

School of Social Sciences

Social and Organizational Psychology Department

**Autonomy-Connectedness in Collectivistic Cultures:  
An exploratory cross-cultural study among Portuguese  
natives, Cape-Verdean and Chinese people residing in  
Portugal**

Dissertation submitted as a partial requirement for the conferral of Master in  
Psychology of Intercultural Relations

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Supervisor

Carla Moleiro, Assistant Professor,  
ISCTE – University Institute of Lisbon

June, 2015

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### **Acknowledgments**

I am a person of few words. I truly believe that actions speak louder than words. I also believe that when you appreciate something or someone, you should express it right away and not save it for when the time is right, because time is relative and always meagre.

That being said, I want to thank my parents, Almerinda Pereira and José Ratinho. I want to thank them for their love, effort, and patience. Without them, none of this would have been possible.

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**Abstract**

The present investigation focuses on a recent personality trait construct, Autonomy-connectedness. This concept has been proposed as a three-dimensional variable (self-awareness, sensitivity to others, and capacity to manage new situations), which intends to reflect a notion of autonomy more sensitive towards gender and culture, rather than a value based on individualism and masculinity. Two studies were conducted. Study I (N=185) aimed to adapt the Autonomy-Connectedness Scale (ACS-30) to Portuguese and evaluate its three dimensions among Portuguese population. The subscales showed satisfactory internal consistency and the results of Study I converge with previous studies concerning Autonomy-connectedness. Study II aimed to analyze and compare three different cultural groups, namely Portuguese natives as well as Chinese, and Cape Verdean immigrants residing in Portugal. Study II had a total of 90 participants (30 participants per nationality group). The findings contribute to further a theoretical framework in light of cross-cultural perspectives. Study I contributed to already existing findings on sex differences on SO subscale. Study II provides further evidence of a possible link between autonomy-connectedness and acculturation processes.

Key words: Autonomy-Connectedness; Cultural Dimensions; Culture; Personality

**2223** Personality Scales and Inventories

**2930** Culture & Ethnology

### **Resumo**

A presente investigação centra-se num recente constructo de traço da personalidade, autonomia-conectada. Este conceito foi proposto como uma variável tridimensional (autoconsciência, sensibilidade para os outros, e capacidade para gerir novas situações), e pretende refletir uma noção de autonomia mais sensível em termos de género e aspetos culturais, em vez de um constructo baseado no individualismo e masculinidade. Foram realizados dois estudos. O Estudo I (N = 185) teve como objetivo descrever população Portuguesa nas três dimensões da autonomia-conectada. As subescalas demonstraram ter consistência interna satisfatória e os resultados do Estudo I convergem com estudos anteriores feitos sobre a autonomia-conectada. O Estudo II teve como objetivo analisar e comparar três grupos culturais diferentes, nomeadamente portugueses e nativos, imigrantes chineses e cabo-verdianos residentes em Portugal. O Estudo II contou com um total de 90 participantes (30 participantes por grupo nacionalidade). A presente investigação contribui para o enriquecimento do enquadramento teórico do constructo à luz de perspetivas interculturais. O Estudo I contribuiu para as já existentes evidências de diferenças de sexo na subescala SO. O Estudo II adiciona evidências para a possível relação entre autonomia-conectada e processos de aculturação.

Palavras-chave: Autonomia-conectada, Dimensões Culturais, Cultura, Personalidade

**2223** Personality Scales and Inventories

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## **I - Introduction**

One of the biggest and most common shortcomings attributed to cultural studies is that they are reductionist, thus the approach is frequently limited to the dichotomy of individualism and collectivism (Greenfield, Keller, Fuligni & Maynard, 2003). However, individualism and collectivism are the aspects that can most commonly be differentiated among cultures, since they can be related not only to universal aspects but also to culture-specific aspects (Triandis & Suh, 2002).

Thus, just like biology, culture also influences the development of personality traits (Triandis et al, 2002). This study aims to further understand the link between autonomy and culture. Autonomy is an individual personality characteristic (related to the acquisition of independence) that varies across cultures and ethnic groups in the same society. It is a crucial characteristic that differentiates cultures in individualistic and collectivistic pathways of development (Greenfield et al, 2003). It is also related to the age and development of the individual, and to other factors such as sex and gender.

The present study focuses on a recent personality trait construct, originating from developmental and clinical psychology. Autonomy-connectedness is an upgrade of the classical definition of the human autonomy trait, and it includes in its conceptualization both notions of independence and interdependence (Bekker, 1993). This study highlights the importance of cross-cultural sensitive instruments and also aims to contribute to the theoretical framework of this emerging concept.

The second chapter of this research focuses on the literature's review on the concept of autonomy-connectedness, i.e., studies that have been conducted based on this construct as well as its interface with concepts resulting from cross-cultural psychology. The goals and investigation hypotheses are presented at the end of this chapter.

The third chapter describes Study I, in particular methodology, descriptive analysis of the participants, procedures and description of the instrument. Results regarding Study I, as well as their brief discussion, are also presented in this chapter.

The fourth chapter describes Study II, referring the methodology used for the study. Similarly to chapter three, results concerning Study II are also presented in this chapter.

The fifth chapter focuses on general discussion and conclusions, respectively.

## II - Literature Review

*“Human experience of identity has two elements: a sense of belonging and a sense of being separated. The laboratory in which these ingredients are mixed and dispended is the family, the matrix of identity.”*

(Salvador Minuchin. 1974, p.47)

### 2.1. Autonomy-Connectedness

#### 2.1.1. From Autonomy to Autonomy-Connectedness

The concept of autonomy is widely studied in Psychology. Piaget, Erikson, and many others authors in the fields of Developmental Psychology and Personality have written about this concept.

For Piaget (1983), autonomy is the goal of education. The entire development process, the mastery of language, the ability to think abstractly and make moral judgments are all directed to gaining autonomy.

In Erikson's theory of psychosocial development (1980), autonomy is presented as the second stage of development, autonomy vs. shame/doubt. This step concerns the maturation of the muscular system of the child, which relates in the capacity (or incapacity) of the child to control the sphincters. The child also learns to coordinate a large number of actions (including language and the ability to say “no”), which renders a sense of autonomy (Erikson, 1980).

In Mahler's (1975) psychoanalytic perspective, autonomy is linked to the separation-individuation theory of child development. The separation-individuation phase refers to the formation of a sense of separateness from, and is related to, the world. Described almost as two opposites of the same continuum, the separation refers to the child's growth from a symbiotic fusion with the mother and the individuation involves the child's achievements, making him/her aware of his/hers own individual characteristics.

In Baltes' (1987) theory of life-span development, autonomy appears under the representation of gains, the acquisition of new skills and knowledge throughout the developmental process.

In the Self-determination theory, autonomy is linked to self-governance, and is defined as psychological need that enables growth and adaptive functioning (Deci & Ryan, 1985; cited by Hmel & Pincus, 2002).

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Autonomy also appears to be a crucial concept in therapeutic approaches, especially in experiential psychotherapy and existential psychotherapy. Influenced *a priori* by existentialism and phenomenology, these therapeutic approaches seek to help promoting personal growth of the individual, focusing on the individual rather than on the mental disorder. Existential and experiential psychotherapy favor the self and the self-determination of the individual (Teixeira, 2006; Yalom, 1980).

However, despite the relevance of the concept of autonomy in literature, as well as its importance in human experience, there is an absence of homogeneity, not only theoretical but also of the operational definition commonly used. (Hmel & Pincus 2002). One of the reasons for this diversity has to do with how culture relates to the concept of autonomy.

The link between culture, self-construal's and personality traits has been studied for decades. Triandis (1989) has argued that private selves (cognitions of one's 'own personality characteristics, traits and behaviors) are emphasized in individualistic cultures, whereas in collectivistic cultures, the collective self (cognition about group membership) is emphasized (cited by Trafimow, Triandis & Goto, 1991).

Markus and Kitayama (2010) have studied culture at an individual level, and have discovered differences in the construction of individual identities. The self-concepts are implicitly and explicitly involved in all aspects of behavior: attention, perception, cognition, emotion, motivation, relationships and group processes. Hence, self-concepts continuously recruit and organize specific self-regulation schemes, including cognitive, emotional, motivational, somatic and behavioral schemes. These authors described two kinds of self-concepts, the independent self-concept and the interdependent self-concept. When the self-concept is independent, individuals tend to have a sense of identity separate from others, focusing more on themselves and their own goals, expressing individual feelings and opinions. When the self-concept is interdependent, individuals tend to have a sense of themselves as an embedded part of a network of social relations. Thus, these individuals tend to focus on others, and their actions and goals are dependent on the actions and goals of others.

This duality of identity constructs overlaps with a recent concept of autonomy – autonomy-connectedness.

The concept of autonomy-connectedness was developed by Bekker (1993) and it intends to reflect a notion of autonomy more sensitive towards gender and culture rather than a value based on individualism and masculinity. This recent concept of autonomy

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incorporates in its conceptualization the notions of independence and interdependence, which are closely connected with the theoretical basis of gender identification and attachment that are cornerstones of this feature.

By attachment processes, we refer to the biological-based scheme that stimulates the bonding between child and his/her primary caregiver (usually, and more commonly, the mother). This system is activated when the child perceives a threat or is distressed, and encourages the connection to the attachment figure, functioning as a safe harbor for the child. According to attachment theory, secure attachment experiences lead to healthy autonomy (Bowlby, 1969; Ainsworth & Bowlby, 1991).

This link is developed throughout childhood and is transposed into adulthood. Attachment in adulthood is based on the (positive and negative) perception individuals have of themselves and others. Individuals with positive perceptions about themselves and positive perceptions about others are characterized as secure (usually, these individuals have high self-esteem, and tend to be comfortable verbally expressing their feelings and opinions). Individuals with negative perceptions of themselves and positive perceptions of others are characterized as anxious (usually these individuals are highly dependent on others). Individuals with positive perceptions about themselves and negative perceptions of others are characterized as avoidant. Individuals with both negative perceptions of themselves and others are characterized as fearful (DiTommaso, Brannen-McNulty, Ross & Burgess, 2003).

Gender identification results from the socialization process; it is closely related to social and cultural expectations of gender roles, as well as to the male and female stereotypes (Gleitman, Fridlund & Reisberg, 2011). Aboim (2010) showed in his study that in contemporary Europe, the role of men and women in society differs from country to country in four general postulated dimensions – motherhood, independence of women, deinstitutionalization of family and caring men. Comparing 15 European countries, one of his results showed that in countries with former communist regimes as well as in Portugal, the role of women in motherhood dimension was associated with more traditional beliefs, when compared to other countries. Sex-differences in self-direction values were smaller in wealthier and more industrialized countries, which have a more individualistic based culture, than in poorer countries with more collectivist and embedded cultures (Schwartz and Rubel, 2005; cited by Schmitt, Realo, Voracek & Allik, 2008; Bartholomew & Horowitz, 1991).

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Thus, by definition, autonomy-connectedness reflects a dichotomy between the need and the ability the individual has to trust himself/herself and to be independent, as well as the need and the capacity for intimacy and satisfying intimate relationships. (Bekker & Van Assen, 2006; Van Assen & Bekker, 2009).

