the process of individuation at the expense of connectedness may endorse individualism cultural value that stresses independence of collectives, and expressing personal preferences, needs and opinions that may be in opposition to collectives (Dutta-Bergman & Wells, 2002). In contrast, preoccupied attachment style who organises the process of connectedness at the expense of individuation may endorse collectivism cultural value that emphasises the close linkage among individuals (Dutta-Bergman & Wells, 2002)

Attachment styles and endorsed cultural values may be used to construct each other in order to keep individuals on their own pathways (Bowlby, 1973/1998). In this subsection, the method whereby attachment styles

self-regulate endorsements of cultural values has been proposed. In the next subsection, determining how endorsed cultural values in turn construct attachment styles will be explained.

Endorsed Cultural Values as Predictors of Attachment Styles

Culture, as an aspect of society comprising rules that are established by groups in order to ensure group survival, may not divert attachment pathways because, to the best of my knowledge, none of cultures are purposely designed to cause psychological abandonment, rejection, neglect, or even severe trauma, which determine the diversions of attachment pathways (Bowlby, 1973/1991). The cultural demand for individualism cultural value in Western societies has been used to explain the higher proportion of anxious-avoidant infants classified in the Strange Situation in Grossmann, Grossmann, Spangler, Suess, and Unzner's (1985) North Germany study. The cultural requirement for collectivism cultural value in Eastern societies has been used to explain a higher proportion of anxious-resistant infants classified in the Strange Situation in the Japanese studies of Miyake, Chen, and Campos (1985) and of Takahashi (1986) as well as the Israeli study by Sagi, et al. (1985). However, the above studies may mistakenly concluded that culture was responsible for psychological abandonment, rejection, loss, and rejection. Individualism cultural value that stresses independent of collectives does not imply parents being rejective towards their kids, while collectivism cultural value that emphasises a close linkage among individuals does not ask parents to behave inconsistently towards young children. In their study, van IJzenddorn and Kroonenberg (1988) pointed

out that deviant distributions found in the above mentioned studies, may rather

be associated to small sample size. In order to rule out sampling error bias, van

IJzendoorn and Kroonenberg (1988) conducted a meta-analysis of about 2,000

Strange Situation classification items obtained in 8 different countries and found

that intracultural variation of three attachment styles was nearly 1.5 times the

variation of cross-nations. The same distribution (i.e. 24% dismissing, 58%

autonomous and 18% preoccupied) across cultural contexts or nations is also

found in more than 2,000 Adult Attachment Interview (AAI) classifications in 33

studies (van IJzendoorn & Bakermans- Kramemnurg, 1996). Consistent

attachment distributions obtained from big sample size by other methods indicate

that attachment pathways may be independent of cultural influence within a

society (i.e. cultural contexts or national culture).

Culture however, as an individual property, and after being endorsed,

may in turn reinforce attachment styles in a person's relationship with society

(Bowlby, 1973/1998). Even though the theoretical link between endorsed cultural

values and attachment styles has not yet been illustrated, a positive correlation

between secure attachment style and endorsed collectivism cultural value, and

between insecure attachment style and the endorsed individualism cultural value

have been reported (Rini, et al., 2006). Both endorsed individualism and

collectivism cultural values that facilitate both processes of individuation as well

as connectedness, may reinforce a secure attachment style through the possible

positive relationship between a group/society and securely attached individuals,

established on the basis of their belief in the world as a safe place (Bowlby,

1973/1998). Both endorsed individualism and collectivism cultural values may

strengthen a fearful attachment style by being unable to facilitate both processes

of individuation and connectedness in terms of an insufficiently constructed

relationship between a group/society and fearfully attached individuals based on

their belief that the world is threatening, dangerous, and unpredictable (Bowlby,

1973/1998). Endorsed collectivism cultural value may fortify an anxious-

ambivalent style (or preoccupied attachment style) through the facilitated process

of connectedness in the relationship of individuals with a group/society,

established upon the belief of remaining close to others for the sake of security,

at the expense of independence. In contrast, endorsed individualism cultural

value may brace a dismissing attachment style through the process of facilitating

individuation for doing battle with a world, perceived as barren, and offering no

help or support (Bowlby, 1980/1991).

In the previous two subsections, the interactions between attachment

styles and endorsed cultural values have been illustrated in terms of the self-

regulative processes of individuation and connectedness. In the next subsection,

the way in which the same processes regulate the relationship between

attachment styles and self-construal will be presented.

Attachment Styles as Predictors of Self-Construals

In statistics, a hypothesis concerning a causal network between the

initial variable and the *outcome* through the third variable (i.e. the *mediator*) is

called mediation (Kenney, Kashy, & Bolger, 1998). A mediation model includes

the *direct effect*, referring to the direct effect of the initial variable on the

outcome, and the *indirect effect*, referring to the effect of the initial variable on

the outcome through the mediator. If there is no relationship between the initial

variable and the outcome after the effects of the mediator have been controlled, it is called *complete mediation*; if the relationship between the initial variable and the outcome is reduced in *absolute size* but is still different from zero, it is called *partial mediation* (Kenny, et al., 1998).

Some aspects of the self (i.e. self-esteem, self-acceptance and self-worth) have been found in association with the views of the self organised in the attachment process (Collin & Read, 1990; Luke, Maio, & Carnelley, 2004; Park, Crocker, & Mickelson, 2004). For example, Collin and Read (1990) found that more secure attachment style generated greater feelings of self-worth and social self-confidence. Park, et al. (2004) reported the associations between attachment styles and contingencies of self-worth. That is, attachment security was related to basing self-worth on family support; both the preoccupied attachment style and fearful attachment style were related to basing self-worth on physical attractiveness, while the dismissing attachment style was related to basing self-worth less on others' approval, family support and God's love. Luke, et al. (2004) identified the link between the views of others organised in the attachment process and humanity-esteem, i.e., a positive model of others in relationship with higher humanity-esteem. However, even though Wang and Mallincorodt (2006) reported on the relationship between attachment styles and self-construal (i.e. the significant negative correlation between independent self-construal and attachment avoidance and the significant positive correlation between interdependent self-construal and attachment anxiety), the theoretical connection between them still need to be further illustrated.

Securely attached persons may be processed according to both independent and interdependent self-construals through well-facilitated processes

of individuation as well as connectedness. In contrast, anxious-avoidant attachment style or fearful attachment style may not apply to both independent and interdependent self-construals because of unestablished connectedness accompanied by unfaciliated individuation. Dismissing attachment persons may be guided to independent self-construal by the facilitated process of individuation, whereas anxious-ambivalent attachment style or preoccupied attachment style may be led to interdependent self-construal through the facilitated process of connectedness.

Attachment styles are assumed to be organised according to the nature and quality of childhood experiences with parents especially the subjective psychological experience (Ainsworth, et al., 1978; Bartholomew, 1990; Bowlby, 1969, 1973, 1988; Hall & Lindzey, 1970; Rohmer, Harlequin, & Coroner, 2005; Rosenberg & Kaplan, 1982). In the following subsection, the ways in which attachment styles are organised in perceived childrearing practices will be illustrated.

Perceived Childrearing Practices as Predictors of Attachment Styles

The dimensions of perceived childrearing practices that are most often identified in terms of factor analysis on the basis of different descriptive studies are warmth-hostility (also termed as "warmth-rejection") and permissiveness-restrictiveness (also termed as "autonomy-control") (MacDonald, 1992; Rapee, 1997). Parental acceptance, affection, approval, positive reinforcement, care, concern, and sensitivity in regard to the child's needs and desires are located at one end of the warmth-hostility dimension, while parental

coldness, lack of affection, hostility, aggression, indifference and neglect are assigned on the other end of the warmth-hostility dimension (Manley, 1977). The autonomy-control dimension contrasts encouragement of independence with intrusive parental control and active resistance to the child's attempts to gain autonomy (Manley, 1977). Other dimensions identified by different measures more or less tap into these two dimensions (see Perris, Jacobasson, Lindstrom, von Knorring, & Perris, 1980; care and overprotection in Parental Bonding Instrument (PBI) in Parker, Tupling, & Brown, 1979).

The link between perceived childrearing practices and adult attachment styles has been attested to in many studies (Bartholomew, 1990; Carnelley, Pietromonaco, & Jaffe, 1994; de Minzi, 2006; Hazan & Shaver, 1987, 1990; Manassis, Owens, Adam, West, & Sheldon–Keller, 1999; McCarthy & Taylor, 1999; Mikulincer & Florian, 2001). Secure attachment has demonstrated its association with high care level (e.g. perceived emotional responsiveness, expression of warmth, acceptance and positive reinforcement) and low overprotection level (e.g. encouragement of independence and a separate sense of identity) (Manassis, Owens, Adam, West, & Sheldon–Keller, 1999). In addition, de Minzi (2006) found that parents' acceptance promoted secure attachment and positive outcomes in children. Insecure attachment styles have often been demonstrated to result from maltreatment (Wekerle, & Wolfe, 1998). McCarthy and Taylor (1999) found the link between perceived abusive childhood experiences and avoidant/ambivalent adult attachment style.

Bowlby (1973) assumed that attachment styles are organised according to parental responses in times of need. Perceived parental acceptance in times of need may provide a sense of security, which in turn serves as a secure base for a

child to explore independently (Ainsworth, et al., 1978; Bartholomew, 1990; Bowlby, 1973; Bretherton, 1985). Perceived rejection in times of need, especially parental coldness and parental deficits in emotional availability and sensitivity that lead an individual to exhibit being emotionally closed-off, to deny emotional or attachment needs, and to develop compulsive self-reliance, characterises the dismissing attachment style (Bartholomew, 1990; Bowlby, 1980). Perceived rejection in times of need, especially inconsistency, emotional unavailability and less responsiveness, over-affection, and overprotection (e.g. intrusive control) (Ainsworth, et al., 1978) that lead to the development of a negative view about the self and increase the bids for positive response by being dependent and valuing others in order to satisfy the emotional needs, delineates the anxious/ambivalent attachment style or preoccupied attachment style (Bartholomew, 1990). Finally, perceived rejection in times of need, especially lack of affection, coldness, and unresponsive parenting that lead to incorporating the views of the caregivers by viewing the self as unlovable and others as uncaring and unavailable portrays fearful attachment style (Bartholomew, 1990)

       The literature review in this chapter suggests the possible connections among perceived childrearing practices with parents, attachment styles, endorsed cultural values and self-construal. In the following chapter, concepts and methodological concerns will be discussed, followed by an empirical examination of the possible relationships among them.

Chapter III   Conceptual and Methodological Issues

This chapter considers various conceptual and methodological issues pertaining to scales and subscales that have been developed to measure the following: attachment styles, childrearing practice, endorsed cultural values, and self-construal.

Attachment Styles

Hazan and Shaver (1987) were the first to develop a self-report pertaining to adult romantic relationships that that parallel the typology of infant-mother attachment developed by Ainsworth and her colleagues (Ainsworth et al., 1978). What was termed "anxious-resistant" in childhood was now labelled "anxious-ambivalent" in adulthood. Secure attachment style was defined as comfort with closeness and confidence in others' responses, whereas avoidant attachment style was characterised as a preference for distance with respect to the intentions of others. An anxious-ambivalent attachment style was viewed as a strong desire for intimacy coupled with a chronic fear of rejection.

Bartholomew developed the Relationship Questionnaire (RQ) on the basis of four types of attachment (1990; Bartholomew & Horowitz, 1991). These include Hazan and Shaver's three attachment styles and a second kind of avoidance, dismissing-avoidance, which was proposed by Main, Kaplan, & Cassidy, 1985 in their Adult Attachment Interview. Underlying these four types or styles of adult attachment is the working model of the self and of the other. A secure attachment style was defined as positive with regard to the self and the

other, whereas a fearful attachment style was negative in both models. The term "preoccupied" referred to a negative attachment to in the self and a positive attachment to the other. Conversely, a dismissing attachment style was characterised by a positive relation to the self and a negative relation to the other.

Collins and Read (1990) developed the Adult Attachment Scale (AAS) by decomposing Hazan and Shaver's (1987) three prototypical descriptions of attachment to arrive at a series of 18 items. Three factor were identified as critical: a capacity to be close (close), a capacity to depend on others (depend), and anxiety over relationships (anxiety). "Depend" and "Close" dimensions included items drawn from Hazan and Shaver's (1987) secure and avoidant attachment style descriptions. What was termed "anxiety" included items drawn from the secure and anxious/ambivalent descriptions of Hazan and Shaver (1987).

The questionnaire entitled Experiences in Close Relationships (ECR) was developed by Brennan, Clark, and Shaver (1998). Thirty-six items that include the dimensions of avoidance and anxiety were derived from a factor analysis of sixty pre-existing self-reports measuring adult romantic attachment. Avoidance was defined as a distrust concerning the goodwill of others and an effort "to maintain emotional distance", whereas anxiety was defined as the "worry that a partner might not be available or supportive in times of need" (Mikulincer & Shaver, 2001, p. 97 – 98).

In the current thesis, attachment styles were measured in terms of both categorical and Likert rating scales of Bartholomew and Horowitz (1991) in Study 1, Collins and Read's (1990) Adult Attachment Scale (AAS) in Study 2, and Brennan, Clark, and Shaver's (1998) Experiences in Close Relationships

(ECR) in Study 3. Data of Study One was also analysed in terms of Griffin and Bartholomew's (1994, as cited in Bartholomew, 2010) attachment dimensions of self model and other model derived from linear combinations of the prototype ratings obtained form Bartholomew and Horowitz's (1991) Relationship Questionnaire (RQ) in Appendix A.

Childrearing Practices

Childrearing practices were measured by Epstein's (1983) mother-father-peer (MFP) scale, which is comprised of two categories: maternal and paternal interaction and peer interaction. The maternal and paternal interaction scales is broken down into three subscales: independence-encouragement vs. overprotection, acceptance vs. rejection, and parent idealisation. Epstein referred to independence-encouragement vs. overprotection as "the degree to which the parents accepted and encouraged the child's independence, self-reliance and the development of social and other skills, versus the degree to which they overprotected the child, worried about the child's health and safety, and failed to help the child to learn to function independently" (S. Epstein, personal communication, March 30, 2004). Acceptance vs. rejection was defined as "the degree to which the parents communicated love, acceptance, and appreciation of the child, as opposed to viewing the child as undesirable, a burden, a nuisance, and a source of unhappiness or disappointment" (S. Epstein, 2004). Parent idealization was "the degree to which the parent is accorded unrealistic virtues approaching perfection" (S. Epstein, 2004). Peer interaction scale was measured solely by acceptance vs. rejection. Was the child "accepted,

liked, respected, or admired" by his or her peers, or was he or she "disliked, teased, disrespected, or avoided", for example, when picking teams and team members? (S. Epstein, 2004).

Endorsed Cultural Values

In the current research, cultural values for individuals are defined in terms of individualism and collectivism (Triandis, 1993, 2001; Triandis, et al., 1998). Triandis proposed that "the central theme of individualism is the conception of the individuals as autonomous from groups [while] the central theme of collectivism is the conception of individuals as aspects of groups or collectives" (Triandis, 1993, p. 462). There are four tendencies that help to determine whether individualism and collectivism are the dominant cultural constructs. These tendencies include: independence versus interdependence, a priority of personal goals over the goals of a group, an emphasis on exchange relationships versus communal relationships, and an account given of social behaviour that reflects attitudes rather than norms (Triandis, et al., 1995). By cross-examining several cultural value scales, Triandis, et al. (1995) developed The Idiocentrism and Allocentrism Cultural Value Scale to determine which of these conflicting tendencies predominates. Triandis, et al. (1995) also pointed to the problem of low fidelity and unsatisfactory Cronbach alphas when using the short cultural value scales to measure very broad concepts. He mentioned that one way to increase the Cronbach alphas is to narrow the concepts of individualism and collectivism by measuring specific values associated with each concept, rather than the concept itself. For example, the Cronbach alpha is .95

when patriotism is measured as one specific cultural value associated with

collectivism (Schmitz, 1992). Yang and Cheng (1987) identified five specific

cultural values, familism, modesty/contentment, face consciousness/relationship

orientation, solidarity/harmony, and the ability to overcome

hardship-overcoming/hardworking. The familism subscale measures family

responsibility and individual efforts for the family; the solidarity/harmony

subscale measures harmony within a group, especially an individual's

responsibility toward self-improvement and self-control for the benefit of the

group; the modesty/contentment sub-scale measures personal duty, no dispute

and concession, modesty, and tolerance; the face consciousness/relationship

orientation sub-scale measures the behaviour required to maintain or gain

reputation; and the ability to overcome hardship-overcoming/ hard work subscale

measures the ability to endure in the face of hardship.

Self-Construal

An independent self-construal is based on the belief that persons are

inherently distinct. This belief, which predominates in many Western countries,

is tied to a concept of the self as autonomous and independent. It is contrasted

with a model of the self as interdependent, which is promoted in many

non-western countries (Markus & Kitayama, 1991). Adjectives that are often

used to describe the independent self-construal include the following:

individualist, egocentric, separate, autonomous, idiocentric, and self-contained.

In contrast, words such as sociocentric, holistic, collective, allocentric,

ensembled, constitutive, contextualist, connected, and relational, describe the

interdependent self-construal (Markus & Kitayama, 1991). Singelis (1994) conceptualised self-construal as "a constellation of thoughts, feelings and actions concerning one's relationship to others, and the self as distinct from others" (p. 581), and he developed a self-construal scale based on a definition of the independent self-construal as bounded, unitary, and separate from social contexts. The interdependent self-construal was defined as flexible, variable, and embodied in social contexts with others.

The literature review suggests that childrearing practices, attachment styles, and endorsed cultural values are likely to be variables in predicting self-construals. Furthermore, it also indicates that these variables are organised in the hierarchical order. In the next chapter, the links among perceived childrearing practices, attachment styles, endorsed cultural values, and self-construal will be first of all hypothesised. It will then be empirically examined by one pilot study and one main study.

Chapter IV   Pilot Study and Study One

Introduction

The goal of the pilot study and the present study was to examine how perceived childrearing practices, attachment style and endorsed cultural values are linked to self-construal. Figure 2 shows the hypothesised links among these variables. If self-construal is the integrative representation of specific representations with significant others, then in terms of a successive sequence of relationships in the developmental context (i.e., parents, family, close and intimate partners, and society), experiences with a society may be more central, followed in the order of experiences with close and/or intimate partners, and then childhood experiences with parents. If this is the case, then endorsed cultural values, which indicate a person's separateness and connectedness with a society, should predict self-construal above and beyond that predicted by attachment style, which reflects a person's separateness and connectedness with intimate or close partners. Attachment style in turn should predict self-construal above and beyond that predicted by perceived childrearing practices, which construct the primary views of separateness and connectedness. Thus, perceived childrearing practices are proposed to lead to attachment styles (Ainsworth, et al., 1978; Bowlby, 1969/1991, 1973/1991), which in turn are apt to influence endorsed cultural values and, in turn, self-construal. Endorsed cultural values and attachment styles, therefore, mediate the link between perceived childrearing practices and self-construal.

This model includes eight links: (1) perceived child-rearing practices

as predictors of attachment styles, (2) attachment styles as predictors of endorsed cultural values and endorsed cultural values as predictors of attachment styles, (3) attachment styles as mediators between perceived child-rearing practices and endorsed cultural values, (4) adult attachment styles as predictors of self-construals, (5) endorsed cultural values as predictors of self-construals, (6) endorsed cultural values as mediators between adult attachment styles and self-construals, (7) adult attachment styles as mediators between perceived child-rearing practices and self-construals, and (8) adult attachment styles and endorsed cultural values as mediators between perceived child-rearing practices and self-construals.

Hypotheses

The first set of hypotheses examines the assumption that perceived childrearing practices with father and mother are associated with attachment styles.

Hypothesis 1(a): Both the perceived encouragement to be independent and the perceived acceptance by father and mother in early childhood are linked to the secure attachment style.

Hypothesis 1(b): Less perceived encouragement to be independent and less perceived acceptance by father and by mother in early childhood are associated with the preoccupied attachment style.

Hypothesis 1(c): Both the dismissing and fearful attachment styles were characterised by less perceived acceptance by father and mother in early childhood.

The second set of hypotheses concerns the cyclic link between adult attachment styles and endorsed cultural values. With regard to endorsed cultural values as predictors of attachment styles, the hypotheses are presented as follows:

Hypothesis 2(a): Endorsed collectivism cultural value is linked to both the secure and preoccupied attachment styles.

Hypothesis 2(b): Endorsed individualism cultural value is associated with both the secure and dismissing attachment styles.

With regard to attachment styles as predictors of endorsed cultural values, the following hypotheses are presented:

Hypothesis 2(c): The secure attachment style exploits or endorses both collectivism and individualism cultural values more.

Hypothesis 2(d): The preoccupied attachment style leads to endorsing the collectivism cultural value.

Hypothesis 2(e): The dismissing attachment style is linked to the endorsed individualism cultural value.

Hypothesis 2(f): The less fearful attachment style is associated with both collectivism and individualism cultural values.

The third set of hypotheses concerns whether adult attachment styles mediate the link between perceived child-rearing practices with father and mother and endorsed cultural values.

Hypothesis 3(a): The secure attachment style mediates the link between perceived encouragement to be independent and perceived acceptance by father and mother in early childhood on the one hand and the endorsements of both individualism and collectivism cultural values on the other hand.

Hypothesis 3(b): The preoccupied attachment style mediates the link between

perceived acceptance by father and mother and perceived encouragement to be independent in early childhood on the one hand and the endorsement of collectivism cultural value on the other hand.

Hypothesis 3(c): The dismissing attachment style mediates the link between perceived acceptance by father and mother in early childhood and the endorsement of individualism cultural value.

Hypothesis 3(d): The fearful attachment style mediates the link between preoccupied attachment style by father and mother in early childhood and the endorsements of both individualism and collectivism cultural values.

The fourth set of hypotheses examines the relationship between attachment styles and self-construals.

Hypothesis 4(a): Both the secure and dismissing attachment styles are associated with independent self-construal (Markus & Kitayama, 1991; Triandis, 1994).

Hypothesis 4(b): Both the secure and the preoccupied attachment styles are linked to interdependent self-construal (Markus & Kitayama, 1991; Triandis, 1994).

Hypothesis 4(c): Both independent and interdependent self-construals were characterised by the less fearful attachment style.

The fifth set of hypotheses examines the assumption that endorsed cultural values are associated with self-construals.

Hypothesis 5(a): Endorsed collectivism cultural value is linked to interdependent self-construal.

Hypothesis 5(b): Endorsed individualism cultural value is associated with independent self-construal.

The sixth set of hypotheses is concerned with whether endorsed cultural

values mediate the link between attachment styles and self-construals.

Hypothesis 6(a): Endorsed collectivism cultural value mediates the link between secure attachment style and interdependent self-construal, while endorsed individualism cultural value functions as a mediator to account for the relation between secure attachment style and independent self-construal.

Hypothesis 6(b): Endorsed collectivism cultural value mediates the link between the preoccupied attachment style and interdependent self-construal.

Hypothesis 6(c): Endorsed individualism cultural value functions as a mediator to account for the relation between the dismissing attachment style and independent self-construal.

Hypothesis 6(d): Endorsed collectivism cultural value functions as a mediator to account for the link between the fearful attachment style and interdependent self-construal, while endorsed individualism cultural value mediates the relation between the fearful attachment style and independent self-construal.

The seventh set of hypotheses examines whether attachment styles mediate the relationship between perceived childrearing practices with father and mother and self-construals.

Hypothesis 7(a): The secure attachment style mediates the link between perceived encouragement to be independent and acceptance by father and mother in early childhood and both independent and interdependent self-construals.

Hypothesis 7(b): The preoccupied attachment style functions as the mediator to account for the relation between perceived encouragement to be independent and acceptance by father and mother in early childhood and interdependent self-construal.

Hypothesis 7(c): The dismissing attachment style mediates the link between

perceived acceptance by father and mother in early childhood and independent self-construal.

Hypothesis 7(d): The fearful attachment style functions as the mediator to account for the relation between perceived acceptance by father and mother in early childhood and both independent and interdependent self-construals.

The eighth set of hypotheses is concerned with whether adult attachment styles and cultural values mediate the link between perceived child-rearing practices with parents and self-construals.

Hypothesis 8(a): The endorsement of collectivism cultural value mediates the link between interdependent self-construal and the secure attachment style, which in turn functions as a mediator to account for the relation between the endorsement of collectivism cultural value and perceived encouragement to be independent and acceptance by father and mother in early childhood.

Hypothesis 8 (b): The endorsement of individualism cultural value mediates the link between independent self-construal and the secure attachment style, which in turn functions as a mediator to account for the relation between the endorsement of individualism cultural value and perceived encouragement to be independent and acceptance by father and mother in early childhood.

Hypothesis 8(c): The endorsement of collectivism cultural value mediates the link between interdependent self-construal and the preoccupied attachment style, which in turn functions as a mediator to account for the relation between the endorsement of collectivism cultural value and perceived encouragement to be independent and acceptance by father and mother in early childhood.

Hypothesis 8(d): The endorsement of individualism cultural value mediates the link between independent self-construal and the dismissing attachment style,

which in turn functions as a mediator to account for the relation between the endorsement of individualism cultural value and perceived acceptance by father and mother in early childhood.

Hypothesis 8(e): The endorsement of collectivism cultural value mediates the link between interdependent self-construal and the fearful attachment style, which in turn functions as a mediator to account for the relation between the endorsement of collectivism cultural value and perceived acceptance by father and mother in early childhood.

Hypothesis 8 (f): The endorsement of individualism cultural value mediates the link between independent self-construal and fearful attachment style, which in turn functions as a mediator to account for the relation between the endorsement of individualism cultural value and perceived acceptance by father and mother in early childhood.

Pilot Study

Preliminary support for predictions regarding the relative contributions of perceived childrearing practices with father and mother, attachment style, and endorsed cultural values to self-construal derives from a study with forty-seven Chinese students. After being recruited, participants completed acceptance/ rejection and overprotection/independence subscales of Epstein's (1983) Mother-Father-Peer measuring perceived child-rearing practices, Bartholomew and Horowitz's (1991) Relationships Questionnaire (RQ) for attachment styles, familism and solidarity/harmony subscales of Yang and Cheng's (1987) cultural value scale for endorsed collectivism cultural value, and

Singelis's (1994) self-construal scale (SCS). Familism and solidarity/harmony subscales of Yang and Cheng's (1987) cultural value scale were combined into one endorsed collectivism cultural value because of the high correlation coefficient: .84 to each other. Table 1 shows the zero-order correlations among childrearing practices with parents (experiences about being accepted/rejected and independence-encouraged/overprotected by mother and by father), attachment styles (i.e. secure, fearful, preoccupied, and dismissing), endorsed collectivism cultural value, and self-construal. According to the first set of hypotheses, childrearing practices with father and with mother in early childhood are linked to adult attachment styles. Consistent with the first set of hypotheses concerning the link between perceived child-rearing practices with father and with mother in early childhood and adult attachment styles, results showed that participants who were overprotected by their father in early childhood and not encouraged to be independent were characterised by a greater preoccupation. Interestingly, participants who were more likely to endorse collectivism cultural value were characterised by both greater independent self-construal and interdependent self-construal. While this corroborates the positive correlation between endorsed collectivism cultural value and interdependent self-construal predicted by Markus and Kitayama's (1991), it runs counter to their prediction that a positive correlation can be found between individualism and an independent self-construal. Rather than representing two orthogonal dimensions (Singelis, 1994), independent self-construal and interdependent self-construal were moderately to highly correlated (.50) in the current study.

These findings notwithstanding, the relatively small size used in the current pilot study throws into question its significance (Field, 2005). Another

Table 1

Intercorrelations Between Measures of Attachment Styles, Childrearing Practices, Endorsed Collectivism Cultural Value, Self-Construals, and

Social Desirability: Pilot Study

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1	-											
2	-.41*	-										
3	-.10	-.22	-									
4	.02	-.05	-.15	-								
5	.27	-.01	-.23	-.03	-							
6	.13	-.13	-.24	-.01	.40**	-						
7	-.12	-.13	-.23	.23	.12	.25	-					
8	.17	.01	-.36*	.32	.65**	.20	.24	-				
9	-.11	-.04	.01	-.09	.43**	.18	.12	.15	-			
10	.03	-.06	-.10	.05	.30	.11	.12	-.02	.48**	-		
11	.11	-.16	-.17	-.24	.43**	.47**	.32*	.08	.54**	.50**	-	
12	.38*	-.01	-.15	.33	.08	.13	-.17	.20	.15	.23	-.00	-

Note. 1= Secure attachment style; 2 = Fearful attachment style; 3 = Preoccupied attachment style; 4 = Dismissing attachment style; 5 = Maternal independence and overprotection; 6 = Maternal acceptance and rejection; 7 = Paternal acceptance and rejection; 8 = Paternal independence and overprotection; 9 = Endorsed collectivism cultural value; 10 = Independent self-construal ; 11 = Interdependent self-construal; 12 = Social desirability. Significance levels are two-tailed. Sample size ranges from 45 – 30; the variation reflects missing data.
* $p < .05$. ** $p < .01$. *** $p < .001$

limitation is that the links associated with endorsed individualism cultural value could not be tested in the current pilot study because endorsed collectivism cultural value is usually mistaken as the only cultural value in Eastern countries from which participants were recruited (Markus & Kitayama, 1991; Fiske, Kitayama, Markus, & Nisbett, 1998). To address these concerns, endorsed individualism cultural value was included in Study 1 and more participants were recruited.

Method

Participants

A total of 123 university students (88 females, 38 males and 1 no-show) participated in this study. The majority were recruited from the Department of Journalism at National Chengchi University in Taiwan (Republic of China). In addition, attempts were made to recruit volunteers by word of mouth at the National Taiwan University in Taiwan. Participants' mean age was 20.6 years old (SD = .10). None of them was married and 32.5% of the participants were engaged in an intimate relationship for 18.39 months (SD = 3.66). Among those engaged in an intimate relationship, 5.7% were in an older, long-term relationship and 13.8% were in a first-time relationship.

Procedure

Study 1 was conducted following the procedure below. First, the

measurements were translated from English to Chinese. In order to maximize validity, the English version of the measurements was first translated into Chinese by three English-Chinese bilinguals. Two Chinese language experts were consulted concerning the disagreements among these three versions. A fourth English-Chinese bilingual was then invited to do a back translation from Chinese to English. Second, 102 participants in this study were recruited by invitation in the Department of Journalism at the National Chengchi University in Taiwan (R.O.C) in March 2005. Participation was voluntary and anonymous. After informing the participants of the procedure, purpose, and format of the study, each of the participants received a copy of the questionnaire consisting of (1) the general introduction describing the purpose and procedure of the study; (2) an informed consent sheet acknowledging the purpose of the study and the rights of each participant; (3) a survey questionnaire (including measurements of attachment style, cultural values, childhood experiences, social desirability, and self-construals); (4) an optional feedback sheet for participants to comment on the study; and (5) a debriefing form explaining in detail the purpose of the study in detail. The participants completed the questionnaires during a 20-minute session in the classroom. Another 21 participants were recruited by word of mouth at National Taiwan University in Taiwan. These 21 participants were allowed to complete the same questionnaire, but during their own leisure time. Upon completing the questionnaire, each participant was rewarded with a ballpoint pen. 125 copies of the questionnaire were sent out in March 2005, and 123 copies were returned in the same month.

Materials

Attachment styles and attachment dimensions.

Participants completed the Bartholomew and Horowitz's (1991) Relationships Questionnaire (RQ) measuring both categorical and Likert rating scales of attachment styles (secure, fearful-avoidant, preoccupied, and dismissing- avoidant). Participants were asked to categorise themselves into one of the four attachment styles first, and then to indicate the extent to which each found matching the description of each attachment style on a one-dimensional 7-point continuous scale, with anchors of *disagree strongly* and *agree strongly*. The higher score indicated the stronger match between that attachment style and the personal characteristics. In the current study, 41 participants (33.3%) classified themselves as Style A (Secure); 41 participants (33.3%) as Style B (Fearful-Avoidant); 32 participants (26%) as Style C (Preoccupied); and 8 participants (6.5%) as Style D (Dismissing-Avoidant). Means and standard deviations of these four attachment tendencies are presented in Table 2.

Attachment dimensions were derived from linear combinations of the prototype ratings (Griffin & Bartholomew, 1994, as cited in Bartholomew, 2010). The dimension of self model was derived from patterns characterised by positive self models minus patterns characterised by negative self models [i.e. (secure plus dismissing) minus (fearful plus preoccupied)], while the dimension of other model was obtained by patterns characterised by positive other models minus patterns characterised by negative other models [i.e. (secure plus preoccupied) minus (fearful plus dismissing)] (Griffin & Bartholomew, 1994, as cited in Bartholomew, 2010). Data analysis in terms of attachment dimensions

Table 2

Descriptive Analysis for Attachment Styles, Perceived Childrearing Practices,

Endorsed Cultural Values, Self-Construals, and Social-Desirability: Study 1

Variables	Mean (No. of Participants)	Std. Deviation
Attachment Styles		
Secure	4.55 (119)	1.60
Fearful	4.45 (114)	1.52
Preoccupied	4.35 (117)	1.79
Dismissing	3.43 (115)	1.55
Childrearing Practices		
Maternal Acceptance/Rejection	3.89 (123)	.68
Maternal Independence/Overprotection	3.35 (123)	.63
Paternal Acceptance/Rejection	3.72 (122)	.68
Paternal Independence/Overprotection	3.53 (122)	.61
Cultural Values		
Collectivism	3.13 (120)	.41
Individualism	1.72 (121)	.37
Self-Construal		
Independent self-construal	4.98 (122)	.60
Interdependent self-construal	4.97 (121)	.59
Social Desirability	2.90 (121)	4.37

are presented in Appendix A.

Childrearing practices with father and with mother.

A participant also reported childhood experiences with a father (or father substitute) and a mother (or mother substitute). Parts of Epstein's (1983) Mother-Father-Peer Scale (MFP), Acceptance/Rejection and Overprotection/ Independence, were used to assess the individuals' early relationship with their mothers (or mother substitutes) and their fathers (or father substitutes). The items pertaining to relationships with peers and to idealisation of parents in MFP were not included because they were not relevant to the study's hypotheses. The scale contained two sets of items, 23 items pertaining to childhood experiences with the father and another 23 items pertaining to childhood experiences with the mother. Each set included 10 items pertaining to acceptance/rejection (e.g., 'My mother/father enjoyed being with me'; 'My mother/father was someone I found very difficult to please'), and 13 items pertaining to independence/ overprotection (e.g. 'My mother/father usually supported me when I wanted to do new and exciting things'; 'My mother/father would often do things for me that I could do for myself'). Epstein found that test-retest reliability coefficients of both subscales ranged from .88 to .93. Participants were asked to base their responses on their childhood relationship with their parents in order to answer on a 5-point Likert-type format (1 = *strongly disagree*, 5 = *strongly agree*), with higher scores reflecting a better perceived childrearing practices.

In terms of reliability analysis of the current study, Cronbach's alpha for the Maternal Independence/Overprotection, Maternal Acceptance/Rejection,

Paternal Independence/Overprotection, and Paternal Acceptance/Rejection items

were all reasonable: .82, .86, .82, and .84 respectively (means, total numbers of

participants, and standard deviations are presented in Table 2).

Endorsed cultural values.

Participants reported their endorsement of individualism cultural

value on one subscale of Yang and Cheng's (1987) cultural value scale,

Hardship- overcoming/Hardworking, and their endorsement of collectivism

cultural value on the combined subscales of Yang and Cheng's (1987) Familism

and Solidarity/Harmony. Except Modesty/Contentment and Face Consciousness/

Relationship Orientation subscales of the collectivism cultural value in Yang and

Cheng (1987), in terms of the high correlation coefficient: .84 between Familism

and Solidarity/Harmony subscales in both Pilot and the current study, Familism

and Solidarity/Harmony were combined as the collectivism cultural value

subscale in the current study as they were in the pilot study in order to compare

the results (correlations between five subscales of Yang and Cheng's are

presented in Table 3). Yang and Cheng's scale was adopted because it, consistent

with the definition of cultural values, 'organised sets of beliefs that are

communicated form social agents to individuals' (Gaines, Larbie, Patel, Pereira,

& Sereke – Melake, 2005, p.131), measures cultural idioms. The sub-scale of

Hardship-overcoming/ Hardworking stresses enduring hardships and doing

something despite the dangers and difficulties involved (including pursuing

invention). The items for the concept of enduring hardships include: 'Enduring

hardship and hard work', 'Thrift', 'Sacrifice oneself for the public (i.e., the state

Table 3

Correlations between Familism, Solidarity/Harmony, Modesty/Contentment, Face Consciousness/Relationship Orientation, and

Hardship-overcoming/Hardworking: Study 1

Variables	1	2	3	4	5
1. Familism	-				
2. Modesty/ Contentment	.57**	-			
3. Face Consciousness/ Relationship Orientation	.49**	.67**	-		
4. Solidarity/ Harmony	.84**	.65**	.64**	-	
5. Hardship-overcoming/ Hardworking	.60**	.54**	.41**	.57**	-

Significance levels are two-tailed. Sample size ranges from 122-119; the variation reflects missing data.

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

or the nation)' and 'To accept adversity philosophically'; the items for the

concept of doing something despite the dangers and difficulties involved include:

'To do something despite the dangers and difficulties involved', 'Learning new

knowledge', and not emphasising 'Relationships of human sentiment'. The

familism sub-scale measures family responsibility and individual efforts for the

family. Examples of family responsibility are 'loyalty to family', 'filial piety' and

'reciprocity within a family'; examples of individual efforts are: 'persistence',

'responsibility', 'working hard', 'diligence' and 'humility'. The Solidarity/

Harmony sub-scale measures harmony within a group, including an individual's

responsibility to seek self-improvement and self-control in order to achieve

group success. Examples of solidarity/harmony are: 'honesty and keeping one's

promises', 'harmony with each other', 'patriotism' and 'education'. The 11 items

are on the Familism sub-scale with reliability coefficient .87; the 8 items are on

the Solidarity sub-scale with reliability coefficient .84. In addition to the

collectivism cultural value subscales of Familism and Solidarity/Harmony, Yang

and Cheng's (1987) cultural value scale also contains the collectivism cultural

value subscales of Modesty/Contentment and Face Consciousness/ Relation

Orientation. The Modesty/Contentment sub-scale measures personal duty, no

dispute and concession, modesty and tolerance, including the items such as

'Ordinary talent', 'Sacrifice oneself for the public (i.e., the state or the nation)',

'Tolerance', 'An order, system, institution, etc. arranged according to seniority in

age or generation', 'Following the rules', 'Do not do to others what you don't

want to be done to you', 'To proceed steadily and step by step', 'To purge one's

mind of desires and ambitions' and 'Respecting tradition'. The Face

Consciousness/Relationship Orientation sub-scale concerns behaviour for

keeping or winning a reputation; this behaviour includes preserving wealth (i.e. 'Pursuing wealth', 'To regulate expenses according to income'), emphasising hierarchy (i.e., 'Obeying authorities', 'Obeying superiors', 'To accept adversity philosophically', and 'Cautiousness') and stressing social rules in the relationship (i.e., 'Courtesy by reciprocity' and 'Relationships'). Yang and Cheng found that these five factors were highly correlated ($r = .53$ to $r = .78$, $p < .001$) and the reliability coefficients of Modesty/Contentment, Face Consciousness/ Relationship Orientation, and Hardship-overcoming/ Hardworking were .82, .71, and .60, respectively.

In terms of reliability analysis of the current study, Cronbach's alpha for the endorsed collectivism cultural value (i.e. the total items of both the subscales of Familism and Solidarity/Harmony), Modesty/Contentment, and Face Consciousness/Relationship Orientation were all reasonable: .89, .75, and .77 respectively, while Cronbach's alpha of the subscale of individualism cultural value was relatively low at .56. As deleting items in the subscale of individualism cultural value did not significantly improve its reliability, subsequent analyses will be based on the same items of Hardship-overcoming/ Hardworking. In the current study, only the collectivism cultural value measured by the combined subscales of Familism and Solidarity/Harmony and the individualism cultural value measured by Hardship-overcoming/Hardworking were considered because more than one collectivism cultural value included in the subsequent analyses may decrease the statistical power. Analyses including Modesty/Contentment and Face Consciousness/Relationship Orientation as the collectivism cultural values were presented in Appendix B (means, total numbers of participants, and standard deviation are presented in Table 2).

Self-construal.

Participants also completed the revised version of Singelis's (1994) self-construal scale (SCS). This scale measures the wide range of thoughts, feelings, and behaviours of two distinct self-images, the independent self and the interdependent self (Singelis, 1994). The independent subscale contains 15 items that portray the self-image separate from social contexts (e.g., 'I enjoy being unique and different from others in many respects'). The interdependent subscale contains another 15 items that describe the self-image connected with others (e.g., 'My happiness depends on the happiness of those around me'). Singelis, Triandis, Bhawuk, & Gelfand (1995) found that Cronbach alpha reliabilities with the 15 items ranged from the high .60's to the middle .70's.

In terms of reliability, results of the Cronbach Alpha reliability analyses yielded .73 for both independent and interdependent self-construals, which is consistent with reliability analyses of similar items in other studies (ranging from the high .60's to the middle 70's) (see Singelis, 1994; Singelis, Bond, Sharkey & Lai, 1999; Singelis, Triandis, Bhawuk, & Gelfand, 1995) (means, total numbers of participants, and standard deviations are presented in Table 2).

Social desirability.

The Marlowe-Crowne Social Desirability Scale (SD) (1960) was used to measure social desirability. Specifically, the short version with 13 items out of

the original 33 items was adopted. This short version has been found to have good psychometric properties with good internal consistency (0.76) and to be correlated with the original form (0.93) (Reynolds, 1982). Examples of the items are 'It is sometimes hard for me to go on with my work if I am not encouraged' and 'On a few occasions, I have given up doing something because I thought too little of my ability.' Participants answered the questions on a 5-point Likert-type format (1 = *strongly disagree*; 5 = *strongly agree*). A higher total score reflects higher social desirability. With regard to reliability analysis in the present study, results yielded Cronbach alpha of .64 for this scale (means, total numbers of participants, and standard deviations are presented in Table 2).

Results

Preliminary Analyses

Prior to analysis, perceived child-rearing practices with father and mother, attachment styles, endorsed cultural values, and self-construals were examined through various SPSS programmes for accuracy of data entry, missing values, and fit between their distributions and the assumptions of multivariate analysis. One case was identified through Mahalanobis distance as multivariateoutliers with p < .001, which was deleted leaving 122 cases for analysis. The assumptions of normality, linearity and homoscedasticity had been met, and the absence of multicollinearity was also ascertained.

Gender and social desirability were examined in order to validate the constructs. Men, compared with women, had higher scores in preoccupied

attachment style, t (114) = -2.07, p < .05 (M = 4.13, SD = 1.73, for women; M = 4.88, SD = 1.89, for men). Women, compared with men, scored significantly higher on maternal independence/overprotection, t (120) = 2.77, p < .01 (M = 44.81, SD = 7.80, for women; M = 40.35, SD = 8.40, for men), and on paternal acceptance/rejection, t (120) = 2.91, p < .01 (M = 38.36, SD = 6.48, for women; M = 34.47, SD = 7.01, for men). Social desirability was positively correlated with the secure attachment style, maternal acceptance/rejection, paternal acceptance/rejection, and endorsed collectivism cultural value but negatively correlated with the preoccupied and fearful attachment styles (see Table 4). Thus, gender was considered in subsequent analyses regarding the preoccupied attachment style, maternal independence/overprotection, and paternal acceptance/rejection; social desirability was considered in subsequent analyses pertaining to maternal acceptance/rejection, paternal acceptance/rejection, the secure, fearful, and preoccupied attachment styles, and endorsed collectivism cultural value.

Primary Analyses

The model depicted in Figure 3 suggests that perceived childrearing practices with father and with mother contribute to adult attachment styles, which in turn affect endorsed cultural values and self-construals. As attachment styles and endorsed cultural values are the independent variables as well as the dependent variables in the model, this model was examined in terms of three subsections, predictors of: attachment styles, endorsed cultural values, and self-construals. In each subsection, the results of correlation analysis were firstly

Table 4

Intercorrelations Between Attachment Styles, Perceived Childrearing Practices, Endorsed Cultural Values, Self-Construals, and Social

Desirability: Study 1

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1	-												
2	-.29**	-											
3	-.07	-.09	-										
4	-.12	.16	-.28**	-									
5	-.10	-.09	-.20*	-.22*	-								
6	.13	-.08	-.05	-.05	.26**	-							
7	.23*	-.06	.02	-.14	.16	.31**	-						
8	.20*	-.13	-.13	-.22*	.51**	.30**	.32**	-					
9	.19*	-.10	.01	-.02	.19*	.21*	.20**	.25**	-				
10	.05	.04	-.01	.26*	.07	-.00	.09	.05	.62**	-			
11	.24*	-.17	.02	-.01	.04	.16	.16	.08	.29**	.21*	-		
12	.18	-.18	.13	-.21*	.11	.01	.04	.08	.44**	.17	.41**	-	
13	.19*	-.19*	-.23*	.02	.20*	.12	.12	.20*	.19*	.11	-.05	.16	-

Note. 1= Secure attachment style; 2 = Fearful attachment style; 3 = Preoccupied attachment style; 4 = Dismissing attachment style; 5 = Maternal acceptance and rejection; 6 = Maternal independence and overprotection; 7 = Paternal independence and overprotection; 8 = Paternal acceptance and rejection; 9 = Endorsed collectivism; 10 = Endorsed individualism; 11 Independent self-construal ; 12 = Interdependent self-construal; 13 = Social desirability. Significance levels are two-tailed. Sample size ranges from 123 - 113; the variation reflects missing data.

* *p* < .05. ** *p* < .01

reported, the contributions of each set of predictors were examined by multiple and hierarchical regression analyses, and the relative contributions of different sets of predictors were examined by hierarchical regression analysis.

   Predictors of attachment styles.

   The predictors of attachment styles are hypothesised to be perceived child-rearing practices with mother and father (see the first set of hypotheses) and endorsed cultural values (see the second set of hypotheses). Table 4 shows the zero-order correlations among perceived child-rearing practices with both father and mother (perceived being accepted/rejected, and encouraged to be independent/overprotected by mother and by father) and attachment styles (i.e., and secure, fearful, preoccupied, and dismissing). According to the first set of hypotheses, perceived child-rearing practices with father and with mother in early childhood are linked to adult attachment styles. Participants who experienced more acceptance by father and more encouragement to be independent by father in childhood or who experienced less rejection by father and less overprotection by father in childhood were characterised by greater security; participants who experienced more rejection by mother or less acceptance by mother were characterised by preoccupation; participants who experienced more being rejection by father and mother or less acceptance by father and by mother were characterised by greater dismissing style. As social desirability affected participants' responses regarding maternal acceptance/ rejection, paternal acceptance/rejection, the secure, fearful, and preoccupied attachment styles, and as gender affected participants' responses concerning the

preoccupied attachment style, maternal independence/ overprotection, and paternal acceptance/rejection, the effects of gender and social desirability were controlled for testing correlations when these variables were involved. After controlling the impact of social desirability on the secure attachment style, there was no correlation between paternal acceptance/rejection and the secure attachment style.

Table 4 also shows the zero-order correlations among endorsed cultural values (endorsed collectivism cultural value and endorsed individualism cultural value) and attachment styles (i.e., secure, fearful, preoccupied, and dismissing). According to the second set of hypotheses, endorsed cultural values are linked to attachment styles. Participants who were more likely to endorse collectivism cultural value were characterised by greater secure attachment, whereas participants more likely to endorse individualism cultural value were characterised by greater dismissing attachment style. However, after controlling the effect of social desirability on the secure attachment style and endorsed collectivism cultural value, there was no relationship between the secure attachment style and endorsed collectivism cultural value.

The hierarchical regressions were conducted to determine if a person's perceived child-rearing practices with father and with mother accounted for variations of attachment styles (with social desirability and gender entered in Step 1 as the control procedure and childrearing practices with father and with mother entered at Step 2). Table 5 presents the results of hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values. Inconsistent with Hypothesis 1, regression results showed that none of perceived child-rearing practices significantly predicted attachment styles.

Nevertheless, the findings: a positive correlation relationship between the secure attachment style and being encouraged to be independent by father, a negative correlation relationship between the preoccupied attachment style and being accepted by mother, a negative correlation relationship between the dismissing attachment style and being accepted by father, and a negative correlation relationship between the dismissing attachment style and being accepted by mother are consistent with previous studies (Ainsworth, et al, 1978; Carnelley, et al., 1994; Parker, et al., 1979, for example).

Table 6 presents the results of the hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine whether endorsed cultural values would account for variations of attachment styles. As social desirability was correlated with the secure, preoccupied, and fearful attachment styles, and endorsed collectivism cultural value, social desirability was entered into the regressions in Step 1 as the control procedure, and endorsed cultural values were entered in Step 2. Not contrary to Hypothesis 2a, endorsed collectivism cultural value was a significant negative predictor of the dismissing attachment style; consistent with Hypothesis 2b, endorsed individualism cultural value was a positive significant predictor of the dismissing attachment style. The findings on the negative prediction relationship between endorsed collectivism cultural value and the dismissing attachment style and the positive prediction relationship between endorsed individualism cultural value and the dismissing attachment style is consistent with the findings on the positive correlation relationship between endorsed individualism cultural value and the insecure attachment style in Rini, et al (2006).

Table 5

Hierarchical Regressions of Perceived Childrearing Practices on Attachment

Styles: Study 1

Variable	β	t	p
Secure[1]			
Step 1			
Gender	.03	.36	.72
Social desirability	.19*	2.11	.04
Step 2			
Gender	.09	.92	.36
Social desirability	.15	1.62	.11
Maternal acceptance/ rejection	-.02	-.15	.88
Maternal independence/ overprotection	.07	.65	.52
Paternal independence/ overprotection	.16	1.66	.10
Paternal acceptance/ Rejection	.13	1.08	.28
Fearful[2]			
Step 1			
Gender	-.12	-1.28	.20
Social desirability	-.20*	-2.13	.04
Step 2			
Gender	-.17	-1.69	.10
Social desirability	-.17	-1.79	.08
Maternal acceptance/ rejection	-.01	-.07	.94
Maternal independence/ overprotection	-.09	-.83	.41
Paternal independence/ overprotection	-.01	-.05	.96
Paternal acceptance/ rejection	-.12	-.96	.34
Preoccupied[3]			
Step 1			
Gender	.18*	2.04	.04
Social desirability	-.22*	-2.48	.02

Table 5 (continued).

Step 2

Gender	.21*	2.16	.03
Social desirability	-.21*	-2.22	.03
Maternal acceptance/ rejection	-.21	-1.93	.06
Maternal independence/ overprotection	.03	.25	.80
Paternal independence/ overprotection	.06	.64	.52
Paternal acceptance/ rejection	.04	.31	.76

<div align="center">Dismissing[4]</div>

Step 1

Gender	.03	.26	.80

Step 2

Gender	.01	.05	.96
Maternal acceptance/ rejection	-.18	-1.62	.11
Maternal independence/ overprotection	.06	.55	.58
Paternal independence/ overprotection	-.10	-.97	.34
Paternal acceptance/ Rejection	-.12	-1.00	.32

Note. 1. $R^2 = .04$ (Adj. $R^2 = .02$), F (2, 114) = 2.24, Effect size = .04, Power = .61, for Step 1 ($p = .11$); $R^2 = .11$ (Adj. $R^2 = .05$), $\Delta R^2 = .06$, F (6, 110) = 2.06, Effect size = .07, $\lambda = 7.80$, Critical F = 1.77, Denominator df = 111, Power = .64, for Step 2 ($p = .06$). 2. $R^2 = .09$ (Adj. $R^2 = .08$), F (2, 109) = 2.97, Effect size = .10, Power = .59 for Step 1 ($p = .06$); $R^2 = .08$ (Adj. $R^2 = .02$), $\Delta R^2 = .03$, F (6, 105) = 1.45, Effect size = .03, $\lambda = 2.84$, Critical F = .78, Denominator df = 106, Power = .80, for Step 2 ($p = .20$). 3. $R^2 = .09$ (Adj. $R^2 = .08$), F (2, 112) = 5.45, Effect size = .10, Power = .59 for Step 1 ($p = .01$); $R^2 = .13$ (Adj. $R^2 = .08$), $\Delta R^2 = .04$, F (6, 108) = 2.57, Effect size = .04, $\lambda = 4.26$, Critical F = 1.13, Denominator df = 109, Power = .71, for Step 2 ($p = .02$) 4. $R^2 = .00$ (Adj. $R^2 = -.02$), F (1, 112) = .07, Effect size = .00, Power = .81, for Step 1 ($p = .80$); $R^2 = .08$ (Adj. $R^2 = .04$), $\Delta R^2 = .08$, F (5, 108) = 1.89, Effect size = .09, $\lambda = 9.83$, Critical F = 2.10, Denominator df = 108, Power = .63, for Step 2 ($p = .10$).

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

Table 6

Hierarchical Regressions of Endorsed Cultural Values on Adult Attachment

Styles: Study 1

Variable	β	t	p
Secure[1]			
Step 1			
Social desirability	.15	1.63	.11
Step 2			
Social desirability	.12	1.27	.21
Collectivism	.20	1.65	.10
Individualism	-.04	-.30	.76
Fearful[2]			
Step 1			
Social desirability	-.19	-1.94	.06
Step 2			
Social desirability	-.17	-1.76	.08
Collectivism	.15	-1.22	.23
Individualism	.14	1.17	.25
Preoccupied[3]			
Step 1			
Social desirability	-.23*	-2.45	.02
Step 2			
Social desirability	-.24*	-2.48	.02
Collectivism	.05	.38	.70
Individualism	.01	.11	.91
Dismissing[4]			
Step 1			
Social desirability	.06	.66	.51
Step 2			
Social desirability	.06	.67	.50
Collectivism	-.26*	-2.18	.03
Individualism	.36***	3.07	.00

Note. 1. $R^2 = .02$ (Adj. $R^2 = .02$), F (1, 111) = 2.66, Effect size = .02, Power = .50 for Step 1 ($p = .11$); R^2 = .06 (Adj. $R^2 = .03$), $\Delta R^2 = .03$, F (3, 109) = 2.10, Effect size = .03, $\lambda = 3.58$, Critical F = 1.70, Denominator df = 109, Power = .56, for Step 2 ($p = .11$). 2. $R^2 = .03$ (Adj. $R^2 = .03$), F (1, 106) = 3.74, Effect size = .04, Power = .51 for Step 1 ($p = .06$); $R^2 = .05$ (Adj. $R^2 = .03$), $\Delta R^2 = .02$, F (3, 104) = 1.84, Effect size = .02, $\lambda = 2.52$, Critical F = .96, Denominator df = 104, Power = .71, for Step 2 ($p = .15$). 3. $R^2 = .05$ (Adj. $R^2 = .05$), F (1, 109) = 5.89, Effect size = .05, Power = .51 for Step 1 ($p = .02$); $R^2 = .05$ (Adj. $R^2 = .03$), $\Delta R^2 = .00$, F (3, 107) = 2.04, Effect size = .02, $\lambda = 2.59$, Critical F = .27, Denominator df = 107, Power = .95, for Step 2 ($p = .11$). 4. $R^2 = .00$ (Adj. $R^2 = -.01$), F (1, 107) = .44, Effect size = .05, Power = .96 for Step 1 ($p = .52$); $R^2 = .09$ (Adj. $R^2 = .06$), $\Delta R^2 = .08$, F (3, 105) = 3.36, Effect size = .09, $\lambda = 9.78$, Critical F = 3.97, Denominator df = 105, Power = .50, for Step 2 ($p = .02$).

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

Predictors of endorsed cultural values.

Attachment styles are assumed to be the predictors of endorsed cultural values. Table 4 shows the zero-order correlations among attachment styles, endorsed collectivism cultural value, and endorsed individualism cultural value. Participants who were characterised by greater secure attachment were more likely to endorse collectivism cultural value, while participants who were characterised by more dismissing attachment were more likely to endorse individualism cultural value. However, after controlling the effect of social desirability on the secure attachment style and endorsed collectivism cultural value, there was no relationship between the secure attachment style and endorsed collectivism cultural value.

Table 7 presents the results of the hierarchical regressions, including: the coefficients, the standardized beta weights, and the significant values, which were used to determine if attachment styles would account for variations of endorsed cultural values. As social desirability was correlated with secure attachment style, preoccupied attachment style, fearful attachment style, and endorsed collectivism cultural value, social desirability was entered into the regression in Step 1 as the control procedure and attachment styles were entered in Step 2. Consistent with Hypothesis 2c, the secure attachment style was a positive predictor of endorsed collectivism cultural value; consistent with Hypothesis 2e, the dismissing attachment style was a positive predictor of endorsed individualism cultural value.

The third hypothesis concerns the relative contributions of early

Table 7

Hierarchical Regressions of Attachment Styles on Endorsed Cultural Values:

Study 1

Variable	β	t	p
Collectivism[1]			
Step 1			
Social desirability	.22*	2.32	.02
Step 2			
Social desirability	.20*	2.01	.05
Secure	.20*	1.99	.05
Fearful	-.02	-.18	.86
Preoccupied	.06	.57	.57
Dismissing	-.00	-.02	.99
Individualism[2]			
Step 1			
Social desirability	.16	1.65	.10
Step 2			
Social desirability	.16	1.62	.11
Secure	.10	1.03	.30
Fearful	.06	.56	.58
Preoccupied	.10	1.00	.32
Dismissing	.27**	2.78	.01

Note. 1. $R^2 = .05$ (Adj. $R^2 = .04$), F (1, 107) = 5.40, Effect size = .05, Power = .51 for Step 1 ($p = .02$); $R^2 = .09$ (Adj. $R^2 = .05$), $\Delta R^2 = .04$, F (5, 103) = 2.03, Effect size = .04, $\lambda = 4.73$, Critical F = 1.18, Denominator df = 103, Power = .74, for Step 2 ($p = .08$). 2. $R^2 = .03$ (Adj. $R^2 = .02$), F (1, 108) = 2.72, Effect size = .03, Power = .51 for Step 1 ($p = .10$); $R^2 = .10$ (Adj. $R^2 = .06$), $\Delta R^2 = .08$, F (5, 104) = 2.31, Effect size = .08, $\lambda = 8.84$, Critical F = 2.06, Denominator df = 104, Power = .66, for Step 2 ($p = .08$)
*$p < .05$.   **$p < .01$. ***$p < .001$

perceived child-rearing practices with father and mother, adult attachment styles

to endorsed cultural values. According to the criteria for testing mediation

proposed by Baron and Kenny (1986) and Kenny, Kashy, and Bolger (1998), the

initial variable should significantly account for variations in the outcome variable,

the initial variable should significantly account for variations in the mediator, and

the mediator should affect the outcome variables before establishing mediation.

The criteria of testing mediation had been violated as a result of no significant

prediction relationships between perceived child-rearing practices and

attachment styles.

  Predictors of self-construals.

  Attachment styles and endorsed cultural values are assumed to be

predictors of self-construals. Table 4 shows the zero-order correlations among

attachment styles, endorsed cultural values, and self-construals. Participants who

reported higher scores on the secure attachment style were characterised by

greater independent self-construal, while participants who reported higher scores

on the dismissing attachment style were less likely to be interdependent

self-construal. Participants who were more likely to endorse collectivism cultural

value were characterised by both greater independent and interdependent

self-construals, while participants who reported higher scores on endorsed

individualism cultural value were characterised by greater independent

self-construal. After controlling the effects of social desirability on secure

attachment style and endorsed collectivism cultural value, the correlations

between secure attachment style and independent self-construal ($r = .25$, $p < .01$),

between endorsed collectivism cultural value and independent self-construal (r = .33, p < .01), and between endorsed collectivism cultural value and interdependent self-construal (r = .43, p < .01) still remained significant.

Table 8 presents the results of the hierarchical regressions, including: the coefficients, the standardized beta weights, and the significant values, which were used to determine if attachment styles would account for the variations of self-construals. Social desirability and gender were entered into the equation in Step 1 as the control procedure and attachment styles were entered into the equation in Step 2. Consistent with Hypothesis 4a, secure attachment style was a positive predictor of independent self-construal.

Table 9 presents the results of the hierarchical regressions, including: the coefficients, the standardized beta weights, and the significant values, which were used to determine if endorsed cultural values would account for variations of self-construals. As social desirability affected participants' responses regarding endorsed collectivism cultural value, social desirability was entered into the equation in Step 1 as the control procedure when the affected variables were involved and endorsed cultural values were entered into the equation in Step 2. Consistent with Hypothesis 5a, endorsed collectivism cultural value was a significantly positive predictor of interdependent self-construals; inconsistent with Hypothesis 5b, endorsed collectivism cultural value but not endorsed individualism cultural value was a significant predictor of independent self-construal.

The sixth hypothesis concerning the relative contributions of attachment styles and endorsed cultural values to self-construals was tested in the current study because the evidence showed that secure attachment style was a

Table 8

Hierarchical Regressions of Attachment Styles on Self-Construals: Study 1

Variable	β	t	p
Independent self-construal			
Step 1			
Gender	.03	.31	.76
Social desirability	-.05	-.48	.63
Step 2			
Gender	.00	.03	.98
Social desirability	-.11	-1.13	.27
Secure	.23*	2.30	.02
Fearful	-.13	-1.32	.19
Preoccupied	.01	.05	.96
Dismissing	.03	.33	.74
Interdependent self-construal			
Step 1			
Gender	.13	1.34	.18
Social desirability	.16	1.73	.09
Step 2			
Gender	.10	1.06	.29
Social desirability	.16	1.59	.12
Secure	.12	1.24	.22
Fearful	-.07	-.72	.47
Preoccupied	.11	1.11	.27
Dismissing	-.16	-1.16	.10

Note. 1. 1. $R^2 = .00$ (Adj. $R^2 = -.02$), F (2, 109) = 5.40, Effect size = .00, Power = .87 for Step 1 ($p = .84$); $R^2 = .08$ (Adj. $R^2 = .03$), $\Delta R^2 = .08$, F (6, 105) = 1.56, Effect size = .09, $\lambda = 9.52$, Critical F = 2.02, Denominator df = 106, Power = .64, for Step 2 ($p = .17$). 2. $R^2 = .04$ (Adj. $R^2 = .02$), F (2, 108) = .11, Effect size = .04, Power = .61 for Step 1 ($p = .11$); $R^2 = .12$ (Adj. $R^2 = .07$), $\Delta R^2 = .08$, F (6, 104) = 2.35, Effect size = .09, $\lambda = 9.44$, Critical F = 2.09, Denominator df = 105, Power = .62, for Step 2 ($p = .04$).
*$p < .05$.   **$p < .01$. ***$p < .001$

Table 9

Hierarchical Regressions of Endorsed Cultural Values on Self-Construals: Study

1

Variable	β	t	p
Independent self-construal			
Step 1			
Social desirability	-.05	-.55	.59
Step 2			
Social desirability	-.12	-1.24	.22
Collectivism	.29**	2.51	.01
Individualism	.04	.36	.72
Interdependent self-construal			
Step 1			
Social desirability	.16	1.73	.09
Step 2			
Social desirability	.08	.89	.38
Collectivism	.44***	4.07	.00
Individualism	.00	.01	.99

Note. 1. R^2 = .00 (Adj. R^2 = -.01), F (1, 115) = .30, Effect size = .00, Power = .65 for Step 1 (p = .59); R^2 = .10 (Adj. R^2 = .08), ΔR^2 = .10, F (3, 113) = 4.14, Effect size = .11, λ = 12.32, Critical F = 4.92, Denominator df = 113, Power = .48, for Step 2 (p = .01). 2. R^2 = .03 (Adj. R^2 = .02), F (1, 114) = 2.98, Effect size = .03, Power = .50 for Step 1 (p = .09); R^2 = .10 (Adj. R^2 = .08), ΔR^2 = .10, F (3, 113) = 4.14, Effect size = .23, λ = 26.45, Critical F = 7.71, Denominator df = 112, Power = .70, for Step 2 (p = .00).
*p < .05.   **p < .01. ***p < .001

significant positive predictor of endorsed collectivism cultural value, secure attachment style was a significant positive predictor of independent self-construal, and endorsed collectivism cultural value was a significant predictor of independent self-construal. Table 10 presents the results of the hierarchical regression, including: the coefficients, the standardized beta weights, and the significant values, which were conducted in order to establish endorsed collectivism cultural value as a mediator between secure attachment style and independent self-construal. Social desirability that affected participants' responses about the secure attachment style and endorsed collectivism cultural value was entered into the regression in Step 1. Secure attachment style that was a significant positive predictor of endorsed collectivism cultural value was entered into the regression in Step 2. Endorsed collectivism cultural value that was a significant positive predictor of independent self-construal was entered into the regression in Step 3. Note that the secure attachment style significantly predicted independent self-construal before and after endorsed collectivism cultural value was added to the regression equation in Step 3, and endorsed collectivism cultural value significantly predicted independent self-construal after the secure attachment style was entered into the regression equation in Step 2. The decreased magnitude of beta weights for secure attachment style when endorsed collectivism cultural value was added to the equation in Step 3 and the significance of the secure attachment style before and after endorsed collectivism cultural value being added to the regression equation suggests that endorsed collectivism cultural value partially mediates the link between the secure attachment style and independent self-construal (see Baron & Kenny, 1986).

The seventh hypothesis concerning the relative contributions of

Table 10

Hierarchical Regressions of Secure Attachment Style and Endorsed Collectivism

Cultural Value on Independent Self-Construal: Study 1

Variable	B	t	p
Independent self-construal			
Step 1			
Social desirability	-.05	-.54	.59
Step 2			
Social desirability	-.10	-1.04	.30
Secure	.26**	2.78	.01
Step 3			
Social desirability	-1.34	-1.47	.14
Secure	.22*	2.38	.02
Collectivism	.26**	2.89	.01

Note. 1. $R^2 = .00$ (Adj. $R^2 = -.01$), F (1, 112) = .29, Effect size = .00, Power = .65, for Step 1 ($p = .59$); R^2 = .07 (Adj. $R^2 = .05$), $\Delta R^2 = .07$, F (2, 111) = 4.01, Effect size = .07, $\lambda = 7.86$, Critical F = 5.36, Denominator df = 111, Power = .39, for Step 2 ($p = .02$); $R^2 = .13$ (Adj. $R^2 = .11$), $\Delta R^2 = .07$, F (3, 110) = 5.63, Effect size = .07, $\lambda = 7.99$, Critical F = 4.52, Denominator df = 111, Power = .30, for Step 3 ($p = .00$).
*$p < .05$.   **$p < .01$. ***$p < .00$

perceived childrearing practices with father and mother and attachment styles to self-construals could not be examined in the current study because of there being no predicted relationships between perceived child-rearing practices with father and mother and attachment styles. Subsequently, the eighth hypothesis concerning joint mediation function of attachment styles and endorsed cultural values between perceived childrearing practices with father and mother and self-construals could not be examined in the current study.

Discussion

Overall, some findings are consistent with the model. The findings show that while the secure attachment style predicted independent self-construal, this effect was attenuated when the endorsed collectivism cultural value was added as the second predictor. Thus, it may indicate that positive views of the self and other or well balanced individuation and connectedness in intimate and/or close relationships influence the general representation of the self as separate from others by endorsing the view that close linkage among individuals should be stressed. The findings concerning the dismissing attachment style as a significant positive predictor of endorsement of individualism cultural value indicates that achieving individuation at the expense of connectedness does encourage an individual to pursue independence from collectives in a society, while the findings on the secure attachment style as a significant positive predictor of endorsement of collectivism cultural value suggests that both well-developed processes of individuation and connectedness in intimate and/or close relationships leads an individual to appreciate the importance of retaining a

close linkage among individuals in social relationships. The cyclic findings on the dismissing attachment style as a significant predictor of endorsement of individualism cultural value, and the endorsed collectivism cultural value as a significant negative predictor but the endorsed individualism cultural value as a significant positive predictor of the dismissing attachment style, imply that attaining individuation at the expense of connectedness in intimate and/or close relationships influences a person to select individualism cultural value as his or her own environment, and the selected environment with a stress on individualism but disregard of collectivism cultural value in turn reinforces an individual's continuing separateness from intimate and/or close partners.

To some extent, the results related to the positive prediction links between the secure attachment style and the endorsed collectivism cultural value, and between the dismissing attachment style and the endorsed individualism cultural value parallel those of Rini et al. (2006), who reported a positive correlation between the dimension of attachment security and the dimension of endorsement of collectivism cultural value, even though different scales of attachment styles and endorsements of cultural values were adopted in both studies (i.e. attachment security was measured by Collins and Read's (1990) adult attachment scale (AAS) in Rini et al. (2006) but by Bartholomew and Horowitz's (1991) Relationships Questionnaire (RQ) in the current style, while the endorsement of collectivism cultural value was measured by the combined scale of Hui's (1988) individualism and collectivism (INDCOL) scale and the Familism scale of Gaines, Marelich, Bledsoe, Steers, Henderson, Granrose, Barajas, et al. (1997) but by Yang and Cheng's (1987) cultural value scale in the current study). Furthermore, the results of the current study indicate that not all

attachment styles but the secure and dismissing attachment styles (who both hold the positive view of the self or are less likely to depend on others but differ in the views of other model) reveal the differences in the endorsement of cultural values. Those persons with the secure attachment style have gained independence on the basis of satisfactory intimacy in the intimate or close relationships, having endorsed the collectivism cultural value, while those with the dismissing attachment style have attained independence at the expense of intimacy, having valorised the individualism cultural value.

Consistent with the Pilot Study, the endorsed collectivism cultural value was a significant positive predictor of interdependent self-construal as Markus and Kitayama (1991) proposed but also a significant positive predictor of independent self-construal, which is contrary to Markus and Kitayama's (1991) self-construal theory. Although it is possible that the unexpected positive link between the endorsed collectivism cultural value and independent self-construal reflects an unusual positive high correlation between the endorsed collectivism cultural value and the endorsed individualism cultural value in the current study, the possible multicollinearity between the endorsed collectivism cultural value and the endorsed individualism cultural value did not affect the independent self-construal due to the similar correlation value and beta weight between the endorsed collectivism cultural value and independent self-construal. No predicted relationship between endorsed individualism cultural value and independent self-construal may result from the relatively low Cronbach's alpha of the subscale of endorsed individualism cultural value and/or lack of validity of the subscale of endorsed individualism cultural value in the current study. Validity of the subscale of endorsed individualism cultural value in the current

study may be weakened by two items of the endorsed individualism cultural

values (i.e. 'thrift' and 'Sacrifice oneself for the public [i.e. the state or the

nation]') also loading on the subscale of endorsed collectivism cultural value,

and by one item (i.e. 'relationships of human sentiment') that was negatively

loaded on the subscale of endorsed individualism cultural value in Yang and

Cheng's (1987) original scale positively loading on the same subscale in the

current study.

Results of the present study provide limited support for the

hypotheses. One limitation is that assessing adult attachments in terms of

attachment prototypes may undermine precision (Shaver & Fraley, 2010).