Three dimensions are proposed for this construct – Self-awareness (SA), Sensitivity to others (SO) and Capacity for managing new situations (CMNS). The SA dimension refers to the ability that individuals have of being aware of themselves, of their own opinions, ambitions and needs as well as the ability of expressing them in social interactions. The SO dimension refers to empathy and the call individuals have for both intimacy and separation. The CMNS refers to the feeling of (dis)comfort occurring when individuals are faced with new situations; therefore, it relates to the tendency of exploring new environments/dependence on familiar structures (Bekker & Van Assen, 2006).

### 2.1.2 Autonomy-Connectedness, and Gender Differences

Significant gender differences have consistently been found in autonomy-connectedness, especially in the SO dimension. Women tend to score higher in this dimension than men (Bekker & Van Assen, 2008). The results have also shown that variables such as socioeconomic status, education and income are positively associated with SA and CMNS components, and these sociodemographic variables are usually associated with sex differences in which men tend to reveal higher scores. Furthermore, Bekker and Belt (2006) set out to examine a potential relationship between the construct of autonomy-connected and depression, and anxiety (specific psychopathologies which are more prevalent among women). In this study, the authors compared two groups of participants, a group of institutionalized patients in a center of mental care and another group, composed of university students, which was handled as the control group. The group of patients showed lower values in the dimension SA and CMNS, and high values in the SO dimension. These results suggest that for disturbances that have a higher prevalence in women than men, such as depression and anxiety do, this pattern of high values in the SO component and low values in the SA component seems to be significant.

### 2.1.3 Autonomy-connectedness and The Big Five

Van Assen and Bekker (2009) showed a connection between the components of autonomy-connected and the big five personality factors. Their goal in this study was to examine to what extent autonomy-connectedness could be explained by the five major

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personality factors, and if gender differences in the construct of autonomy-connectedness could be mediated by the five major personality factors. The results showed that SA and CMNS components had positive associations with Openness to Experience and Extraversion and negative associations with Agreeableness and Neuroticism. On the other hand, the SO component had positive associations with Agreeableness and Neuroticism and negative associations with Openness and Extraversion. The Conscientiousness factor correlated positively, solely, to the SA component, not appearing to be in any way related to SO and CMNS components. They reasoned that the big five, i) are not mediators of gender differences in the components of autonomy-connectedness and, ii) can only explain part of the variance in the three construct components of autonomy-connectedness, which means that the construct may not be restricted or inserted in these personality factors, thus requiring to be considered as a distinct characteristic personality.

### 2.2. Culture and Hofstede's Cultural Dimensions

Defining the concept of culture is complex and controversial. In a simplified way, culture is when we are before a collection of information/meanings that satisfy three conditions, i) this information is non genetically transmitted between individuals; ii) this information is more or less shared within a population of individuals, and iii) this information is transgenerational, it is sustained in a population of individuals over a period of time (Kashima p. 176, in Levine & Hogg, 2010). "Culture" is defined as the belief systems and value orientations that influence customs, norms, practices, and social institutions, including psychological processes (language, care taking practices, media, educational systems) and organizations (media, educational systems; Fiske, Kitayama, Markus, & Nisbett, 1998). Inherent to this definition is the acknowledgement that all individuals are cultural beings and have a cultural, ethnic, and racial heritage. Culture has been described as the embodiment of a worldview through learned and transmitted beliefs, values, and practices, including religious and spiritual traditions. It also encompasses a way of living informed by the historical, economic, ecological, and political forces a group is subjected to. These definitions suggest that culture is fluid and dynamic, and that there are both cultural universal phenomena as well as culturally specific or relative constructs (APA, 2002). *"We might be able to infer the culture from the characteristics or products of its institutions (e.g., children's books, constitutions, lyrics of popular music). However, each institution emphasizes a modified version of the overall latent culture because it has different functions. For example, hierarchy values*

*are especially important in armies, autonomy values in universities, embeddedness values in families, and egalitarianism values in legal systems”* (Schwartz, 2013, p. 8). In his shared-meaning models of culture, Schwartz (2013) defines culture as a system of meaning that exists “external to the individual” (p. 5). According to this author, culture is a system of values that operates at an external mode and can be measured by aggregated country-level values.

In a similar view of aggregating cultural patterns of values at a societal level, Greet Hofstede (1980) defined four value based cultural dimensions. These dimensions would be used to differentiate between societies. The original dimensions are *power distance*, *uncertainty avoidance*, *individualism vs. collectivism*, and *masculinity vs. femininity*. In more recent years, Hofstede and colleagues added two more dimensions, *indulgence vs. restraint* and *long-term vs. short-term orientation*, the last of which was redesigned and renamed *pragmatism* (Hofstede, 2011).

The *individualism vs. collectivism* dimension is related to the incorporation of individuals into primary groups. This dimension reflects the position of a culture on a bipolar continuum. At the individualistic pole, cultures foster loose relationships between the individuals, individuals are expected to look after themselves and their immediate family. At the other end of the spectrum, in the collectivistic pole exists an implicit idea of “we”. Individuals are integrated, from birth, into solid, consistent in-groups, that are most of the time like extended families. These in-groups serve as protectors in exchange for unquestioning loyalty (Hofstede, 2011)

The *power distance* dimension defines the extent to which members of organizations or institutions with less power, such as family, accept and expect power distribution to be differentiated within the society. There is a clear distinction between more and less power distance and this power hierarchy is structured at the basis, i.e., this hierarchy is due both to the followers as the leaders. (Hofstede, 2011).

The *uncertainty avoidance* dimension can be defined as the ability of a society to deal with ambiguous situations. This dimension shows us the extent to which societies prepare their members for unstructured situations, i.e., new and unknown situations that differ from usual or familiar ones, where the rules and standards of conduct are not clear (Hofstede, 2011).

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The *masculinity vs. femininity* dimension sets the distribution of male and female values within a given society. Societies that are considered more masculine tend to be more restrictive, and societies that are more feminine tend to be more flexible. (Hofstede, 2011).

Most cross-cultural studies have focused on the individualism-collectivism dualism, consequently, on the independence-interdependence relationship. As a result, there is a considerable amount of information about these dimensions and a reference gap to the other dimensions (Cohen, 2010; Taras, Kirkman & Steel, 2010).

In their meta-analysis, Taras, Kirkman and Steel (2010) reviewed a total of 598 studies, equivalent to three decades of research within the cultural dimensions of Hofstede. In order to evaluate the relationship between the four original dimensions with a variety of relevant organizational results, the authors demonstrated that the four cultural dimensions are similarly predictive with regard to the organizational level results (at an individual level of analysis); when contrasted with personality traits, the predictive value of the cultural dimensions is higher with regard to organizational commitment, citizenship behaviors and attitudes towards working in groups, but is lower in results such as work performance and absenteeism; the cultural dimensions are significantly related, primarily to emotions, and followed by attitudes and behaviors.

### 2.3. The influences of acculturation in people's lives and autonomy-connectedness

*“What happens to individuals, who have developed in one cultural context, when they attempt to live in a new cultural context?”* (Berry, 1997, p.6) This question was asked by John W. Berry, considered by some the father of modern approaches of acculturation. By acculturation, we are referring to the twofold process of psychological and cultural change, which takes into account several forms of mutual accommodation that occur as a consequence of interaction between two or more cultural groups and their individual members. At the individual level, acculturation implies changes in a person's behavioral repertoire; at a group level, it involves changes in social organizations and in cultural practices (Berry, 2005). Cultural variables such as life circumstances can influence one's state of well-being. This notion of a good and happy life is very important to understand not only the individual perspective but also the societal one. *“It is hard to imagine that a dissatisfied and depressed culture would be an ideal society, no matter how desirable it is in other respects”* (Diener, Oishi & Lucas, 2003, p. 405).



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The strategies of acculturation follow two crucial rules, that is to say i) to what extent the individual wants to maintain the culture's identity and values, and ii) to what extent the individual participates and is involved in the new culture. So, the maintenance of the original culture values, and the contact and participation in the new culture give rise to the conceptual framework for the acculturation strategies. When in the migrants' shoes (that because when groups with different cultural backgrounds interact within one society, it is assumed there is a dominant group, which corresponds to the native-born individuals of that society, and the non-dominant groups, that correspond to the migrants) there are four possible acculturation strategies, i.e. assimilation, separation, marginalization, and integration (Berry, 1997). When the migrant has a low wish for cultural maintenance and at the same time has continuous contact/is involved with the new culture, the strategy that emerges is assimilation. When the opposite occurs, high cultural maintenance and low contact and participation, the strategy of separation occurs. Then, on the other hand, when there is no interest, neither in maintaining the original culture's values nor getting involved in the new culture, the marginalization strategy occurs. Finally, when both conceptual axes are positive, the migrant wants to maintain certain aspects of his cultural identity and at the same time contacts with, and participates in the new culture, the integration strategy arises (Berry, 1997). Years of residence in a host culture as natives are markers used to assess acculturation. Although neither of them can explain the loss or preservation of a culture's original practices, nativity and years of residence can explain the adoption of host-cultural practices, being the effect of years of residence more significant in adolescent girls and females who immigrated in their youth. (Schwartz, Pantin, Sullivan, Prado & Szapocznik, 2006). Acculturation can be positive or negatively influenced by a variety of factors, from characteristics at the level of the individual to contextual factors. Personality traits such as extraversion can positively influence the acculturation process as it facilitated communication (Silventoinen, Hammar, Hedlund, Koskenvuo, Ronnema & Kaprio, 2007).

In an attempt to explore the relationship between the Big Five personality traits and cross-cultural adjustment, Ward, Leong and Low (2004) demonstrated that neuroticism, extraversion, agreeableness and conscientiousness are all linked to psychological well-being and sociocultural adaptation. In this study, not only individual-level characteristic traits, but also contextual ones were explored. The study compared host individual and sojourner samples in Australia, as well as host individuals and sojourners in Singapore. By sojourners we mean migrants, since they are individuals who

travel voluntarily to another country, though in pursuit of a specific goal within a specific timeframe (Berry, 1997).

Despite the studies and findings made in the field of acculturation, meta-analytic examination is required, since the link between personality and acculturation is still unclear (Sam & Berry, 2010).

### 2.4. Autonomy-connectedness and Hofstede's Cultural dimensions

Bekker, Arends-Tóth and Croon (2011) studied the relation between autonomy-connectedness and the adherence to cultural values of independence and interdependences. This study was conducted with young adult women, some native from Netherlands and others with immigrant background.