Another limitation is the survey method adopted in the current study because

correlations between ratings may have resulted from response-set or

common-method variance in completing the instruments, all of which were

self-report tests (Mallinckrodt, 1991). In addition, Study 1 focused on young

students, who had experienced few intimate relationship experiences and whose

main attachment figures would be their peers; however, it is not clear whether

these findings could be generalised to older adults who are in longer term marital

relationships, as most adult attachment scales were designed to access intimate

experiences in partner relationships. The unexpected finding concerning

endorsed collectivism cultural value as a significant positive predictor of

independent self-construal also needs to be replicated in order to generate further

evidence in terms of different scales. To address these concerns, Study 2

examined whether these findings could be generalised to married adults in terms

of adult attachment style being measured by attachment dimensions such as:

depend, anxiety and close (Collins & Read, 1990) and endorsed cultural values

measured by Triandis et al.'s (1995) cultural value scale at the individual level.

The self-report responses were also verified by friend-report answers in Study 2.

Chapter V   Study Two

Introduction

The main purpose of Study 2 was to replicate endorsed cultural values in mediating the effects of attachment on self-construal by using a different attachment measure and a different endorsed cultural value scale in married adults. In Study 2, attachment was measured by Collins and Read's (1990) attachment dimensions, in which attachment was assessed by three dimensions, depend, anxiety, and close. Collins and Read's (1990) Adult Attachment Scale (AAS) was designed to overcome the limitations of the discrete measure, such as each description containing more than one aspect of relationships in which participants may have different feelings. Endorsed cultural values were measured by Triandis et al.'s (1995) cultural value scale at the individual level (or termed as "the allocentrism and idiocentrism scale"), which was developed to measure the common core of endorsed individualism cultural value, and endorsed collectivism cultural value on the basis of seven different methods.

The second purpose of Study 2 was to corroborate subjective responses by adopting responses of close friends. Friends' reports were assessed to verify subjective responses because self-report findings in previous studies may result from response-set or common-method variance in completing the self-report instruments (Mallinckrodt, 1992). Similar findings were expected to be reproduced by friends' reports (Bartholomew & Horowitz, 1991). When similar findings were obtained across different sources of data (i.e. self-report and friend-report), more confidence could be put in the self-report findings from the

previous studies.

Study 2 consists of two sessions. In the first, participants and their close friends completed the self-report questionnaires. In the second, participants and their close friends were asked to report their feelings (and understandings) toward each other on the friend-report questionnaires. Four sets of hypotheses were tested.

The ninth set of hypotheses concerns the cyclic link between attachment dimensions (depend, anxiety, and close) and endorsed cultural values. The processes of individuation and connectedness of attachment styles predispose people's selection of information (Bartholomew, 1990; Bowlby, 1973/1991; Mikulincer, 1997), including endorsements of cultural values; the endorsed cultural values in turn may reinforce the existing attachment styles through the working models of the world organised on the basis of the process of individuation and connectedness. Depend and close dimensions of attachment that refer to the tendency of embracing others would lead people to endorse a collectivism cultural value that emphasises connectedness with other members of the collectives; the endorsed collectivism cultural value in turn may reinforce the depend attachment dimension and close attachment dimension through the process of connectedness. Attachment anxiety that may lead people to be overly-dependent in order to gain others' approval may guide a person to endorse collectivism cultural value that stresses close linkage among individuals; the endorsed collectivism cultural value may in turn reinforce attachment anxiety through the process of connectedness. With regard to attachment dimensions as predictors of endorsed cultural values, the hypothesis is as follows:

Hypothesis 9(a): Three attachment dimensions (i.e. depend, anxiety, and close)

are the significant positive predictors of endorsed collectivism cultural value.

With regard to endorsed cultural values as predictors of attachment dimensions,

the following hypothesis is presented:

Hypothesis 9(b): Endorsed collectivism cultural value is a significant positive

predictor of three attachment dimensions (depend, close, and anxiety).

The tenth set of hypotheses examines the relationship between

attachment dimensions and self-construals. Attachment dimensions, which reflect

a person's views of separateness and connectedness in intimate or close

relationships, may influence self-construals, the integrative representations of the

relationship between the self and others (Keller, 2002; Matsumoto, 1999; Wang

& Mallinckrodt, 2006). Therefore, attachment depend and attachment close,

which refer to the tendency of embracing others, may facilitate the process of

connectedness, which in turn may develop interdependent self-construal that is

characterised by a constellation of thoughts and feelings of being connected with

others. Attachment anxiety that may lead people to be overly dependent in order

to gain others' approval may facilitate the process of connectedness, which in

turn may develop interdependent self-construal that is characterised by

connectedness.

Hypothesis 10: Attachment dimensions (i.e. close, depend, and anxiety) are

linked to interdependent self-construal.

The eleventh set of hypotheses examines the assumption that endorsed

cultural values are associated with self-construals. In accordance with cultural

values as a source of self-construal (Markus & Kitayama, 1991) and endorsed

cultural values as the psychological constructs of cultural values (Triandis, et al.,

1995), endorsed individualism cultural value would be associated with

independent self-construal and endorsed collectivism cultural value would be associated with interdependent self-construal.

Hypothesis 11 (a): Endorsed collectivism cultural value is associated with interdependent self-construal.

Hypothesis 11 (b): Endorsed individualism cultural value is linked to independent self-construal.

The twelfth set of hypotheses concerns whether endorsed cultural values mediate the link between attachment dimensions and self-construals. If self-construal is the integrative representation of specific representations with significant others, then as relationships with intimate or close others happen earlier than it with a society in the context of the developmental unceasing relationships from childhood, experiences in intimate or close relationships may become less central to self-construal, whereas experiences with a society may become more central. If this is the case, then endorsed cultural values, which reflects a person's separateness and connectedness with a society, should predict self-construal above and beyond that predicted by attachment dimensions.

Hypothesis 12: Endorsed collectivism cultural value mediates the link between attachment dimensions (i.e. close, depend, and anxiety) and interdependent self-construal.

These hypotheses were first examined by self-report data and then corroborated by close friends of the participants.

Method

Participants

A total of 140 members of one local community society (71 females and 69 males) in Changhua, Taiwan, participated in this study. Participants mean age was 43.60 years old (SD = 15.69, with the age ranging between 17 to 78). With regard to relationship status, 1 participant was divorced, 3 participants were widows or widowers, 7 participants (5.1%) were in partnerships, 30 participants were not engaged in any relationship, and 96 participants (70.1%) were married, constituting a total of 75.2% of participants being engaged in relationships, in the current study. For participants in a marriage relationship, the mean marriage length was 25.04 years; for participants in a romantic love relationship, the mean relationship length was 9.67 months. The friend's sample consisted of 71 males and 58 females with the mean age 43.94 (SD = 15.12). The average closeness between the participants and their friends was 3.98 (SD = .75) on the 5-point Likert scale.

Procedure

Study 2 was conducted by trained assistants as described in the following procedure. Seventy pairs of dancers from one local dance community society, who knew each other for at least six months, were invited to participate in the current study. Participation was voluntary and anonymous. After informing participants of the procedure and the purpose and format of the study, each of the participants received a copy of the structured questionnaire whcih included two sets: one requesting information about themselves, and the other asking similar questions of their friend. The friend's version of these scales was identical to the

standard self-report version, with the exception of wording, using 'my friend' as the subject in the descriptions instead of 'I' (Bartholomew & Horowitz, 1991). For example, instead of 'I try to please other people too much' the friend's version read '[Your friend] tries to please other people too much'. The questionnaire consisted of: (1) the general introduction describing the purpose and procedure of the study; (2) an informed consent sheet acknowledging the purpose of the study and the right of each participant; (3) the first set of questions concerning themselves (including measures of attachment style, cultural values, social desirability, and self-construals); (4) the second set of questions concerning their partners (including measures of attachment style, cultural values, and self-construal); (5) an optional feedback sheet for participants to comment on the study; and (6) a debriefing form explaining the purpose of the study in detail. Instructions were given for participants to answer the second set of questions concerning their partners "according to your perceptions and knowledge of your friend's character, feelings or behaviour, and not according to how you think your friend may be likely to answer them". In order to avoid contrast effects, participants and their partners were separated to complete the questionnaires during a given 30-minute session in their practice time. After participants completed their questionnaires, they were debriefed.

Materials

The scales of self-construals and of social desirability are identical to those in Study 1. The friend-version scales adopted in the current study were developed by using the term 'your friend' to replace the subject 'I' in the

descriptions.

Attachment dimensions.

Participants completed Collins and Read's (1990) Adult Attachment Scale
(AAS) measuring depend, anxiety, and close dimensions. These three dimensions
were obtained by factor-analysing items that were mainly the decomposed
sentences of Hazan and Shaver's (1987) adult attachment descriptions. Depend,
anxiety, and close dimensions include six items with the reliability
coefficients .75, .72, and .69, respectively; test-retest reliability for close, depend,
and anxiety were .68, .71, and .52, respectively (Collins & Read, 1990). The
depend dimension includes the items: 'I find it difficult to allow myself to
depend on others', and 'people are never there when you need them'; anxiety
dimension contains the items: 'I do not often worry about being abandoned', and
'my desire to merge sometimes scares people away'; and close dimension
includes the items: 'I find it relatively easy to get close to others', and 'I am
nervous when anyone gets too close'. Participants scored each of these items
according to how characteristic it was of them, using a seven-point Likert-type
scale with values ranging from "not at all" to "very". A higher score on each
subscale indicates greater agreement to that dimension.

In terms of reliability analysis of the current study, Cronbach's alpha
for 'depend' was .55; for 'anxiety', .71; for 'close', .57 (the means, total numbers
of participants, and standard deviation are presented in Table 11). Because of low
alphas for both 'depend' and 'close' subscales, the reversed items, inter-item
correlation matrix, averaged correlation, corrected item-total correlation, and

Table 11

Descriptive Analysis for Attachment Dimensions, Endorsed Cultural Values,

Self-Construal, and Social Desirability: Study 2

Variables	Mean (No. of Participants)	Std. Deviation
Attachment Dimensions		
Depend	3.81 (140)	.76
Anxiety	3.25 (140)	1.01
Close	4.39 (140)	.82
Cultural Values		
Collectivism	4.93 (136)	.88
Individualism	3.13 (138)	.93
Self-construal		
Interdependent self-construal	5.23 (138)	.58
Independent self-construal	4.89 (135)	.54
Social desirability	3.42 (121)	.45

alpha change if item deleted were checked. Regarding items of the 'depend'
subscale, the averaged correlation was .16 with most low inter-item correlations
even including one negative correlation (-.05) between item 4 ('I know that
others will be there when I need them.') and the reversed item 6 ('I am not sure
that I can always depend on others to be there when I need them.'), item 3 ('I am
comfortable depending on others.') and item 4, were .10 and .11 correlated with
the total scores of the 'depend' subscale' respectively; dropping either item 3 or
item 4 did not raise alpha above .60. Regarding items of the 'close' subscale, the
averaged correlation was .17 with some under .05 inter-item correlations, even
including two negative correlations between item 13 ('I find it relatively easy to
get close to others') and the reversed item 18 ('Often, love partners want me to
be more intimate than I feel comfortable being.') and between item 17 ('I am
comfortable having others depend on me.') and the reversed item 18; item 17 and
the reversed item 18 were .12 and .16, respectively, correlated with the total
scores of the close subscale; dropping either item 17 or the reversed item 18 did
not significantly improve Crobach's alpha level. The low alphas for the 'depend'
and 'close' subscales may result from the difficulties in achieving semantic
equivalence in the process of translating Collins and Read's (1990) English
version of Adult Attachment Scale (AAS) into Chinese version.

   Endorsed cultural values.

       Endorsed cultural values were measured by Triandis et al.'s (1995)
individualism and collectivism cultural value scale in the individual level (or
termed as the allocentrism and idiocentrism scale). Collectivism cultural value

subscale includes seven items, such as: 'ask your old parents to live with you', 'take time off from work to visit an ailing friend', and 'entertain even unwelcome guests'; and individualism cultural value subscale includes six items, such as 'live far from your parents', 'place your parents in an old peoples home or nursing home', and 'show resentment toward visitors who interrupt your work'. Responses on a scale of psychological individualism and psychological collectivism were made on a 7-point Likert-type scale, with anchors of *strongly disagree* and *strongly agree*. A higher score indicates greater importance of that value for an individual.

In terms of reliability analysis of this study, Cronbach's alpha for collectivism and individualism cultural values were relatively low: .54 and .41 respectively. However, after dropping item 8 ('Ask close relatives for a loan.') from collectivism subscale and item 6 ('Prefer going to cocktail party rather than going to dinner with four of your close friends.') from individualism subscale, the standardised item alpha rose to .62 and .50 respectively. Therefore, values of item 8 and of item 6 were not counted in the total score of the items of collectivism and individualism cultural values (means, total numbers of participants and standard deviation are in Table 11).

Self-construal.

Participants also completed the revised version of Singelis's (1994) self-construal scale (SCS). In terms of reliability analysis of the current study, Cronbach's alpha for interdependent self-construal was reasonable: .74 while Cronbach's alpha for independent self-construal was relatively low: .61 (means,

total numbers of participants and standard deviation are in Table 11).

Social desirability.

The Marlowe-Crowne Social Desirability Scale (SD) (1960) was used to measure social desirability. With regard to reliability analysis in this study, result yielded Cronbach alpha of .75 for this scale (means, total numbers of participants, and standard deviations are presented in Table 11).

Friend-report attachment dimensions.

Participants completed the friend's version of Collins and Read's (1990) Adult Attachment Scale (AAS) measuring depend, anxiety, and close dimensions. The term 'your friend' was used as the subject in the descriptions instead of 'I'. In terms of reliability analysis of the current study, Cronbach's alpha for friend-report anxiety was reasonable: .70; Cronbach's alpha for friend-report close was lower .56, and Cronbach's alpha for friend-report depend was even lower, .49; however, after dropping the item 3 ('My friend is comfortable depending on others'), the standardised item alpha rose to .53. Therefore, value of item 3 was not counted in the total score of the items of friend-report depend (means, total numbers of participants, and standard deviation are presented in Table 12).

Friend-report endorsed cultural values.

Table 12

Descriptive Analysis for Friend-Report Attachment Dimensions, Friend-Report

Endorsed Cultural Values, and Friend-Report Self-Construal: Study 2

Variables	Mean (No. of Participants)	Std. Deviation
Friend-Report Attachment Dimensions		
Depend	4.22 (103)	.85
Anxiety	3.32 (137)	.96
Close	4.31 (133)	.80
Friend-Report Endorsed Cultural Values		
Collectivism	4.47 (136)	.64
Individualism	3.79 (136)	.65
Friend-Report Self-construal		
Interdependent self-construal	5.03 (134)	.75
Independent self-construal	4.76 (135)	.71

Endorsed cultural values were measured by friend's version of Triandis et al.'s (1995) individualism and collectivism cultural values scale (or termed as the allocentrism and idiocentrism scale). In terms of reliability analysis of this study, Cronbach's alpha for friend-report cultural value were relatively low: .41 and .28 respectively. After dropping item 2 ('Stay with friends, rather than at a hotel, when you go to another town, even if you have plenty of money') from the friend's report subscale of collectivism cultural value and item 4 ('Prefer to stay in a hotel rather than with distant friends when visiting another town') from the friend's report subscale of individualism cultural value, the standardised item alpha rose to .49 and .35, respectively. Therefore, values of item 2 and of item 4 were not counted in the total score of the items of friend-report cultural value scale.

Friend-report self-construal.

Participants also completed the friend's revised version of Singelis's (1994) self-construal scale (SCS). In terms of reliability analysis of the current study, Cronbach's alpha for both friend-report interdependent and independent self-construal scales were reasonable: .85 and .74, respectively (means, total numbers of participants and standard deviation are in Table 12).

Results

Preliminary analyses

Prior to analysis, both self-report and friend-report attachment dimensions, both self-report and friend-report endorsed cultural values, and both self-report and friend-report self-construals were examined through various SPSS programmes for accuracy of data entry, missing values, and fit between their distributions and the assumptions of multivariate analysis. The minimum and maximum values, means, skewness, kurtosis, and standard deviations of each of the variables were inspected for plausibility. No univariate and multivariate outliers were found in the current study. The assumptions of normality, linearity and homoscedasticity had been met and the absence of multicollinearity was also ascertained. No effects of gender within variables were found.

Bivariate correlations between the measures and social desirability were computed (see Table 13). Social desirability was correlated with quite a few self-report variables in the current study, including: attachment depend, attachment anxiety, attachment close, endorsed individualism cultural value, endorsed collectivism cultural value and interdependent self-construal; social desirability was also correlated with friend-report interdependent self-construal. Therefore, social desirability was controlled in subsequent analyses involving these variables (partial correlations between the measures after controlling social desirability are presented in Table 14).

Primary Analyses – Self-Report Model

The model depicted in Figure 3 suggests that adult attachment styles have direct influences on self-construal as well as indirect ones through endorsed

Table 13

Intercorrelations Between Social Desirability, Self-Report and Friend-Report Attachment Dimensions, Self-Report and Friend-Report Endorsed Cultural Values, and Self-Report and Friend-Report Self-Construal: Study 2

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	-														
2	-.35**	-													
3	.22*	-.45**	-												
4	.18*	-.24**	.21*	-											
5	-.08	.14	-.08	-.44**	-										
6	-.04	.09	-.08	.20*	-.06	-									
7	.04	-.04	.13	.41**	-.39**	.51**	-								
8	.53**	-.22*	.17	-.07	.10	.01	-.20*	-							
9	-.08	.39**	-.37**	.11	-.06	.19*	.12	-.40**	-						
10	.18*	-.23**	.49**	.14	-.21*	-.07	.08	.26**	-.42**	-					
11	.09	.01	-.03	.47**	-.17	.26**	.22*	.12	.18*	.21*	-				
12	-.13	.12	-.18*	-.05	.24**	.16	-.00	-.20**	-.08	-.13	-.10	-			
13	-.08	.02	.05	.30**	-.12	.47**	.36**	-.12	.04	.09	.27**	.27**	-		
14	-.03	-.05	.13	.47**	-.21*	.40**	.51**	.02	.08	.16	.54**	-.02	.61**	-	
15	.24**	-.28**	.25**	.41**	-.24**	.11	.25**	-.04	-.08	.08	.14	.11	.15	.24**	-

Note. 1= Depend; 2 = Anxiety; 3 = Close; 4 = Endorsed collectivism cultural value; 5 = Endorsed individualism cultural value; 6 = Independent self-construal; 7 = Interdependent self-construal; 8 = Friend-report depend; 9 = Friend-report anxiety; 10 = Friend-report close; 11 = Friend-report endorsed collectivism cultural value; 12 = Friend-report endorsed individualism cultural value; 13 = Friend-report independent self-construal; 14 = Friend-report interdependent self-construal; 15 = Social desirability. Significance levels are two-tailed. Sample size ranges from 118 - 140; the variation reflects missing data.

$* p < .05. ** p < .01.$

Table 14

Partial Correlations Between Self-Report and Friend-Report Attachment Dimensions, Self-Report and Friend-Report Endorsed Cultural Values,

and Self-Report and Friend-Report Self-Construal after Social Desirability Being Controlled: Study 2

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	-													
2	-.33**	-												
3	.27**	-.42**	-											
4	.07	-.00	.10	-										
5	-.00	.07	.06	-.38**	-									
6	-.02	.12	-.02	.19	-.04	-								
7	-.01	.09	.09	.31**	-.35**	.45**	-							
8	.55**	-.23*	.17	-.03	.06	-.02	-.21	-						
9	-.06	.49**	-.45**	.12	-.12	.18	.18	-.36**	-					
10	.19	-.20	.47**	.09	-.20	-.07	.11	.31**	-.49**	-				
11	.01	.04	-.03	.42**	-.17	.23	.15	.18	.20	.21*	-			
12	-.21	.07	-.23*	.07	.21	.17	-.01	-.20	.05	-.16	-.14	-		
13	-.17	.12	.04	.25*	.01	.58**	.30**	-.09	.08	.03	.12	.34**	-	
14	-.10	.21	.01	.32**	-.08	.43**	.39**	.01	.19	.12	.49**	.05	.55**	-

Note. 1= Depend; 2 = Anxiety; 3 = Close; 4 = Endorsed collectivism cultural value; 5 = Endorsed individualism cultural value; 6 = Independent self-construal; 7 = Interdependent self-construal; 8 = Friend-report depend; 9 = Friend-report anxiety; 10 = Friend-report close; 11 = Friend-report endorsed collectivism cultural value; 12 = Friend-report endorsed individualism cultural value; 13 = Friend-report independent self-construal; 14 = Friend-report interdependent self-construal. Significance levels are two-tailed. Sample size is 83; the variation reflects missing data.

* $p < .05$. ** $p < .01$.

cultural values. In the current study, attachment styles were accessed in terms of dimensions; the links among attachment dimensions, endorsed cultural values and self-construals were examined in terms of three subsections: predictors of endorsed cultural values, attachment dimensions, and of self-construals. These links were also corroborated by the judgments of close friends. In each subsection, results of correlation analysis were first reported, the contributions of each set of predictors were examined by multiple and hierarchical regression analyses, and the relative contributions of different sets of predictors were examined by hierarchical regression analysis.

Predictors of endorsed cultural values.

Attachment dimensions are assumed to be the predictors of endorsed cultural values. Table 13 shows the zero-order correlations between attachment dimensions and endorsed cultural values. Participants who were more dependent, less anxious, or closer to their intimate or close partners were more likely to endorse collectivism cultural value. Although the correlations between attachment dimensions and endorsed collectivism cultural value became insignificant after the effect of social desirability was controlled (see Table 14), hierarchical regressions were still conducted in order to see what amount of variations in endorsed cultural values would be accounted for by attachment dimensions.

Table 15 presents the results of hierarchical regressions including: the coefficients, the standardized beta weights, and the significant values, which were used to determine if the attachment dimensions would account for the

Table 15

Hierarchical Regressions of Attachment Dimensions on Endorsed Collectivism

Cultural Values: Study 2

Variable	β	t	p
Collectivism[1]			
Step 1			
Social desirability	.41***	4.75	.00
Step 2			
Social desirability	.36***	3.95	.00
Depend	.08	.89	.38
Anxiety	.01	.05	.96
Close	-.11	1.17	.25

Note. 1. R^2 = .16 (Adj. R^2 = .16), F (1, 115) = 22.60, Effect size = .20, Power = .56 for Step 1 (p < .00); R^2 = .19 (Adj. R^2 = .16), ΔR^2 = .02, F (4, 112) = 6.42, Effect size = .02, λ = 2.61, Critical F = 1.05, Denominator df = 112, Power = .66, for Step 2 (p < .00).
*p < .05.   **p < .01. ***p < .00

variations of endorsed cultural values. As social desirability was correlated with attachment dimensions as well as endorsed cultural values, social desirability was entered into the regressions in Step 1 as the control procedure and attachment dimensions were entered in Step 2. Inconsistent with Hypothesis 9a, regression results showed that none of the attachment dimensions predicted endorsed collectivism cultural value.

Predictors of attachment dimensions.

Endorsed cultural values are assumed to be predictors of attachment dimensions. Table 13 shows the zero-order correlations between endorsed cultural values and attachment dimensions. Participants who were more likely to endorse collectivism cultural value were characterised by greater dependence, less anxiety, and greater closeness. Although the correlations between endorsed collectivism cultural value and attachment dimensions became insignificant after the effect of social desirability was controlled (see Table 14), hierarchical regressions were still conducted in order to see what amount of variations in attachment dimensions would be accounted for by endorsed cultural values.

Table 16 presents the results of the hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine if endorsed cultural value would account for variations of attachment dimensions. As social desirability affected participants' responses on three attachment dimensions (i.e. depend, close, and anxiety), and both endorsed individualism cultural value and collectivism cultural value, social desirability was entered into the equation in Step 1 as the control procedure and endorsed

Table 16

Hierarchical Regressions of Endorsed Cultural Values on Adult Attachment

Dimensions: Study 2

Variable	β	t	p
Depend[1]			
Step 1			
Social desirability	.25**	2.81	.01
Step 2			
Social desirability	.21*	2.12	.04
Collectivism	.16	1.49	.14
Individualism	.08	.77	.44
Anxiety[2]			
Step 1			
Social desirability	-.27***	-3.01	.00
Step 2			
Social desirability	-.24*	-2.37	.02
Collectivism	-.07	-.63	.53
Individualism	.03	.33	.74
Close[3]			
Step 1			
Social desirability	.24**	2.70	.01
Step 2			
Social desirability	.20*	2.02	.05
Collectivism	.17	1.68	.10
Individualism	.10	1.03	.30

Note. 1. $R^2 = .07$ (Adj. $R^2 = .06$), $F (1, 114) = 7.88$, Effect size = .02, Power = .69 for Step 1 (p < .01); $R^2 = .08$ (Adj. $R^2 = .06$), $\Delta R^2 = .02$, $F (3, 112) = 3.41$, Effect size = .09, $\lambda = 10.55$, Critical F = 1.19, Denominator df = 112, Power = .96, for Step 2 (p < .05). 2. $R^2 = .07$ (Adj. $R^2 = .07$), $F (1, 115) = 9.07$, Effect size = .08, Power = .50 for Step 1 (p < .00); $R^2 = .08$ (Adj. $R^2 = .06$), $\Delta R^2 = .01$, $F (3, 113) = 3.23$, Effect size = .01, $\lambda = .70$, Critical F = 1.06, Denominator df = 113, Power = .47, for Step 2 (p < .05). 3. $R^2 = .06$ (Adj. $R^2 = .06$), $F (1, 115) = 7.31$, Effect size = .06, Power = .51 for Step 1 (p < .00); $R^2 = .09$ (Adj. $R^2 = .06$), $\Delta R^2 = .03$, $F (3, 113) = 3.48$, Effect size = .03, $\lambda = 2.97$, Critical F = 1.50, Denominator df = 113, Power = .56, for Step 2 (p < .05).
*p < .05.   **p < .01. ***p < .001

cultural values were entered into the equation in Step 2. Inconsistent with Hypothesis 9b, endorsed collectivism cultural value was not a significant positive predictor of three attachment dimensions (depend, close, and anxiety).

The findings concerning the positive correlation relationships between endorsed collectivism cultural value and attachment depend, and between endorsed collectivism cultural value and attachment close, in the current study, are consistent with the findings of the positive correlation relationship between endorsed collectivism cultural value and secure attachment style in Study 1, which is characterised by high depend and high close, and of the endorsed collectivism cultural value as the significant negative predictor of dismissing attachment style in Study 1, which is characterised by low depend and low close. These findings are also consistent with Rini et al.'s (2006) positive correlation between endorsed collectivism cultural value and attachment security.

Predictors of self-construals.

Attachment dimensions and endorsed cultural values are assumed to be predictors of self-construals. Table 13 shows the correlations among attachment dimensions, endorsed cultural values, and self-construals, and Table 14 shows the partial correlations after social desirability was controlled. There were no correlations between attachment dimensions and self-construals before and after social desirability was controlled. Participants who were more likely to endorse collectivism cultural value were characterised by greater independent self- construal; participants who reported higher scores on endorsed collectivism cultural value were characterised by greater interdependent self-construal before

and after social desirability was controlled; participants who were less likely to endorse individualism cultural value were characterised by greater interdependent self-construal before and after social desirability was controlled. Although there were no correlations between attachment dimensions and self-construals, hierarchical regressions were still conducted in order to see what amount of variations in interdependent self-construal would be accounted for by attachment dimensions.

Table 17 presents the results of the hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine if attachment dimensions would account for variations of interdependent self-construal. As social desirability affected participants' responses on self-construals and attachment dimensions, social desirability was entered into the equation in Step 1 as the control procedure and attachment dimensions were entered into the equation in Step 2. Inconsistent with Hypothesis 10, attachment dimensions were not significant positive predictors of interdependent self-construal.

Table 18 presents the results of the hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine if endorsed cultural values would account for variations of self-construals. As social desirability affected participants' responses on endorsed cultural values and self-construals, social desirability was entered into the equation in Step 1 as the control procedure, and endorsed cultural values were entered into the equation in Step 2. Consistent with Hypothesis 11a, endorsed collectivism cultural value was a significant positive predictor of interdependent self-construal. Inconsistent with hypothesis 11b, endorsed

Table 17

Hierarchical Regressions of Attachment Dimensions on Interdependent

Self-Construals: Study 2

Variable	B	t	p
Interdependent self-construal[1]			
Step 1			
Social desirability	.25**	2.83	.01
Step 2			
Social desirability	.23*	2.41	.02
Depend	.03	.30	.77
Anxiety	.06	.54	.59
Close	.12	1.20	.23

Note. 1. $R^2 = .06$ (Adj. $R^2 = .06$), F (1, 118) = 8.00, Effect size = .07, Power = .51 for Step 1 (p < .01); R^2 = .08 (Adj. $R^2 = .05$), $\Delta R^2 = .01$, F (4, 115) = 2.39, Effect size = .01, $\lambda = 1.57$, Critical F = .62, Denominator df = 115, Power = .79, for Step 2 (p > .05).
*p < .05.   **p < .01. ***p < .00

Table 18

Hierarchical Regressions of Endorsed Cultural Values on Self-Construals: Study 2

Variable	β	t	p
Independent self-construal[1]			
Step 1			
Social desirability	.12	1.26	.21
Step 2			
Social desirability	.04	.39	.70
Collectivism	.20	1.89	.06
Individualism	.03	.28	.78
Interdependent self-construal[2]			
Step 1			
Social desirability	.27***	3.02	.00
Step 2			
Social desirability	.08	.92	.36
Collectivism	.32***	3.40	.00
Individualism	-.24**	-2.68	.01

Note. 1. $R^2 = .01$ (Adj. $R^2 = .00$), F (1, 112) = 1.60, Effect size = .01, Power = .51 for Step 1 (p > .05); $R^2 = .05$ (Adj. $R^2 = .02$), $\Delta R^2 = .03$, F (3, 110) = 1.76, Effect size = .03, $\lambda = 3.74$, Critical F = 1.73, Denominator df = 110, Power = .56, for Step 2 (p > .05). 2. $R^2 = .07$ (Adj. $R^2 = .07$), F (1, 114) = 9.11, Effect size = .08, Power = .50 for Step 1 (p < .01); $R^2 = .26$ (Adj. $R^2 = .24$), $\Delta R^2 = .18$, F (3, 112) = 12.88, Effect size = .22, $\lambda = 25.76$, Critical F = 11.70, Denominator df = 112, Power = .27, for Step 2 (p < .00).
*p < .05.   **p < .01. ***p < .00

individualism cultural value was found to be a significant negative predictor of interdependent self-construal, which Markus and Kitayama (1991) did not stress in their self-construal theory. However, if endorsed individualism cultural value and endorsed collectivism cultural value are regarded as bi-polar rather than dimensional, the negative relationship between endorsed individualism cultural value and interdependent self-construal is not contrary the hypothesis.

According to the criteria for testing mediation proposed by Baron and Kenny (1986) and Kenny, Kashy, and Bolger (1998), the initial variable should significantly account for variations in the outcome variable, the initial variable should significantly account for variations in the mediator, and the mediator should affect the outcome variables before establishing mediation. The twelfth hypothesis concerning the relative contributions of attachment dimensions and endorsed cultural values to self-construals could not be tested in the current study because of no prediction relationships between attachment dimensions and self-construals.

In addition, no relationships between adult attachment styles and self-construals in the current study are contrary to hypothesis and also to Wang and Mallinckordt's (2006) finding concerning the positive correlation relationship between attachment anxiety and interdependent self-construal. In the next section, the links will be replicated in terms of friend-report data in order to control the variance of response-set or common-method in completing the instruments (i.e. self-report).

Primary Analyses - Friend's Report Model.

The links among attachment dimensions, endorsed cultural values, and self-construals were corroborated by the judgments of close friends. Table 13 shows zero-order correlations between self-report measures and friend-report measures. Self-report measures and friend-report measures were reasonably to moderately intercorrelated (*rs* from .24 to .53). However, after social desirability was controlled, there was no correlation between self-report endorsed individualism cultural value and friend-report endorsed individualism cultural value. Consistent with the intercorrelations between subscales of self-report attachment dimensions, friend-report depend was negatively correlated with friend-report anxiety; friend-report depend was positively correlated with friend-report close; and friend-report anxiety was negatively correlated with friend-report close. In contrast to the significantly negative correlation between self-report endorsed individualism cultural value and self-report endorsed collectivism cultural value, there was no significant correlation between friend-report endorsed individualism cultural value and friend-report endorsed collectivism cultural value. Consistent with the highly positive correlation between self-report independent self-construal and self-report interdependent self-construal, friend-report independent self-construal had highly positive correlation with friend-report interdependent self-construal. Finally, all self-report scales, except for self-report independent self-construal, were correlated to social desirability whereas all friend-report scales, except for friend-report interdependent self-construal, were not correlated with social desirability.

Predictors of friend-report endorsed cultural values.

Friend-report attachment dimensions are assumed to be the predictors of friend-report endorsed cultural values. Table 13 shows the zero-order correlations between friend-report attachment dimensions and friend-report endorsed cultural values. Consistent with the findings from self-reports, participants who reported their friends as closer to their intimate, or close, partners were more likely to report their friends as endorsing collectivism cultural value. Inconsistent with self-reports, participants who reported their friends as more dependant in the close and/or intimate relationships were less likely to report their friends as endorsing individualism cultural value. In contrast to the findings from self-reports, participants who reported their friends as more anxious in the relationships were more likely to report their friends as endorsing collectivism cultural value.

Table 19 presents the results of multiple regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine if friend-report attachment dimensions would account for the variations of friend-report endorsed collectivism cultural values. In contrast with the findings from self-report that showed no prediction relationship between attachment dimensions and endorsed collectivism cultural value, consistent with Hypothesis 9a, friend-report attachment close and friend-report anxiety were the significant positive predictors of endorsed collectivism cultural value.

Predictors of friend-report attachment dimensions.

Friend-report endorsed cultural values are assumed to be predictors of

Table 19

Hierarchical Regressions of Friend-report Attachment Dimensions on

Friend-report Endorsed Collectivism Cultural Values: Study 2

Variable	β	t	p
Friend-report Collectivism[1]			
Friend-report Depend	.19	1.88	.06
Friend-report Anxiety	.40***	3.70	.00
Friend-report Close	.37***	3.59	.00

Note. 1. R^2 = .18 (Adj. R^2 = .15), F (3, 97) = 7.06, Effect size = .22, λ = 21.80, Critical F = 11.97, Numerator df = 3, Denominator df = 96, Power = .15 (p < .00).
*p < .05.   **p < .01. ***p < .00

friend-report attachment dimensions. Table 13 shows the zero-order correlations between friend-report endorsed cultural values and friend-report attachment dimensions. Consistent with the findings from self-reports, participants who were more likely to report their friends as endorsing collectivism cultural value reported their friends as closer to their intimate or close partners. Inconsistent with self-reports, participants who were less likely to report their friends as endorsing individualism cultural value reported their friends as more dependant in the close and/or intimate relationships. In contrast with the findings from self-report, participants who were more likely to report their friends as endorsing collectivism cultural value reported their friends as more anxious in the relationships.

Table 20 presents the results of the multiple regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine if friend-report endorsed cultural value would account for variations of attachment dimensions. Consistent with Hypothesis 9b, friend-report endorsed collectivism cultural value was the significant positive predictors of friend-report attachment anxiety and friend-report attachment close. Not contrary to Hypothesis 9b, friend-report endorsed individualism cultural value was a significant negative predictor of friend-report attachment depend if endorsed individualism cultural value and endorsed collectivism cultural value are regarded as bi-polar.

The finding on the positive correlation and prediction relationship between endorsed collectivism cultural value and attachment anxiety is consistent with the hypothesis and with the finding on the endorsed collectivism cultural value as a significant negative predictor of dismissing attachment style in

Table 20

Multiple Regressions of Friend-Report Endorsed Cultural Values on

Friend-Report Adult Attachment Dimensions: Study 2

Variable	β	t	p
Friend-Report Depend[1]			
Friend-report Collectivism	.10	1.06	.29
Friend-report Individualism	-.19*	-1.95	.05
Friend-report Anxiety[2]			
Friend-report Collectivism	.17*	2.01	.05
Friend-report Individualism	-.06	-.70	.49
Friend-report Close[3]			
Friend-report Collectivism	.20*	2.32	.02
Friend-report Individualism	-.10	-1.21	.23

Note. 1. R^2 = .05 (Adj. R^2 = .03), F (2, 100) = 2.73, Effect size = .05, λ = 5.59, Critical F = 2.73, Numerator df = 2, Denominator df = 99, Power = .60 (p > .05). 2. R^2 = .04 (Adj. R^2 = .02), F (2, 133) = 9.42, Effect size = .04, λ = 4.90, Critical F = 2.42, Numerator df = 2, Denominator df = 132, Power = .60 (p > .05). 3. R^2 = .06 (Adj. R^2 = .04), F (2, 129) = 3.76, Effect size = .06, λ = 7.62, Critical F = 3.76, Numerator df = 2, Denominator df = 128, Power = .58 (p < .05)
*p < .05.   **p < .01. ***p < .001

Study 1, which indicates the possible positive relationship between endorsed collectivism cultural value and attachment anxiety because dismissing attachment style is characterised by low anxiety.

Predictors of friend-report self-construals.

Friend-report attachment dimensions and friend-report endorsed cultural values are assumed to be predictors of friend-report self-construals. Table 13 shows the correlations among friend-report attachment dimensions, friend-report endorsed cultural values, and friend-report self-construals. Consistent with the findings from self-reports, there were no correlations between friend-report attachment dimensions and friend-report self-construals. Consistent with self-reports, participants who reported that their friends were more likely to endorse collectivism cultural value were more likely to report their friends as being characterised by greater independent self-construal; and participants who reported that their friends were more likely to endorse collectivism cultural value were more likely to report their friends as being characterised by greater interdependent self-construal. Inconsistent with the findings from self-reports, participants who reported that their friends were more likely to endorse individualism cultural value were more likely to report their friends as being characterised by greater independent self-construal. Although there were no correlations between friend-report attachment dimensions and friend-report self-construals, regressions were still conducted in order to compare the results of self-report and friend-report.

Table 21 presents the results of multiple and hierarchical regressions,

Table 21

Hierarchical Regressions of Friend-report Attachment Dimensions on

Friend-report Self-Construals: Study 2

Variable	B	t	p
Friend-report Interdependent self-construal[1]			
Step 1			
Social desirability	.21*	2.01	.05
Step 2			
Social desirability	.22*	2.18	.03
Friend-report Depend	.05	.48	.64
Friend-report Anxiety	.33**	2.72	.01
Friend-report Close	.27*	2.30	.02

Note. 1. $R^2 = .04$ (Adj. $R^2 = .03$), F (1, 87) = 4.03, Effect size = .05, Power = .50 for Step 1 (p < .05); R^2 = .14 (Adj. $R^2 = .10$), $\Delta R^2 = .10$, F (4, 84) = 3.33, Effect size = .10, $\lambda = 9.02$, Critical F = 2.72, Denominator df = 84, Power = .58, for Step 2 (p < .05).
*p < .05.   **p < .01. ***p < .00

including the coefficients, the standardized beta weights, and the significant

values, which were used to determine if friend-report attachment dimensions

would account for variations of friend-report interdependent self- construal. As

social desirability affected participants' responses on friend-report interdependent

self-construal, social desirability was entered into the equation of friend-report

interdependent self-construal in Step 1 as the control procedure, and friend-report

attachment dimensions were entered into the equation of friend-report

interdependent self-construal in Step 2. Inconsistent with the findings from

self-report that indicated no relationships between attachment dimensions and

self-construals, friend-report attachment anxiety and friend-report attachment

close were significant predictors of friend-report self-construals. Specifically,

consistent with Hypothesis 10, friend-report attachment close and friend-report

attachment anxiety were the significant positive predictors of friend-report

interdependent self-construal.

Table 22 presents the results of multiple and hierarchical regressions,

including the coefficients, the standardized beta weights, and the significant

values, which were used to determine if friend-report endorsed cultural values

would account for variations of friend-report self-construals. As social

desirability affected participants' responses on friend-report interdependent

self-construal, social desirability was entered into the equation of friend-report

interdependent self-construal in Step 1 as the control procedure, and friend-report

cultural values were entered into the equation of friend-report interdependent

self-construal in Step 2. Consistent with Hypothesis 11a and the findings from

Study 1 and self-report data of the current study, friend-report endorsed

collectivism cultural value was a significant positive predictor of friend-report

Table 22

Hierarchical Regressions of Friend-report Endorsed Cultural Values on

Friend-report Self-Construals: Study 2

Variable	β	t	p
Friend-report Independent self-construal[1]			
Friend-report Collectivism	.30***	3.78	.00
Friend-report Individualism	.30***	3.68	.00
Friend-report Interdependent self-construal[2]			
Step 1			
Social desirability	.24**	2.63	.01
Step 2			
Social desirability	.17*	2.10	.04
Friend-report Collectivism	.52***	6.55	.00
Friend-report Individualism	.03	.43	.67

Note. 1. $R^2 = .16$ (Adj. $R^2 = .15$), F (2, 132) = 12.68, Effect size = .19, $\lambda = 25.71$, Critical F = 15.38, Numerator df = 2, Denominator df = 131, Power = .36 (p < .00). 2. $R^2 = .06$ (Adj. $R^2 = .05$), F (1, 113) = 6.92, Effect size = .08, Power = .50 for Step 1 (p < .01); $R^2 = .32$ (Adj. $R^2 = .30$), $\Delta R^2 = .26$, F (3, 111) = 17.49, Effect size = .36, $\lambda = 40.68$, Critical F = 11.71, Denominator df = 111, Power = .72, for Step 2 (p < .00).
*p < .05.   **p < .01. ***p < .00

interdependent self-construal. Consistent with Hypothesis 11b, friend-report endorsed individualism cultural value was a significant positive predictor of friend-report independent self-construal. Contrary to Hypothesis 11 but consistent with the findings from the Pilot study and Study 1, friend-report endorsed collectivism cultural value was a significant positive predictor of friend-report independent self-construal.

The twelfth hypothesis concerning the relative contributions of friend-report attachment dimensions and friend-report endorsed cultural values to friend-report self-construals was tested in the current study because friend-report anxiety and friend-report close were significant positive predictors of friend-report endorsed collectivism cultural value. Friend-report endorsed collectivism cultural value was a significant positive predictor of friend-report interdependent self-construal, and friend-report anxiety and friend-report close were significant positive predictors of friend-report interdependent self-construal.

Table 23 presents the results of the hierarchical regression, including the coefficients, the standardized beta weights, and the significant values, which were conducted in order to establish friend-report endorsed collectivism cultural value as a mediator between friend-report attachment anxiety and friend-report attachment close and friend-report interdependent self-construal. Social desirability that affected participants' responses on friend-report interdependent self-construal was entered into the regression in Step 1 as the control procedure. Friend-report attachment anxiety and friend-report attachment close that were the significant positive predictors of friend-report endorsed collectivism cultural value were entered into the regression in Step 2. Endorsed collectivism cultural value that was a significant positive predictor of independent self-construal was

Table 23

Hierarchical Regressions of Friend-report Anxiety, Friend-report Close and

Friend-report Collectivism Cultural Value on Friend-report Interdependent

Self-Construal: Study 2

Variable	B	t	p
Friend-report interdependent self-construal			
Step 1			
Social desirability	.24**	2.55	.01
Step 2			
Social desirability	.24**	2.63	.01
Friend-report anxiety	.28**	2.74	.01
Friend-report close	.30***	3.00	.00
Step 3			
Social desirability	.17*	2.14	.04
Friend-report anxiety	.11	1.16	.25
Friend-report close	.11	1.19	.24
Friend-report collectivism cultural value	.49***	5.63	.00

Note. 1. $R^2 = .06$ (Adj. $R^2 = .05$), F (1, 109) = 6.51, Effect size = .06, Power = .50 for Step 1 (p < .05); $R^2 = .15$ (Adj. $R^2 = .12$), $\Delta R^2 = .09$, F (3, 107) = 6.11, Effect size = .10, $\lambda = 10.88$, Critical F = 4.52, Denominator df = 107, Power = .47 for Step 2 (p < .00); $R^2 = .34$ (Adj. $R^2 = .32$), $\Delta R^2 = .20$, F (4, 106) = 13.81, Effect size = .24, $\lambda = 26.82$, Critical F = 9.68, Denominator df = 108, Power = .24, for Step 3 (p < .00).

*p < .05.   **p < .01. ***p < .00

entered into the regression in Step 3. Note that friend-report endorsed collectivism cultural value significantly predicted friend-report interdependent self-construal after being added to the equation in Step 3, while friend-report attachment anxiety and friend-report attachment close significantly predicted friend-report interdependent self-construal before but not after friend-report endorsed collectivism cultural value was added to the equation in Step 3. The significance of friend-report endorsed collectivism cultural value after being added to Step 3 and the significant decrease in magnitude of friend-report attachment anxiety and friend-report attachment close from Step 2 to Step 3, suggests that friend-report endorsed collectivism cultural value completely mediates the link between friend-report attachment dimensions (i.e. friend-report attachment anxiety and friend-report attachment close) and friend-report interdependent self-construal (see Baron & Kenny, 1986). Thus, the influence of friend-report attachment dimensions (i.e. friend-report attachment anxiety and friend-report attachment close) may be linked indirectly to friend-report interdependent self-construal through friend-report endorsed collectivism cultural value.

Results of no relationships between attachment dimensions and self-construal in self-report data were not corroborated by friend-report data in the current study. The reason remains unclear. However, the finding concerning attachment anxiety as a significant positive predictor of interdependent self-construal from friend-report data is consistent with the finding showing the positive correlation relationship between attachment anxiety and interdependent self-construal from Wang and Mallinckrodt (2006).

Discussion

Overall, friend-report results are consistent with the hypotheses, indicating that the findings from self-report are not caused by common-method variance in completing the instruments; the findings from community married adults are consistent with those form university students, suggesting that the findings can be generalised to those in the long-term relationships; and the unexpected finding concerning endorsed collectivism cultural value as a significant positive predictor of independent self-construal from Study 1 is also replicated in the current study when the different cultural value scale applied, which confirms the link between endorsed collectivism cultural value and independent self-construal. In addition, attachment anxiety and attachment close predicted interdependent self-construal, but this effect was attenuated or even dismissed when endorsed collectivism cultural value was added as the second predictor. It may indicate that working models of attachment organised in intimate relationships may guide a person to exploit collectivism cultural value, which in turn may construct interdependent self-construal.

Rini et al. (2006) reported the link between attachment security and endorsed collectivism cultural value in their correlation matrix even though Rini et al did not propose this link. Their finding had been replicated in results of secure attachment style as a significant positive predictor of endorsed collectivism cultural value in Study 1 and of attachment close as a significant positive predictor of endorsed collectivism cultural value in the current Study 2. It suggests that individuals who have more positive close experiences in intimate relationship would be more likely to endorse collectivism cultural value. The

finding concerning attachment anxiety as a significant predictor of endorsed collectivism cultural value indicates that attachment anxiety that may lead people to be overly-dependent in order to gain others' approval (Bartholomew, 1990) may guide a person to endorse collectivism cultural value that stresses close linkage among individuals.

No relationships between attachment dimensions and self-construals in self-report data were not corroborated by those of friend-report data. It is also not consistent with the finding form Study 1, secure attachment style as a significant predictor of independent self-construal. It may not be associated with the different attachment measure being adopted in the current study because Collin and Read's (1990) Adult Attachment Scale (AAS) adopted in the current study, and Bartholomew and Horowitz's (1991) Relationship Questionnaire (RQ) adopted in Study 1, were both based on Hazan and Shaver's (1987) attachment measure. However, it may be caused by the low Cronbach's alpha of the subscales of attachment depend and of attachment close in the current study.

Consistent with the finding from Pilot Study and Study 1, endorsed collectivism cultural value as a significant positive predictor of interdependent self-construal has been also supported in both self-report and friend report data in the current study. The unexpected finding regarding endorsed collectivism cultural value as a significant predictor of independent self-construal has been found in Pilot Study, Study 1, and friend-report data of the current study regardless of cultural value scales. Even though this unexpected finding was not significant in self-report data in the current study, self-report data also showed that endorsed collectivism cultural value had a much stronger effect on independent self-construal rather than endorsed individualism cultural value in

both correlation analysis and regression analysis. This unexpected finding

challenges self-construal theory but is consistent with the findings from other

studies (Levine, Bresnahan, Park, Lapinski, Wittenbaum, Shearman, Lee, Chung,

& Ohashi, 2003). That is Levine et al. (2003) compared results in nine studies

and found that six of them (66%) were statistically significant in the relationship

between collectivism cultural value and independent self-construal, whereas only

two (22%) were significant in the link between individualism cultural value and

independent self-construal. The reason may be if independence of an individual

is built upon how well a person connects with others (i.e. secure base), then an

individual who wish to remain close linkage with others by endorsing

collectivism cultural value may develop independent self-construal.

Independent self-construal and interdependent self-construal were

moderately to highly positive as correlated to each other in the Pilot Study, Study

1 and Study 2 (.41 to .51 in self-report and .61 in friend-report), consistent with

the findings in other Taiwanese studies regardless of the different Taiwanese

samples and self-construal scales (Lu, 2006; Wang and Mallinckrodt, 2006). The

moderate to highly positive correlation between independent self-construal and

interdependent self-construal may indicate that two orthogonal dimensions of

self-construal concepts may be more differentiated in participants from Western

societies than in those from Asian societies (Levine et al., 2003) and Taiwanese

society in particular. It may also lead to the problem of faulty scale construction

and validation when the self-construal scales need to be applied to Asian

societies and Taiwanese society in particular. Further elucidation concerning

self-construal will be presented in the general discussion section.

The Pilot Study, Study 1, and the current Study 2 focused on global

independent and interdependent self-construal dimensions; however, it is not

clear whether individuals would organise their self-related information in

everyday life accordingly. In addition, relationships supported in Pilot Study,

Study 1 and the current Study 2 are correlation in nature and thus the effects can

be explained by factors other than attachment styles due to no evidence to show

that attachment styles were active before the assessment of endorsed cultural

values and self-construals. Furthermore, relationship between attachment styles

and self-construals needs to be further replicated for further evidences in terms of

different scales because of no relationship between them in self-report data of the

current Study 2. To address these concerns, Study 3 examined whether

individuals who organise their self-information in their everyday life was

consistent with their global self-construal dimensions. Moreover, attachment

style was assessed by the priming technique, and adult attachment styles were

measured by Brennan, Clark, and Shaver's (1998) scale of Experiences in Close

Relationship Questionnaire (ECR).

Chapter VI   Study Three

Introduction

The aim of Study 3 was to examine the effects of attachment styles on both global self-construal concept and contextually specific self-related information. Singelis (1994) proposed that self-construal is a global self-concept. However, as self-construal is constructed by cultural as the context in the relationship with others (Markus & Kitayama, 1991), social milieu is quite different from one person to another and individuals organise self-related information differentially in their everyday life (Alm, Carroll, & Welty, 1972; Levine et al., 2003). Nevertheless, both the global self-construal concept and contextually unique self-related information belong to the aspect of self that is developed in the interaction with others and thus may be constructed in the same process.

In addition to self-construal, attachment styles in the current Study 3 were also examined in terms of both global attachment styles and primed attachment security. Brennan et al.'s (1998) Experiences in Close Relationship Questionnaire (ECR), which includes two dimensions of attachment, attachment avoidance and attachment anxiety, was adopted for replicating the link between attachment styles and self-construals after Bartholomew and Horowitz's (1991) Relationships Questionnaire (RQ) and Collins and Read's (1990) Adult Attachment Scale (AAS)had been adopted in Study 1 and Study 2 respectively. The causal relationship about the effects of a sense of security on self-construal was further examined by priming attachment security. The priming technique of

attachment security was developed on the basis of belief that individuals possess

multiple attachment schemas within which attachment-related thoughts and

memories may coexist with a particular global attachment style (Mikulincer &

Shaver, 2001). This contextual activation of attachment security leads people to

respond similarly to people who have a global sense of attachment security

(Mikulincer & Shaver, 2001; Rowe & Carnelley, 2003).

Study 3 consists of two sessions. At Time 1, all participants

completed self-report measures of attachment style and of self-construal. At Time

2, participants returned to perform the self-construal task by guided imagination

in which participants visualised an interpersonal episode and were randomly

divided into two groups on two conditions according to the script they were

asked to imagine: secure base priming and neutral priming (Mikulincer & Arad,

1999; Mikulincer & Shaver, 2001). This priming procedure was originally

developed by Mikulincer and Arad (1999) and was aimed at activating the secure

base script. In secure base priming, a secure working model was primed by

standard instructions that guided a person's imagination to an episode of

attachment security in which support is received from sensitive and responsive

persons in times of need. In neutral priming, participants received instructions

focusing imagination on attachment-irrelevant issues. The effect of this priming

procedure was compared with the effect of the control condition. For the sake of

simplicity, individuals with each global attachment style were referred to by a

specific style (i.e. secure, dismissing, fearful, and preoccupied). However,

individuals primed by attachment security were referred to as primed secures

(Rowe & Carnelley, 2003). The predictions were as follows.

The thirteenth set of hypotheses concern the link between attachment

dimensions (avoidance and anxiety) and self-construals. Attachment dimensions (avoidance and anxiety), which reflect a person's views of separateness and connectedness between the self and intimate or close others, may influence self-construal, the integrative representation of the relationship between the self and others (Keller, 2002; Matsumoto, 1999; Wang & Mallinckrodt, 2006). Attachment avoidance, which may lead people to remain distance from others, may facilitate the process of individuation, which in turn might contribute to independent self-construal. Attachment anxiety, which may lead people to be overly-dependent in order to gain others' approval, might facilitate the process of connectedness, which in turn may contribute to interdependent self-construal.

Hypothesis 13(a): Attachment avoidance is associated with independent self-construal.

Hypothesis 13(b): Attachment anxiety is associated with interdependent self-construal.

The fourteenth hypothesis concerns the link between primed secure attachment and self-construal. In Study 3, Bowlby's (1973/1991, 1988) contention that the sense of having a secure base being organised not only with primary caregivers in early childhood but also with significant others throughout life may affect a person's beliefs about the self and other was examined. In accordance with the similarity of predictions between the contextual activation of the sense of a secure base and a global attachment security (Mikulincer & Shaver, 2001), primed secures at Time 2 are expected to show the same pattern as the attachment security. In other words, it is hypothesised that compared with neutral priming, secure base priming results in a greater retrieval of independent self-construal or interdependent self-construal.

Method

Participants

A total of 123 members of one local community society (66 females and 57 males) in Taiwan participated in this study. The mean age of participants mean age was 48.75 years old (SD = 12.96, with the age range between 18 to 70). With regard to relationship status, 1 participant was divorced, 3 participants were widows or widowers, 7 participants were single but not engaged in a relationship, 6 participants (4.9%) were engaged in a relationship, and 105 participants (85.4%) were married. Thus, 90.3% of participants in this study were in a relationship. For participants in a marriage relationship, the mean marriage length was 25.53 years; for participants in a romantic love relationship, the mean relationship length was 3.83 years.

Data were collected at two sessions. In the first session, all participants rated their attachment styles, self-construal and social desirability. In the second session, participants returned to perform a self- construal task involving guided imagination, in which they were randomly divided into two groups according to the script they were asked to imagine: secure base priming or neutral priming (Mikulincer & Arad, 1999).

Materials and Procedure: Time 1

The first step in designing the booklet of this study was to translate the scale of Experiences in Close Relationship Questionnaire (ECR; Brennan,

Clark, & Shaver, 1998) from English to Chinese. In order to reach an accurate

measure, the English version of the scale was translated into Chinese by three

independent English-Chinese bilinguals, and two Chinese language experts were

consulted to settle the differences that appeared among the three resulting

versions. A fourth English-Chinese bilingual person was then invited to translate

the scale from Chinese back into English.

       The second step was to recruit participants who were engaged in the

relatively long-term intimate relationships for the research purpose. Changhwa

Line Dance Society in Taiwan whose most members were mature adults was

approached and the chairperson of the society volunteered to help collect the data

in the dance classes under her supervision. The chairperson of the society

therefore was contacted by the principal investigator one hour a day for a week

by internet. She was first guided through all of the questions in order to

completely understand the meaning of each item. She then was informed about

the purpose and the procedures of the study. Afterwards, she was required to talk

about her detailed plan to conduct the study during her dance class time in order

to make sure that she completely understood the procedures of the study. Her

questions concerning the study were answered to her satisfaction. She then also

asked her dance teaching assistants to help her when conducting the study in her

dance classes.

       Participants who were engaged in a relationship in the dance classes

under supervision of the chairperson were recruited for filling out the

questionnaires. Participation was voluntary and anonymous. Participants were

informed of the purpose and procedure of the study in the classroom time. Each

of the participants then received a copy of the self-filling structured questionnaire,

which consisted of a general introduction describing the purpose and procedure

of the study; an informed consent sheet acknowledging the purpose of the study

and the right of each participant; a survey questionnaire (including measures of

attachment style, self-construals, and social desirability); an optional feedback

sheet for participants to comment on the study; and a debriefing form explaining

the purpose of the study in detail. The participants completed the questionnaires

during a given 20-minute classroom session. Upon completion, participants were

assigned a date and time for returning the following week in the same time of the

class to complete Time 2. The content of the questionnaire is described below.

Global attachment dimensions.

Participants completed Brennan et al.'s (1998) Experiences in Close

Relationship Questionnaire (ECR) measuring the two global attachment

dimensions of anxiety and avoidance. The anxiety dimension contained 18 items,

including: 'I worry about being abandoned', I worry about being alone', and 'I

resent it when my partner spends time away from me', with the reliability

coefficient at .91. The avoidance dimension contained 18 items, including: 'I

prefer not to show a partner how I feel deep down', 'I am nervous when partners

get too close to me', and 'I tell my partner just about everything', with the

reliability coefficient at .94. Four attachment-style categories (i.e. secure,

fearful-avoidant, preoccupied, and dismissing-avoidant) were computed in terms

of the scores of the dimensions of attachment anxiety and attachment avoidance

with the classification coefficients (Fisher's linear discriminant functions) based

on Brennan et al.'s (1998) sample of n = 1,082. Responses to the Experiences of

Close Relationship Questionnaire (ECR) were made on a 7-point Likert-type scale, with anchors of *strongly disagree* and *strongly agree*; higher score on each subscale indicated more agreement with the dimension.

In terms of reliability, Cronbach's alpha for the dimensions of attachment avoidance and attachment anxiety were reasonable at .88 and .88, respectively (the means, total numbers of participants and standard deviation are presented in Table 24). Global attachment style distribution computed in terms of the scores of the dimensions of attachment avoidance and anxiety are as follows: 'fearful' 87% and 'preoccupied' 7.3% (missing participants were 5.7%). No participants were classified as secure or as having dismissing attachment style in the current study.

Self-construal.

Participants also completed the revised version of Singelis's (1994) self-construal scale (SCS). In terms of reliability analysis, results of Cronbach alpha reliability analyses yielded .67 for the interdependent self-construal and .56 for the independent self-construal (means, total numbers of participants, and standard deviations are in Table 24).

Social desirability.

The Marlowe-Crowne Social Desirability Scale (SD) (1960) was used to measure social desirability. In terms of reliability, Cronbach's alpha was reasonable .69.

Table 24

Descriptive Analysis for Global Attachment Dimensions, Social Desirability and Self-Construals

Variables	Mean (No. of Participants)	Std. Deviation
Global attachment style		
Avoidance	2.97 (119)	.93
Anxiety	3.60 (116)	1.01
Social desirability	3.06 (108)	.42
Self-Construals		
Independent	4.86 (122)	.48
Interdependent	5.27 (123)	.60

Demographic variables.

Demographic variables included age, gender, marital status or dating status, and length of current romantic or marital relationships.

Material and Procedure: Time 2

The second session was conducted one week later. This session consisted of two parts. In the first part, participants were told by the instructor that they would perform a guided imagination exercise. They then received written and oral instructions and were randomly divided into two groups with differing priming conditions. In the secure base priming condition, participants received the following instructions: "Imagine yourself in a problematic situation that you cannot solve on your own, and imagine that you are surrounded by people who are sensitive and responsive to your distress, want to help you only because they love you, and set aside other activities in order to assist you." In the neutral priming condition, the instructions were as follows: "Imagine yourself going to a grocery store and buying products you need for your house, and imagine other persons who are also buying products, talking among themselves about daily issues, examining new brands, and comparing different products." Participants were then instructed to close their eyes and picture the faces of the persons they imagined in the described situation. They were given approximately 2 minutes to do this.

Following the guided imagination task, participants were given a

7-point scale on which to rank the vividness and clarity of their visualization, with anchors of *not at all* and *very much,* and a blank sheet of paper for jotting down their thoughts elicited by the exercise. This writing task was intended to provide a plausible justification for the imagination task (Baldwin, Keelan, Fehr, Enns, & Koh Rangarajoo, 1996). T-tests analysis showed that securely primed participants, compared with neutral primed participants, reported significantly higher rank on the vividness and clarity of their visualization, $t (95) = 6.83$, $p < .00$ ($M = 5.61$, $SD = 1.60$, for secure priming; $M = 3.38$, $SD = 1.63$, for neutral priming). Responses in the free writing task could not be analysed in the current study because they were very brief (i.e., one or two sentences describing the script of the imagined situation) and without much cognitive or emotional elaboration.

In the second part of the second session, participants were given 5 minutes to complete Kuhn and McPartlands' (1954) Twenty Statements Test (TST) intended to measure self-construal according to interdependence and independence. The Twenty Statements Test (TST) is an open-ended questionnaire that involves generating twenty self-construals in response to the question, "Who am I?" Participants' responses on this test were subsequently coded by two coders who were blind to the experimental conditions. Responses that referred to a personal quality, attitude, belief, or a behaviour unrelated to others (e.g., "I am intelligent"; "I am athletic") were scored as independent self-construals. Responses that referred to a demographic category, a group with whom the subject was likely to be experiencing "common fate," a quality of interdependence, friendship, responsiveness to others, or sensitivity to the viewpoints of others (e.g., "I am a team captain"; "I am a sister") were scored as

interdependent self-construals (Trafimow, Triandis, & Goto, 1991). The proportion of each type of self-construal (independent versus interdependent) was calculated by taking the number of independent or interdependent responses each participant made and dividing that by the total number of responses made by participants. The maximum number of responses possible for each participant was 20 (Trafimow, et al., 1991). Participants were then debriefed and rewarded with a ballpoint pen.

The twenty Statements Test (TST) has shown a fair degree of test-retest reliability. Correlation coefficients for various coding schemes range from .38 to .85, while test-retest intervals range from 2 weeks to 3 months (Kuhn & McPartland, 1954). In has also shown a fair degree of content validity (Kuhn & McPartland, 1954) and good interrater reliability (.91 in Trafimow, Triandis, & Goto, 1991). In the current study, the interrater reliability was .88.

Results

Preliminary analyses

Prior to analysis, attachment dimensions and self-construals were examined through various SPSS programmes for accuracy of data entry, missing values, and fit between their distributions and the assumptions of multivariate analysis. The minimum and maximum values, means, skewness, kurtosis, and standard deviations of each of the variables were inspected for plausibility. No univariate and multivariate outliers were found in the current study. The assumptions of normality, linearity and homoscedasticity were met. Gender and

social desirability were examined in order to validate the constructs. No effects of gender within variables were found. However, social desirability was negatively correlated with anxiety, and positively correlated with an interdependent self-construal (see Table 25). After the effect of social desirability was controlled, avoidance and anxiety were still positively correlated with each other (r = .41); they still had no correlation with self-construals, and independent self-construal and interdependent self-construal were moderately correlated (r = .48). Regression analysis was then carried out for confirming no links between attachment dimensions (anxiety and avoidance) and self-construals.

Primary Analyses

Attachment dimensions (anxiety and avoidance) are assumed to be predictors of an interdependent self-construal. Table 26 presents the results of hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values that were used to determine whether attachment dimensions would account for variations in self-construals. As social desirability affected participants' responses to questions pertaining to attachment anxiety and an interdependent self-construal, social desirability was entered into the equation in Step 1 as the control procedure and attachment dimensions were entered into the equation in Step 2. Consistent with Hypothesis 13b, attachment anxiety was a significant positive predictor of an interdependent self-construal. However, the correlation between attachment anxiety and an interdependent self-construal (r = .01, see Table 25) was substantially smaller than the beta weight of attachment anxiety in the equation of an interdependent self-construal (Table 26). The

Table 25

Intercorrelations Between Attachment Dimensions, Self-Construals, and Social

Desirability: Study 3

Variables	1	2	3	4	5
1	-				
2	.47**	-			
3	-.06	.11	-		
4	-.14	.01	.48**	-	
5	-.18	-.39**	-.05	.26**	-

Note. 1 = Avoidance; 2 = Anxiety; 3 = Independent self-construal; 4 = Interdependent self-construal; 5 = Social desirability. Significant levels are two-tailed. Sample size ranges from 106 -116; the variation reflects missing data.
*p < .05; **p < .01

Table 26

Hierarchical Regressions of Attachment Dimensions on Self-Construals: Study 3

Predictors	β	t	p
Independent self-construal[1]			
Step 1			
Social desirability	-.03	-.25	.81
Step 2			
Social desirability	.02	.19	.85
Avoidance	-.12	-1.14	.26
Anxiety	.18	1.53	.13
Interdependent self-construal[2]			
Step 1			
Social desirability	.26**	2.88	.01
Step 2			
Social desirability	.34***	3.30	.00
Avoidance	-.14	-1.37	.18
Anxiety	.23*	2.07	.04
Interdependent self-construal[3]			
Step 1			
Social desirability	.28**	2.88	.01
Step 2			
Social desirability	.34***	3.33	.00
Anxiety	.17	1.69	.10

Note: 1. $R^2 = .00$ (Adj. $R^2 = -.01$), $F (1, 101) = .06$, Effect size = .00, Power = .81 for Step 1 (p > .05); $R^2 = .03$ (Adj. $R^2 = -.01$), $\Delta R^2 = .03$, $F (3, 99) = .93$, Effect size = .03, $\lambda = 2.83$, Critical F = 1.36, Denominator df = 100, Power = .52, for Step 2 (p > .05). 2. $R^2 = .08$ (Adj. $R^2 = .07$), $F (1, 101) = 8.29$, Effect size = .08, Power = .51 for Step 1 (p < .01); $R^2 = .12$ (Adj. $R^2 = .09$), $\Delta R^2 = .04$, $F (3, 99) = 4.42$, Effect size = .10, $\lambda = 10.21$, Critical F = 2.15, Denominator df = 100, Power = .84, for Step 2 (p < .01). 3. $R^2 = .08$ (Adj. $R^2 = .07$), $F (1, 101) = 8.29$, Effect size = .08, Power = .51 for Step 1 (p < .01); $R^2 = .10$ (Adj. $R^2 = .08$), $\Delta R^2 = .03$, $F (2, 100) = 5.65$, Effect size = .03, $\lambda = 2.72$, Critical F = 2.41, Denominator df = 100, Power = .40, for Step 2 (p < .01).

discrepancy between the correlation and the beta weight indicates either

multicollinearity or suppressor effects (Tabachnick & Fidell, 1996; William,

2007). Multicollinearity and suppressor effects were therefore tested. As no

multicollinearity between predictors was identified, the second hierarchical

regression for an interdependent self-construal was conducted with attachment

anxiety alone being entered into the equation. When attachment anxiety was the

only predictor of an interdependent self-construal, it was an insignificant factor.

Note that any change in the beta weight of attachment anxiety before and after

attachment avoidance was eliminated from the equation, indicating that

attachment avoidance may have a negative suppressor effect on an

interdependent self-construal. However, as identifying suppressor effects is

controversial (Tabachnick & Fidell, 1996; William, 2007), further research that

aims to replicate this finding is needed.

The T-test was conducted in order to determine whether primed

attachment security would influence participants' responses on self-construal task

(i.e. the Twenty Statements Test, TST). Independent self-construal and

interdependent self-construal were regarded as the bipolar in the qualitative

self-construal task. The result showed that participants who received the secure

base priming did not make a significant greater proportion of interdependent

self-construal than those who received the neutral priming in the twenty

statements test (TST), $t(110) = -.15$, $p > .05$ (M = .27, SD = .23, for the secure

priming group; M = .28, SD = .25, for the neutral priming group). Or

alternatively the result showed that participants who received the secure base

priming did not make a significant greater proportion of independent

self-construal than those who received the neutral priming in the twenty

statement test (TST), t (110) = .15, p > .05 (M = .73, SD = .23, for the secure

priming group; M = .72, SD = .25, for the neutral priming group).

Discussion

Regardless of the different attachment scales in Study 2 and the

current study, attachment anxiety was a significant positive predictor of

interdependent self-construal. However, contrary to the findings on the basis of

the scales of attachment and self-construal, there was no prime condition (secure

versus neutral) difference for self-construal in the qualitative self-construal task

of the current study. In addition to the possible procedural errors that may result

from inaccurate instruction by the assistants in the processes of data collection,

the effect of prime condition may be more significant on the imagination task in

regard to the vividness and clarity of the primed visualisation arranged directly

after the priming procedure, than on the self-construal task because short-term

memory capacity demands approximately five or fewer items (Trafimow, et al.,

1991).

The contextual activation of attachment styles (i.e. relationship-

specific attachment style assessed by priming technology, termed "primed

attachment") has been found to lead people to respond similarly to people who

have a chronic sense of attachment style (i.e. global attachment style assessed by

the measure instruments, termed "measured attachment"), such as cognitive

openness and participants' choices of potential dating partners (see Mikulincer &

Shaver, 2001; Rowe & Carnelley, 2003, for examples). However, it is not the

case for self-construal in the current study. Consider the comprehensive nature of

the self-construal concept: it is not a unitary construct but a multifaceted or even

ambiguous one including not only trait-like aspects of self-concept but also the

dynamic aspects of self-concept (Mevine, et al., 2003; Markus & Kitayama,

1991). The finding in terms of measured attachment and the self-construal scale

in Time 1 and the finding based on primed attachment and the self-construal task

in Time 2 should not be directly compared because the self-construal scale and

the self-construal task may not tap the same aspect of self-construal concept.

That is the measured self-construal scale may assess the trait-like aspect of the

concept while the self-construal task may address the dynamic aspect of the

concept. Thus, the link between global attachment anxiety and global

interdependent self-construal may indicate that the relatively abstract cognitive

representation of interdependent self-construal may develop from the default

values of attachment anxiety in the intimate or close relationships, while no

prime condition differences in the self-construal task may suggest that

attachment experience in the specific intimate or close relationship may not

influence the more episodic representations of self-construal.

The unexpectedly high correlation between attachment anxiety and

attachment avoidance in the current study, which are two orthogonal dimensions

in Brennan et al (1998) on the basis of a large sample, may be associated with the

equivalence of Brennan et al.'s (1998) Scale of Experiences in Close

Relationship Questionnaire (ECR) when translated from English to Chinese as

the translators may not completely understand and capture the meanings of the

items in the scale. For example, when translating item 12 ('I often want to merge

completely with romantic partners, and this sometimes scares them away'), all

three independent English-Chinese bilingual translators put it in positive tones

and two of them reported their confusion about this sentence because they could not understand why merging completely with romantic partners would scare others away as they thought that merging completely with others refers to completely mutual understanding with each other.