This is the only study, so far, that incorporates the relation between autonomy-connectedness and cultural dimensions. However, it sits on the individualism vs. collectivism sphere. The goals for this study were i) comparing the levels of the three autonomy-connectedness components of immigrant respondents from countries categorized as collectivistic, with those of native Dutch respondents being categorized as individualistic; ii) comparing the adherence to independence- and to interdependence-related values; iii) analyzing the contribution of acculturation to each of the three autonomy-connectedness components and adherence to both independence and interdependence values. For the first hypothesis, it was expected that the immigrant group (the collectivistic labeled group) would be lower in self-awareness and higher in sensitivity to others, when compared to Netherlands native group. According to the results, this hypothesis was not sustained. Both groups had similar levels of self-awareness (as well as capacity for managing new situations), and sensitivity to others was, contrary to expectations, lower in the immigrant group than in the Netherlands native group (Bekker, Arends-Tóth & Croon, 2011). The second hypothesis was partly confirmed. The results showed that, indeed, higher values of interdependence were more highly associated with the immigrant group than the native Dutch group. However, no differences were found in the level of adherence to independence. The influence of adherence to independence and to interdependence to the three components of autonomy-connectedness was also examined, and the results also showed that higher levels of independence were associated with higher levels of self-awareness, and higher levels of adherence to interdependence to higher levels of sensitivity to others. Finally, for the third hypothesis, the results showed that it was partly supported. A higher preservation of the

original culture contributed to a higher level of sensitivity to others as well as to a higher adherence to interdependence. However, more adaptation to the new culture was not related to a higher level of self-awareness, neither to a higher level of independence (Bekker, Arends-Tóth & Croon, 2011).

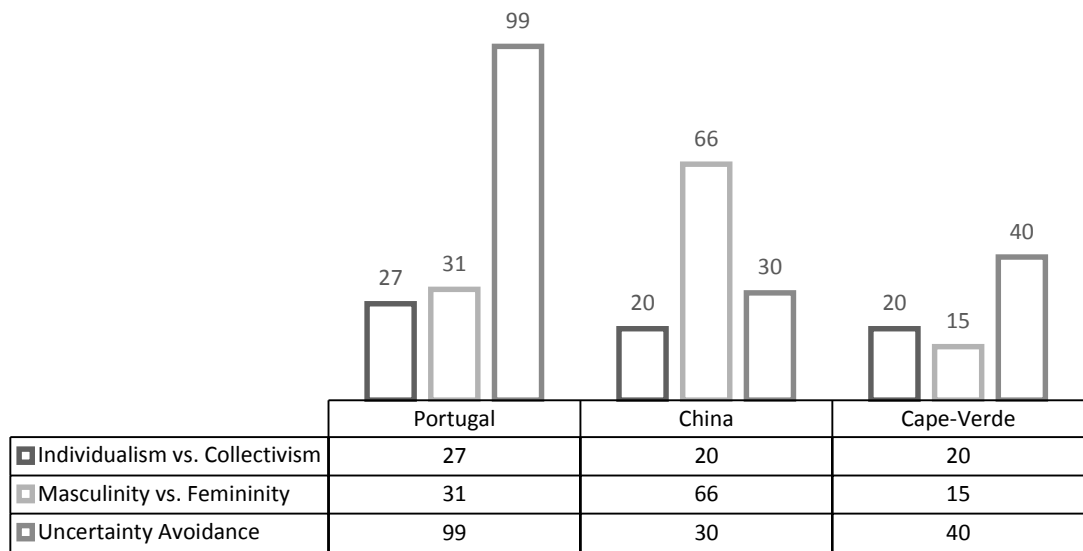
### 2.5 Definition of the Problem

Up to the present, the construct of autonomy-connectedness had been largely studied in the Dutch population, existing solely one study that included immigrants (from Morocco or Turkey) residing in the Netherlands. Therefore, there is the need to understand if the construct is valid across other populations in order to extend its external validity. In the present study, we aim to assess the Portuguese population in terms of autonomy-connectedness, as well as differences between different cultural groups, assuming that they share some characteristics and differ in others.

In the present study, the groups that will be compared in their levels of autonomy-connectedness are all labeled as collectivistic. According to the information on the Hofstede's Center, Portugal, China and Cape Verde are three collectivistic cultures (see figure 2.1). A collectivistic culture is generally defined as a cohesive in-group network, where individuals are born into. The distinction between in-group and out-group is strongly defined and the sense of belonging is early learned to be appreciated (Hofstede, 2011). Both of the immigrant groups represent large foreign communities living in Portugal. According to the Foreign and Borders Service (SEF, 2013), Cape Verde is the second largest foreign community in Portugal, that equals to a number of 42,401 people. China in turn, represents the sixth largest foreign community in Portugal, with 18,637 people residing in this country. According to statistical data provided by the Foreign and Borders Service in 2013, the Chinese community in Portugal increased by 6.8% (SEF, 2013, p.10).

As seen in Figure 2.1, Portugal, China and Cape Verde score differently in the masculinity vs. femininity (M/F) and uncertainty avoidance (UA) dimensions. Portugal presents the highest value for the UA dimension. This means that compared to China and Cape Verde, Portugal is an uncertainty avoidant culture, which is intolerant to what is different (divergences are perceived as dangerous); members of this society experience more stress and anxiety, and lower subjective well-being; there is a strong need for structure, clarity and rules since the intrinsic ambiguity of life is perceived as a threat.

Figure 2.1\* Hofstede’s Cultural Dimensions



\*Adapted from hofstedecenter.com

On the other hand, from these three countries, China is the one presenting the highest values in the M/F dimension. In other words, this means that in the Chinese culture, gender differences are very strict and taken into account; society expects men to be strong, assertive and ambitious; family and relationships come in second place, while work prevails above all. Cape Verde presents medium scores, though it presents the lowest score on the M/F dimension, being therefore the most feminine culture presented herein (Hofstede, 2011).

If we overlap the definitions of the autonomy-connectedness subscales to the culture dimension of I/C, M/F and UA, we can see some similarities between them. The SA subscale focuses on the individual ability of self-consciousness as one part of the others. In a direct contrast to the cultural dimensions, we could say that the SA dimension reflects the individualist pole in I/C dimension. On the other hand, the SO subscale focuses on sensitivity to others, reflecting the other pole of I/C dimension. However, the SO subscale can also echo the value pattern of feminine cultures. The CMNS subscale relates to feelings of (dis)comfort in new environments, the need or tendency to explore or depend on what is known. This can be related to the cultural value patter of UA, since both operate with the notion of familiar and unfamiliar contexts.

## 2.6. Study Goals and Research Hypotheses

Using an exploratory approach, the present study presents two major goals, i) a descriptive analyses of the autonomy-connectedness construct in the Portuguese population, and ii) a descriptive and comparative analyses of the autonomy-connectedness constructs among Portuguese individuals and residing immigrants, i.e. Chinese and Cape-Verdeans immigrants. To achieve these goals, two studies have been conducted.

In Study I, the goal was to assess the scores in the three sub-dimensions of the autonomy-connectedness construct among the Portuguese population, as well as explore sex differences. With Study I we expect:

H1: ACS-30 (Portuguese version) will present adequate psychometric properties with a three dimensional structure;

H2: Sex differences will be found, with women having higher scores on SO.

In Study II, the goal was to compare Portuguese natives, and Chinese and Cape-Verdean immigrants residing in Portugal in their autonomy-connectedness scores. Using a cultural differentiated sample, in this study we aimed to understand the relationship between autonomy-connectedness and three cultural value dimensions, namely, *individualism vs. collectivism*, *uncertainty avoidance* and *masculinity vs. femininity*, as well as controlling for acculturation influences. It is expected that individuals from different cultures experience interpersonal relationships in different ways. Using the participant's nationality and country of origin, such as the scores of each of the three represented cultures have in I/C, UA and M/F cultural dimensions as independent variables, we aim to explore the scores obtained by each culture in the components of autonomy-connectedness. Thus, Study II presents hypotheses based on the overlapping definitions of the three autonomy-connectedness subscales and scores on I/C, UA and M/F dimensions. The hypotheses for Study II are:

H3: Portuguese participants will present lower scores on Capacity for Managing New Situations subscale, compared to Chinese and Cape Verdeans participants.

H4: Cape Verdean participants will present higher scores on Sensitivity to Others subscale, compared with Portuguese and Chinese participants.

Furthermore, we will explore the effects of acculturations on the three dimensions and group differences.

### III – Study I

#### 3.1. Method

##### 3.1.1. Participants

Participants were 185 Portuguese individuals. Of these, 120 were female (64.9%) and 65 (35.1%) were male. Where occupation is concerned, 47% of participants were students and the mode of education level was high school education. Ages ranged from 18 to 59 years old ( $M= 28.73$ ;  $SD= 10.79$ ); though the age of one participant was unknown. 64.9% of participants were single and 57.8 % of participants had a High school education level (See Appendix C)

**TABLE 3.1**

**Demographic data of the samples from Portuguese Population**

	<i>Age</i>	<i>Male (%)</i>	<i>Female (%)</i>	<i>Students%</i>
Respondents	28.73 (S.D.=10.79)	35.1	64.9%	57.8%

##### 3.1.2. Measures<sup>1</sup>

To assess Portuguese population levels of autonomy-connectedness, we used the ACS-30 (the Autonomy-Connectedness Scale; Bekker & Van Assen, 2006; Portuguese translated version<sup>2</sup>). The ASC-30 is subdivided into three subscales, namely self-awareness (SA), sensitivity to others (SO) and capacity to manage new situations (CGNS).

The SA subscale aims to measure the individual's ability to be aware/consciousness of their own opinions, desires, needs, and the ability to express these in social interactions. In the original version (Bekker's & Van Assen, 2006), this subscale presented a 0.81 value for Cronbach's alpha, therefore presenting a satisfactory value in terms of internal consistency. An item example of this subscale is "I have strong opinions on most issues." The SO subscale is related to empathy and the individual's ability/need of intimacy and separation; it aims to measure the sensitivity of individuals to the opinions, wishes and needs of others. For the subscale sensitivity to others, Cronbach's alpha was 0.83 (Bekker

<sup>1</sup> In this study ACS-30 was incorporated in a bigger questionnaire set that included two other instruments, namely *Extended Personal Attributes Questionnaire* (Spence, Helmreich & Holahan, 1979) and *Unmitigated Communion Scale* by Helgeson (1993). Both instruments aim to assess differentiated attributes related to gender expressions and gender roles.

<sup>2</sup> The translation process, factor analyses and internal consistency of the scale are presented in the Results. We will address the Portuguese translation version as ACS-30.

& Van Assen, 2006). An item example is: "I tend to get too involved in the feelings of others."

The CMNS subscale refers to the feelings of (dis)comfort in situations and new contexts; the trend of exploiting and depending on environments / family structures. Likewise, the CMNS subscale presents satisfactory internal consistency with a Cronbach's alpha value of 0.82. A representative item of this subscale is, for example, "I feel instantly at ease in new situations." (Bekker & Van Assen, 2006). Respondents had to rate to what degree these items were suitable to them, on 5-point Likert scales ranging from 1 (disagree) to 5 (agree).

### 3.1.3 Procedure

For the present study, the ACS-30 was translated to Portuguese. To obtain the final Portuguese version of the scale, a two phase process was conducted. Firstly, a translation from English into Portuguese by two native Portuguese speakers was carried out. When the compromise about the 30 items was obtained, these same translated items were retranslated, now from Portuguese do English by two English native speakers. This second phase aimed to assure that the original meaning of the items was maintained. This Portuguese version of ACS-30 was incorporated in a bigger questionnaire along with two other instruments. The questionnaire was distributed online via email and social media networks (48.6 % of participants filled in the online version) at the same time, it was also distributed in a pen and paper form (51.4 % of participants filled in the paper and pen form). Two inclusion criteria were used in this study, i) age equal or higher than 18 years, ii) Portuguese nationality. A sample was obtained for convenience. In both forms (online and paper), the Informed Consent term was at their disposal, where the volunteer participation nature and anonymity of responses as Confidentiality were guaranteed. (Ordem dos Psicólogos Portugueses, 2011).

## 3.2. Results

**Factor analyses:** Because a translated version of ACS-30 was used, factor analysis was performed to assess if the three subscales measure distinguishable constructs. Using Principal Axis Factoring Method (PAF), we obliquely rotated the factor solution and came across unexpected behavior from 3 items (items number 11 – SO item, 22- CMNS item and 30 – SA item). Item no. 30 presented spread loadings, and item no. 22 fitted into a factor other than what was expected. Item number 11 correlated negatively to the items

of its subscale (see appendix D). For these reasons, it was decided to eliminate these three items. To ensure internal consistency of the three subscales, now composed of 27 items in total (SA – 6 items; SO – 16 items, CMNS – 5 items) we computed the Cronbach's Alpha for each of the subscales. The values obtained for the three subscales, containing only 27 items in total, showed good internal consistency (see TABLE 3.1).

<i>Scale</i>	<i>Cronbach's α of original version</i>	<i>No. of items of original version</i>	<i>Cronbach's α of Portuguese version</i>	<i>No. of items of Portuguese version</i>
Self-awareness (SA)	.81	7	.83	6
Sensitivity to others (SO)	.83	17	.74	16
Capacity of managing new situations (CMNS)	.82	6	.76	5
Total	-	30	-	27

**Primary Analyses:** In order to explore the behavior of the Portuguese population in the ACS-30 dimensions, a set of descriptive analyzes was performed. At first, descriptive analysis of the response per items were carried out. The range of responses per item varied between 1 and 5, which indicates that maximum amplitude response was obtained. Average response of each subscale and respective standard deviations are represented in TABLE 3.2.

The results show that Portuguese population scored equally on SO and CMNS, and SA presented the highest score out of the three subscales.

Correlations analyses were made between the three subscales of the instrument and variables Age and Education.



**TABLE 3.2**  
**Means and Standard Deviations of Average Items Scores On ACS-30 Portuguese Version**

<i>Scale</i>	<i>Total Sample</i>		<i>Men</i>		<i>Women</i>	
	M	SD	M	SD	M	SD
Self-awareness (SA)	3.69	.77	3.65	.77	3.71	.07
Sensitivity to others (SO)	3.39	.61	3.19 <sup>a</sup>	.56	3.50 <sup>a</sup>	.61
Capacity to manage new situations (CMNS)	3.39	.81	3.45	.72	3.36	.86

<sup>a</sup> Means with statistically significant differences at  $p < 0.1$ .

The results demonstrated that all subscales were significantly correlated. The subscale SO is negatively correlated with the subscales CMNS and SA, and SA and CMNS subscales are positively correlated to each other (See TABLE 3.3)

**TABLE 3.3**  
**Pearson Correlations between ACS-30 Subscales**

<i>Scale</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>1. Self-Awareness (SA)</b>			
		-.38**	.33**
<b>2. Sensitivity to Others (SO)</b>			
			-.24**
<b>3. Capacity for managing new situations (CMNS)</b>			

\*\*Correlation is significant at the .01 level (2-tailed)

**Sex Differences and relations to other sociodemographic variables:** The results show that women scored, on average, higher on all three subscales when compared to men. Sex differences were evaluated on the ACS-30 subscales, by conducting independent samples *t* tests on the means presented in Table X. Women presented a higher score on SO subscale. The difference was significant ( $t(168) = 3.22, p < 0.01$ ). No significant sex

differences were found for the other subscales - CMNS subscale,  $t(176) = -0.71, ns$  ( $p=0.48$ ); and SA subscale,  $t(177) = 0.451, ns$  ( $p=0.65$ ).<sup>3</sup>

**TABLE 3.4**  
**Means and Standard Deviations of Average Items Scores in Bekker & Van Assen, 2006**

<i>Scale</i>	<i>Total Sample</i>		<i>Men</i>		<i>Women</i>	
	M	SD	M	SD	M	SD
Self-awareness (SA)	3.85	0.66	3.92	0.61	3.81	0.68
Sensitivity to others (SO)	3.58	0.52	3.27	0.49	3.75	0.45
Capacity to manage new situations (CMNS)	3.22	0.84	3.38	0.78	3.13	0.86

Regarding the variables Age and Education, only one correlation was found to be significant, between age and CMNS. However, it was not a very strong correlation. (see Table 3.5)

**TABLE 3.5**  
**Pearson Correlations between ACS–30 Subscales and Variables of Age and Education**

<i>Scale</i>	<i>Age</i>	<i>Education</i>
Self-Awareness (SA)	.14	.08
Sensitivity to Others (SO)	-.13	-.08
Capacity for managing new situations (CMNS)	.17*	.064

\*. Correlation is significant at the 0.05 level (2-tailed).

<sup>3</sup> Differences on SO were found between online and paper samples. Online samples scored higher on SO. This can be explained due to the fact that of 90 online participants, 62 were female.

### 3.3. Discussion

In Study I, we aimed to describe Portuguese population scoring behavior on ACS-30. To reach this goal, we first translated ACS-30 to Portuguese. We concluded that the translation to a Portuguese version of ACS-30 was successful, thus revealing its suitability for research purposes among the Portuguese population. The drop in the number of items (one from each subscale, three in total) did not deteriorate the internal consistency of the subscales. The unexpected behavior of these items in the Portuguese version could be related to mismatching of the original message and the translated message or possible cultural differences in the construct, or even due to lower sample size than the original study (original study presented  $N=591$ ). The internal consistency values of all three subscales ranged from 0.74 to 0.83. The subscales presented expected correlations between each other's, namely a positive correlation between Self-awareness and Capacity for managing new situations, and a negative correlation between Sensitivity to others and the two previous subscales. The results found herein converge with previous studies of ACS-30, and therefore both hypotheses were confirmed. As shown in Bekker's (1993) and Bekker and Van Assen (2006) studies, women scored higher on Sensitivity to others once again. Since sex differences in SO cannot be explained by the Big Five personality factors (Van Assen & Bekker, 2009), we can state that women can be described as more empathic and sensitive to what happens around them. Moreover, women acting consistently more on an interdependent level is related to the female's identity characteristic of connectedness (Bekker et al, 2006).

Age and Capacity for managing new situations were positively linked. In other words, the older an individual is, the more capable they seem to be of dealing with new contexts. Although the correlation between Age and CMNS was small, it can be related to the acquisition of new knowledge and skills that come from the developmental process itself (Baltes, 1987). Education level seems to have no influence in autonomy-connectedness.

Compared to the values from the original study (see Bekker et al, 2006), the Portuguese population appeared to present relatively lower scores than the Dutch population on SA and SO, and presented slightly higher scores on CMNS. Regarding sex differences, on average scores of the three subscales, Portuguese men appeared to present lower scores on SA ( $M=3.69$ ) than Dutch men ( $M=3.92$ ). Generally, Dutch people

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seemed to be more self-aware than Portuguese people. This can be related to the fact that the Dutch culture is more individualistic and the Portuguese culture is more collectivistic.

As a separated individual personality characteristic (Van Assen & Bekker, 2009), autonomy-connectedness presents a gender differentiated focus. The fact that women consistently score higher on sensitivity to others outlines social gender constructs as well as social gender stereotypes of women in occidental societies, with sex differences in personality traits becoming more extreme (Aboim, 2010; Schmitt, Realo, Voracek & Allik, 2008).

## IV. Study II

### 4.1 Method

#### 4.1.1 – Participants

In this study, three sample groups were analyzed, namely Portuguese natives (P-Group), Chinese immigrants residing in Portugal (CH-Group), and Cape Verdean immigrants residing in Portugal (CV-Group) (n P-Group=30; n CH-Group=30; n CV-Group=30, N=90).

Total sample age ranged from 18 to 72 (M= 28.41; SD=11.431). Participants were 57.8% female; 72.2% were single and the highest frequency observed in the education level was Higher Education.

P-Group was obtained from Study I through a random case selection process by SPSS. P-P-Group age ranged from 18 to 51 years old (M = 27.23, SD= 9.758). Regarding sex, 60% of participants in this group were female; 73.3% were single and 60% had a high school Education degree.

CV-Group age ranged from 18 to 72 years old (M = 32.10, SD = 14.660). Participants were 60% female; 70% were single and the highest frequency observed in Education level was a Higher Education Degree. 50% of these participants had been living in Portugal for up to seven years.

CH-Group age ranged from 20 to 53 years old (M = 25.71, SD = 7.891). Participants were 53.3% female; 73.3% were single and the highest frequency observed in Education level was a Higher Education degree. 66.7% of these participants had been living in Portugal for less than one year (see TABLE 4.1).

**TABLE 4.1**

**Descriptive analyses of participants in Study II**

	<i>Total</i>	<i>P-Group</i>	<i>CV-Group</i>	<i>CH-Group</i>
	<i>Sample</i>			
N	90	30	30	30
Age (mean)	28.41	27.23	32.10	25.71
Female participants (%)	57.8	60	60	53.3
Male participants (%)	42.2	40	40	46.7
Time of residence (years) <sup>a</sup>			2-7	1

a. Highest frequency observed

### 4.1.2 – Measures

The instrument used in this study has been described in Study I. A bilingual questionnaire, containing only the ACS-30 scale, was presented to participants using both versions, English and Portuguese. The decision to use a bilingual questionnaire aimed to overcome linguistic barriers.

### 4.1.3 – Procedure

CH-Group and CV-Group participants were recruited in the geographical area of Lisbon, since this area accommodates 51.6% of immigrants residing in Portugal (INE, 2011). Inclusion criteria were used in this study. CH-Group and CV-Group participants had to i) be 18 or older, ii) have been born in China or Cape Verde; and/or, iii) the parents' country of origin had to be China or Cape Verde.

Just like in Study I, the questionnaire was distributed online via email and social media networks. At the same time, it was also distributed in a pen and paper form. A snowball sampling process was used.

## 4.2 – Results

In terms of scoring, the P-Group presented slightly higher scores on SA ( $M=3.74$ ;  $SD=.81$ ), SO ( $M=3.39$ ;  $SD=.77$ ) and CMNS ( $M=3.60$ ;  $SD=.70$ ). CV-Group and CH-Group presented equal scores on SO ( $M=3.2$ ), and CH-Group presented the lowest scores on SO ( $M=3.03$ ;  $SD=.39$ ) (See Table 4.2)

In order to investigate if the differences were statistically significant for each dimension, we conducted a set of Univariate Analyses of Variance between all three groups for the SA, SO and CMNS subscales (using nationality as the independent variable and ACS-30 subscales as the dependent variables). No differences were found between the groups on SO ( $F(2;83)=1.752$  *ns* ( $p=.180$ )) and CMNS ( $F(2;86)=1.213$  *ns* ( $p=.302$ )) subscales. However, on the SA subscale, significant differences were found,  $F(2; 89) = 9.295$ ,  $p \leq 0.05$  ( $\eta^2=.178$ ). To assess which groups differentiated from each other, Post Hoc Tests were conducted (see Appendix F), which revealed that Portuguese participants scored higher on SA than participants from the CH-Group.