The findings from the current Study 3 are not exactly consistent with those of Wang and Mallinckrodt (2006), even though both the current Study 3 and part of Wang and Mallinckrodt's (2006) research were conducted in Taiwan by using the same Singelis's (1994) self-construal scale and Brennan et al.'s (1998) Scale of Experiences in Close Relationship Questionnaire (ECR). Both Taiwanese participants in Wang and Mallinckrodt (2006) and the current Study 3 showed greater tendency towards fearful attachment, reported the positive correlation link between attachment anxiety and interdependent self-construal, and the unusual moderate to high correlation between independent self-construal and interdependent self-construal, which are supposed to be two orthogonal dimensions (Singelis, 1994). However, in the current Study 3, attachment avoidance was found to have a suppression effect on the link between attachment anxiety and interdependent self-construal, indicating that the shared variance between attachment anxiety and attachment avoidance amounts to an error variance in the relationship between attachment anxiety and interdependent self-construal. Another difference is that Wang and Mallinckrodt (2006) reported significant negative correlation relationship between attachment avoidance and independent self-construal in their Taiwanese sample, whereas in the current Study 3 the result showed negative but insignificant correlation relationship between attachment avoidance and independent self-construal. Attachment anxiety and attachment avoidance, which were supposed to be two orthogonal

dimensions in Brennan et al.'s American sample of no = 1082, had no correlation

relationship in Wang and Mallinckrodt's (2006) Taiwanese sample but

moderately to highly correlated in the current Study 3. The different findings

between Wang and Mallinckrodt (2006) and the current Study 3 may reflect the

generation effects in Taiwanese society: the participants in Wang and

Mallinckrodt's (2006) were from the university with the mean age of 19.16 and

were suspected to have little to no relationship experiences in their life, whereas

almost all of the participants in the current Study 3 with the mean age 48.75,

were engaged in the relationships.

The findings from the current Study 3 were contrary to those from

Kim and Zane (2004). Results of Study 3 showed attachment anxiety as a

significant positive predictor of interdependent self-construal, no correlation

relationship between attachment avoidance and independent self-construal, and

moderate to high correlation between attachment anxiety and attachment

avoidance, whereas Kim and Zane (2004) reported no correlation relationships

between attachment anxiety and interdependent self-construal and between

attachment anxiety and attachment avoidance but negative correlation

relationship between attachment avoidance and independent self-construal ($r =$

$-.44, p < .001$). The reasons that might result different findings in the current

Study 3 and Kim and Zane's (2004) study could be due to differences in items of

the attachment scales, languages, and population. Kim and Zane (2004)

conducted their study in English and in the United States with half participants as

European Americans and the other half as Korean Americans, whereas the

current Study 3 was conducted in Taiwan with Chinese language. In addition,

although both studies adopted Singelis's (1994) self-construal scale, Kim and

Zane (2004) measured attachment styles by Griffin and Bartholomew's (1994)

Relationship Scales Questionnaire (RSQ), whereas Brennan et al.'s (1998) Scale

of Experiences in Close Relationship Questionnaire (ECR) was adopted in the

current Study 3.

   Unexpectedly, the correlation matrix in the current Study 3 was more

similar to those in Wang and Mallinckrodt's (2006) American sample when both

studies adopted the different language versions of Singelis's (1994) self-construal

scale and Brennan et al.'s (1998) Scale of Experiences in Close Relationship

Questionnaire (ECR). That is both studies showed positive correlation

relationships between attachment anxiety and interdependent self-construal and

between attachment anxiety and attachment avoidance but no relationship

between attachment avoidance and independent self-construal. The only one

difference between correlation matrixes of these two studies was no correlation

between independent self-construal and interdependent self-construal in Wang

and Mallinckrodt's (2006) American sample but moderate to high correlation

between these two in the current Study 3. The reasons about the similarity in

these two studies remain unclear.

Chapter VII   General Discussion

The present research sought to examine how self-construal is constructed on the basis of perceived child-rearing practices, adult attachment styles, and endorsed cultural values. Adult attachment styles and endorsed cultural values were hypothesised to mediate the link between perceived child-rearing practices and self-construal. The hypotheses were fairly supported in both university students and married adults. Consistent with self-construal theory (Markus & Kitayama, 1991), interdependent self-construal was significantly and positively predicted by endorsed collectivism cultural value for both university students and married adults but negatively predicted by endorsed individualism cultural value for married adults while independent self-construal was significantly and positively predicted by endorsed individualism cultural value for married adults; however, contrary to self-construal theory, independent self-construal was unexpectedly positively predicted by endorsed collectivism cultural value for both university students and married adults. For university students, endorsed collectivism cultural value in turn was significantly and positively predicted by secure attachment style while endorsed individualism cultural value was significantly and positively predicted by dismissing attachment style; for married adults, attachment close and attachment anxiety were the significant positive predictors of endorsed collectivism cultural value. In addition to endorsed cultural values, independent self-construal was also predicted by secure attachment style for university students whilst interdependent self-construal was predicted by both attachment close and attachment anxiety for married adults. For married adults, attachment anxiety and attachment close in

turn were significantly and positively predicted by endorsed collectivism cultural value, attachment depend was significantly and negatively predicted by endorsed individualism cultural value, while for university students dismissing attachment style was significantly and positively predicted by endorsed individualism cultural value but negatively predicted by endorsed collectivism cultural value. The self-construal task showed no relationship between attachment security and the qualitative self-construal for married adults. In reference to the mediation function, endorsed collectivism cultural value partially mediated the link between secure attachment style and independent self-construal for university students. However, for married adults, endorsed cultural value completely mediated the link between attachment anxiety and interdependent self-construal and the link between attachment close and interdependent self-construal.

Self-Construal

Contrary to self-construal theory (Markus & Kitayama, 1991), endorsed collectivism cultural value was a significant positive predictor of independent self-construal for both university students and married adults. One possible reason for this unexpected result might be associated with the unusual correlation between independent self-construal and interdependent self-construal (rs from .41. to .61) across the studies, which was theoretically hypothesised and empirically established as two orthogonal dimensions. It calls into the question of a lack of validity in measures of self-construals: (1) the existence of a Western or independent bias in the theoretical separation of independent and interdependent self-construal concepts because these two concepts are developed in western

(including American) societies, (2) faulty scale construction and validation, and (3) an overly simplistic conceptualisation of self-construal (Levine et al, 2003).

Regarding the existence of a western or independent bias, Levine et al. (2003) pointed out that the theoretical separation of independent and interdependent self-construal concepts is a western bias because two orthogonal dimensions of self-construals are more differentiated in participants from Western societies (Hawaii in particular) than in participants from Asian societies. In the current studies being conducted in Taiwan, independent self-construal and interdependent self-construal were the moderately to highly correlated. Similar findings also appeared in Wang and Mallinckrodt's (2006) study, in which they applied Singelis's (1994) self-construal scale and found that there was no correlation between independent self-construal and interdependent self-construal in their American sample (r = .06) but a moderate to highly positive correlation between these two self-construals in their Taiwanese sample (r = .52, p < .01). Lu (2006) applied another self-construal scale to the Taiwanese sample and also found a moderate to highly positive correlation between independent self-construal and interdependent self-construal (Independent and Interdependent Self Scale, IISS, Lu, 2006, r = .48, p < .001 for the Taiwanese student sample, and r = .45, p < .001 for the Taiwanese adult sample). As the correlation between independent self-construal and interdependent self-construal exist in Taiwanese society when the different self-construal scales were applied, it indicates that the moderate to highly positive correlations between two self-construals may not be tied to the specific characteristics of Singelis's (1994) self-construal scale.

Referring to the possibility of faulty scale construction and validation, the moderate to highly positive correlation between independent self-construal

and interdependent self-construal indicate that the subscales of independent self-construal and interdependent self-construal may measure similar concepts rather than opposite ones. The self-construal scales showed different construction in different studies (Gudykunst and Lee, 2003; Levine et al., 2003). Gudykunst and Lee (2003) and Levine et al. (2003) pointed out that Kashima, Yamaguchi, Kim, Choi, Gelfand, and Yuki (1995) found three types of self-construals (individualistic, collective, and relational) and two orthogonal sub-dimensions of their individualistic (independent) self-construal (agency and assertiveness), Cross, Bacon, and Morris (2000) found two distinct forms of interdependent self-construal (collectivism-based interdependence and relational interdependence), and Fiske (2002) contended that four types of interdependence and ten types of independence may be conflated in self-construal scales. In addition, Gudykunst and Lee (2003) also indicated that Takata, Omoto, and Seike (1996) found two sub-dimensions in independent self-construal (individuality and dogmatism) and another two in interdependent self-construal (evaluative apprehension and depending on others). If Singelis's (1994) self-construal scale was specifically referenced, Grace and Cramer (2003) found three self-construal constructs (independent, interdependent, and a power distance or hierarchy), and Hardin, Leong, and Bhagwat (2004) found four specific aspects of independent self-construal (autonomy/assertiveness, individualism, behavioural consistency, and primacy of self) and two specific aspects of interdependent self-construal (relational interdependence and esteem for group). Gudykunst and Lee (2003) and Levine et al. (2003) also mentioned that Sato and McCann (1998) isolated four factors of self-construal (autonomy, achievement, attachment, and sensitivity) from Singelis's (1994) self-construal

scale.

Regarding the notion of overly simplistic conceptualisation of self-construal, the definition of self-construal: "a constellation of thoughts, feelings, and actions concerning one's relationship to others, and the self as distinct from others" (Singelis, 1994, p. 581), shows that the nature of self-construal is not a unitary construct but a multifaceted and even ambiguous one, including not only trait-like aspects of self-concept but also the dynamic aspects of self-concept (Markus & Kityama, 1991). The self-construal scale can only capture trait-like aspects of self-construal rather than the dynamic one (Levine, et al., 2003).

Adult Attachment Styles and Cultural Values

The relationship between adult attachment styles and cultural values may be associated with the nature of cultural values, cultural values as properties of an individual (i.e. psychological constructs of cultural values) and cultural values as properties of a society (i.e. cultural constructs of a society). The positive tendency between attachment security and endorsed collectivism cultural value found in Rini et al. (2006) and the current thesis, regardless of the cultural contexts (i.e. Taiwan in the current thesis and Rini et al (2006) in the United States) indicates that individuals who feel secure in intimate or close relationships also wish to maintain the close linkage among individuals in general in a society.

The distributions of attachment styles may vary in terms of different measures of attachment style. When Bartholomew and Horowitz's Relationship

Questionnaire (RQ) was applied to Taiwanese participants in the current thesis, the Pilot Study showed that 62.2% of participants classified themselves as exhibiting a secure attachment style, 11.1% reported a personal fearful attachment style, 22.2% as a preoccupied style, and 4.4% as a dismissing style; Study 1 revealed that 33.3% of participants classified themselves as secure attachment style, another 33.3% participants classified themselves as demonstrating a fearful attachment style, 26% as a preoccupied style, and 6.5% as a dismissing style. When Brennan et al.'s (1998) Experiences in Close Relationship Questionnaire (ECR) was applied in Study 3 of the current thesis, attachment styles computed from the dimensions of attachment anxiety and attachment avoidance showed 87% of the participants demonstrating a fearful attachment style and 7.3% participants exhibiting a preoccupied attachment style.

Even though the cultural context is not of concern in the current thesis, the cross-national or cross-cultural findings on the distributions of attachment styles assessed in terms of different attachment measures may reflect the hierarchy of cultural representations of attachment. The cultural representations of attachment, as an aspect of culture, is a hierarchical structure with more global and abstract concepts at the upper levels of the hierarchy and more culturally unique experiences involved in behaviour at the lower levels (Nathan, 1997; Yang, 2001). The similar attachment distributions found in more than 2,000 Adult Attachment Interviews conducted in 33 studies across various countries (van IJzendoorn & Bakermans – Kranenburg, 1996) may be due to Adult Attachment Interview (AAI) assessing more abstract attachment-related unconscious processes located at the top level of the hierarchy of cultural representations of attachment, namely the global and abstract concepts of

attachment (Shaver & Mikulincer, 2002; van IJzendoorn & Bakermans –

Kranenburg, 1996). More culturally discrepant representations of attachment in

the lower level of the hierarchy may reflect a more preoccupied attachment style

in East Asian countries being assessed in terms of Bartholomew and Horowitz's

(1991) Relationships Questionnaire (RQ) to 62 national regions (Schmitt et al.,

2004) because the Relationships Questionnaire (RQ) assesses fewer abstract

subjective feelings, as well as distress and discomfort in close relationships.

Specific attachment-related experiences and behaviour in the lowest level of the

cultural hierarchy of attachment may be seen in the findings concerning almost

all Taiwanese participants exhibiting a fearful attachment style in Study 3 of the

current thesis and reported greater anxiety and more avoidance in intimate or

close relationships in Wang and Mallinckrodt's (2006) Taiwanese participants as

compared to the American ones when Brennan et al.'s (1998) Experiences in

Close Relationship Questionnaire (ECR) was applied because Experiences in

Close Relationship Questionnaire (ECR) assesses attachment experiences and

behaviour more directly. That is, for example, item 36 ('I resent it when my

partner spends time away from me'), reversed item 35 ('I turn to my partner for

many things, including comfort and reassurance'), and reversed item 33 ('It helps

to turn to my romantic partner in times of need') in Experiences in Close

Relationship Questionnaire (ECR), had been reported to reflect cross

Taiwan-United States differences (Wang and Mallinckrodt, 2006).

      Speculation about the national variations in adult attachment

distributions in terms of the hierarchy of cultural representations of attachment

assessed by different attachment scales is consistent with the findings and the

notions in the field of child attachment, attachment tenets as universal but

displaying manners or behaviours of attachment as culturally specific (Harwood,
Miller, & Irizarry, 1995; Posada, et al., 1995; van IJzendoorn & Sagi, 1999).
However, this speculation needs to be confirmed by further meta-analysis in
Relationship Questionnaires (RQ) and Experiences in Close Relationship
Questionnaires (ECR) across studies or countries in order to rule out artifactual
and random variation of the samples (van IJzendoorn, M.H., & Kroonenberg,
P.M., 1988; van IJzendoorn, M.H., & Sagi, A., 1999).

Theoretical Implications from the Findings on Self-Construal Theory

   The following findings cast doubt on Markus and Kitayama's (1991)
self-construal theory:

   1. The findings regarding the link between endorsed cultural values and
self-construals challenges one assumption of Markus and Kitayama's (1991)
self-construal theory, i.e. self-construal being constructed by culture as the
context or the collective reality. In this theory, culture is regarded as the
collective reality or the context outside the psychological structures and
processes of an individual (see Figure 1 in Fiske et al., 1998). The measured
endorsements of cultural values being significant predictors of self-construals
suggest that culture as the individual property or reality can also influence
self-construals.

   2. Findings on attachment styles as predictors of endorsed cultural
values challenge one assumption underlying Markus and Kitayama's
self-construal theory, cultural homogeneity. Markus and Kitayama assumed that
the influence of cultural contexts on individuals is homogeneous because of the

same process of socialisation in that context. However, the finding on attachment styles as predictors of endorsed cultural values is an evidence showing heterogeneity in psychological accounts of cultural values within the same context, indicating that individual differences give rise to different processes of socialisation.

3. The finding on endorsed collectivism cultural values as a significant predictor of independent self-construal questions one tenet of self-construal theory, independent self-construal being constructed by individual cultural values and interdependent self-construal being constructed by collective cultural values. Furthermore, contrary to the prediction of self-construal theory, endorsed individualism cultural value being a significant positive predictor of independent self-construal only appeared in one source of data among three and within it both endorsed individualism cultural value and endorsed collectivism cultural value had the same significant weight of beta on independent self-construal. It indicates that endorsed cultural values or culture as the psychological construct may not function as similar as the cultural contexts.

4. Self-construal theory assumes that self-construal is constructed by culture, while the findings on secure attachment style as a significant positive predictor of independent self-construal, attachment anxiety as a significant positive predictor of interdependent self-construal and attachment close as a significant positive predictor of interdependent self-construal, indicate that self-construal is not only constructed by culture *per se*. but that self-construal can also be constructed by adult attachment styles.

5. Self-construal theory only mentions "what" (i.e. self-construal is constructed by the cultural contexts) but it does not address "how" (i.e. how

self-construal is constructed by the cultural contexts or how an individual incorporates cultural knowledge into self-construal). The findings on endorsed collectivism cultural value as the partial mediator between secure attachment style and independent self-construal and on endorsed collectivism cultural value as the complete mediator between attachment anxiety and interdependent self-construal and between attachment close and interdependent self-construal, provide the psychological processes regarding how self-construal is constructed.

Practical Implications

The findings in the current studies indicate the importance of being aware of the differences in the findings from the national-level studies and individual-level studies in the clinical area. The findings on endorsed cultural values and self-construals in current studies at the individual level being inconsistent with those in other studies at the national level suggest that counsellors and clinical psychologists should be very careful in applying cross-national findings in working with their clients. Cross-national findings refer to the tendency of a group of people or a nation as a unit rather than the psychological processes of an individual. The findings concerning variation in attachment distributions across different attachment measures suggest the counsellors and/or clinical psychologists cannot rely solely on assessment of one specific scale because it may measure not only psychological reality but also the cultural expression of that psychological reality.

Strengths and Limitations of the Present Studies

With regard to the strength of the present research, the findings are verified by cross-examination in terms of two forms of research designs (correlational and experimental), concepts being measured by more than one scale and method, two sources of data (self-report and friend-report), and two groups of sample (university students and married adults). The possible biases from the scales were controlled by adopting three attachment scales to measure attachment styles as well as two endorsed cultural value scales. The findings that may result from common-method variance in completing the self-report instruments were verified by friend's report responses. The link between attachment styles and self-construals were examined by both correlational design and experimental design. In addition, the findings can be generalised not limited to students because both students and community adults were recruited to participate in the present studies. Finally, doing data collection in one East Asian country, Taiwan, complements western bias in understanding self-construal.

Regarding limitations of the present studies, one must be aware that the complex interplay of factors on self-construal is limited by the measurement strategy of self-construal, which does not capture the complexity of self-construal (Levine et al., 2003). In addition, some findings based on the measurements are correlational in nature and thus the effects can be explained by other factors. Results might be capitalised on chance due to more than twenty regressions. Finally, lack of conceptual equivalence of measures in Taiwan may influence the validity of the scales, which in turn may affect the results (Wang and Mallinckrodt, 2006).

Overall, results of the present studies contribute to the extant literature

in attachment theory (Bowlby, 1969), self-construal theory (Markus & Kitayama, 1991), and parental acceptance and rejection theory (Rohmer, Harlequin, & Coroner, 2005). With regard to the endorsements of cultural values, the results about attachment security being associated with a tendency to endorse collectivism cultural value contribute to our understanding about of how an individual utilises the cultural models. With regard to self-construal, the findings suggest the process of how an individual transmits cultural knowledge to self-construal. The process may begin in a person's early childhood experiences with his/her parents.

Directions for Future Research

The nature of self-construal includes not only stable and trait-like aspects of self-concept but also the dynamic aspects of the self (Levine et al., 2003). Qualitative research methods (i.e. interview or content analysis) could be helpful to further understand the dynamic aspects of self-construal. If self-report measure is yet a more suitable choice, an indigenous self-construal scale that builds upon grounded theory could be developed so that specific variation in the dynamic aspects of self-construal in one unique region could be included in the measure. By doing so, the validity of the scale in the specific region could be increased.

The findings about endorsed collectivism cultural value partially and completely mediating the link between attachment styles and self-construal indicate the importance of this in the structure of self-construal. However, would endorsed individualism cultural value indeed be less important than endorsed

collectivism cultural value in constructing self-construal as the findings suggest?

Further studies may clarify the role of endorsed individualism cultural value in

the structure of self-construal.

Self-construal gives rise to the process of self-actualisation (Markus &

Kitayama, 1991). As the link between perceived childrearing practices, and adult

attachment styles or self-construals has been verified in this research, further

studies could look at the link between adult attachment style and

self-actualisation. Furthermore, future researchers could try to connect

attachment theory and Maslow's (1987) self-actualisation theory theoretically

and empirically in terms of Maslow's needs of hierarchy. Although to the best of

my knowledge attachment theorists have not yet directly addressed the

association between satisfaction of attachment needs and other needs in

Maslow's need of hierarchy, empirical evidence has suggested a possible.

Children whose state of satisfaction with attachment needs has been reached can

use their parents as a 'secure base' (safety needs and belonging and love needs)

for freely exploring the environment (needs of self-esteem and self-actualisation)

(Ainsworth, et al, 1978; Bretherton, 1985; Harwood, et al., 1995); adults whose

attachment have been consistently met since childhood tend to feel more secure,

have more positive experiences in relationships and believe others or even

experience others as reliable, consistent, and warm (safety needs and belong and

love needs), and have higher self-esteem, self-reported work success as well as

satisfaction (needs of self-esteem and self-actualisation). Applying theory and

empirical evidence of attachment to examine the hierarchical organisation of

Maslow's needs of hierarchy may require identifying the variables that

correspond to each need. For example, attachment styles can be viewed as

corresponding to safety needs and love and belonging needs, self-esteem can be addressed as corresponding to self-esteem needs, and self-construal or self-actualisation can be identified as the need for self-actualisation. Thus, the association between Maslow's needs of hierarchy and attachment theory could be empirically tested.

Conclusion

Self-construal is one of the most influential concepts in the past decades in the field of culture and psychology (Matsumoto, 1999) since Markus and Kitayama (1991) first proposed self-construal being constructed by the cultural contexts (i.e. what constructs self-construal). However, few or perhaps none of the studies have addressed the psychological process of the rise of self-construal in cultural contexts (i.e. how self-construal is constructed in cultural contexts). The findings on endorsed collectivism cultural value partially mediating the link between secure attachment style and independent self-construal and about endorsed collectivism cultural value completely mediating the link between attachment anxiety and interdependent self-construal, suggest that working models of attachment guide an individual to embrace collectivism cultural value and then construct self-construal. Cultural knowledge in the context therefore constructs self-construal through attachment development.

Bowlby (1973) pointed out the sequence of personality development from the intra-uterine environment, family environment, to the wider social environment with the personality being structured in the previous stage regulating the selection of environment in the current stage that in turn reinforces

or shapes the personality structure. The findings indicate that mental structure organised in the family environment guides a person to select the cultural environment. The selected cultural environment in turn reinforces or shapes the existing mental structure and directs an individual's personality development.

Becoming who we are is organised in the sequent course of social interactions between the self and others, from parents, family, close and intimate partners, and society, on the basis of inborn human capacity for survival (Bowlby, 1973; Fiske, et al., 1998; Hsu, 1985; Mead, 1934). The hierarchical structure of self-construal being organised by perceived childrearing practices with parents, adult attachment styles, and endorsed cultural values on the basis of attachment needs provides an empirical evidence to show how the social self arises in the process of personality development in terms of human instincts. The search of this thesis therefore provides the last evidence for understanding the oldest concern about the rise of the social self (see James. 1890; for example).

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Appendix A: Data Analysis of Study One: In Terms of Attachment Dimensions Measured by Griffin and Bartholomew's Model of Self and Model of Other

Table A1 shows the means, total numbers of participants, and standard deviation of the attachment dimensions of the self model and other model. No gender differences were found in both the self model and other model, but social desirability was positively correlated with the self model (see Table A2). Thus, social desirability was considered in subsequent analyses regarding self model.

Table A2 shows the zero-order correlations between attachment dimensions, perceived childrearing practices with father and with mother, endorsed cultural values, and self-construals. According to the first set of hypotheses, perceived child-rearing practices with father and with mother in early childhood are linked to attachment dimensions. Participants who experienced more encouragement to be independent or less overprotection by father in childhood were characterised by more positivity in the other model. In terms of the forth set of hypotheses, attachment dimensions are associated with self-construal. Participants who reported higher scores on the attachment dimension of the other model were characterised by greater interdependent self-construal.

Table A4 presents the results of the hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine whether endorsed cultural values would account for variations of attachment dimensions. As social desirability was correlated with

Table A1

Descriptive Analysis for Attachment Dimensions of Self Model and Other Model:

Study 1

Variables	Mean (No. of Participants)	Std. Deviation
Cultural Values		
Modesty/Contentment	-.86 (114)	3.48
Face Consciousness/ Relationship Orientation	1.00 (114)	3.87

Table A2

Correlations Between Attachment Dimensions, Perceived Childrearing Practices,

Endorsed Cultural Values of Modesty/Contentment and Face

Consciousness/Relationship Orientation, Self-Construals and Social Desirability:

Study 1

Variable	Self Model	Other Model
Maternal acceptance and rejection	.09	.06
Maternal independence and overprotection	.10	.08
Paternal independence and overprotection	.06	.19*
Paternal acceptance and rejection	.11	.15
Collectivism cultural value	.13	.14
Individualism cultural value	.14	-.10
Independent self-construal	.17	.18
Interdependent self-construal	-.00	.30**
Social desirability	.30**	.03

Note. Significance levels are two-tailed. Sample size ranges from 114 - 111; the variation reflects missing data.

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

Table A3

Hierarchical Regressions of Perceived Childrearing Practices on Attachment

Dimensions: Study 1

Variable	B	t	p
Self Model[1]			
Step 1			
Gender	-.01	-.11	.91
Social desirability	.30***	3.26	.00
Step 2			
Gender	.02	.17	.87
Social desirability	.29***	3.00	.00
Maternal acceptance/ rejection	.03	.24	.81
Maternal independence/ overprotection	.08	.82	.42
Paternal independence/ overprotection	.01	.06	.95
Paternal acceptance/ Rejection	.02	.19	.85
Other Model[2]			
Step 1			
Gender	.13	1.43	.16
Social desirability	.03	.34	.73
Step 2			
Gender	.20*	2.01	.05
Social desirability	-.01	-.12	.90
Maternal acceptance/ rejection	-.04	-.31	.76
Maternal independence/ overprotection	.05	.51	.61
Paternal independence/ overprotection	.14	1.42	.16
Paternal acceptance/ rejection	.17	1.42	.12

Note. 1. $R^2 = .09$ (Adj. $R^2 = .07$), F (2, 109) = 5.34, Effect size = .10, Power = .57, for Step 1 ($p = .01$); $R^2 = .10$ (Adj. $R^2 = .05$), $\Delta R^2 = .01$, F (6, 105) = 1.94, Effect size = .01, $\lambda = 1.23$, Critical F = .41, Denominator df = 106, Power = .92, for Step 2 ($p = .08$). 2. $R^2 = .02$ (Adj. $R^2 = .00$), F (2, 109) = 1.05, Effect size = .02, Power = .65, for Step 1 ($p = .35$); $R^2 = .08$ (Adj. $R^2 = .03$), $\Delta R^2 = .06$, F (6, 105) = 1.57, Effect size = .01, $\lambda = 1.23$, Critical F = 1.68, Denominator df = 106, Power = .22, for Step 2 ($p = .16$).
   *$p < .05$.   **$p < .01$. ***$p < .001$

Table A4

Hierarchical Regressions of Endorsed Cultural Values on Attachment

Dimensions: Study 1

Variable	*B*	*t*	*p*
Self Model[1]			
Step 1			
Social desirability	.29***	3.09	.00
Step 2			
Social desirability	.27**	2.77	.01
Collectivism	.03	.26	.80
Individualism	.09	.74	.46
Other Model[2]			
Step 1			
Social desirability	-.02	-.14	.89
Step 2			
Social desirability	-.05	-.47	.64
Collectivism	.29*	2.35	.02
Individualism	-.22	-1.79	.08

Note. 1. $R^2 = .08$ (Adj. $R^2 = .07$), F (1, 106) = 9.52, Effect size = .09, Power = .52 for Step 1 ($p = .00$); R^2 = .09 (Adj. $R^2 = .07$), $\Delta R^2 = .01$, F (3, 104) = 3.58, Effect size = .01, $\lambda = 1.19$, Critical F = .75, Denominator df = 104, Power = .67, for Step 2 ($p = .02$). 2. $R^2 = .00$ (Adj. $R^2 = -.01$), F (1, 106) = .02, Effect size = .00, Power = .89 for Step 1 ($p = .89$); $R^2 = .05$ (Adj. $R^2 = .03$), $\Delta R^2 = .05$, F (3, 104) = 1.92, Effect size = .05, $\lambda = 5.87$, Critical F = 2.53, Denominator df = 104, Power = .53, for Step 2 ($p = .13$).
*$p < .05$.   **$p < .01$. ***$p < .001$

the attachment dimension of the other model and endorsed collectivism cultural value, social desirability was entered into the regressions in Step 1 as the control procedure, and endorsed cultural values were entered in Step 2. Consistent with Hypothesis 2a, the endorsed collectivism cultural value was a significant positive predictor of the other model.

Table A6 presents the results of the hierarchical regressions, including: the coefficients, the standardized beta weights, and the significant values, which were used to determine if attachment dimensions would account for the variations of self-construals. Social desirability was entered into the equation in Step 1 as the control procedure and attachment dimensions were entered into the equation in Step 2. Consistent with Hypothesis 4a, the self model was a significant positive predictor of independent self-construal; consistent with Hypothesis 4b, the other model was a significant positive predictor of interdependent self-construal. Not contradicting Hypothesis 4a, the other model was also a significant positive predictor of independent self-construal.

The finding on the positive correlation between the other model and paternal independence/overprotection is consistent with the finding concerning the positive correlation between the secure attachment style and paternal independence/ overprotection when attachment was assessed by attachment styles (see Table 4) since the secure attachment style is characterised as positive in the other model (Bartholomew, 1990). The result of positive correlation between the other model and interdependent self-construal corresponds to the result of negative correlation between the dismissing attachment style and interdependent self-construal when attachment was assessed by attachment styles (see Table 4) since the dismissing attachment style is characterised as negative in

Table A5

Hierarchical Regressions of Attachment Dimensions on Endorsed Cultural

Values: Study 1

Variable	B	t	p
Collectivism[1]			
Step 1			
Social desirability	.22*	2.32	.02
Step 2			
Social desirability	.19*	1.95	.05
Self model	.11	1.07	.29
Other model	.16	1.65	.10
Individualism[2]			
Step 1			
Social desirability	.16	1.65	.10
Step 2			
Social desirability	.12	1.25	.22
Self model	.11	1.12	.27
Other model	-.08	-.78	.44

Note. 1. $R^2 = .05$ (Adj. $R^2 = .04$), F (1, 107) = 5.40, Effect size = .05, Power = .51, for Step 1 ($p = .02$); $R^2 = .08$ (Adj. $R^2 = .05$), $\Delta R^2 = .03$, F (3, 105) = 3.00, Effect size = .03, $\lambda = 3.46$, Critical F = 1.68, Denominator df = 105, Power = .55, for Step 2 ($p = .18$). 2. $R^2 = .03$ (Adj. $R^2 = .02$), F (1, 108) = 2.72, Effect size = .03, Power = .51, for Step 1 ($p = .10$); $R^2 = .04$ (Adj. $R^2 = .02$), $\Delta R^2 = .02$, F (3, 106) = 1.60, Effect size = .02, $\lambda = 2.11$, Critical F = 1.09, Denominator df = 106, Power = .62, for Step 2 ($p = .19$) .
*p < .05.   **p < .01. ***p < .001

Table A6

Hierarchical Regressions of Attachment Dimensions on Self-Construals: Study 1

Variable	β	t	p
Independent self-construal			
Step 1			
Social desirability	-.05	-.50	.62
Step 2			
Social desirability	-.12	-1.22	.22
Self model	.22*	2.26	.03
Other model	.20*	2.19	.03
Interdependent self-construal			
Step 1			
Social desirability	.16	1.67	.10
Step 2			
Social desirability	.16	1.63	.11
Self model	-.03	-.29	.78
Other model	.29***	3.12	.00

Note. 1. 1. $R^2 = .00$ (Adj. $R^2 = -.01$), $F(1, 110) = .25$, Effect size $= .00$, Power $= .66$ for Step 1 ($p = .62$); $R^2 = .08$ (Adj. $R^2 = .05$), $\Delta R^2 = .08$, $F(3, 108) = 3.09$, Effect size $= .08$, $\lambda = 9.26$, Critical F $= 3.76$, Denominator df $= 108$, Power $= .50$, for Step 2 ($p = .03$). 2. $R^2 = .03$ (Adj. $R^2 = .02$), $F(1, 109) = 2.78$, Effect size $= .03$, Power $= .51$ for Step 1 ($p = .10$); $R^2 = .11$ (Adj. $R^2 = .08$), $\Delta R^2 = .08$, $F(3, 107) = 4.36$, Effect size $= .09$, $\lambda = 10.09$, Critical F $= 4.15$, Denominator df $= 107$, Power $= .48$, for Step 2 ($p = .01$). *$p < .05$.   **$p < .01$. ***$p < .001$

the other model.

The finding on the endorsed collectivism cultural value as a significant positive predictor of the other model and the finding concerning the endorsed collectivism cultural value as a significant negative predictor of dismissing attachment style (i.e. negative other model) when attachment was assessed in terms of styles (see Table 6) indicate that the endorsed collectivism cultural value may reinforce attachment among the dimensions of the other model. The results of both models of self and other as the significant positive predictors of independent self-construal and the result of the secure attachment style as a significant positive predictor of independent self-construal when attachment was assessed in terms of styles (see Table 8), suggest that independence of the self may result from both positive views of the self and other or the balanced views of the self and other since the secure attachment style was characterised by both positive models of the self and other (Bartholomew, 1990).

Appendix B: Data Analysis of Study One: Including the Cultural Values of Modesty/Contentment and Face Consciousness/Relationship Orientation

Table B1 shows the means, total numbers of participants, and standard deviation of the cultural values of Modesty/Contentment and Face Consciousness/Relationship Orientation. No gender differences were found in Modesty/Contentment and Face Consciousness/Relationship Orientation but social desirability was positively correlated with Modesty/Contentment (see Table B2). Thus, social desirability was considered in subsequent analyses regarding Modesty/Contentment.

Table B2 shows the zero-order correlations between attachment styles, perceived childrearing practices with father and with mother, the collectivism cultural values of Modesty/Contentment and Face Consciousness/Relationship Orientation, and self-construals. According to the second set of hypotheses, endorsed cultural values are linked to attachment styles. Participants who were less likely to endorse the collectivism cultural value of Face Consciousness/ Relationship Orientation were characterised by greater fearful attachment. In terms of the fifth set of hypotheses, endorsed cultural values are associated with self-construals. Participants who were more likely to endorse both the collectivism cultural values of Modesty/Contentment and Face Consciousness/Relationship Orientation were characterised by greater interdependent self-construal.

Table B3 presents the results of the hierarchical regressions, including the coefficients, the standardized beta weights, and the significant values, which were used to determine whether endorsed cultural values would account for

Table B1

Descriptive Analysis for the Collectivism Cultural Values of Modesty/

Contentment and Face Consciousness/Relationship Orientation: Study 1

Variables	Mean (No. of Participants)	Std. Deviation
Cultural Values		
Modesty/Contentment	2.53 (122)	.40
Face Consciousness/ Relationship Orientation	2.56 (123)	.41

Table B2

Correlations Between Attachment Styles, Perceived Childrearing Practices,

Endorsed Cultural Values of Modesty/Contentment and Face

Consciousness/Relationship Orientation, Self-Construals and Social Desirability:

Study 1

Variable	Modesty/ Contentment	Face Consciousness/ Relationship Orientation
Secure attachment style	.15	.04
Fearful attachment style	-.13	-.20*
Preoccupied attachment style	.11	-.01
Dismissing attachment style	-.05	-.15
Maternal acceptance and rejection	.16	.07
Maternal independence and overprotection	-.03	-.09
Paternal independence and overprotection	.10	.06
Paternal acceptance and rejection	.13	.03
Independent self-construal	.13	.13
Interdependent self-construal	.43**	.35**
Social desirability	.18*	.17

Note. Significance levels are two-tailed. Sample size ranges from 122 - 113; the variation reflects missing data.
*p < .05; **p < .01

Table B3

Hierarchical Regressions of Endorsed Collectivism Cultural Value (Familism and Solidarity/Harmony), Endorsed Individualism Cultural Value (Hardship-Overcoming/Hardworking), Modesty/Contentment, and Face Consciousness/Relationship Orientation on Adult Attachment Styles: Study 1

Variable	B	t	p
Secure[1]			
Step 1			
Social desirability	.15	1.63	.11
Step 2			
Social desirability	.13	1.35	.18
Collectivism	.24	1.70	.09
Individualism	-.05	-.40	.69
Modesty/Contentment	.13	.92	.36
Face Consciousness/ Relationship Orientation	-.19	-1.46	.15
Fearful[2]			
Step 1			
Social desirability	-.19	-1.94	.06
Step 2			
Social desirability	-.16	-1.57	.12
Collectivism	-.04	-.25	.80
Individualism	.19	1.49	.14
Modesty/Contentment	-.14	-.93	.36
Face Consciousness/ Relationship Orientation	-.10	-.77	.44
Preoccupied[3]			
Step 1			
Social desirability	-.23*	-2.45	.02
Step 2			
Social desirability	-.24*	-2.49	.01
Collectivism	-.01	-.09	.93
Individualism	-.04	-.33	.74
Modesty/Contentment	.26	1.80	.07

Table B3 (continued).

Face Consciousness/ Relationship Orientation	-.13	-.96	.34

<div align="center">Dismissing[4]</div>

Step 1			
Social desirability	.06	.66	.51
Step 2			
Social desirability	.09	.92	.36
Collectivism	-.14	-1.00	.32
Individualism	.40***	3.25	.00
Modesty/Contentment	-.05	-.37	.71
Face Consciousness/ Relationship Orientation	-.21	-1.59	.12

Note. 1. $R^2 = .02$ (Adj. $R^2 = .02$), F (1, 111) = 2.66, Effect size = .02, Power = .50, for Step 1 ($p = .11$); $R^2 = .07$ (Adj. $R^2 = .03$), $\Delta R^2 = .03$, F (5, 107) = 1.67, Effect size = .03, $\lambda = 3.46$, Critical F = 1.45, Denominator df = 106, Power = .57, for Step 2 ($p = .14$). 2. $R^2 = .03$ (Adj. $R^2 = .03$), F (1, 106) = 3.74, Effect size = .04, Power = .51 for Step 1 ($p = .06$); $R^2 = .08$ (Adj. $R^2 = .03$), $\Delta R^2 = .04$, F (5, 102) = 1.67, Effect size = .04, $\lambda = 4.69$, Critical F = 1.15, Denominator df = 101, Power = .77, for Step 2 ($p = .15$). 3. $R^2 = .05$ (Adj. $R^2 = .05$), F (1, 109) = 5.89, Effect size = .05, Power = .51 for Step 1 ($p = .02$); $R^2 = .08$ (Adj. $R^2 = .04$), $\Delta R^2 = .03$, F (5, 105) = 1.89, Effect size = .03, $\lambda = 3.52$, Critical F = .90, Denominator df = 104, Power = .79, for Step 2 ($p = .10$). 4. $R^2 = .00$ (Adj. $R^2 = -.01$), F (1, 107) = .44, Effect size = .05, Power = .96 for Step 1 ($p = .51$); $R^2 = .12$ (Adj. $R^2 = .08$), $\Delta R^2 = .12$, F (5, 103) = 2.89, Effect size = .14, $\lambda = 14.59$, Critical F = 3.51, Denominator df = 102, Power = .68, for Step 2 ($p = .01$).
*$p < .05$.   **$p < .01$. ***$p < .001$

variations of attachment styles. As social desirability was correlated with the 'secure', 'preoccupied', and 'fearful' attachment styles, endorsed collectivism cultural value, and Modesty/Contentment, social desirability was entered into the regressions in Step 1 as the control procedure, and endorsed cultural values were entered in Step 2. Consistent with Hypothesis 2b, the endorsed individualism cultural value was a positive significant predictor of the dismissing attachment style, while the endorsed collectivism cultural value was not a significant negative predictor of the dismissing attachment style (compared with the results in Table 6) after Modesty/Contentment and Face Consciousness/Relationship Orientation were entered into the equation. Non-significance of the negative link between the endorsed collectivism cultural value (i.e. Familism and Solidarity) and the dismissing attachment style after both the collectivism cultural values of Modesty/Contentment and Face Consciousness/Relation Orientation were entered into the equation may result from the moderate to high correlations between these collectivism variables (see Table 3).

Table B4 presents the results of the hierarchical regressions, including: the coefficients, the standardized beta weights and the significant values, which were used to determine if attachment styles would account for variations of endorsed collectivism cultural values of Modesty/Contentment and Face Consciousness/Relationship Orientation. As social desirability was correlated with secure attachment style, preoccupied attachment style, fearful attachment style, and endorsed Modesty/Contentment, social desirability was entered into the regression of endorsed Modesty/Contentment in Step 1 as the control procedure and attachment styles were entered in Step 2. Consistent with Hypothesis 2f, the fearful attachment style was a significant negative predictor of

endorsed Face Consciousness/ Relationship Orientation.

        Table B5 presents the results of the hierarchical regressions, including: the coefficients, standardized beta weights and significant values, which were used to determine if endorsed cultural values would account for variations of self-construals. As social desirability affected participants' responses regarding endorsed collectivism cultural value and endorsed Modesty/Contentment, social desirability was entered into the equation in Step 1 as the control procedure when the affected variables were involved and endorsed cultural values were entered into the equation in Step 2. Consistent with Hypothesis 5a, endorsed collectivism cultural value and endorsed Modesty/Contentment were both significantly positive predictors of interdependent self-construals; inconsistent with Hypothesis 5b, endorsed collectivism cultural value but not endorsed individualism cultural value was a significant predictor of independent self-construal before and after both endorsed Modesty/Contentment and Face Consciousness/Relationship Orientation were entered into the equation in Step 2 (see Table 7).

Table B4

Hierarchical Regressions of Attachment Styles on Modesty/Contentment and

Face Consciousness/Relationship Orientation: Study 1

Variable	β	t	p
Modesty/Contentment[1]			
Step 1			
Social desirability	.20*	2.08	.04
Step 2			
Social desirability	.20*	2.02	.05
Secure	.14	1.38	.17
Fearful	-.05	-.45	.65
Preoccupied	.15	1.51	.13
Dismissing	.01	.06	.96
Face Consciousness/Relationship Orientation[2]			
Step 1			
Social desirability	.19*	2.05	.04
Step 2			
Social desirability	.17	1.66	.10
Secure	-.04	-.40	.69
Fearful	-.15	-1.54	.13
Preoccupied	-.03	-.28	.78
Dismissing	-.13	-1.32	.19

Note. 1. $R^2 = .04$ (Adj. $R^2 = .03$), F (1, 109) = 4.32, Effect size = .04, Power = .50, for Step 1 ($p = .04$); $R^2 = .08$ (Adj. $R^2 = .04$), $\Delta R^2 = .05$, F (5, 105) = 1.92, Effect size = .05, $\lambda = 5.30$, Critical F = 1.31, Denominator df = 104, Power = .75, for Step 2 ($p = .10$). 2. $R^2 = .04$ (Adj. $R^2 = .03$), F (1, 110) = 4.18, Effect size = .04, Power = .51, for Step 1 ($p = .04$); $R^2 = .08$ (Adj. $R^2 = .04$), $\Delta R^2 = .05$, F (5, 106) = 1.75, Effect size = .04, $\lambda = 4.63$, Critical F = 1.14, Denominator df = 105, Power = .75, for Step 2 ($p = .34$).
*$p < .05$.   **$p < .01$. ***$p < .001$

Table B5

Hierarchical Regressions of Endorsed Individualism and Collectivism Cultural Values, Modesty/Contentment and Face Consciousness/Relationship Orientation on Self-Construals: Study 1

Variable	β	t	p
Independent self-construal			
Step 1			
Social desirability	-.05	-.55	.59
Step 2			
Social desirability	-.11	-1.13	.26
Collectivism	.34**	2.57	.01
Individualism	.07	.58	.57
Modesty/Contentment	-.09	-.68	.50
Face Consciousness/ Relationship Orientation	-.02	-.14	.89
Interdependent self-construal			
Step 1			
Social desirability	.16	1.73	.09
Step 2			
Social desirability	.06	.65	.52
Collectivism	.31*	2.51	.02
Individualism	-.08	-.73	.47
Modesty/Contentment	.30*	2.38	.02
Face Consciousness/ Relationship Orientation	-.01	-.04	.97

Note. 1. $R^2 = .00$ (Adj. $R^2 = -.01$), F (1, 115) = .30, Effect size = .00, Power = .65 for Step 1 ($p = .56$); $R^2 = .11$ (Adj. $R^2 = .07$), $\Delta R^2 = .10$, F (5, 111) = 2.60, Effect size = .11, $\lambda = 13.18$, Critical F = 3.19, Denominator df = 110, Power = .68, for Step 2 ($p = .03$). 2. $R^2 = .03$ (Adj. $R^2 = .02$), F (1, 114) = 2.98, Effect size = .03, Power = .50 for Step 1 ($p = .09$); $R^2 = .26$ (Adj. $R^2 = .23$), $\Delta R^2 = .24$, F (5, 110) = 7.75, Effect size = .31, $\lambda = 35.33$, Critical F = 8.05, Denominator df = 109, Power = .69, for Step 2 ($p = .00$). *$p < .05$.   **$p < .01$. ***$p < .001$

Appendix C: Questionnaire of Study 1 (English Version for Chinese Participants in Taiwan)
INFORMED CONSENT SHEET 1:
PERSONALITY AND CULTURE - STUDY 2
(Please return this copy of the consent sheet with the questionnaire)

The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled "Personality and Culture" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the relationship among personality and culture. Specifically, I have been told that I will be asked to complete a questionnaire in which I answer several pages about my childhood experiences, current relationships, and endorsements of cultural values. The session should take no more than 20 minutes.

I have been told that my responses will be kept strictly confidential. My name and my student identification number will not be linked with the research materials, as the researchers are interested in the relationship among personality, self and culture in general – not any particular individual experience.

I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Yu-Yi Lin Yu-Yi.Lin @brunel.ac.uk. If I have any comments or concerns abut the study or the informed consent procedures, I can contact Dr Stanley O. Gaines, Jr. (supervisor of this study) Stanley.Gaines@brunel.ac.uk

I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

_____
_____
Participant's Signature   Participant's Student Identification Number

_____   _____
Participant's University   Date

_____

I have explained and defined in detail the research procedure in which the student has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.
_____
_____
Principal Investigator Signature   Date

INFORMED CONSENT SHEET 2:
PEOSONALTY AND CULTURE – STUDY 2
(Please keep this copy of the consent sheet with you)

The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled "Personality and Culture" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the relationship among personality, self and culture. Specifically, I have been told that I will be asked to complete a questionnaire in which I answer several pages about my childhood experiences, current relationships, and endorsements of cultural values. The session should take no more than 20 minutes.

I have been told that my responses will be kept strictly confidential. My name and my student identification number will not be linked with the research materials, as the researchers are interested in the relationship among personality, self and culture in general – not any particular individual experience.

I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Yu-Yi Lin Yu-Yi.Lin @brunel.ac.uk. If I have any comments or concerns abut the study or the informed consent procedures, I can contact Dr Stanley O. Gaines, Jr. (supervisor of this study) Stanley.Gaines@brunel.ac.uk

I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant's Signature   Participant's Student Identification Number

_____   _____
Participant's University   Date

_____

I have explained and defined in detail the research procedure in which the student has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____

_____
Principal Investigator Signature   Date

SURVEY:
PERSONALITY AND CULTURE

A. Following are four general relationship style that people often report. Place a checkmark next to the letter corresponding to the style that the best describes you or is closest to the way you are.

_____A. It is easy for me to become emotionally close to others. I am comfortable depending on them and having them depend on me. I do not worry about being alone or having others not accept me.

_____B. I am uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others.

_____C. I want to completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others do not value me as much as I value them.

_____D. I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me.

Now please rate each of the relationship styles above to indicate how well or poorly each description corresponds to your general relationship style.

Style A

1	2	3	4	5	6
7

| Disagree | | | Neutral/ | | Agree |
| Strongly | | | Mixed | | Strongly |

Style B

1	2	3	4	5	6
7

| Disagree | | | Neutral/ | | Agree |
| Strongly | | | Mixed | | Strongly |

Style C

1	2	3	4	5	6
7

| Disagree | | | Neutral/ | | Agree |
| Strongly | | | Mixed | | Strongly |

Style D

	1	2	3	4	5	6

7

Disagree   Neutral/   Agree

Strongly   Mixed   Strongly

B. Listed below are a number of values people cherish in life. Please indicate how important each of the concepts is to you personally by rating them on this scale: 4 = Of all most importance; 3 = Very important; 2= Of little importance; 1 = Of very little or no importance

1 2 3 4   1. Enduring hardship and hard work   1 2 3 4   21. Obeying authorities

1 2 3 4   2. Reciprocity within the family   1 2 3 4   22. To accept adversity philosophically

1 2 3 4   3. To do something despite the dangers and difficulties involved   1 2 3 4   23. Cautiousness

1 2 3 4   4. Learning new knowledge   1 2 3 4   24. Courtesy by reciprocity

1 2 3 4   5. Persistence   1 2 3 4   25. To purge one's mind of desires and ambitions

1 2 3 4   6. Professional skills   1 2 3 4   26. Respecting tradition

1 2 3 4   7. Filial obedience   1 2 3 4   27. Protecting honour

1 2 3 4   8. Responsibility   1 2 3 4   28. Harmony

1 2 3 4   9. Sense of righteousness   1 2 3 4   29. Solidarity

1 2 3 4   10. Thrift   1 2 3 4   30. No dispute and concession

1 2 3 4   11. Working sedulously   1 2 3 4   31. Knowledge (education)

1 2 3 4   12. Discipline   1 2 3 4   32. Relationships of human sentiment

1 2 3 4   13. Humility   1 2 3 4   33. Honesty and trustworthiness

1 2 3 4	14. Self-control	1 2 3 4	34. Tolerance

1 2 3 4   14. Self-control   1 2 3 4   34. Tolerance

1 2 3 4   15. Working seriously   1 2 3 4   35. Following the rules

1 2 3 4   16. Loyalty to the family   1 2 3 4   36. To proceed steadily and step by step

1 2 3 4   17. Obeying superiors   1 2 3 4   37. Ordinary talent

1 2 3 4   18. Pursuing wealth   1 2 3 4   38. An order, system, institution, etc. arranged according to seniority in age or generation

1 2 3 4   19. To regulate expenses according to income   1 2 3 4   39. Sacrifice oneself for the public (i.e. the state or the nation)

1 2 3 4   20. Patriotism   1 2 3 4   40. Do not do to others what you don't want to be done to you.

C. Indicate the extent to which the following statements describe your childhood relationship with the person indicated by using the following scale:

1	**2**	**3**	**4**	**5**
Strongly Disagree	**Somewhat Disagree**	**Uncertain**	**Somewhat Agree**	**Strongly Agree**

WHEN I WAS A CHILD, <u>MY MOTHER</u> (OR MOTHER SUBSTITUTE):

1. Encourage me to make my own decisions.   1   2   3   4   5

2. Helping me learn to be independent.   1   2   3   4   5

3. Felt she had to fight my battles for me when I had a disagreement with a teacher or a friend.   1   2   3   4   5

4. Was overprotective of me.   1   2   3   4   5

5. Encouraged me to do things for myself.   1   2   3   4   5

6. Encouraged me to try things my way.   1   2   3   4

5

	1	2 5	3	4
7. Did not let me do things that other kids my age were allowed to do.	1	2 5	3	4
8. Sometimes disapproved of specific things I did, but never gave me the impression that she disliked me as a person.	1	2 5	3	4
9. Enjoyed being with me.	1	2 5	3	4
10. Was someone I found very difficult to please.	1	2 5	3	4
11. Usually supported me when I wanted to do new and exciting things.	1	2 5	3	4
12. Worried too much that I would hurt myself or get sick.	1	2 5	3	4
13. Was often rude to me.	1	2 5	3	4
14. Rarely did things with me.	1	2 5	3	4
15. Didn't like to have me around the house.	1	2 5	3	4
16. Would often do things for me that I could do for myself.	1	2 5	3	4
17. Let me handle my own money.	1	2 5	3	4
18. Could always be depended upon I really needed her help and trust.	1	2 5	3	4
19. Did not want me to grow up.	1	2 5	3	4
20. Tried to make me feel better when I was unhappy.	1	2 5	3	4
21. Encouraged me to express my own opinion.	1	2 5	3	4
22. Made me feel that I was a burden to her.	1	2 5	3	4
23. Gave me the feeling that she liked me as I was; she didn't feel she had to make me over into someone else.	1	2 5	3	4

WHEN I WAS A CHILD, <u>MY FATHER</u> (OR FATHER SUBSTITUTE):

1. Encouraged me to make my own decisions.	1	2	3	4	5
2. Helped me learn to be impendent.	1	2	3	4	5
3. Felt he had to fight my battles for me when I had a disagreement with a teacher or a friend.	1	2	3	4	5
4. Was overprotective of me.	1	2	3	4	5
5. Encouraged me to do things for myself.	1	2	3	4	5
6. Encouraged me to try things my way.	1	2	3	4	5
7. Did not let me do things that other kids my age were allowed to do.	1	2	3	4	5
8. Sometimes disapproved of specific things I did, but never gave me the impression that he disliked me as a person.	1	2	3	4	5
9. Enjoyed being with me.	1	2	3	4	5
10. Was someone I found very difficult to please.	1	2	3	4	5
11. Usually supported me when I wanted to do new and exciting things.	1	2	3	4	5
12. Worried too much that I would hurt myself or get sick.	1	2	3	4	5
13. Was often rude to me.	1	2	3	4	5
14. Rarely did things with me.	1	2	3	4	5
15. Didn't like to have me around the house.	1	2	3	4	5
16. Would often do things for me that I could do for myself.	1	2	3	4	5
17. Let me handle my own money.	1	2	3	4	5
18. Could always be depended upon when I really needed his help and trust.	1	2	3	4	5
19. Did not want me to grow up.	1	2	3	4	5
20. Tried to make me feel better when I was unhappy.	1	2	3	4	5
21. Encouraged me to express my own opinion.	1	2	3	4	5
22. Made me feel that I was a burden to him.	1	2	3	4	5
23. Gave me the feeling that he liked me as I was; he didn't feel he had to make me over into	1	2	3	4	5

someone else.

D. Listed below are a number of statements concerning personal attitudes and traits. Read each item and then answer each question by using the scale provided below. Please do not think too long about the exact meaning of each question.

1	2	3	4	5
Strongly	Somewhat	Uncertain	Somewhat	Strongly
Disagree	Disagree		Agree	Agree

1. It is sometimes hard for me to go on with my work if I am not encouraged.   1 2 3 4 5

2. I sometimes feel resentful when I do not get my way.   1 2 3 4 5

3. On a few occasions, I have given up doing something because I though too little of my ability.   1 2 3 4 5

4. There have been times when I felt rebelling against people in authority even though I knew they were right   1 2 3 4 5

5. No matter who I am talking to, I am always a good listener.   1 2 3 4 5

6. There have been occasions when I took advantage of someone.   1 2 3 4 5

7. I am always willing to admit it when I make a mistake.   1 2 3 4 5

8. I sometimes try to get even rather than forgive and forget.   1 2 3 4 5

9. I am always courteous, even to people who are disagreeable.   1 2 3 4 5

10. I have never been irked when people expressed ideas very different from my own.   1 2 3 4 5

11. There have been times when I was quite jealous of the good fortune of others.   1 2 3 4 5

12. I am sometimes irritated by people who ask favors   1 2 3 4 5

of me.

13. I have never deliberately said something that hurt   1   2   3   4   5
someone's feelings.

E. Listed below are a number of statements measuring a variety of feelings and behaviours in various situations. Read each one as if it referred to you. Beside each statement write the number that best matches your agreement or disagreement by using the scale below. Please respond to every statement.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Don't agree or Disagree	Somewhat Agree	Agree	Strongly Agree

_____ 1. I enjoy being unique and different from others in many respects.

_____ 2. I can talk openly with a person who I meet for the first time, even when this person is much older than I am.

_____ 3. Even when I strongly disagree with group members, I avoid an argument.

_____ 4. I have respect for the authority figures with whom I interact.

_____ 5. I do my own things, regardless of what others think.

_____ 6. I respect people who are modest about themselves.

_____ 7. I feel it is important for me to act as an independent person.

_____ 8. I will sacrifice my self interest for be benefit of the group I am in.

_____ 9. I'd rather say "No" directly, than risk being misunderstood.

_____ 10. Having a lively imagination is important to me.

_____ 11. I should take into consideration my parents' advice when making education/career plans.

_____ 12. I feel my fate is intertwined with the fate of those around me.

_____ 13. I prefer to be direct and forthright when dealing with people I've just met.

_____ 14. I feel good when I cooperate with others.

_____ 15. I am comfortable with being singled out for praise or rewards.

_____ 16. If my brother or sister fails, I feel responsible.

_____ 17. I often have the feeling that my relationships with others are more important than my own accomplishments.

_____ 18. Speaking up during a class (or a meeting) is not a problem for me.

_____ 19. I would offer my seat in a bus or my professor (or my boss).

_____ 20. I act the same way no matter who I am with.

_____ 21. My happiness depends on the happiness of those around me.

_____ 22. I value being in good health above everything.

_____ 23. I will stay in a group if they need me, even when I am not happy with the group.

_____ 24. I try to do what is best for me, regardless of how that might affect others.

_____ 25. Being able to take care of myself is a primary concern for me.

_____ 26. It is important to me to respect decisions made by the group.

_____ 27. My personal identity, independent of others, is very important to me.

_____ 28. It is important for me to maintain harmony within my group.

_____ 29. I act the same way at home that I do at school (or work).

_____ 30. I usually go along with what others want to do, even when I would rather do something different.

F. Please write or tick the appropriate information about yourself and your family.

1. Gender: □ male   □ female

2. Resident place of your family: _____Province _____County
_____City/Town

3. Ethnicity: _____

4. Age: 19____

5. Generally speaking, are you closer to your father or your mother?

□ Father   □ Mother

6. Are you currently staying with your parents?   □ Yes   □ No

7. Are you married?   □ Yes (please go to 7.1)   □ No (please go to 7.2)

    7.1 If yes, how long have both of you stayed together?   _____ (please go to 8.)

    7.2 If no, are you currently involved in a romantic love relationship (i.e. boy/girl friendship)? □ Yes (please go to 7.3)   □No (please go to 8)

    7.3 If yes, how long have both of you stayed together?   _____(please go to 8.)

Your opinions:

Thanks for completing the questionnaire!

DEBRIEFING FORM:
PEOSINALY AND CULTURE

The primary goal of the present study was to examine the effects of childhood experiences with parents, attachment style (i.e. experience in close relationships), endorsements of traditional Chinese cultural values (i.e. experience in culture) and self-construal (the views about the self separate from and/or connected with others). Childhood experiences with parents, attachment style and endorsements of cultural values were assumed to influence self-construal in terms of the experiential (operating at more holistic, automatic, intuitive, and affective way) and rational (operating at conscious level emphasising socially established rules and logic for information processing) thinking systems.

The links between attachment style and endorsements of cultural values and between attachment style and self-construal are new in psychology literature. If these links were identified, this study will add the new predictor of self-construal (i.e. attachment style) into the literature of self-construal theory and will bring attachment theory into the new area of self-construal and endorsements of cultural values, which John Bowlby and his followers have not yet seen.

The following studies might be of interest to you:

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships*, *7*, 147-178. New York: Mcgraw-Hill.

Bowlby, J. (1969/1982/1984). *Attachment and loss: Vol. 1. attachment*. New York: Basic Books.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Once again, thank you for taking part in the present study. Please feel free to contact Yu-Yi Lin at Yu-Yi.Lin@brunel.ac.uk if you have any questions or comments regarding this study.

Appendix D: Questionnaire of Study 1 (Traditional Chinese Version for

Chinese Participants in Taiwan)

研究同意書一：(研究者持有，請隨問卷繳回)
「人格與文化」調查研究

英國布魯奈爾大學 〈Brunel University〉 社會科學和法律學院，要求參與心理學研究的參與者，簽寫研究同意書一份。如果您願意接受以下所述，請在閱讀完後簽名。

本人是自願參與由英國布魯奈爾大學〈Brunel University〉社會科學和法律學院的林昱儀所主持的「人格與文化」調查研究，並且也了解研究的主要目的是要瞭解人格發展、自我形成與文化價值之間的關聯，問卷的長度是 7 頁和所需花費的填答時間約是 20 分鐘。本人也知悉在問卷中所提供的答案，會被嚴格保密，姓名和學生證號也不會跟研究的資料分析和討論有任何關聯，因為此研究關心的重點是在於新世代台灣人的普遍認知，而不是個人經驗的深入了解。

若本人對研究過程有任何問題，可與研究主持人林昱儀聯絡 Yu-Yi.Lin@brunal.ac.uk. 如果對於「身為研究參與者的權利」有任何建議，可與Dr Stanley O. Gaines, Jr.（此研究的指導教授）聯絡 Stanley.Gaines@brunel.ac.uk

本人了解上面所述，並且同意參與此研究。同時，本人也將持有一份此研究同意書，以為憑據。

_____ 　　　　　_____

研究參與者簽名　　　　　　　　　　　研究參與者學生證號

_____ 　　　　　_____

研究參與者就讀學校　　　　　　　　　日期

本人已對參與研究者說明關於填答問卷所須之相關資訊。此外，本人也將持有一份此研究同意書，以為憑據。

_____
_____

研究計畫主持人　　　　　　　　　　　日期

研究同意書二 :（研究參與者持有，請撕下保存）
「人格、自我與文化」調查研究

　　英國布魯奈爾大學 〈Brunel University〉 社會科學和法律學院，要求參與心理學研究的參與者，簽寫研究同意書一份。如果您願意接受以下所述，請在閱讀完後簽名。

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_____　　　　_____
研究參與者簽名　　　　　　　　　　　　研究參與者學生證號

_____　　　　_____
研究參與者就讀學校　　　　　　　　　　日期

本人已對參與研究者說明關於填答問卷所須之相關資訊。此外，本人也將持有一份此研究同意書，以為憑據。

_____
_____
研究計畫主持人　　　　　　　　　　　　日期

「人格、自我與文化」之調查研究

第一部份：下列是四種人們經常提及的四種關係類型，請在最符合您自己的那個類型前做上 X 記號。

_____A. 我很容易跟他人親近。依靠他人或讓他人依靠都讓我覺得很自在。我不擔心獨自一人或是他人不接納我。

_____B. 與他人太接近會讓我覺得不自在。我想要與人親近，但是發現很難完全信任他人或依靠他人。我擔心如果自己太過接近他人，我會受到傷害。

_____C. 我想要與他人有完全的親密，但是常常發現他人並不情願像我想要的那麼接近。缺乏親近關係讓我覺得不自在，但有時我又擔心別人並沒有像我重視他們般的重視我。

_____D. 沒有親近的關係讓我覺得很自在。對我來說獨立自主非常重要，而且我願意不依靠他人或讓他人依靠我。

請在下面的量尺上圈選出上述每一個關係類型的描述與您平常的關係類型符合的程度。

Style A

1	2	3	4	5	6	7
	非常不同意			部分不同意		非

常同意

Style B

1	2	3	4	5	6	7
	非常不同意			部分不同意		

非常同意

Style C

1	2	3	4	5	6	7
	非常不同意			部分不同意		

非常同意

Style D

1	2	3	4	5	6	7
非常不同意			部分不同意			非常同意

第二部份： 在日常生活中，個人有個人的價值觀念，彼此並不相同。下列有四十個項目，對個人的生活而言各有不同的重要性。請問：對您自己來說，其中那些事物對您是重要的，那些是不重要的。請在每題之前圈選一個數字，以代表該項事物在您個人生活中的重要程度。

全不重要	有點重要	相當重要	非常重要		全不重要	有點重要	相當重要	非常重要	
1	2	3	4	1. 吃苦耐勞	1	2	3	4	21. 服從權威
1	2	3	4	2. 家人互助	1	2	3	4	22. 逆來順受
1	2	3	4	3. 冒險犯難	1	2	3	4	23. 謹慎小心
1	2	3	4	4. 學習新知	1	2	3	4	24. 禮尚往來
1	2	3	4	5. 做事有恆	1	2	3	4	25. 清心寡慾
1	2	3	4	6. 一技之長	1	2	3	4	26. 尊重傳統
1	2	3	4	7. 孝順父母	1	2	3	4	27. 保護面子
1	2	3	4	8. 負責盡職	1	2	3	4	28. 與人和諧
1	2	3	4	9. 有正義感	1	2	3	4	29. 團結精神
1	2	3	4	10. 生活勤儉	1	2	3	4	30. 與人無爭
1	2	3	4	11. 工作勤奮	1	2	3	4	31. 讀書求學
1	2	3	4	12. 遵守紀律	1	2	3	4	32. 人情關係
1	2	3	4	13. 為人謙虛	1	2	3	4	33. 誠實守信
1	2	3	4	14. 自我約束	1	2	3	4	34. 容忍別人
1	2	3	4	15. 工作認真	1	2	3	4	35. 遵守規範
1	2	3	4	16. 忠於家庭	1	2	3	4	36. 穩紮穩打
1	2	3	4	17. 服從上司	1	2	3	4	37. 中庸之道
1	2	3	4	18. 追求財富	1	2	3	4	38. 長幼有序
1	2	3	4	19. 量入為出	1	2	3	4	39. 犧牲小我，成全大我
1	2	3	4	20. 熱愛國家	1	2	3	4	40. 己所不欲，勿施於人

第三部份：以下是關於童年時期與父、母親關係的敘述。請在以下的量尺上，圈選出每個敘述與您童年經驗相符合的程度：

1	2	3	4	5
非常不同意	不同意	不確定	同意	非常同意

當我還是一個孩子的時候，<u>我母親</u>（或是母親代理人）：

1. 鼓勵我自己做決定　　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

2. 幫助我學習獨立　　　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

3. 在我和老師或朋友意見不合時，覺得她應該為我據理力　1　2　3　4
　爭　　　　　　　　　　　　　　　　　　　　　　　　5

4. 過分保護我　　　　　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

5. 鼓勵我自己做自己的事情　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

6. 鼓勵我以自己的方式來嘗試事物　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

7. 不讓我做其他同年齡孩子允許做的事　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

8. 有時不贊成我做的事情，但從不讓我感到她不喜歡我　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

9. 喜歡和我在一起　　　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

10. 是個讓我覺得非常難以取悅的人　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

11. 當我想做新鮮有趣的事時，通常都支持我　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

12. 過於擔心我會讓自己受傷或生病　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

13. 常常對我很粗暴　　　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

14. 幾乎不跟我一起做事　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

15. 不喜歡我在家裏　　　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

16. 經常幫我做一些我自己可以做的事情　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

17. 讓我處理自己的金錢　　　　　　　　　　　　　　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

18. 在我真的需要她的幫助和信任時，總是能讓我依靠　1　2　3　4
　　　　　　　　　　　　　　　　　　　　　　　　　　　5

19. 不想讓我長大　　　　　　　　　　　　　　　　　1　2　3　4

		1	2 5	3	4
20.	當我不快樂時，總是嘗試著讓我覺得好些	1	2 5	3	4
21.	鼓勵我表達自己的想法	1	2 5	3	4
22.	讓我覺得我是她的負擔	1	2 5	3	4
23.	讓我覺得她喜歡我就是我自己；她並不覺得她需要把我改變成他人	1	2 5	3	4

當我還是一個孩子的時候，我父親（或是父親代理人）：

		1	2 5	3	4
1.	鼓勵我自己做決定	1	2 5	3	4
2.	幫助我學習獨立	1	2 5	3	4
3.	在我和老師或朋友意見不合時，覺得他應該為我據理力爭	1	2 5	3	4
4.	過分保護我	1	2 5	3	4
5.	鼓勵我自己做自己的事情	1	2 5	3	4
6.	鼓勵我以自己的方式來嘗試事物	1	2 5	3	4
7.	不讓我做其他同年齡孩子允許做的事	1	2 5	3	4
8.	有時不贊成我做的事情，但從不讓我感到他不喜歡我	1	2 5	3	4
9.	喜歡和我在一起	1	2 5	3	4
10.	是個讓我覺得非常難以取悅的人	1	2 5	3	4
11.	當我想做新鮮有趣的事時，通常都支持我	1	2 5	3	4
12.	過於擔心我會讓自己受傷或生病	1	2 5	3	4
13.	常常對我很粗暴	1	2 5	3	4
14.	幾乎不跟我一起做事	1	2 5	3	4
15.	不喜歡我在家裏	1	2 5	3	4

		1	2 5	3	4
16.	經常幫我做一些我自己可以做的事情	1	2 5	3	4
17.	讓我處理自己的金錢	1	2 5	3	4
18.	在我真的需要他的幫助和信任時，總是能讓我依靠	1	2 5	3	4
19.	不想讓我長大	1	2 5	3	4
20.	當我不快樂時，總是嘗試著讓我覺得好些	1	2 5	3	4
21.	鼓勵我表達自己的想法	1	2 5	3	4
22.	讓我覺得我是他的負擔	1	2 5	3	4
23.	讓我覺得他喜歡我就是我自己；他並不覺得他需要把我改變成他人	1	2 5	3	4

第四部份：下列句子都是有關個人態度和特質的描述。請仔細閱讀每一個句子，然後在以下所提供的量尺上，圈選出該語句所敘述者與您自己的真實情形相符合的程度。

1	2	3	4	5
非常不同意	不同意	不確定	同意	非常同意

1.	如果不能得到別人的鼓勵，有時我便難以再繼續進行自己的工作。	1	2 5	3	4
2.	當我不能隨心所欲，我有時會怨天尤人。	1	2 5	3	4
3.	有時我會因為自己的能力太差而放棄去做某些事情。	1	2 5	3	4
4.	有時我想起而反抗那些權威人物，雖然我明明知道他們是對的。	1	2 5	3	4
5.	不管和誰談話，我總是一個好聽眾。(即能細心傾聽別人的談話)。	1	2 5	3	4
6.	有時我會佔別人的便宜。	1	2 5	3	4
7.	當我犯了過錯時，我總會勇於認錯。	1	2 5	3	4
8.	有時我寧可以牙還牙，而不願寬恕別人。	1	2 5	3	4
9.	我總是謙恭有禮的，即使對我所討厭的人也不例外。	1	2 5	3	4
10.	當別人表示的意見與想法跟我大不相同時，我從不感到厭煩。	1	2 5	3	4

11. 我有時非常忌妒別人的好運氣。　　　　　1　　2　　3　　4
　　　　　　　　　　　　　　　　　　　　　　　　5

12. 有時我會被有求於我的人惹火。　　　　　1　　2　　3　　4
　　　　　　　　　　　　　　　　　　　　　　　　5

13. 我從未有意地用語言去傷害別人。　　　　1　　2　　3　　4
　　　　　　　　　　　　　　　　　　　　　　　　5

第五部份：下面的語句是在測量不同情境下個人的感覺和行為。　請仔細閱讀每個語句後，將每個語句反映你個人的程度，用數字元號做為代表填寫在左方的空格上。

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意 部份不同意	有些同意	同意	非常同意

——— 1. 在很多方面，我喜歡自己是獨一無二和與眾不同的。

——— 2. 我能和初次見面的人坦誠交談，即使這個人比我年長很多。

——— 3. 即使我非常不同意團體中成員的意見，我也會避免爭論。

——— 4. 我敬重那些與我來往的權威人物。

——— 5. 我做自己的事，不管別人怎麼想。

——— 6. 我尊重那些謙虛的人。

——— 7. 我感到行為獨立對我是重要的。

——— 8. 我會為了我所在團體的利益犧牲個人的利益。

——— 9. 我寧願直接說〝不〞，也不願意被誤解。

——— 10. 擁有生動的想像力對我是重要的。

——— 11. 當我在做教育和職業規劃時，我應該考慮父母的勸告。

——— 12. 我感到我的命運與周圍人的命運是交織在一起的。

——— 13. 我喜歡直接和坦率地與初識的人交往。

——— 14. 當與別人合作時，我感到愉快。

——— 15. 當被單獨提名表揚或獎勵時，我覺得很自在。

——— 16. 如果我的兄弟姊妹中有人失敗了，我覺得我也有責任。

——— 17. 我常常覺得我與他人的關係比我個人的成就更為重要。

——— 18. 對我來說，在課堂上（或會議中）發言並不是一個問題。

——— 19. 在公車上，我會讓座給我的老師（或老闆）。

——— 20.　不論和誰在一起，我的作風都一致。

——— 21.　我的快樂視乎我周圍的人的快樂而定。

——— 22.　我認為有良好的健康勝於一切。

——— 23.　如果一個團體需要我，即使我在當中並不愉快，我也會留在那個團體中。

——— 24.　我總試著做對我最有利的事情，而不顧會對別人造成什麼影響。

——— 25.　能夠自己照顧自己是我的首要關注。

——— 26.　對我而言，尊重團體的決定是重要的。

——— 27.　對我而言,有和他人不同的個人特色是非常重要的。

——— 28.　對我而言，維持所屬團體的和諧是重要的。

——— 29.　我在家裏和在學校裏作風一致。

——— 30.　我通常會陪伴他人去做他們想做的事，儘管我自己想做其他的事。

第六部份：個人基本資料：請提供您和您家庭背景的基本資料

1. 性別:　____ 男性　　_____ 女性

2. 出生年: 西元　19__

3. 家庭居住地：_____

4. 請問整體而言，在您個人的經驗裡，您跟父親比較親近，還是跟母親比較親近？

____ 父 親 _____ 母親

5. 請問目前有因唸書求學或因工作的關係，離開家庭，在外居住嗎?　_____有 _____ 沒有 (若沒有，請跳至問題 5.1)

5.1 請問目前與父/母親同住一個屋簷下嗎？　_____ 是　　_____ 否

6. 請問已經結婚了嗎？　_____ 有　_____ 沒有（若有，請跳至 6.1；若無，請跳至 6.2）

6.1 請問結婚多久了？ _____

6.2 請問目前有交往中的男、女朋友嗎?_____有 _____ 沒有（若有,請跳至 6.2.1）

6.2.1 請問已經交往多久了？ _____有在一起生活嗎?___有___沒有;請問是第一次戀愛經驗嗎?_____是 _____不是

全問卷完，謝謝您。

請提供您個人的寶貴意見：

說明及感謝：
人格與文化

　　這個研究主要是在探討台灣社會中，擁有不同童年經驗的台灣人，在對自我看法、文化認同和伴侶期待上的個人差異。目前已經有很多研究，探討了依附經驗、伴侶選擇、情緒反應與認知呈現之間的普遍關係。本研究則根據上述研究的結果，檢驗這些關係在台灣父權結構與家族主義裡的情況。研究結果將有助於了解，依附行為經驗與特定社會文化背景之間的關係。

　　如果您想要進一步瞭解這個研究，可以參考以下的資訊：

　　Cook, W.L. (2000). Understanding attachment security in family context. *Journal of Personality and Social Psychology, 78*, 2, 285-294.