Three additional 2-factor ANOVA's were performed using nationality and sex as independent variables, to assess sex differences within and between the cultural groups on ACS-30 subscales. Results showed that no differences were found on CMNS (interaction effect:  $F(2;83)=0.36$ , *ns* ( $p=.69$ ); nationality:  $F(2;83)=0.99$ , *ns* ( $p=.373$ ); sex:

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$F(1;83)=0.03$  ns ( $p=.37$ )). On SA subscale, solely nationality provided a significant difference ( $F(2;83)=9.16$ ,  $p \leq 0.05$ ). Thus, sex did not reveal any differences ( $F(1;83)=0.071$ , ns ( $p=.79$ )). Furthermore, no interaction effect was found on this subscale ( $F(2;83)=0.187$ , ns ( $p=.83$ )). On the SO subscale, differences were found to reach significance based on sex ( $F(1;80)=9.72$ ,  $p \leq 0.05$ )). There were no differences found on SO due to nationality ( $F(2;80)=0.80$ , ns ( $p=.452$ )). However, interaction effects were found on SA subscale ( $F(2;80)=7.38$ ,  $p \leq 0.05$ )). (see Table 4.3 and Figure 4.1)

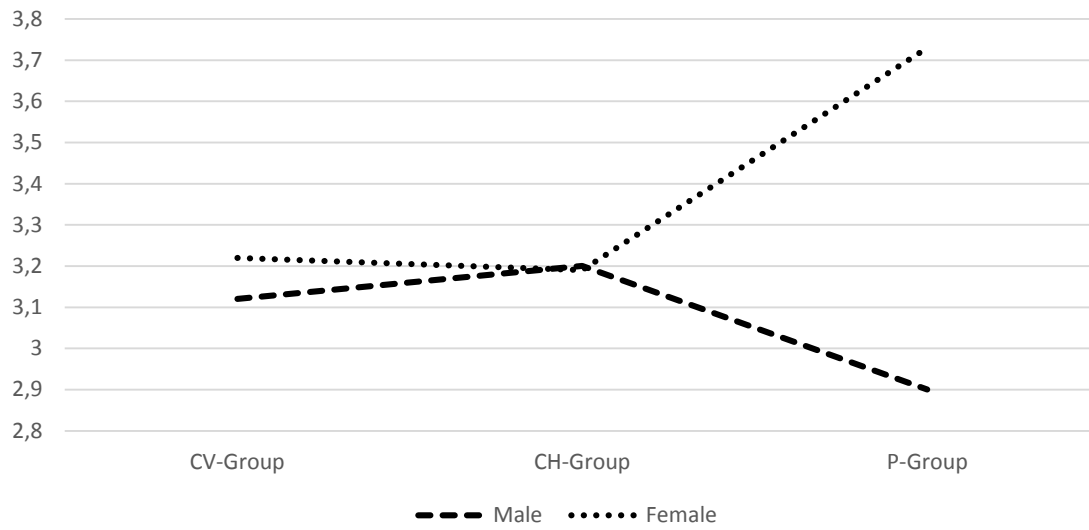
**TABLE 4.3**

**Average scores on SO per Sex of cultural groups**

<i>Sex</i>	<i>Groups</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Female	CV-Group	3.22	.34	17
	CH-Group	3.19	.23	16
	P-Group	3.73	.65	17
	Total	3.38	.50	50
Male	CV-Group	3.11	.33	11
	CH-Group	3.20	.22	14
	P-Group	2.90	.68	11
	Total	3.09	.45	36

Additional analyses of variance tested the effect of time of residence (of the immigrant groups) on the ACS-30 subscales. Three ANCOVA'S were performed with nationality of immigrant groups as independent variable (2-levels, Chinese and Cape-Verdean), time of residence as covariable, and each dimension as a dependent variable.

Figure 4.1  
Sex differences between cultural groups on SO subscale



Results showed no effects of either nationality ( $F(1;55)=.299$  *ns* ( $p=.587$ )) and time of residence ( $F(1;55)=.281$  *ns* ( $p=.587$ )) on SO. The same was true for CMNS (Nationality:  $F(1;56)=.122$  *ns* ( $p=.728$ ); Time of residence:  $F(1;56)= 2.072$  *ns* ( $p=.156$ )) between the groups. However, on a SA subscale, differences were found based on time of residence  $F(1; 56) = 6.84, p \leq 0.05$  ( $\eta^2=.109$ ), even though CV-Group and CH-Group did not differ on SA due to nationality ( $F(1;56)=.509$  *ns* ( $p=.478$ )).

**TABLE 4.2**  
**Univariate Analyses of Variance between Nationality and ACS-30 Subscales**

Scale	<i>P-Group</i>		<i>CV-Group</i>		<i>CH-Group</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Self-Awareness (SA)	3.74*	.81	3.40	.64	3.03*	.39
Sensitivity to Others (SO)	3.39	.77	3.2	.33	3.2	.22
Capacity for managing new situations (CMNS)	3.60	.70	3.50	.50	3.39	.43

\*. Significant at  $p \leq 0.05$ .



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Further analyses of variance were carried out (2-factor ANOVA), testing the effect of nationality and sex between the CV-Group and CH-group. No significant sex differences were found on ACS-30 subscales – SO,  $F(1;54)=.291$  *ns* ( $p=.592$ ); CMNS,  $F(1;55)=.087$  *ns* ( $p=.769$ ); SA,  $F(1;55)=.016$  *ns* ( $p=.900$ ).

Regarding nationality, no differences were found on SO ( $F(1;54)=.198$  *ns* ( $p=.658$ )) neither on CMNS ( $F(1;55)=.530$  *ns* ( $p=.470$ )). Solely on SA, significant differences were found between CV-Group and CH-Group,  $F(1; 55) = 1.857$ ,  $p \leq 0.05$  ( $\eta^2=.105$ ), with CV-Group scoring higher on this dimension.

## V. General Discussion and Conclusions

The present study was conducted with two major goals in line, i) a descriptive analyses of the autonomy-connectedness construct in the Portuguese population (reviewed in Discussion of Study I), and ii) a descriptive and comparative analyses of the autonomy-connectedness construct among Portuguese natives and Chinese and Cape-Verdean immigrants residing in Portugal.

Both hypotheses in Study I were sustained. The Portuguese version of ACS-30 presented adequate psychometric properties, with a three-dimensional structure (H1), and sex differences on SO were found, once again, thus women presented higher scores (H2). In Study II, the goal was to compare Portuguese natives, and Chinese and Cape-Verdean immigrants residing in Portugal in their autonomy-connectedness scores. The hypotheses for Study II was based on countries scores on Hofstede's Cultural Dimensions of Individualism/Collectivism, Masculinity/Femininity and Uncertainty Avoidance.

Because Portugal presented the highest score on Uncertainty Avoidance, it would be expected Portuguese individuals would have more difficulties in adapting to new environments and avoid ambiguous contexts and situations (Hofstede, 2011). The hypothesis that Portuguese individuals would present lower scores on Capacity for Managing New Situations subscale, compared to Chinese and Cape Verdeans individuals (H3), was not sustained. Moreover, no differences were found on CMNS between Portuguese, Chinese and Cape-Verdeans.

Cape-Verde presents the lowest scores on the Masculinity/Femininity dimension. Being in a feminine and collectivistic culture where interdependent values and gender fluid communication is enforced, it would be expected that Cape-Verdeans scored higher on Sensitivity to others (H4). However this hypothesis was also not confirmed. Moreover, no differences between either of the groups were found in SO. The lack of support for both hypotheses (H3 and H4) may be related to the small sample size (namely, of each groups), or it may be due to other group characteristics (such as gender composition; and variability within Hofstede's Cultural Dimensions).

Nevertheless, discoveries were made, namely differences between the cultural groups were found on SA. The results showed that 17.8% of the differences in this subscale can be explained due to the variable nationality. Out of the three cultures represented in Study II, Portuguese participants presented the highest score on SA subscale. Chinese participants presented the lowest scores in SA (with a significant

difference when compared to Portuguese participants). Given the overlap of the self-awareness component definition of autonomy-connectedness with the Individualist/Collectivist dimension of Hofstede's Cultural Dimensions, we can say that SA is related to the Individualist pole. Since China possesses a collectivistic and masculine culture, meaning that interdependent values and gender stereotypes are very pronounced and strict (Hofstede, 2011), the results found herein converge with these assumptions.

As in Study I, sex differences were once again found on SO subscale, with an interaction also significant between sex and nationality. The results also showed that Portuguese presented the biggest sex differentiation on SO dimension. Portuguese women scored significantly higher on Sensitivity to Others than Portuguese men. These results provide an interesting new research avenue, namely the study of autonomy-connectedness diverse cultures.

In Study II, groups of immigrant individuals residing in Portugal were used. Therefore, acculturation processes were taken into account. Nationality and time of residence were used as acculturation markers. The groups presented different average timeframes of residence, 50% of Cape-Verdean participants had been living in Portugal for up to seven years. On the other hand, more than 60% of Chinese participants had been living in Portugal for less than one year. The effect of time of residence was found to be significant solely on Self-awareness. Since Cape-Verdeans individuals scored higher on SA than Chinese individuals, but also had been residing for a longer period in Portugal, we can argue the relevance of time of residence in the incorporation of the host culture values (see Schwartz, et al 2006). The more time a migrant stays in a host culture, the more chances they have of adapting and integrating into the new culture. Nevertheless, this assumption emerges from a positive acculturation (assimilation or integration) strategy point of view, and takes into account contextual factors that may facilitate adaptation, such as language.<sup>4</sup> In another study, the contribution of acculturation to each of the three autonomy-connectedness dimensions (and both adherence to independence and to interdependence) showed that better adaptation to the new culture did not contribute to a higher level of self-awareness, thus better adaptation to the new culture did contribute to sensitivity to others (Bekker et al, 2011). However, in this study, authors used exclusively female participants, which may limit the results. In the integration

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<sup>4</sup> Portuguese and Cape Verdeans share the same official language, due colonization past.

strategy, both cultural value sets (original and host) are perceived as equal to the migrant (Berry, 1997) existing therefore acceptance of cultural differences (see also Bennet, 1986; 1993). As a migrant, individuals are challenged with this dichotomy of what is normal and accepted in their original culture and what is expected and desirable in the new culture. This process itself contributes to higher self-awareness, thus the perception of cultural differences and social adjustment becomes more salient, almost mandatory, for migrants that want to fit in their new cultures. Although we did not assess the extent of the immigrants' desire of maintaining their cultural identity/values, our results contrast with the results of Bekker et al (2006). Cape-Verdeans participants did present higher scores on Self-awareness than Chinese participants, and the former have been residing in Portugal for longer periods. Therefore, we hypothesize for further research that more time of residence in a host culture will increase the levels of self-awareness in immigrant groups, despite their willingness/or not to maintain the culture's original values.

The majority of studies done so far concerning the autonomy-connectedness construct has been performed with respondents from the Netherlands. The evidence from this study can hereby provide one first cross-cultural descriptive comparison of general non-clinical respondents. The Netherlands are, according to Hofstede's cultural dimensions (1980, 1991), relatively low on Power distance and Uncertainty avoidance. Therefore, hierarchy power differentiation is not expected/acceptable, and ambiguity is not perceived as a threat. The Netherlands are also a feminine and individualistic country. Thus, gender fluid roles and communication go along with independent pathways of development that encourage individual self-awareness. Portugal and the Netherlands differ on all four original Hofstede's dimensions, and showed slightly different scores in the autonomy-connectedness dimensions. Nonetheless, despite cultural differences, the autonomy-connectedness construct appeared to assume similar sex differences concerning Self-awareness and Sensitivity to others dimensions, which highlights the cross-cultural relevance of gender.

Given the exploratory facet of this study, certain limitations have to be considered. Despite being satisfactory for quantitative research, the sample size of Study II was small. The inclusion criteria used for the immigrant groups were quite simplistic, however this was the only way found to ensure that immigrant participants were actually immigrants with no/limited cross-cultural backgrounds. It should be noted as well the difficulty in reaching out to immigrant participants, due to the fact that these communities are relatively closed to outsiders. Although all three cultures represented in Study II were

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labeled as collectivistic due to their scores on Hofstede's Cultural Dimensions, it may be important to emphasize the differences among collectivist cultures. Portugal and Cape Verde may sit upon a more horizontally collectivistic margin, and China may represent a more vertically collectivistic culture (see: Triandis & Suh, 2002). A final limitation is the exclusive use of self-report measures.

The evidence from this investigation adds to the understanding of autonomy-connectedness construct as a culture sensitive personality trait. This investigation also provides a possible link between autonomy-connectedness and acculturative processes such as assimilation and integration.

The concepts of culture and autonomy are similar, for they represent complex phenomena that lack uniformity in their definitions. They also share a common trigger – human development. In this light, more interdisciplinary research is crucial so that knowledge about these concepts becomes more homogeneous and consensual.

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## Autonomy-Connectedness in Collectivistic Cultures

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Departamento de Psicologia Social e das Organizações

Instituto Universitário de Lisboa – ISCTE-IUL

## **TERMO DE CONSENTIMENTO INFORMADO**

### **Objetivo do Estudo**

O presente estudo faz parte integrante de uma validação psicométrica de escalas e adaptação das mesmas à cultura portuguesa, investigando características de personalidade e como estas se expressam nas atitudes e interações sociais dos indivíduos.

### **Condições de participação**

Os participantes devem ter idade igual ou superior aos 18 anos e antecedentes culturais portugueses. O tempo previsto de duração do estudo é de cerca de 10 minutos, sendo que o mesmo consiste no preenchimento de questionários.

### **Voluntariado**

A participação é voluntária. O participante tem a possibilidade de negar a participação ou de se retirar do estudo, a qualquer momento, sempre que assim o entender.

### **Confidencialidade, Privacidade e Anonimato**

De acordo com as normas da Comissão de Proteção de Dados, os dados recolhidos são anónimos.

Salientamos que **não há respostas certas ou erradas relativamente a qualquer das afirmações**, pretendendo-se apenas a sua resposta pessoal e sincera.

Tendo tomado conhecimento sobre a informação disponível do estudo, declaro aceitar participar.

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

Prof<sup>ª</sup> Carla Moleiro (para mais informações contactar: carla.moleiro@iscte.pt)

Prof<sup>ª</sup> Sónia Bernardes

Inês Ratinho

**ORIGINAL**

Departamento de Psicologia Social e das Organizações

Instituto Universitário de Lisboa – ISCTE-IUL

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Tendo tomado conhecimento sobre a informação disponível do estudo, declaro aceitar participar.

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

**Informações gerais**

Idade: \_\_\_\_

Sexo:

Feminino: \_\_\_\_ Masculino: \_\_\_\_

Estado civil:

Solteiro(a): \_\_\_\_ União de facto: \_\_\_\_ Casado(a): \_\_\_\_

Divorciado(a): \_\_\_\_ Viúvo(a): \_\_\_\_

Outro: \_\_\_\_\_

País de origem: \_\_\_\_\_

Nacionalidade: \_\_\_\_\_

Nível de escolaridade obtida:

Nenhum: \_\_\_\_ 1º ciclo: \_\_\_\_ 2º ciclo: \_\_\_\_ 3º ciclo: \_\_\_\_

Ensino Secundário: \_\_\_\_ Licenciatura pré-Bolonha: \_\_\_\_

Licenciatura pós-Bolonha/Mestrado integrado: \_\_\_\_

Pós-Graduação/Mestrado/Doutoramento: \_\_\_\_ Outro: \_\_\_\_\_

Profissão: \_\_\_\_\_

**EAI-30**

A presente escala apresenta afirmações relacionadas com características de personalidade. Por favor classifique cada uma das afirmações que se seguem de acordo com o que é aplicável a si, colocando um círculo em volta do número onde se posiciona a sua resposta:

	Discordo	Discordo um pouco	Nem discordo nem concordo	Concordo um pouco	Concordo
Tenho tendência a envolver-me demasiado nos sentimentos das outras pessoas.	1	2	3	4	5
Raramente me preocupo com os sentimentos e as experiências dos outros.	1	2	3	4	5
Raramente me preocupo com a visão que os outros têm de mim.	1	2	3	4	5
Muitas vezes imagino o que pensarão os outros de mim.	1	2	3	4	5
Facilmente ponho de parte os comentários dos outros.	1	2	3	4	5
Não suporto que as outras pessoas estejam zangadas comigo.	1	2	3	4	5
Odeio desapego.	1	2	3	4	5
Quando tomo decisões importantes acerca da minha vida, não tenho em conta os desejos e as opiniões dos outros.	1	2	3	4	5
Sinto uma grande necessidade de receber conselhos e orientações das outras pessoas.	1	2	3	4	5
Se faço alguma coisa que aborrece as outras pessoas, facilmente ignoro esse pensamento.	1	2	3	4	5
Raramente costumo pedir conselhos a outras pessoas.	1	2	3	4	5
Consigo facilmente desistir de coisas que pessoas que são importantes para mim querem que eu faça.	1	2	3	4	5
Frequentemente anseio por amor e afeto.	1	2	3	4	5
Normalmente consigo afastar dos meus pensamentos a angústia das outras pessoas.	1	2	3	4	5
Se tenho as coisas à minha vontade contra a vontade dos outros, fico normalmente muito ansioso/a.	1	2	3	4	5

Autonomy-Connectedness in Collectivistic Cultures – Appendix A

	Discordo	Discordo um pouco	Nem discordo nem concordo	Concordo um pouco	Concordo
As experiências das outras pessoas têm um forte impacto nos meus estados de espírito.	1	2	3	4	5
Sinto-me rapidamente à vontade em novas situações.	1	2	3	4	5
Lido facilmente com um novo problema sozinho/a.	1	2	3	4	5
Preciso de muito tempo para me acostumar a um novo ambiente.	1	2	3	4	5
Sou uma pessoa muito aventureira.	1	2	3	4	5
Se dependesse de mim, passaria a maior parte do tempo em ambientes familiares.	1	2	3	4	5
É-me difícil começar novas atividades sozinho/a.	1	2	3	4	5
Muitas vezes não sei qual é a minha opinião.	1	2	3	4	5
Tenho opiniões fortes sobre a maioria dos assuntos.	1	2	3	4	5
Muitas vezes tenho dificuldade em saber o que eu realmente quero.	1	2	3	4	5
Normalmente, é muito fácil para mim saber o que gosto mais.	1	2	3	4	5
Quando não concordo com alguém, deixo isso bem claro.	1	2	3	4	5
Se me perguntam o que eu quero, a maior parte das vezes respondo de forma imediata.	1	2	3	4	5
Ouvir a opinião das outras pessoas muitas vezes faz-me mudar de ideias.	1	2	3	4	5

**QEAP P**

Os itens que se seguem são pares de características contraditórias, isto é, não pode tê-las ao mesmo tempo. Os números formam uma escala entre os dois extremos. Deve colocar um círculo em torno do número que descreva onde se situa na escala.

Nada arrogante	1	2	3	4	5	Muito arrogante
Nada independente	1	2	3	4	5	Muito independente
Nada emocional	1	2	3	4	5	Muito emocional
Cuida de si próprio/a	1	2	3	4	5	Cuida dos outros
Muito passivo/a	1	2	3	4	5	Muito ativo/a
Nada egoísta	1	2	3	4	5	Muito egoísta
Dificuldade em dedicar-se completamente aos outros	1	2	3	4	5	Facilidade em dedicar-se completamente aos outros
Muito rude	1	2	3	4	5	Muito gentil
Nada prestável	1	2	3	4	5	Muito prestável
Nada convencido/a	1	2	3	4	5	Muito convencido/a
Nada competitivo/a	1	2	3	4	5	Muito competitivo/a
Nada amável	1	2	3	4	5	Muito amável
Nada consciente dos sentimentos dos outros	1	2	3	4	5	Muito consciente dos sentimentos dos outros
Toma decisões facilmente	1	2	3	4	5	Tem dificuldade em tomar decisões
Nada ganancioso/a	1	2	3	4	5	Muito ganancioso/a
Desiste facilmente	1	2	3	4	5	Nunca desiste
Nada auto-confiante	1	2	3	4	5	Muito auto-confiante
Sente-se muito inferior aos outros	1	2	3	4	5	Sente-se muito superior aos outros
Nada autoritário/a	1	2	3	4	5	Muito autoritário/a
Nada compreensivo/a	1	2	3	4	5	Muito compreensivo/a
Nada cínico/a	1	2	3	4	5	Muito cínico/a
Muito frio/a nas relações com os outros	1	2	3	4	5	Muito caloroso/a nas relações com os outros
Nada hostil	1	2	3	4	5	Muito hostil
Quebra sob pressão	1	2	3	4	5	Suporta bem a pressão



## ECNM

Utilizando a escala que se segue, coloque um círculo em torno do número que indique o grau em que concorda ou discorda com cada uma das frases.

	Discordo muito	Discordo um pouco	Não concordo nem discordo	Concordo um pouco	Concordo muito
Coloco sempre as necessidades dos outros à frente das minhas necessidades	1	2	3	4	5
Nunca me envolvo demasiado nos problemas dos outros	1	2	3	4	5
Para eu estar feliz, preciso que os outros estejam felizes	1	2	3	4	5
Preocupo-me com a forma como os outros vivem sem mim quando não estou presente	1	2	3	4	5
Tenho muita dificuldade em adormecer à noite quando outras pessoas estão preocupadas.	1	2	3	4	5
É-me impossível satisfazer as minhas necessidades quando estas interferem nas necessidades dos outros.	1	2	3	4	5
Não consigo dizer ‘não’ quando alguém me pede ajuda	1	2	3	4	5
Mesmo quando exausto/a, ajudarei sempre as outras pessoas	1	2	3	4	5
Preocupo-me frequentemente com os problemas dos outros	1	2	3	4	5

**OBRIGADA  
PELA SUA PARTICIPAÇÃO**

Departamento de Psicologia Social e das Organizações  
ISCTE - Instituto Universitário de Lisboa

**TERMO DE CONSENTIMENTO INFORMADO | *INFORMED CONSENT***

**Objetivo do Estudo | *Purpose of the Study***

O presente estudo faz parte integrante de um projeto de dissertação no âmbito do Mestrado em Psicologia das Relações Interculturais. Pretende investigar características de personalidade e como estas se expressam nas atitudes e interações sociais dos indivíduos.