　　Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, *52*, 511-524.

　　Kobak, R.R. & Sceery, A. (1988). Attachment in late adolescence: Working models, affect regulation, and representations of self and others. *Child Development, 59*, 135-146.

　　Mikulincer, M. & Florian, V. (2001). Attachment style and affective regulation: Implications for coping with stress and mental health. In G. J. O. Fletcher & M. S. Clark (Eds.), Interpersonal processes (pp. 537-557). Oxford: Blackwell.

　　如有任何關於這個研究的問題，可以直接向研究負責人諮詢：林昱儀，Yu-Yi.Lin@brunel.ac.uk，再次謝謝您的參與。

Appendix E: Questionnaire of Study 2 (English Version)

INFORMED CONSENT SHEET 1:
RELATIONSHIP AND THE SELF– STUDY 3
(Please return this copy of the consent sheet with the booklet)

The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled "Relationship and the Self" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the link between relationship experience and self-concept. Specifically, I have been told that I will be asked to complete a questionnaire about my feeling and experiences in the relationship and my friend's feeling and experiences in his or her relationship. The session should take no more than 20 minutes.

I have been told that my responses will be kept strictly confidential. My name will not be linked with the research materials, as the researchers are interested in the link between relationship experience and self in general – not any particular individual experience.

I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Yu-Yi Lin Yu-Yi.Lin @brunel.ac.uk. If I have any comments or concerns abut the study or the informed consent procedures, I can contact Dr Stanley Gaines (the supervisor) Stanley.Gaines@brunel.ac.uk

I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant's Signature   Participant's Student Identification Number

Participant's University   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____
_____
Principal Investigator Signature   Date

INFORMED CONSENT SHEET 2:
RELATIONSHIP AND THE SELF– STUDY 3
(Please keep this copy of the consent sheet with you)

The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled "Relationship and the Self" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the link between relationship experience and self-concept. Specifically, I have been told that I will be asked to complete a questionnaire about my feeling and experiences in the relationship and my friend's feeling and experiences in his or her relationship. The session should take no more than 20 minutes.

I have been told that my responses will be kept strictly confidential. My name will not be linked with the research materials, as the researchers are interested in the link between relationship experience and self in general – not any particular individual experience.

I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Yu-Yi Lin Yu-Yi.Lin @brunel.ac.uk. If I have any comments or concerns abut the study or the informed consent procedures, I can contact Dr Stanley Gaines (the supervisor) Stanley.Gaines@brunel.ac.uk

I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant's Signature   Date

Participant's University   Date
_____

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

Principal Investigator Signature   Date

RELATIONSHIP AND THE SELF 3

Part I: Please Answer the Questions for Your <u>SELF</u>

A. The Following statements concern how you feel in the relationships. We are interested in how you generally experience relationships, not just in what is happening in a current relationship. Respond to each statement by indicating how much you agree or disagree with it. Write the number in the space provided, using the following rating scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Don't agree or Disagree	Somewhat Agree	Agree	Strongly Agree

_____ 1. I find it difficult to allow myself to depend on others.

_____ 2. People are never there when you need them.

_____ 3. I am comfortable depending on others.

_____ 4. I know that others will be there when I need them.

_____ 5. I find it difficult to trust other completely.

_____ 6. I am not sure that I can always depend on others to be there when I need them.

_____ 7. I do not often worry about being abandoned.

_____ 8. I often worry that my partner does not really love me.

_____ 9. I find others are reluctant to get as close as I would like.

_____ 10. I often worry my partner will not want to stay with me.

_____ 11. I want to merge completely with another person.

_____ 12. My desire to merge sometimes scares people away.

_____ 13. I find it relatively easy to get close to others.

_____ 14. I do not often worry about someone getting close to me.

_____ 15. I am somewhat uncomfortable being close to others.

_____ 16. I am nervous when anyone gets too close.

_____ 17. I am comfortable having other depend on me.

_____ 18. Often, love partners want me to be more intimate than I feel comfortable being.

B. Listed below are a number of statements measuring a variety of feelings and behaviours in various situations. Read each one as if it referred to you. Beside each statement write the number that best matches your agreement or disagreement by using the scale below. Please respond to every statement.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Don't agree or Disagree	Somewhat Agree	Agree	Strongly Agree

_____   1. I enjoy being unique and different from others in many respects.

_____   2. I can talk openly with a person who I meet for the first time, even when this person is much older than I am.

_____   3. Even when I strongly disagree with group members, I avoid an argument.

_____   4. I have respect for the authority figures with whom I interact.

_____   5. I do my own things, regardless of what others think.

_____   6. I respect people who are modest about themselves.

_____   7. I feel it is important for me to act as an independent person.

_____   8. I will sacrifice my self interest for be benefit of the group I am in.

_____   9. I'd rather say "No" directly, than risk being misunderstood.

_____   10. Having a lively imagination is important to me.

_____   11. I should take into consideration my parents' advice when making education/career plans.

_____   12. I feel my fate is intertwined with the fate of those around me.

_____   13. I prefer to be direct and forthright when dealing with people I've just met.

_____   14. I feel good when I cooperate with others.

_____   15. I am comfortable with being singled out for praise or rewards.

_____   16. If my brother or sister fails, I feel responsible.

_____   17. I often have the feeling that my relationships with others are more important than my own accomplishments.

_____   18. Speaking up during a class (or a meeting) is not a problem for

me.

_____ 19. I would offer my seat in a bus or my professor (or my boss).

_____ 20. I act the same way no matter who I am with.

_____ 21. My happiness depends on the happiness of those around me.

_____ 22. I value being in good health above everything.

_____ 23. I will stay in a group if they need me, even when I am not happy with the group.

_____ 24. I try to do what is best for me, regardless of how that might affect others.

_____ 25. Being able to take care of myself is a primary concern for me.

_____ 26. It is important to me to respect decisions made by the group.

_____ 27. My personal identity, independent of others, is very important to me.

_____ 28. It is important for me to maintain harmony within my group.

_____ 29. I act the same way at home that I do at school (or work).

_____ 30. I usually go along with what others want to do, even when I would rather do something different.

C. **Listed below are a number of statements concerning personal attitudes and traits. Read each item and then answer each question by using the scale provided below. Please do not think too long about the exact meaning of each question.**

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree

1. It is sometimes hard for me to go on with my work if I am not encouraged.   1   2   3   4   5

2. I sometimes feel resentful when I do not get my way.   1   2   3   4   5

3. On a few occasions, I have given up doing something because I though too little of my ability.   1   2   3   4   5

4. There have been times when I felt rebelling against people in authority even though I knew they were right   1   2   3   4   5

5. No matter who I am talking to, I am always a good listener.   1   2   3   4   5

6. There have been occasions when I took advantage of someone.   1   2   3   4   5

7. I am always willing to admit it when I make a mistake.   1   2   3   4   5

8. I sometimes try to get even rather than forgive and forget.   1   2   3   4   5

9. I am always courteous, even to people who are disagreeable.   1   2   3   4   5

10. I have never been irked when people expressed ideas very different from my own.   1   2   3   4   5

11. There have been times when I was quite jealous of the good fortune of others.   1   2   3   4   5

12. I am sometimes irritated by people who ask favors of me.   1   2   3   4   5

13. I have never deliberately said something that hurt someone's feelings.   1   2   3   4   5

D. Listed below are number of statements asking your behaviour in various situations. Read each one as if it referred to you. Beside each statement write the number that best matches your agreement or disagreement by using the scale below. Please respond to every statement.

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Don't agree or Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

Please indicate if you are the kind of person who is likely to:

_____ 1. Ask your old parents to live with you.

_____ 2. Stay with friends, rather than at a hotel, when you go to another town (even if you have plenty of money).

_____ 3. Place your parents in an old peoples home or nursing home.

_____ 4. Prefer to stay in a hotel rather than with distant friends when visiting another town.

_____ 5. Take time off from work to visit an ailing friend.

_____ 6. Prefer going to cocktail party rather than going to dinner with four of your close friends.

_____	7.	Spend money (e.g. send flowers) rather than take the time to visit an ailing friend.
_____	8.	Ask close relatives for a loan.
_____	9.	Entertain visitors even if they drop in at odd hours.
_____	10.	Entertain even unwelcome guests.
_____	11.	Live far from your parents.
_____	12.	Show resentment toward visitors who interrupt your work.
_____	13.	Have parents who consult your fiancée's parents extensively before they decide whether you two should get married.

Part II: Please Answer the Questions for Your <u>FRIEND</u>

E. The Following statements concern how you think your friend feels in the relationships. We are interested in your general view about your friend's general relationship experience, not just in what is happening in a current relationship. Respond to each statement by indicating how much you agree or disagree with it. Write the number in the space provided, using the following rating scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Don't agree or Disagree	Somewhat Agree	Agree	Strongly Agree

_____	1.	My friend finds it difficult to allow himself or herself to depend on others.
_____	2.	People are never there when my friend needs them.
_____	3.	My friend is comfortable depending on others.
_____	4.	My friend know that others will be there when my friend need them.
_____	5.	My friend finds it difficult to trust other completely.
_____	6.	My friend is not sure that s/he can always depend on others to be there when my friend needs them.
_____	7.	My friend does not often worry about being abandoned.
_____	8.	My friend often worry that his or her partner does not really love him or her.
_____	9.	My friend finds others are reluctant to get as close as he or she would like.
_____	10.	My friend often worries his or her partner will not want to stay with him or her.

_____ 11. My friend wants to merge completely with another person.

_____ 12. My friend's desire to merge sometimes scares people away.

_____ 13. My friend finds it relatively easy to get close to others.

_____ 14. My friend does not often worry about someone getting close to him or her.

_____ 15. My friend is somewhat uncomfortable being close to others.

_____ 16. My friend is nervous when anyone gets too close.

_____ 17. My friend is comfortable having other depend on him or her.

_____ 18. Often, love partners want my friend to be more intimate than my friend feels comfortable being.

F. Listed below are a number of statements measuring a variety of feelings and behaviours in various situations. Read each one as if it referred to your friend. Beside each statement write the number that best matches your agreement or disagreement with your friend's feelings or behaviours by using the scale below. Please respond to every statement.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Don't agree or Disagree	Somewhat Agree	Agree	Strongly Agree

_____ 1. Your friend enjoys being unique and different from others in many respects.

_____ 2. Your friend can talk openly with a person who he or she meets for the first time, even when this person is much older than he or she is.

_____ 3. Even when your friend strongly disagrees with group members, your friend avoids an argument.

_____ 4. Your friend has respect for the authority figures with whom he or she interacts.

_____ 5. Your friend does his or her own things, regardless of what others think.

_____ 6. Your friend respects people who are modest about themselves.

_____ 7. Your friend feels it is important for him or her to act as an independent person.

_____ 8. Your friend will sacrifice his or her self interest for be benefit of the group he or her is in.

_____ 9. Your friend would rather say "No" directly, than risk being misunderstood.

_____ 10. Having a lively imagination is important to your friend.

_____ 11. Your friend takes into consideration his or her parents' advice when making education/career plans.

_____ 12. Your friend feels his or her fate is intertwined with the fate of those around him or her.

_____ 13. Your friend prefers to be direct and forthright when dealing with people he or her just have just met.

_____ 14. Your friend feels good when he or she cooperate with others.

_____ 15. Your friend is comfortable with being singled out for praise or rewards.

_____ 16. If your friend's brother or sister fails, he or she feels responsible.

_____ 17. Your friend often has the feeling that his or her relationships with others are more important than his or her own accomplishments.

_____ 18. Speaking up during a class (or a meeting) is not a problem for your friend.

_____ 19. Your friend would offer his or her seat in a bus to his or her professor (or his or her boss).

_____ 20. Your friend acts the same way no matter who your friend is with.

_____ 21. Your friend's happiness depends on the happiness of those around him or her.

_____ 22. Your friend values being in good health above everything.

_____ 23. Your friend will stay in a group if they need him or her, even when your friend is not happy with the group.

_____ 24. Your friend tries to do what is best for him or her, regardless of how that might affect others.

_____ 25. Being able to take care of himself or herself is a primary concern for your friend.

_____ 26. It is important to your friend to respect decisions made by the group.

_____ 27. Your friend's personal identity, independent of others, is very important to your friend.

_____ 28. It is important for your friend to maintain harmony within his or

her group.

_____ 29. Your friend acts the same way at home that he or she does at school (or work).

_____ 30. Your friend usually goes along with what others want to do, even when he or she would rather do something different.

G. Listed below are number of statements asking your friend's behaviour in various situations. Read each one as if it referred to your friend. Beside each statement write the number that best matches your agreement or disagreement with your friend's behaviour by using the scale below. Please respond to every statement.

1	**2**	**3**	**4**	**5**	**6**	**7**
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Don't agree or Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

Please indicate if your friend is the kind of person who is likely to:

_____ 1. Ask his or her old parents to live with him or her.

_____ 2. Stay with friends, rather than at a hotel, when he or she goes to another town (even if he or she has plenty of money).

_____ 3. Place his or her parents in an old peoples home or nursing home.

_____ 4. Prefer to stay in a hotel rather than with distant friends when visiting another town.

_____ 5. Take time off from work to visit an ailing friend.

_____ 6. Prefer going to cocktail party rather than going to dinner with four of his or her close friends.

_____ 7. Spend money (e.g. send flowers) rather than take the time to visit an ailing friend.

_____ 8. Ask close relatives for a loan.

_____ 9. Entertain visitors even if they drop in at odd hours.

_____ 10. Entertain even unwelcome guests.

_____ 11. Live far from his or her parents.

_____ 12. Show resentment toward visitors who interrupt his or her work.

_____ 13. Have parents who consult his or her fiancée's parents extensively before they decide whether your friend two should get married.

H. Listed below are a number of statements concerning personal attitudes and traits. Read each item and then answer each question by using the

scale provided below. Please do not think too long about the exact meaning of each question.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree

1. It is sometimes hard for me to go on with my work if I am not encouraged. 1 2 3 4 5

2. I sometimes feel resentful when I do not get my way. 1 2 3 4 5

3. On a few occasions, I have given up doing something because I though too little of my ability. 1 2 3 4 5

4. There have been times when I felt rebelling against people in authority even though I knew they were right 1 2 3 4 5

5. No matter who I am talking to, I am always a good listener. 1 2 3 4 5

6. There have been occasions when I took advantage of someone. 1 2 3 4 5

7. I am always willing to admit it when I make a mistake. 1 2 3 4 5

8. I sometimes try to get even rather than forgive and forget. 1 2 3 4 5

9. I am always courteous, even to people who are disagreeable. 1 2 3 4 5

10. I have never been irked when people expressed ideas very different from my own. 1 2 3 4 5

11. There have been times when I was quite jealous of the good fortune of others. 1 2 3 4 5

12. I am sometimes irritated by people who ask favors of me. 1 2 3 4 5

13. I have never deliberately said something that hurt someone's feelings. 1 2 3 4 5

I. Please write or tick the appropriate information about yourself and your family.

1. Gender: □ male   □ female

2. age: _____

3. Marriage status: Married □   Divorced □   Widower/Widow □
Single □

    (If you are married, please go to 4; if you are single, please go to 5; if you are divorced or widower/widow, please go straight to 6)

4.   How long does your marriage last? _____years (please go to 6)

5. Are you currently in the relationships?   □ Yes   □ No

5.1. How long have you stayed together?   _____months

6. Education:

              □   Primary School
              □   Secondary School
              □   College
              □   University Degree
              □   Above (Postgraduate)

7. How long do you know this friend? _____ years or _____ months

8. Compared with close friendships you've had in the past, how close is your friendship with this friend? (Please indicate the degree to which you are close to this friend on the scale provided below)

1	2	3	4	5
Poorly close		**Somewhat close**		**Extremely close**

DEBRIEFING FORM:
RELATIONSHIP AND THE SELF 3

The primary goal of the present study was to examine the link between attachment styles (i.e. experience in close relationships), cultural values (i.e. allocentirsm and idiocentrism), and self-construal (the views about the self separate from and/or connected with others) from two perspectives: your own opinions and your friend's evaluation. We expect to see that people who have positive experiences in their close or intimate relationships have better self-construals and endorse cultural values more. The relationships among attachment styles, cultural values and self-construal from self-report measure are expected to be consistent with those from other-report measure.

The links between attachment styles, cultural values, and self-construal are new in psychology literature. These links have been found in the previous studies by using attachment styles as categories. In current study, we wish to confirm these links by attachment dimensions and by the third person's evaluation. If these links are confirmed in this study, the new predictor of self-construal (i.e. attachment styles) will be acknowledged, which will be the substantial contribution to self-construal theory. In addition, as John Bowlby (the founding father of attachment theory) and his followers have not established the link between attachment styles and self-construal and between attachment styles and cultural values, these new links will also contribute to attachment theory.

The following studies might be of interest to you:

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships*, *7*, 147-178.

Bowlby, J. (1969/1982/1984). *Attachment and loss: Vol. 1. attachment*. New York: Basic Books.

Hazan, C., & Shaver, P.R. (1987). Romantic love conceptualised as an attachment process. *Journal of Personality and Social Psychology*, *52*, 511-524.

Hazan, C., & Shaver, P.R. (1990). Love and work: An attachment-theoretical perspective, *Journal of Personality and Social Psychology, 59,* 270-280.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Once again, thank you for taking part in the present study. Please feel free to contact Yu-Yi Lin at Yu-Yi.Lin@brunel.ac.uk if you have any questions or comments regarding this study.

Appendix F: Questionnaire of Study 2 (Traditional Chinese Version)

親密關係和自我概念的研究 三

研究同意書 一

(此份由委員會持有，請隨問卷繳回)

　　彰化縣體育總會排舞委員會，邀請您參與一個關於「親密關係和自我概念」的系列研究。

　　彰化縣體育總會排舞委員會，接受英國布魯奈爾大學的邀請，參與一項關於「親密關係和自我概念」的系列研究。研究的參與是義務性質。研究的目的是要看在親密關係中的經驗，是否會影響到個人的自我概念。問卷的長度共 9 頁，所需花費的填答時間約是 20 分鐘。

　　您所提供的答案，會被嚴格保密。姓名和研究的資料分析之間沒有任何關聯，因為研究所關心的焦點在於親密關係和自我概念的一般現象，而不是您個人的獨特經驗。請您熱心參與這項研究。

　　如您對研究過程有任何問題，可與排舞委員會楊主任委員連絡。如果您願意參與此研究，請在下面簽名，並可將下一頁的研究同意書撕下，以為憑據。

_____

_____

研究參與者簽名　　　　　　　　　　　　　　　　　　日期

_____

_____

彰化縣體育總會排舞委員會　　　　　　　　　　　**日期**

親密關係和自我概念的研究 三

研究同意書 二

(研究參與者持有，請撕下保存)

　　彰化縣體育總會排舞委員會，邀請您參與一個關於「親密關係和自我概念」的系列研究。

　　彰化縣體育總會排舞委員會，接受英國布魯奈爾大學的邀請，參與一項關於「親密關係和自我概念」的系列研究。研究的參與是義務性質。研究的目的是要看在親密關係中的經驗，是否會影響到個人的自我概念。問卷的長度共 9 頁，所需花費的填答時間約是 20 分鐘。

　　您所提供的答案，會被嚴格保密。姓名和研究的資料分析之間沒有任何關聯，因為研究所關心的焦點在於親密關係和自我概念的一般現象，而不是您個人的獨特經驗。請您熱心參與這項研究。

　　如您對研究過程有任何問題，可與排舞委員會楊主任委員連絡。如果您願意參與此研究，請在下面簽名，並可將此頁的研究同意書撕下，以為憑據。

_____
_____
研究參與者簽名　　　　　　　　　　　　　　日期

_____

_____

彰化縣體育總會排舞委員會 **日 期**

親密關係和自我概念之研究　三

第一部分:請回答*您本人*的經驗和想法

A. 下面的敘述是關於您在人際關係中的經驗。請您作答時，根據您個人在 *一般人際關係中*的經驗，而*非目前特定*的一段關係來回答。請先仔細的閱讀每一個句子，然後根據您對每個語句同意的程度，分別以數字元號 1 (非常不同意)到 7(非常同意)作為代表，填寫在句子左方的空格中。

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意 部份不同意	有些同意	同意	非常同意

———　1.　我覺得要依靠別人是一件很難的事。

———　2.　當我需要別人幫忙的時候，總是找不到可以幫我的人。

———　3.　我覺得依靠別人很自在。

———　4.　我知道當我需要別人幫忙的時候，有人會幫我。

———　5.　我很難完全信任別人。

———　6.　我不太確定，當我需要別人的時候，別人總是會幫我。

———　7.　我不常擔心會被遺棄。

———　8.　我常常擔心別人不是真的喜歡我。

———　9.　我想要跟別人很接近，但是常常發現，別人並不情願像我想要的那麼接近。

———　10.　我時常會擔心別人並不想要跟我在一起。

———　11.　我想要跟另外一個人完全親密，甚至於完全的佔有他。

———　12.　我想要跟他人完全親密、甚至於完全的佔有他人的慾望，有時候會把他人嚇走。

———　13.　我覺得跟他人親近很容易。

———　14.　我不常擔心，別人會太接近我。

———　15.　我有時候跟他人太過靠近時，會覺得很不自在。

———　16.　當有人太靠近我時，我會覺得緊張。

———　17.　我不覺得讓別人依靠會不舒服。

———　18.　別人想要跟我親密的程度，常常會超過我感到自在的程度。

B. 下面的語句是在測量不同情境下個人的感覺和行為。 請仔細閱讀每個語句後，將每個語句反映您個人的程度，分別以數字元號 1(非常不同意)到 7(非常同意)做為代表，填寫在左方的空格上。

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意 部份不同意	有些同意	同意	非常同意

———— 1. 在很多方面，我喜歡自己是獨一無二和與眾不同的。

———— 2. 我能和初次見面的人坦誠交談，即使對方是年長的人。

———— 3. 即使我非常不同意團體中成員的意見，我也會避免爭論。

———— 4. 我敬重那些與我有來往的權威人物。

———— 5. 我做自己的事，不在乎別人的想法。

———— 6. 我尊敬那些謙虛的人。

———— 7. 我覺得行為獨立對我來說是重要的。

———— 8. 我會為了我所屬的團體的利益犧牲個人的利益。

———— 9. 我寧願直接說〝不〞，也不願意被誤解。

———— 10. 擁有活潑生動的想像力對我是重要的。

———— 11. 當我在做生涯或事業規劃時，我應該考慮父母或親朋好友的意見。

———— 12. 我感到我和我周圍的人是命運共同體。

———— 13. 我喜歡直接和坦誠地與初識的人交往。

———— 14. 我覺得跟別人合作很愉快。

———— 15. 當被單獨提名表揚或獎勵時，我覺得很自在。

———— 16. 如果我的兄弟姊妹中有人失敗了，我覺得我也有責任。

———— 17. 我常常覺得我與他人的關係比我個人的成就更為重要。

———— 18. 對我來說，在群體中（如會議中、課堂上）發言並不是一個問題。

———— 19. 在公車上，我會讓座給我的老闆(或老師)。

———— 20. 不論和誰在一起，我的作風都一致。

———— 21. 當我周圍的人覺得快樂時，我就覺得快樂。

———— 22. 我認為有良好的健康勝於一切。

———— 23. 如果有一個團體需要我，即使我在這團體中並不愉快，我也會留在那個團體中。

—————— 24. 我總以我自身的利益為第一考量，而較少考慮到會對別人所造成的影響。

—————— 25. 能夠自己照顧自己是我的首要關注。

—————— 26. 我覺得尊重團體的決定很重要。

—————— 27. 我覺得有和別人不同的個人特色非常重要。

—————— 28. 我覺得維持所屬團體的和諧很重要。

—————— 29. 我在家裏和在外面作風一致。

—————— 30. 我通常會陪伴他人去做他們想做的事，儘管我自己想做其他的事。

C. 下列句子都是有關個人態度和特質的描述。請仔細閱讀每一個句子，然後在以下所提供的量尺上，圈選出該語句所敘述者與您自己的真實情形相符合的程度。

1	2	3	4	5
非常不同意	不同意	不確定	同意	非常同意

1. 如果不能得到別人的鼓勵，有時我便難以再繼續進行自己的工作。 　　1　　2　5　　3　　4

2. 當我不能隨心所欲，我有時會怨天尤人。 　　1　　2　5　　3　　4

3. 有時我會因為自己的能力太差而放棄去做某些事情。 　　1　　2　5　　3　　4

4. 有時我想起而反抗那些權威人物，雖然我明明知道他們是對的。 　　1　　2　5　　3　　4

5. 不管和誰談話，我總是一個好聽眾。(即能細心傾聽別人的談話)。 　　1　　2　5　　3　　4

6. 有時我會佔別人的便宜。 　　1　　2　5　　3　　4

7. 當我犯了過錯時，我總會勇於認錯。 　　1　　2　5　　3　　4

8. 有時我寧可以牙還牙，而不願饒恕別人。 　　1　　2　5　　3　　4

9. 我總是謙恭有禮的，即使對我所討厭的人也不例外。 　　1　　2　5　　3　　4

10. 當別人表示的意見與想法跟我大不相同時，我從不感到厭煩。 　　1　　2　5　　3　　4

11. 我有時非常忌妒別人的好運氣。　　　　1　　2　　3　　4
　　　　　　　　　　　　　　　　　　　　　　5

12. 有時我會被有求於我的人惹火。　　　　1　　2　　3　　4
　　　　　　　　　　　　　　　　　　　　　　5

13. 我從未有意地用語言去傷害別人。　　　1　　2　　3　　4
　　　　　　　　　　　　　　　　　　　　　　5

D. 下面的語句是關於你在日常生活中，會有的行為反應。請仔細閱讀每個語句後，將每個語句反應你個人的程度，用數字元號做為代表 (1 = 非常不同意 到 7 = 非常同意)，填寫在左方的空格中。

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意 部份不同意	有些同意	同意	非常同意

——— 1. 與年老的雙親同住。

——— 2. 當你去其他城市的時候，即便你有足夠的錢，你也寧可住朋友家，也不願意住旅社。

——— 3. 你會將你年老的雙親，安置在老人院或安養中心。

——— 4. 當你去其他城市的時候，你會寧可住旅社，也不願意去打擾不太熟識的朋友。

——— 5. 你會請假，以便去探訪生病中的朋友。

——— 6. 團體活動和與好友聚餐，你寧可選擇參加團體活動。

——— 7. 送禮致意(如送錢或送花)和親自探望生病中的朋友，你寧可送禮致意。

——— 8. 你會跟親近的親戚借貸。

——— 9. 即便是你的朋友在你不方便的時間拜訪你，你依然會款待你的朋友。.

——— 10. 即便是你不喜歡的訪客，你依然會款待他。

——— 11. 你不喜歡跟你的雙親住得太近。

——— 12. 當有訪客打擾你工作的時候，你會直接表達不方便和不悅。

——— 13. 你和你未婚夫(妻)的雙親，會在決定是否讓你們結婚前，廣泛的溝通和交換意見。

第二部份：請您根據 *您對您一位熟識的好"朋友"* **的觀察，填寫下**

面的問題

熟識的好"朋友"，指的是與您親近和熟捻的人，包含親人和朋友，比如:夫妻、男女朋友、好朋友、好同學或好鄰居。

E. 下面的敘述是關於您的朋友在人際關係中的經驗和反應。請根據您所觀察到您的朋友在 *一般人際關係* **中，而** *非特定一段關係* **中的經驗和反應來回答。請先仔細的閱讀每一個句子，然後根據您對每個語句同意的程度，分別以數字元號 1 (非常不同意)到 7(非常同意)，填寫在句子左方的空格中。**

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意 部份不同意	有些同意	同意	非常同意

———— 1. 我的朋友覺得要依靠別人是一件很難的事。

———— 2. 當我的朋友需要別人幫忙的時候，總是找不到可以幫他的人。

———— 3. 我的朋友覺得依靠別人很自在。

———— 4. 我的朋友知道當他需要別人幫忙的時候，有人會幫他。

———— 5. 我的朋友很難完全信任別人。

———— 6. 我的朋友不太確定，當他需要別人的時候，別人總是會幫他。

———— 7. 我的朋友不常擔心會被遺棄。

———— 8. 我的朋友常常擔心別人不是真的喜歡他。

———— 9. 我的朋友想要跟別人很接近，但是常常發現，別人並不情願像他想要的那麼接近。

———— 10. 我的朋友時常會擔心別人並不想要跟他在一起。

———— 11. 我的朋友想要跟另外一個人完全親密，，甚至於完全的佔有他。

———— 12. 我的朋友想要跟別人完全親密、甚至於完全佔有他人的慾望，有時候會把別人嚇走。

———— 13. 我的朋友覺得跟別人親近很容易。

———— 14. 我的朋友不常擔心，別人會太接近他。

———— 15. 我的朋友有時候跟別人太過接近時，會覺得很不自在。

———— 16. 當有人太接近我的朋友時，他會覺得緊張。

———— 17. 我的朋友不覺得讓別人依靠會不舒服。

———— 18. 別人想要跟我的朋友親密的程度，常常會超過他覺得自在的程度。

F.下面的語句是關於您的朋友在不同情境中，會有的感覺和行為。 請仔細閱讀
每個語句後，然後根據您對您朋友的觀察和了解，將您同意該語句反應您朋
友的程度，用數字元號 **(1 = 非常不同意 到 7 = 非常同意)** 做為代表，填
寫在左方的空格上。

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意 部份不同意	有些同意	同意	非常同意

———— 1. 在很多方面，我的朋友喜歡自己是獨一無二和與眾不同的。

———— 2. 我的朋友能和初次見面的人坦誠交談，即使對方是年長的人。

———— 3. 即使我的朋友非常不同意團體中成員的意見，他也會避免爭論。

———— 4. 我的朋友敬重那些與他有來往的權威人物。

———— 5. 我的朋友做自己的事，不在乎別人的想法。

———— 6. 我的朋友尊敬那些謙虛的人。

———— 7. 我的朋友覺得行為獨立對他來說是重要的。

———— 8. 我的朋友會為了他所屬的團體的利益犧牲個人的利益。

———— 9. 我的朋友寧願直接說〝不〞，也不願意被誤解。

———— 10. 擁有生動活潑的想像力對我的朋友來說是重要的。

———— 11. 當我的朋友在做生涯或事業規劃時，他會考慮父母或親朋好友的
意見。

———— 12. 我的朋友覺得他和他周圍的人是命運共同體。

———— 13. 我的朋友喜歡直接和坦誠地與初識的人交往。

———— 14. 我的朋友覺得跟別人合作很愉快。

———— 15. 當被單獨提名表揚或獎勵時，我的朋友覺得很自在。

———— 16. 如果我朋友的兄弟姊妹中有人失敗了，我的朋友會覺得他也有責
任。

———— 17. 我的朋友常常覺得他與別人的關係比他個人的成就更為重要。

———— 18. 對我的朋友來說，在群體中（如會議中、課堂上）發言並不是一
個問題。

———— 19. 在公車上，我的朋友會讓座給他的老闆(或老師)。

———— 20. 不論和誰在一起，我朋友的作風都一致。

———— 21. 當我朋友周圍的人覺得快樂時，他就覺得快樂。

———— 22. 我的朋友認為有良好的健康勝於一切。

———— 23. 如果一個團體需要我的朋友，即使他在該團體中並不愉快，他也會留在那個團體中。

———— 24. 我的朋友總以他自身的利益為第一考量，而較少考慮到會對他人所造成的影響。

———— 25. 能夠自己照顧自己是我朋友的首要關注。

———— 26. 我的朋友覺得，尊重團體的決定很重要。

———— 27. 我的朋友覺得，有和別人不同的個人特色是非常重要的。

———— 28. 我的朋友覺得，維持所屬團體的和諧是重要的。

———— 29. 我的朋友在家裏和在外面作風一致。

———— 30. 我的朋友通常會陪伴別人去做他們想做的事，儘管他自己想做其他的事。

G. 下面的語句是關於您的朋友在日常生活中的行為反應。請仔細閱讀每個語句後，然後根據您對您朋友的觀察和了解，將您同意該語句反應您朋友的程度，用數字元號 (1 = 非常不同意 到 7 = 非常同意) 做為代表，填寫在左方的空格中。

1	2	3	4	5	6	7
非常不同意	不同意	有些不同意	部份同意部份不同意	有些同意	同意	非常同意

———— 1. 他會讓他年老的雙親與他同住。

———— 2. 當他去其他城市的時候，即便有足夠的錢，他寧可住朋友家，也不願意住旅社。

———— 3. 他會將他年老的雙親，安置在老人院或安養中心。

———— 4. 當他去其他城市的時候，他會寧可住旅社，也不願意去打擾不太熟識的朋友。

———— 5. 他會請假，以便去探訪生病中的朋友。

———— 6. 團體活動和與好友聚餐，他寧可選擇參加團體活動。

———— 7. 送禮致意(如送錢或送花)和親自探望生病中的朋友，他寧可送禮致意。

———— 8. 他會跟親近的親戚借貸。

———— 9. 即便是他的朋友在他不方便的時間拜訪他，他依然會款待他的朋

友。.