*The present study is part of a dissertation project within the Master in Psychology of Intercultural Relations. It intends to investigate personality traits and how these are expressed in attitudes and social interactions of individuals.*

**Condições de participação | *Participation Conditions***

Os participantes devem ter idade igual ou superior aos 18 anos. O tempo previsto de duração do estudo é de cerca de 10 minutos.

*Participants must be aged, equal to or greater than, 18 years. The estimated time duration of the study is about 10 minutes.*

**Voluntariado | *Voluntary***

A participação é voluntária. O participante tem a possibilidade de negar a participação ou de se retirar do estudo, a qualquer momento, sempre que assim o entender.

*Participation is voluntary. The participant has the possibility to deny the participation or withdraw from the study at any time, whenever he/she sees fit.*

**Confidencialidade, Privacidade e Anonimato | *Confidentiality, Privacy and Anonymity***

De acordo com as normas da Comissão de Proteção de Dados, os dados recolhidos são anónimos.

*According to the rules of the Data Protection Commission, the data collected is anonymous.*

Salientamos que **não há respostas certas ou erradas relativamente a qualquer das afirmações**, pretendendo-se apenas a sua resposta pessoal e sincera.

*We emphasize that there are no right or wrong answers for any of the statements. We intend only to get your personal and honest answer.*

Tendo tomado conhecimento sobre a informação disponível do estudo, declaro aceitar participar.  
*Having acknowledged the available information of the study I declare to accept to participate.*

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

Departamento de Psicologia Social e das Organizações  
ISCTE - Instituto Universitário de Lisboa

**TERMO DE CONSENTIMENTO INFORMADO | *INFORMED CONSENT***

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Tendo tomado conhecimento sobre a informação disponível do estudo, declaro aceitar participar.  
*Having acknowledged the available information of the study I declare to accept to participate.*

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

**Informações gerais | *General Informations***

Idade | *Age*: \_\_\_\_

Sexo | *Sex*:

Feminino | *Female*: \_\_\_\_      Masculino | *Male*: \_\_\_\_

Estado civil | *Marital status*:

Solteiro(a) | *Single*: \_\_\_\_      União de facto | *Consensual union*: \_\_\_\_

Casado(a) | *Married*: \_\_\_\_      Divorciado(a) | *Divorced*: \_\_\_\_

Viúvo(a) | *Widow (er)*: \_\_\_\_      Outro | *Other*: \_\_\_\_\_

Nível de escolaridade obtida | *Education level*:

Nenhum | *None*: \_\_\_\_      1º ciclo | *1<sup>st</sup> cycle*: \_\_\_\_      2º ciclo | *2<sup>nd</sup> cycle* : \_\_\_\_

3º ciclo | *3<sup>rd</sup> cycle* : \_\_\_\_      Ensino Secundário | *High school* : \_\_\_\_

Licenciatura pré-Bolonha | *Pre-Bologna Graduate* : \_\_\_\_

Licenciatura pós-Bolonha/Mestrado integrado | *Post-Bologna Graduate/Integrated Masters Degree*: \_\_\_\_

Pós-Graduação/Mestrado/Doutoramento | *Post graduate/M.D./PhD.*: \_\_\_\_

Outro | *Other* : \_\_\_\_\_

Profissão | *Professional occupation* : \_\_\_\_\_

País de origem | *Country of origin*: \_\_\_\_\_

Nacionalidade | *Nationality* : \_\_\_\_\_

País de origem do pai | *Country of the father's origin* : \_\_\_\_\_

País de origem da mãe | *Country of the mother's origin* : \_\_\_\_\_

Nacionalidade do pai | *Nationality of the father* : \_\_\_\_\_

Nacionalidade da mãe | *Nationality of the mother*: \_\_\_\_\_

Há quantos anos reside em Portugal? | *How long do you live in Portugal?* \_\_\_\_\_

**EAI-30**

A presente escala apresenta afirmações relacionadas com características de personalidade. Por favor classifique cada uma das afirmações que se seguem de acordo com o que é aplicável a si, colocando um círculo em volta do número onde se posiciona a sua resposta.

*The following statements refer to personality characteristics. Please rate each of the following statements, by selecting the number that stands closer to your answer.*

	Discordo	Discordo um pouco	Nem discordo nem concordo	Concordo um pouco	Concordo
	<i>Disagree</i>	<i>Disagree slightly</i>	<i>Neither disagree nor agree</i>	<i>Agree slightly</i>	<i>Agree</i>
1.1) Tenho tendência a envolver-me demasiado nos sentimentos das outras pessoas. <i>I have the tendency to involve myself in the feelings of others.</i>	1	2	3	4	5
1.2) Raramente me preocupo com os sentimentos e as experiências dos outros. <i>I am rarely concerned with the feelings and experiences of others.</i>	1	2	3	4	5
1.3) Raramente me preocupo com a visão que os outros têm de mim. <i>I am rarely concerned with what others view/think of me.</i>	1	2	3	4	5
1.4) Muitas vezes imagino o que pensarão os outros de mim. <i>I usually imagine what others think of me.</i>	1	2	3	4	5
1.5) Facilmente ponho de parte os comentários dos outros. <i>I easily ignore other people's comments.</i>	1	2	3	4	5
1.6) Não suporto que as outras pessoas estejam zangadas comigo. <i>I cannot stand the fact that other people are angry with me.</i>	1	2	3	4	5

Autonomy-Connectedness in Collectivistic Cultures – Appendix B

	Discordo  <i>Disagree</i>	Discordo um pouco  <i>Disagree slightly</i>	Nem discordo nem concordo  <i>Neither disagree nor agree</i>	Concordo um pouco  <i>Agree slightly</i>	Concordo  <i>Agree</i>
1.7) Odeio desapego. <i>I hate when there is a lack of connection between people. / I hate detachment.</i>	1	2	3	4	5
1.8) Quando tomo decisões importantes acerca da minha vida, não tenho em conta os desejos e as opiniões dos outros. <i>When it is time to make important decisions about my life, I do not take in consideration the wishes and opinions of others.</i>	1	2	3	4	5
1.9) Sinto uma grande necessidade de receber conselhos e orientações das outras pessoas. <i>I feel a strong need in being counseled and guided by others.</i>	1	2	3	4	5
1.10) Se faço alguma coisa que aborrece as outras pessoas, facilmente ignoro esse pensamento. <i>If I do something that bothers other people, I easily ignore that thought.</i>	1	2	3	4	5
1.11) Raramente costumo pedir conselhos a outras pessoas. <i>I rarely ask for other people's advice.</i>	1	2	3	4	5
1.12) Consigo facilmente desistir de coisas que pessoas que são importantes para mim querem que eu faça. <i>I easily back out of things that people who are important to me want for me.</i>	1	2	3	4	5
1.13) Frequentemente anseio por amor e afeto. <i>I often long for love and affection.</i>	1	2	3	4	5

Autonomy-Connectedness in Collectivistic Cultures – Appendix B

	Discordo	Discordo um pouco	Nem discordo nem concordo	Concordo um pouco	Concordo
	<i>Disagree</i>	<i>Disagree slightly</i>	<i>Neither disagree nor agree</i>	<i>Agree slightly</i>	<i>Agree</i>
1.14) Normalmente consigo afastar dos meus pensamentos a angústia das outras pessoas. <i>I usually can put aside of my thought/mind another person's anguish/misery.</i>	1	2	3	4	5
1.15) Só de imaginar ter de me despedir de uma pessoa que amo, sinto-me logo destruído/a antecipadamente. <i>Just to imagine saying goodbye/farewell to someone beloved, I feel heartbroken in advance.</i>	1	2	3	4	5
1.16) Se tenho as coisas à minha vontade contra a vontade dos outros, fico normalmente muito ansioso/a. <i>When I have things on my own way against the way/will of others, I usually feel very anxious.</i>	1	2	3	4	5
1.17) As experiências das outras pessoas têm um forte impacto nos meus estados de espírito. <i>The experiences of others cause/have a strong impact on my own moods.</i>	1	2	3	4	5
1.18) Sinto-me rapidamente à vontade em novas situações. <i>I quickly feel comfortable in a new situation.</i>	1	2	3	4	5
1.19) Lido facilmente com um novo problema sozinho/a. <i>It is easy for me to handle a new problem on my own.</i>	1	2	3	4	5
1.20) Preciso de muito tempo para me acostumar a um novo ambiente. <i>I need/ It takes me a lot of time to get accustomed to a new situation.</i>	1	2	3	4	5
1.21) Sou uma pessoa muito aventureira. <i>I am a very adventurous person.</i>	1	2	3	4	5

Autonomy-Connectedness in Collectivistic Cultures – Appendix B

	Discordo	Discordo um pouco	Nem discordo nem concordo	Concordo um pouco	Concordo
	<i>Disagree</i>	<i>Disagree slightly</i>	<i>Neither disagree nor agree</i>	<i>Agree slightly</i>	<i>Agree</i>
1.22) Se dependesse de mim, passaria a maior parte do tempo em ambientes familiares. <i>If it was up to me, I would spend most of the time in familiar surroundings/settings.</i>	1	2	3	4	5
1.23) É-me difícil começar novas atividades sozinho/a. <i>I find it difficult to start new activities on my own.</i>	1	2	3	4	5
1.24) Muitas vezes não sei qual é a minha opinião. <i>I frequently do not know what my opinion is.</i>	1	2	3	4	5
1.25) Tenho opiniões fortes sobre a maioria dos assuntos. <i>I have strong opinions on most matters/subjects.</i>	1	2	3	4	5
1.26) Muitas vezes tenho dificuldade em saber o que eu realmente quero. <i>I often struggle in determining what I really want.</i>	1	2	3	4	5
1.27) Normalmente, é muito fácil para mim saber o que gosto mais. <i>I usually know what I like.</i>	1	2	3	4	5
1.28 ) Quando não concordo com alguém, deixo isso bem claro. <i>When I disagree with someone, I make it very clear.</i>	1	2	3	4	5
1.29) Se me perguntam o que eu quero, a maior parte das vezes respondo de forma imediata. <i>When someone asks me what I like, I answer almost immediately.</i>	1	2	3	4	5
1.30) Ouvir a opinião das outras pessoas muitas vezes faz-me mudar de ideias. <i>I have the tendency of changing my mind when I hear other people's opinions.</i>	1	2	3	4	5