_____ 10. 即便是他不喜歡的訪客，他依然會款待他們。

_____ 11. 他不喜歡跟他的雙親住得太近。

_____ 12. 當他有訪客打擾他工作的時候，他會直接表達不方便和不悅。

_____ 13. 你的朋友和他未婚夫(妻)的雙親，會在決定是否讓他們結婚前，廣泛的溝通和交換意見。

H. 個人基本資料：請提供您和您家庭背景的基本資料

1. 性別：　____ 男性　　　____ 女性

2. 年齡：　_____

3. 請問您的親密關係狀態是 (請勾選)：

_____ 已婚　　_____ 離婚　　_____ 喪偶

_____ 未婚但有伴侶　　_____ 未婚且無伴侶

3.1. 若您已婚，請問您結婚多久了?　_____ 年 (若您非已婚狀態，無需填寫)

3.2. 若您未婚但有伴侶，請問你們在一起多久了?　_____ 月 (若您非未婚但有伴侶狀態，無需填寫)

4. 請問整體而言，在您個人的經驗裡，您跟父親比較親近，還是跟母親比較親近？(請勾選)　　　　　____ 父親　____ 母親

5. 請問您的教育程度是(請勾選)：　____ 小學　　____ 國中　　____ 高中/專科

_____ 大學　　_____ 研究所及以上

6. 請問您夥伴的性別是:　____ 男性　　____ 女性

7. 請問您夥伴的年齡是:　_____

8. 請在下面的量尺上，圈選出您在本問卷中，所觀察的熟識好友，與其他的好友或親人相較，與您親近的程度：

1	2	3	4	5
非常不親近	不親近	普通	親近	非常親近

請提供您的寶貴意見:

說明及感謝:

親密關係和自我概念之研究 三

您知道您參與休閒運動的意願和在休閒運動中的經驗，可能與您在童年時期時，父母或是您的照顧者對待您的方式有關嗎？Ainsworth, Blehar, Waters, & Walls (1978)發現，如果父母能夠敏銳地察覺幼兒的需要並給予相當的滿足，這些幼兒就能夠把父母當成安全的基礎(secure base)，並且有自信地探索周圍的環境；如果父母不能敏銳地察覺幼兒的需要並給予前後一樣的對待，那麼幼兒就會想黏著父母，而影響到他對周圍環境的探索。Carnelley & Ruscher (1999)發現成人對休閒運動參與的意願和對所選擇休閒運動的型態，也和親密關係中的經驗有關。在親密關係中比較容易焦慮和逃避的人，會想要藉由休閒運動的參與，來得到社會認可；在親密關係中經驗比較多焦慮的人，也會比較避免從事刺激和挑戰性的休閒運動。

本研究檢驗上述在西方社會中關於親密關係和休閒運動關聯的研究結果，是否也存在於台灣社會中。此外，研究中也想要探討個人在親密關係中的經驗，是否會影響到個人對文化價值的尊崇，進而對個人的自我概念形成影響。為求達到研究的客觀性，也蒐集旁觀者所觀察到的資料，以為交叉檢證之用。

如果您想要進一步瞭解這個研究，可以參考跟依附行為有關的相關網站，或以下資訊:

Ainsworth, M.D.S., Blehar, M.C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Erlbaum.

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships, 7*, 147 -178.

Carnelley, K.B., & Ruscher, J.B. (2000). Adult attachment and exploratory behavior in leisure. *Journal of Social Behavior and Personality, 14*, 4, 3, 1-13.

Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology, 52*, 511 – 524.

Hazan, C., & Shaver, P. (1990). Love and work: An attachment theoretical perspective. *Journal of Personality and Social Psychology, 59*, 2, 270 – 280.

彰化縣體育總會排舞委員會暨英國布魯奈爾大學社會科學院，再次感謝您的參與。期待與您再次合作。

Appendix G: Booklet of Study 3 (English Version)

INFORMED CONSENT SHEET 1:
RELATIONSHIP AND THE SELF– STUDY 4 (1)
(Please return this copy of the consent sheet with the booklet)

   The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

   I freely and voluntarily consent to be a participant in the research project entitled "Relationship and the Self" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the link between relationship experience and self-concept. Specifically, I have been told that I will be asked to complete a questionnaire in Time 1 and a booklet in Time 2. In Time 1, I answer some pages about my feeling and experiences in the relationship. The session should take no more than 10 minutes.

   I have been told that my responses will be kept strictly confidential. My name will not be linked with the research materials, as the researchers are interested in the link between relationship experience and self in general – not any particular individual experience.

   I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Yu-Yi Lin Yu-Yi.Lin @brunel.ac.uk. If I have any comments or concerns abut the study or the informed consent procedures, I can contact Prof David Bunce (research ethics officer) David.Bunce@brunel.ac.uk

   I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant's Signature   Participant's Student Identification Number

Participant's University   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

Principal Investigator Signature   Date

INFORMED CONSENT SHEET 2:
RELATIONSHIP AND THE SELF– STUDY 4 (1)
(Please keep this copy of the consent sheet with you)

The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled "Relationship and the Self" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the link between relationship experience and self-concept. Specifically, I have been told that I will be asked to complete a questionnaire in Time 1 and a booklet in Time 2. In Time 1, I answer some pages about my feeling and experiences in the relationship. The session should take no more than 10 minutes.

I have been told that my responses will be kept strictly confidential. My name will not be linked with the research materials, as the researchers are interested in the link between relationship experience and self in general – not any particular individual experience.

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I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will beable to keep a copy of the informed consent form for my records.

Participant's Signature   Date

Participant's University   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____
_____
Principal Investigator Signature   Date

RELATIONSHIP AND THE SELF (4-1)

A. The following statements concern how you feel in romantic relationships. We are interested in how you generally experience relationships, not just in what is happening in a current relationship. Respond to each statement by indicating how much you agree or disagree with it. Write the number in the space provided, using the following rating scale:

1	2	3	4	5	6	7
Disagree Strongly			Neutral/ Mixed			Agree Strongly

___ 1. I prefer not to show a partner how I feel deep down.
___ 2. I worry about being abandoned.
___ 3. I am very comfortable being close to romantic partners.
___ 4. I worry a lot about my relationships.
___ 5. Just when my partner starts to get close to me I find myself
     pulling away.
___ 6. I worry that romantic partners won't care about me as much
     as I care about them.
___ 7. I get uncomfortable when a romantic partner wants to be very
     close.
___ 8. I worry a fair amount about losing my partner.
___ 9. I don't feel comfortable opening up to romantic partners.
___ 10. I often wish that my partner's feelings for me were as strong
     as my feelings for him/her.
___ 11. I want to get close to my partner, but I keep pulling back.
___ 12. I often want to merge completely with romantic partners,
     and this sometimes scares them away.
___ 13. I am nervous when partners get too close to me.
___ 14. I worry about being alone.
___ 15. I feel comfortable sharing my private thoughts and feelings
     with my partner.
___ 16. My desire to be very close sometimes scares people away.
___ 17. I try to avoid getting too close to my partner.
___ 18. I need a lot of reassurance that I am loved by my partner.
___ 19. I find it relatively easy to get close to my partner.
___ 20. Sometimes I feel that I force my partners to show more
     feeling, more commitment.
___ 21. I find it difficult to allow myself to depend on romantic
     partners.
___ 22. I do not often worry about being abandoned.
___ 23. I prefer not to be too close to romantic partners.
___ 24. If I can't get my partner to show interest in me, I get upset or
     angry.

___ 25. I tell my partner just about everything.

___ 26. I find that my partner(s) don't want to get as close as I
would like.

___ 27. I usually discuss my problems and concerns with my partner.

___ 28. When I'm not involved in a relationship, I feel somewhat
anxious and insecure.

___ 29. I feel comfortable depending on romantic partners.

___ 30. I get frustrated when my partner is not around as much as I
would like.

___ 31. I don't mind asking romantic partners for comfort, advice, or
help.

___ 32. I get frustrated if romantic partners are not available when I
need them.

___ 33. It helps to turn to my romantic partner in times of need.

___ 34. When romantic partners disapprove of me, I feel really bad
about myself.

___ 35. I turn to my partner for many things, including comfort and
reassurance.

___ 36. I resent it when my partner spends time away from me.

**B. Listed below are a number of statements measuring a variety of feelings
and behaviours in various situations. Read each one as if it referred to
you. Beside each statement write the number that best matches your
agreement or disagreement by using the scale below. Please respond to
every statement.**

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Don't agree or Disagree	Somewhat Agree	Agree	Strongly Agree

_____ 1. I enjoy being unique and different from others in many respects.

_____ 2. I can talk openly with a person who I meet for the first time,
even when this person is much older than I am.

_____ 3. Even when I strongly disagree with group members, I avoid an
argument.

_____ 4. I have respect for the authority figures with whom I interact.

_____ 5. I do my own things, regardless of what others think.

_____ 6. I respect people who are modest about themselves.

_____ 7. I feel it is important for me to act as an independent person.

_____ 8. I will sacrifice my self interest for be benefit of the group I am

in.

_____ 9. I'd rather say "No" directly, than risk being misunderstood.

_____ 10. Having a lively imagination is important to me.

_____ 11. I should take into consideration my parents' advice when making education/career plans.

_____ 12. I feel my fate is intertwined with the fate of those around me.

_____ 13. I prefer to be direct and forthright when dealing with people I've just met.

_____ 14. I feel good when I cooperate with others.

_____ 15. I am comfortable with being singled out for praise or rewards.

_____ 16. If my brother or sister fails, I feel responsible.

_____ 17. I often have the feeling that my relationships with others are more important than my own accomplishments.

_____ 18. Speaking up during a class (or a meeting) is not a problem for me.

_____ 19. I would offer my seat in a bus or my professor (or my boss).

_____ 20. I act the same way no matter who I am with.

_____ 21. My happiness depends on the happiness of those around me.

_____ 22. I value being in good health above everything.

_____ 23. I will stay in a group if they need me, even when I am not happy with the group.

_____ 24. I try to do what is best for me, regardless of how that might affect others.

_____ 25. Being able to take care of myself is a primary concern for me.

_____ 26. It is important to me to respect decisions made by the group.

_____ 27. My personal identity, independent of others, is very important to me.

_____ 28. It is important for me to maintain harmony within my group.

_____ 29. I act the same way at home that I do at school (or work).

_____ 30. I usually go along with what others want to do, even when I would rather do something different.

C. Listed below are a number of statements concerning personal attitudes and traits. Read each item and then answer each question by using the

scale provided below. Please do not think too long about the exact meaning of each question.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree

1. It is sometimes hard for me to go on with my work if I am not encouraged. 1 2 3 4 5

2. I sometimes feel resentful when I do not get my way. 1 2 3 4 5

3. On a few occasions, I have given up doing something because I though too little of my ability. 1 2 3 4 5

4. There have been times when I felt rebelling against people in authority even though I knew they were right 1 2 3 4 5

5. No matter who I am talking to, I am always a good listener. 1 2 3 4 5

6. There have been occasions when I took advantage of someone. 1 2 3 4 5

7. I am always willing to admit it when I make a mistake. 1 2 3 4 5

8. I sometimes try to get even rather than forgive and forget. 1 2 3 4 5

9. I am always courteous, even to people who are disagreeable. 1 2 3 4 5

10. I have never been irked when people expressed ideas very different from my own. 1 2 3 4 5

11. There have been times when I was quite jealous of the good fortune of others. 1 2 3 4 5

12. I am sometimes irritated by people who ask favors of me. 1 2 3 4 5

13. I have never deliberately said something that hurt someone's feelings. 1 2 3 4 5

D. Please write or tick the appropriate information about yourself and your family.

1. Gender: □ male   □ female

2. age: _____

3. Generally speaking, are you closer to your father or your mother?

                                             □ Father   □ Mother

4. Marriage status: Married □   Divorced □   Widower/Widow □
Single □

    (If you are married, please go to 5; if you are single, please go to 6; if you are divorced or widower/widow, please go straight to 7)

5. How long does your marriage last?   _____years (please go to 7)

6. Are you currently in the relationships?   □ Yes   □ No

6.1. How long have you stayed together?   _____months

DEBRIEFING FORM:
RELATIONSHIP AND THE SELF (4-1)

The primary goal of the present study was to examine the link between attachment styles (i.e. experience in close relationships) and self-construal (the views about the self separate from and/or connected with others). We expect to see that people who have positive experiences in their close or intimate relationships have better independent self-construal.

The links between attachment style and self-construal are new in psychology literature. Specifically, the link between secure attachment style and independent self-construal has appeared in the previous study. In current study, this link is re-examined in order to firmly establish this relationship. If this link is confirmed in this study, the new predictor of independent self-construal (i.e. secure attachment style) will be acknowledged, which will be the substantial contribution to self-construal theory. In addition, as John Bowlby (the founding father of attachment theory) and his followers have not linked attachment styles to self-construal, this new link will also contribute to attachment theory.

The following studies might be of interest to you:

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships*, *7*, 147-178.

Bowlby, J. (1969/1982/1984). *Attachment and loss: Vol. 1. attachment*. New York: Basic Books.

Hazan, C., & Shaver, P.R. (1987). Romantic love conceptualised as an attachment process. *Journal of Personality and Social Psychology*, *52*, 511-524.

Hazan, C., & Shaver, P.R. (1990). Love and work: An attachment-theoretical perspective, *Journal of Personality and Social Psychology, 59,* 270-280.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Once again, thank you for taking part in the present study. Please feel free to contact Yu-Yi Lin at Yu-Yi.Lin@brunel.ac.uk if you have any questions or comments regarding this study.

Neutral Priming

INFORMED CONSENT SHEET 1:
RELATIONSHIP AND THE SELF– STUDY 4-2
(Please return this copy of the consent sheet with the booklet)

The School of Social Sciences and Law at Brunel University in the United Kingdom requires all that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled "Relationship and Self" to be conducted at Brunel University, with Yu-Yi Lin, as principle investigator. The broad goal of this research program is to explore the link between relationship experience and self-concept. Specifically, I have been told that I will be asked to complete a questionnaire in Time 1 and a booklet in Time 2. In Time 2, I answer some pages about my views about myself. The session should take no more than 20 minutes.

I have been told that my responses will be kept strictly confidential. My name will not be linked with the research materials, as the researchers are interested in the link between relationship experience and self in general – not any particular individual experience.

I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Yu-Yi Lin Yu-Yi.Lin @brunel.ac.uk. If I have any comments or concerns abut the study or the informed consent procedures, I can contact Prof David Bunce (research ethics officer) David.Bunce@brunel.ac.uk

I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

_____   _____
Participant's Signature   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____   _____
Principal Investigator Signature   Date

INFORMED CONSENT SHEET 2:
RELATIONSHIP AND THE SELF– STUDY 4-2
(Please keep this copy of the consent sheet with you)

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I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

_____   _____

Participant's Signature   Date

_____

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____   _____

Principal Investigator Signature   Date

RELATIONSHIP AND THE SELF (4-2)

For the next two minutes, you will not need to write anything. Imagine yourself going to a grocery store and buying products you need for your house, and imagine other persons who are also buying products, talking among themselves about daily issues, examining new brands, and comparing different products. If you wish, you could close your eyes and pictures the faces of the persons.

~Think about the persons for two minutes~

Please indicate the vividness and clarity of the faces in your visualisation:

1	2	3	4	5	6	7
Not Clear At All			Neutral			Extremely Clear

Please write down your thoughts elicited by the exercise:

In the twenty blanks below please make twenty different statements in response to a simple question (addressed to yourself), "Who am I?" Answer as if you are giving the answers you yourself, not to somebody else. Write your answers in the order they occur to you. Don't worry about logic or importance. Go along fairly fast.

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

DEBRIEFING FORM:
RELATIONSHIP AND THE SELF (2)

The primary goal of the present study was to examine the link between attachment styles (i.e. experience in close relationships) and self-construal (the views about the self separate from and/or connected with others) in terms of social cognition. We expect to see that positive experiences in close or intimate relationships results in independent self-construal.

The first section of this study examines the link between attachment styles and self-construal in terms of general attachment experiences and quantitatively measured self-construal, and the second section of this study examines the same link in terms of social cognition of secure attachment experience and qualitatively reported self-concepts. We expect that no matter what kind of measures to elicit attachment styles and self-construal, secure attachment style is positively linked to independent self-construal. As this link has appeared in the previous study, examining this link in terms of the different methods will be quite helpful to finally confirm this new link. If this link is confirmed, it will be the substantial contributions to both self-construal theory and attachment theory because this link has not been reported in psychology literature.

The following studies might be of interest to you:

Hazan, C., & Shaver, P.R. (1987). Romantic love conceptualised as an attachment process. *Journal of Personality and Social Psychology*, *52*, 511-524.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Mikulincer, M., & Shaver, P.R. (2001). Attachment theory and intergroup bias: Evidence that priming the secure base schema attenuates negative reactions to outgroups. *Journal of Personality and Social Psychology, 81*, 97 – 115.

Trafimow, D., Triandis, H.C., & Goto, S.G. (1991). Some tests of the distinction between the private self and the collective self. *Journal of Personality and Social Psychology, 60*, 5, 649 -655.

Triandis, H.C. (1989). The self and social behaviour in different cultural contexts. *Psychological Review, 96*, 506 – 520.

Once again, thank you for taking part in the present study. Please feel free to contact Yu-Yi Lin at Yu-Yi.Lin@brunel.ac.uk if you have any questions or comments regarding this study.

Secure Priming

INFORMED CONSENT SHEET 1:
RELATIONSHIP AND THE SELF– STUDY 4-2)
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I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

_____   _____
Participant's Signature   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____   _____
Principal Investigator Signature   Date

INFORMED CONSENT SHEET 2:
RELATIONSHIP AND THE SELF– STUDY (4-2)
(Please keep this copy of the consent sheet with you)

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Participant's Signature   Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

_____   _____
Principal Investigator Signature   Date

RELATIONSHIP AND THE SELF (4-2)

For the next two minutes, you will not need to write anything. Imagine yourself in a problematic situation that you cannot solve on your own, and imagine that you are surrounded by people who are sensitive and responsive to your distress, want to help you only because they love you, and set aside other activities in order to assist you. If you wish, you could close your eyes and pictures the faces of the persons.

~Think about the persons for two minutes~

Please indicate the vividness and clarity of the faces in your visualisation:

1	2	3	4	5	6	7
Not Clear At All			Neutral			Extremely Clear

Please write down the thoughts elicited by the exercise:

In the twenty blanks below please make twenty different statements in response to a simple question (addressed to yourself), "Who am I?". Answer as if you are giving the answers you yourself, not to somebody else. Write your answers in the order they occur to you. Don't worry about logic or importance. Go along fairly fast.

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

DEBRIEFING FORM:
RELATIONSHIP AND THE SELF (4-2)

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Appendix H: Booklet of Study 3 (Chinese Version)

親密關係和自我概念的研究　四之一

研究同意書　一

(此份由委員會持有，請隨問卷繳回)

彰化縣體育總會排舞委員會，邀請您參與一個關於「親密關係和自我概念」的系列研究。

彰化縣體育總會排舞委員會，接受英國布魯奈爾大學的邀請，參與一項關於「親密關係和自我概念」的系列研究。研究的參與是義務性質。研究的目的是要看在親密關係中的經驗，是否會影響到個人的自我概念。問卷的長度共 9 頁，所需花費的填答時間約是 20 分鐘。

您所提供的答案，會被嚴格保密。姓名和研究的資料分析之間沒有任何關聯，因為研究所關心的焦點在於親密關係和自我概念的一般現象，而不是您個人的獨特經驗。請您熱心參與這項研究。

如您對研究過程有任何問題，可與排舞委員會楊主任委員連絡。如果您願意參與此研究，請在下面簽名，並可將下一頁的研究同意書撕下，以為憑據。

_____

_____

研究參與者簽名　　　　　　　　　　　　　　　　日期

_____

_____

彰化縣體育總會排舞委員會   **日期**

親密關係和自我概念的研究　四之一

研究同意書　二

(研究參與者持有，請撕下保存)

　　彰化縣體育總會排舞委員會，邀請您參與一個關於「親密關係和自我概念」的系列研究。

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_____
_____
研究參與者簽名　　　　　　　　　　　　　　　　日期

_____

_____

彰化縣體育總會排舞委員會   **日 期**

第一部份:下列句子都是有關個人態度和特質的描述。請仔細閱讀每一個句子，然後在以下所提供的量尺上，圈選出該語句所敘述者與您自己的真實情形相符合的程度。

1	2	3	4	5
非常不同意	不同意	不確定	同意	非常同意

1. 如果不能得到別人的鼓勵，有時我便難以再繼續進行自己的工作。   1   2   3   4   5

2. 當我不能隨心所欲，我有時會怨天尤人。   1   2   3   4   5

3. 有時我會因為自己的能力太差而放棄去做某些事情。   1   2   3   4   5

4. 有時我想起而反抗那些權威人物，雖然我明明知道他們是對的。   1   2   3   4   5

5. 不管和誰談話，我總是一個好聽眾。(即能細心傾聽別人的談話)。   1   2   3   4   5

6. 有時我會佔別人的便宜。   1   2   3   4   5

7. 當我犯了過錯時，我總會勇於認錯。   1   2   3   4   5

8. 有時我寧可以牙還牙，而不願寬恕別人。   1   2   3   4   5

9. 我總是謙恭有禮的，即使對我所討厭的人也不例外。   1   2   3   4   5

10. 當別人表示的意見與想法跟我大不相同時，我從不感到厭煩。   1   2   3   4   5

11. 我有時非常忌妒別人的好運氣。   1   2   3   4   5

12. 有時我會被有求於我的人惹火。   1   2   3   4   5

13. 我從未有意地用語言去傷害別人。   1   2   3   4   5

第二部份：下面的語句是在測量不同情境下個人的感覺和行為。 請仔細閱讀每個語句後，將每個語句反映你個人的程度，用數字元號做為代表填寫在左方的空格上。

1	2	3	4	5	6	7

非常不同 不同意 有些不同 部份同意 有些同意 同意 非常同意
意 意 部份不同意

———— 1. 在很多方面，我喜歡自己是獨一無二和與眾不同的。

———— 2. 我能和初次見面的人坦誠交談，即使這個人比我年長很多。

———— 3. 即使我非常不同意團體中成員的意見，我也會避免爭論。

———— 4. 我敬重那些與我來往的權威人物。

———— 5. 我做自己的事，不管別人怎麼想。

———— 6. 我尊重那些謙虛的人。

———— 7. 我感到行為獨立對我是重要的。

———— 8. 我會為了我所在團體的利益犧牲個人的利益。

———— 9. 我寧願直接說〝不〞，也不願意被誤解。

———— 10. 擁有生動的想像力對我是重要的。

———— 11. 當我在做生涯或事業規劃時，我應該考慮父母或我的伴侶的勸告。

———— 12. 我感到我的命運與周圍人的命運是交織在一起的。

———— 13. 我喜歡直接和坦率地與初識的人交往。

———— 14. 當與別人合作時，我感到愉快。

———— 15. 當被單獨提名表揚或獎勵時，我覺得很自在。

———— 16. 如果我的兄弟姊妹中有人失敗了，我覺得我也有責任。

———— 17. 我常常覺得我與他人的關係比我個人的成就更為重要。

———— 18. 對我來說，在群體中（如會議中、課堂上）發言並不是一個問題。

———— 19. 在公車上，我會讓座給我的老闆(或老師）。

———— 20. 不論和誰在一起，我的作風都一致。

———— 21. 我的快樂視乎我周圍的人的快樂而定。

———— 22. 我認為有良好的健康勝於一切。

———— 23. 如果一個團體需要我，即使我在當中並不愉快，我也會留在那個團體中。

———— 24. 我總試著做對我最有利的事情，而不顧會對別人造成什麼影響。

———— 25. 能夠自己照顧自己是我的首要關注。

———— 26. 對我而言，尊重團體的決定是重要的。

———— 27. 對我而言,有和他人不同的個人特色是非常重要的。

———— 28. 對我而言，維持所屬團體的和諧是重要的。

———— 29. 我在家裏和在外面作風一致。

———— 30. 我通常會陪伴他人去做他們想做的事,儘管我自己想做其他的事。

第三部份：下面的敘述是關於你在親密關係中的體驗。請根據一般的情況下,你個人在親密關係中的體驗來回答,而不是目前特定的一段關係。請先仔細的閱讀每一個句子,然後根據你對每個語句同意的程度,分別以 1 (非常不同意)到 7(非常同意),寫在句子左方的空格中。

1	2	3	4	5	6	7
非常不同意			部分同意 部份不同意			非常同意

———— 1. 當我覺得很沮喪的時候,我不喜歡讓我的伴侶知道。

———— 2. 我擔心對方會不要我。

———— 3. 我跟我的伴侶們在一起的時候,都覺得非常自在。

———— 4. 我非常擔心我跟對方的關係。

———— 5. 當我的伴侶一想要靠近我的時候,我發現自己就想要離開。

———— 6. 我擔心我的伴侶們,沒有像我關心他們那樣的關心我。

———— 7. 當我的伴侶表現得太親密時,我會覺得不舒服。

———— 8. 我對我會失去伴侶,有一定程度的擔心。

———— 9. 當我需要對我的伴侶們敞開自我時,我會覺得不自在。

———— 10. 我常常希望我的伴侶對我的感覺,就像我對他/她的感覺一樣強烈。

———— 11. 我想要親近我的伴侶,但是我總是太矜持。

———— 12. 我常常想要跟我的伴侶們形影不離,但是通常會把對方嚇走。

———— 13. 當我的伴侶們靠我太近時,我就會覺得緊張。

———— 14. 我會擔心獨處。

———— 15. 與我的伴侶分享我私密的想法和感覺,我覺得很自在。

———— 16. 我想要與別人非常親近的渴望,常常會把別人嚇走。

———— 17. 我總是試著不要跟我的伴侶靠得太近。

———— 18. 我需要我的伴侶再三保證,我是被愛的。

———— 19. 我覺得要靠近我的伴侶很容易。

———— 20. 有時候我覺得我在強迫我的伴侶們，給與更多的感情和承諾。

———— 21. 要讓我自己去依靠我的伴侶們，對我來說有困難。

———— 22. 我不常擔心對方不要我。

———— 23. 我不喜歡跟我的伴侶們太靠近。

———— 24. 如果我沒有辦法讓我的伴侶注意到我，我會覺得沮喪或生氣。

———— 25. 幾乎每一件事我都會告訴我的伴侶。

———— 26. 我發現我的伴侶(們)並不情願像我想要的那麼親近。

———— 27. 我通常會跟我的伴侶討論我的問題或是我所關心的事。

———— 28. 當我沒有和人交往時，我會有某種程度的焦慮和覺得不安全。

———— 29. 對於依靠我的伴侶們，我覺得很自在。

———— 30. 當我的伴侶並沒有像我想要的那樣常常在我的身邊，我會覺得很受挫。

———— 31. 我不會介意向我的伴侶們尋求安慰、建議和幫助。

———— 32. 當我的伴侶們如果不能在我需要的時候在我的身邊，我會覺得很受挫。

———— 33. 當我需要幫助時，我的伴侶通常會幫助我。

———— 34. 當我的伴侶們不認同我時，我會覺得自己很差勁。

———— 35. 很多事情，我都會去找我的伴侶，包括保證和慰藉。

———— 36. 當我的伴侶在外面花太多時間而沒有和我在一起時,我會覺得很憤恨。

第四部份：個人基本資料：請提供您和您家庭背景的基本資料

1. 性別: ____ 男性　　____ 女性

2. 年齡: _____

3. 請問您的親密關係狀態是 (請勾選):

_____ 已婚　　_____ 離婚　_____ 喪偶

_____ 未婚但有伴侶　_____ 未婚且無伴侶

3.1. 若您已婚，請問您結婚多久了？ _____ 年 (若您非已婚狀態，無需填寫)

3.2. 若您未婚但有伴侶，請問你們在一起多久了？ _____ 月 (若您非未婚但有伴侶狀態，無需填寫)

4. 請問整體而言，在您個人的經驗裡，您跟父親比較親近，還是跟母親比較親近？
(請勾選)　　　　　　　　　　　　　　　　____ 父親 _____ 母親

5. 請問您的教育程度是(請勾選):　　_____ 小學　　　_____ 國中　　　_____ 高中/專科

　　　　　　　　　　　　　　　　　　_____ 大學　　　_____ 研究所及以上

請寫下您的寶貴意見:

說明及感謝:

親密關係和自我概念的研究 四之一

您知道您目前在休閒運動中的經驗，可能與您在童年時期時，父母或是您的照顧者對待您的方式有關嗎? Ainsworth, Blehar, Waters, & Walls (1978)發現，如果父母能夠敏銳地察覺幼兒的需要並給予相當的滿足，這些幼兒就能夠把父母當成安全的基礎 (secure base)，並且有自信地探索周圍的環境；如果父母不能敏銳地察覺幼兒的需要並給予一致性的反應，那麼幼兒就會想黏著父母，而影響到他對周圍環境的探索；如果父母拒絕幼兒的需要，甚至冷落他們，這些幼兒將會只把注意力放在外在環境，而不願意跟父母親近。

Hazan & Shaver (1987)發現成人時期與伴侶之間的關係，其實是個人童年時期與父母關係的再現。他們在 1990 年的時候又發現，成人在親密關係和工作間的協調，類似於童年早期與父母之間的關係和周圍環境探索之關聯。Bartholomew (1990)發現，童年時期父母給予安全感的小孩，長大後對自我和他人都有較正向的看法。Carnelley & Ruscher (1999)發現成人在親密關係和休閒運動中的協調，也類似於童年時期孩童在尋求父母慰藉和探索周圍環境之關聯。本研究希望再次檢驗親密關係、自我概念和休閒運動之間的連結。期望看到與伴侶有安全依附的成年人，能夠有較好的獨立型自我概念，也較能享受休閒運動中所帶來的歡愉；與伴侶有較不安全依附的成年人，正如他們較會把工作視為一個社會認可的指標，他們也會把在休閒運動中的成果，視為一個獲得社會認可的途徑。

如果您想要進一步瞭解這個研究，可以參考跟依附行為有關的相關網站，或以下資訊:

Ainsworth, M.D.S., Blehar, M.C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Erlbaum.

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships, 7*, 147 -178.

Carnelley, K.B., & Ruscher, J.B. (2000). Adult attachment and exploratory behavior in leisure. *Journal of Social Behavior and Personality, 14*, 4, 3, 1-13.

Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology, 52*, 511 – 524.

Hazan, C., & Shaver, P. (1990). Love and work: An attachment theoretical perspective. *Journal of Personality and Social Psychology, 59*, 2, 270 – 280.

Neutral Priming

親密關係、休閒運動和自我概念的研究 一 (男性)

研究同意書 一
(此份由委員會持有，請隨問卷繳回)

　　彰化縣體育總會排舞委員會，邀請您參與一個關於「親密關係、休閒運動和自我概念」的系列研究。

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_____
_____

研究參與者簽名　　　　　　　　　　　　　　　　日期

_____

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彰化縣體育總會排舞委員會　　　　　　　　　**日期**

親密關係、休閒運動和自我概念的研究 一 (男性)

研究同意書 二

(研究參與者持有，請撕下保存)

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_____

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研究參與者簽名   日期

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彰化縣體育總會排舞委員會　　　　　　　　　　　　**日 期**

親密關係和自我概念的研究 四之二

第一部份

在下面的兩分鐘，你無須寫下任何東西。請想像一下，你到大賣場去買生活必需品，在大賣場中，也有其他人在買東西，彼此談論生活中的議題，檢視新的產品和比較價錢。如果你願意的話，可以閉上你的眼睛，在你的腦海中，想著這些人的臉。

~請在下面的兩分鐘，想著這些人的臉~

請在以下 1 (非常不清晰) 到 7 (非常清晰)的量尺上，圈選出這些人在你
腦海裡清晰的程度:

1	2	3	4	5	6	7
一點都不清晰			普通/一般			非常清晰

請寫下你在剛剛這個想像練習中所產生的想法:

第二部份:

請問"你是誰?"呢? 請根據你對你自己的想法,寫下 20 個不同的句子。依你所想到的先後順序迅速的寫下來,不需要考慮重要性或邏輯性。

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說明及感謝:

親密關係和自我概念的研究 四之二

您知道您目前在休閒運動中的經驗，可能與您在童年時期時，父母或是您的照顧者對待您的方式有關嗎? Ainsworth, Blehar, Waters, & Walls (1978)發現，如果父母能夠敏銳地察覺幼兒的需要並給予相當的滿足，這些幼兒就能夠把父母當成安全的基礎 (secure base)，並且有自信地探索周圍的環境；如果父母不能敏銳地察覺幼兒的需要並給予一致性的反應，那麼幼兒就會想黏著父母，而影響到他對周圍環境的探索；如果父母拒絕幼兒的需要，甚至冷落他們，這些幼兒將會只把注意力放在外在環境，而不願意跟父母親近。

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彰化縣體育總會排舞委員會暨英國布魯奈爾大學社會科學院，再次感謝您的參與。期待能與您再次合作。

Secure Priming

親密關係和自我概念的研究　四之二

研究同意書　一
(此份由委員會持有，請隨問卷繳回)

　　彰化縣體育總會排舞委員會，邀請您參與一個關於「親密關係和自我概念」的系列研究。

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　　您所提供的答案，會被嚴格保密。姓名和研究的資料分析之間沒有任何關聯，因為研究所關心的焦點在於親密關係和自我概念的一般現象，而不是您個人的獨特經驗。請您熱心參與這項研究。

　　如您對研究過程有任何問題，可與排舞委員會楊主任委員連絡。如果您願意參與此研究，請在下面簽名，並可將下一頁的研究同意書撕下，以為憑據。

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研究參與者簽名　　　　　　　　　　　　　　　　日期

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彰化縣體育總會排舞委員會   **日期**

親密關係和自我概念的研究 四之二

研究同意書 二

(研究參與者持有，請撕下保存)

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彰化縣體育總會排舞委員會 　　　　　　　　　　　　**日 期**

親密關係、休閒運動和自我概念的研究 一 (男性)

第一部份

　　在下面的兩分鐘，你無須寫下任何東西。請想像一下，你遇到了一個你沒有辦法獨力解決的問題。這時你身邊會有能夠察覺你的煩惱，並且關心你情況的人，他們願意放下他們自己的事情來幫你，只因為他們愛你。如果你願意的話，可以閉上你的眼睛，在你的腦海中，想著這些人的臉。

~請在下面的兩分鐘，想著這些人的臉~

請在以下 1 (非常不清晰) 到 7 (非常清晰)的量尺上，圈選出這些人在你腦海裡清晰的程度:

1	2	3	4	5	6	7
一點都不清晰			普通/一般			非常清晰

請寫下你在剛剛這個想像練習中所產生的想法:

第二部份:

請問"你是誰?"呢？請根據你對你自己的想法，寫下 20 個不同的句子。依你所想到的先後順序迅速的寫下來，不需要考慮重要性或邏輯性。

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說明及感謝:

親密關係和自我概念的研究 四之二

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Appendix I: Permissions for Using the Scales and Conducting the Studies