**OBRIGADA PELA SUA PARTICIPAÇÃO!**

**THANK YOU FOR YOUR PARTICIPATION!**



**TABLE C.1**  
**Descriptive analyses of age from participant of Study I**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Age	184	41	18	59	28.73	10.794

**TABLE C.2**  
**Sex distribution in Study I**

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	120	64.9	64.9	64.9
Male	65	35.1	35.1	100.0
Total	185	100.0	100.0	

**TABLE C.3**  
**Marital Status of Participants in Study I**

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	120	64.9	64.9	64.9
Consensual union	15	8.1	8.1	73.0
Married	37	20.0	20.0	93.0
Divorced	9	4.9	4.9	97.8
Other	4	2.2	2.2	100.0
Total	185	100.0	100.0	

**TABLE C.4**  
**Education level of Participants in Study I**

	Frequency	Percent	Valid Percent	Cumulative Percent
1st cycle	3	1,6	1,6	1,6
2nd cycle	5	2,7	2,7	4,3
3rd cycle	6	3,2	3,3	7,6
High school	107	57,8	58,2	65,8
Undergraduate degree pre bolonha	14	7,6	7,6	73,4
Undergraduate post bolonha/integrated master degree	22	11,9	12,0	85,3
Master degree/ Ph.D	24	13,0	13,0	98,4
Other	3	1,6	1,6	100,0
Total	184	99,5	100,0	
Missing System	1	,5		
Total	185	100,0		

**TABLE C.5**  
**Online and Paper response distribution of Study I**

	Frequency	Percent	Valid Percent	Cumulative Percent
Paper	95	51,4	51,4	51,4
Online	90	48,6	48,6	100,0
Total	185	100,0	100,0	

**TABLE D.1**  
**Structure Matrix (PAF) obliquely rotated with factor loadings of per item on ACS-30 Portuguese Version (1/2)**

	<i>Factor</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
1. Tenho tendência a envolver-me demasiado nos sentimentos dos outros.	.588		
2. Raramente me preocupo com os sentimentos e as experiências dos outros.	-.512		
3. Raramente me preocupo com a visão que os outros têm de mim.	-.504		
4. Muitas vezes imagino o que os outros pensarão de mim.	.472		
5. Facilmente ponho de parte os comentários dos outros.	-.336		
6. Não suporto que as outras pessoas estejam zangadas comigo.	.514		
7. Odeio desapego.	.541		
8. Quando tomo decisões importantes acerca da minha vida, não tenho em conta os desejos e as opiniões dos outros.	-.370		
9. Sinto uma grande necessidade de receber conselhos e orientações das outras pessoas.	.572		
10. Se faço alguma coisa que aborrece as outras pessoas, facilmente ignoro esse pensamento.	-.492		
11. Raramente costumo pedir conselhos a outras pessoas.	-.517		
12. Consigo facilmente desistir de coisas que pessoas que são importantes para mim querem que eu faça.	-.406		
13. Frequentemente anseio por amor e afeto.	.381		
14. Normalmente consigo afastar dos meus pensamentos a angústia das outras pessoas	-.554		

**TABLE D.1**  
**Structure Matrix (PAF) obliquely rotated with factor loadings of per item on ACS-30 Portuguese Version (2/2)**

	<i>Factor</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
15. Só de imaginar ter de me despedir de uma pessoa que amo, sinto-me logo destroçado/a antecipadamente.	.596		
16. Se tenho as coisas à minha vontade contra a vontade dos outros, fico normalmente muito ansioso/a.	.418		
17. As experiências das outras pessoas têm um forte impacto nos meus estados de espírito.	.371		
18. Sinto-me rapidamente à vontade em novas situações.		.591	
19. Lido facilmente com um novo problema sozinho/a.		.524	
20. Preciso de muito tempo para me acostumar a um novo ambiente.		-.840	
21. Sou uma pessoa muito aventureira.		.487	
22. Se dependesse de mim, passaria a maior parte do tempo em ambientes familiares.	.326		
23. É-me difícil começar novas atividades sozinho/a.		.591	
24. Muitas vezes não sei qual é a minha opinião.			-.558
25. Tenho opiniões fortes sobre a maioria dos assuntos.			.441
26. Muitas vezes tenho dificuldades em saber o que realmente quero.			-.626
27. Normalmente, é muito fácil para mim saber o que gosto mais.			.625
28. Quando não concordo com alguém, deixo isso bem claro.			.518
29. Se me perguntam o que eu quero, a maior parte das vezes respondo de forma imediata.			.601
30. Ouvir a opinião das outras pessoas muitas vezes faz-me mudar de ideias.	.455		-.381

Note: Factor 1=SO; Factor 2=CMNS; Factor 3=SA

**TABLE D.2**  
**Inter-Item Correlation Matrix of SO subscale Portuguese version**

	2	3	5	8	10	12	14	1	4	6	7	9	11	13	15	16	17
2	1,000	.318	.170	.300	.243	.254	.332	.409	.172	.226	.220	.244	-.341	.195	.202	.217	.096
3		1,000	.462	.224	.203	.139	.266	.269	.607	.287	.297	.304	-.257	.293	.185	.260	.325
5			1,000	.135	.209	.133	.186	.201	.366	.125	.164	.259	-.155	.244	.190	.185	.246
8				1,000	.341	.174	.242	.143	.172	.127	.062	.184	-.349	.055	.104	.259	.082
10					1,000	.303	.345	.337	.263	.305	.127	.100	-.314	-.002	.130	.175	.029
12						1,000	.395	.152	.080	.094	.197	.062	-.154	.012	.291	.204	.065
14							1,000	.291	.099	.249	.296	.222	-.233	.257	.284	.181	.145
1								1,000	.267	.287	.292	.300	-.219	.210	.322	.209	.214
4									1,000	.389	.294	.389	-.185	.269	.142	.187	.300
6										1,000	.388	.352	-.363	.186	.238	.210	.186
7											1,000	.366	-.264	.241	.389	.232	.221
9												1,000	-.443	.378	.270	.206	.299
11	-.341	-.257	-.155	-.349	-.314	-.154	-.233	-.219	-.185	-.363	-.264	-.443	1,000	-.123	-.237	-.272	-.165
13														1,000	.265	.167	.296
15															1,000	.291	.247
16																1,000	.415
17																	1,000

**TABLE D.3**  
**Independent Samples Test on SO subscale Study I**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SO Equal variances assumed	.227	.634	3.221	168	.002	.30777	.09555	.11914	.49639

**TABLE D.4**  
**Independent Samples Test on CMNS in Study I**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
CMNS Equal variances assumed	1.287	.258	-.711	176	.478	-.09110	.12806	-.34383	.16163

**TABLE D.5**  
**Independent Samples Test on SA in Study I**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SA Equal variances assumed	.011	.915	.451	177	.653	.05491	.12183	-.18551	.29533

**TABLE E.1**  
**Sex distribution of P-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	18	60.0	60.0	60.0
Male	12	40.0	40.0	100.0
Total	30	100.0	100.0	

**TABLE E.2**  
**Descriptive statistics of Age in P-Group**

	Age
Mean	27.23
Median	24.00
Mode	18
Std. Deviation	9.758
Range	33
Minimum	18
Maximum	51

**TABLE E.3**  
**Marital Status of P-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	22	73.3	73.3	73.3
Consensual union	2	6.7	6.7	80.0
Married	4	13.3	13.3	93.3
Divorced	2	6.7	6.7	100.0
Total	30	100.0	100.0	

**TABLE E.4**  
**Education level of P-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
High school	18	60.0	60.0	60.0
Undergraduate degree a pre-bolonha	2	6.7	6.7	66.7
Undergraduate degree post bolonha/integrated master	3	10.0	10.0	76.7
Master/Ph.D	7	23.3	23.3	100.0
Total	30	100.0	100.0	

**TABLE E.5**  
**Sex distribution of CV-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	18	60.0	60.0	60.0
Male	12	40.0	40.0	100.0
Total	30	100.0	100.0	

**TABLE E.6**  
**Descriptive Statistics of Age in CV-Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Age	30	19	72	32.10	14.660

**TABLE E.7**  
**Marital Status of CV-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	21	70.0	70.0	70.0
Consensual union	2	6.7	6.7	76.7
Married	3	10.0	10.0	86.7
Divorced	2	6.7	6.7	93.3
Widow	2	6.7	6.7	100.0
Total	30	100.0	100.0	



**TABLE E.8**  
**Education level in CV-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
1st cycle	2	6.7	7.4	7.4
2° cycle	1	3.3	3.7	11.1
3° cycle	1	3.3	3.7	14.8
High school	3	10.0	11.1	25.9
Undergraduated degree pre bolonha	6	20.0	22.2	48.1
licenciatura pós-bolonha/mesrado integrado	8	26.7	29.6	77.8
Master/PhD	4	13.3	14.8	92.6
Other	2	6.7	7.4	100.0
Total	27	90.0	100.0	
Missing	3	10.0		
Total	30	100.0		

**TABLE E.9**  
**Sex distribution of CH-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	16	53.3	53.3	53.3
Male	14	46.7	46.7	100.0
Total	30	100.0	100.0	

**TABLE E.10**  
**Descriptive Statistics of Age in CH-Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Age	28	20	53	25,71	7,981

**TABLE E.11**  
**Matrital Status of CH-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	22	73,3	73,3	73,3
Married	4	13,3	13,3	86,7
Divorced	4	13,3	13,3	100,0
Total	30	100,0	100,0	

**Table E.12**  
**Education level of CH-Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
2nd cycle	1	3,3	3,3	3,3
3rd cycle	3	10,0	10,0	13,3
High School	3	10,0	10,0	23,3
Undergraduated degree pre-bolonha	8	26,7	26,7	50,0
Undergraduated degree post Bolonha/integrated master	10	33,3	33,3	83,3
Master/PhD	5	16,7	16,7	100,0
Total	30	100,0	100,0	

**TABLE F. 1**  
**Univariate Analyses of Variance Between-Subjects Effects**

<b>Dependent Variable: SA</b>						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7,589 <sup>a</sup>	2	3,794	9,295	,000	,178
Intercept	1024,621	1	1024,621	2509,946	,000	,967
Nationality_group	7,589	2	3,794	9,295	,000	,178
Error	35,107	86	,408			
Total	1067,517	89				
Corrected Total	42,696	88				

a. R Squared = ,178 (Adjusted R Squared = ,159)

**TABLE F.2**  
**Post Hoc Test (Bonferroni) Between Groups in Study II on Self-awareness**

(I) Grupos	(J) Grupos	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval Lower Bound    Upper Bound	
CV-Group	CH-Group	.3693	.16639	.087	-.0370	.7755
	P-Group	-.3419	.16639	.129	-.7481	.0644
CH-Group	CV-Group	-.3693	.16639	.087	-.7755	.0370
	P-Group	-.7111*	.16497	.000	-1.1139	-.3083
P-Group	CV-Group	.3419	.16639	.129	-.0644	.7481
	CH-Group	.7111*	.16497	.000	.3083	1.1139

\*. The mean difference is significant at the ,05 level.

**TABLE F.3**  
**Bivariate Analyses of Variance Between-Subjects Effects**  
 Dependent Variable: SO

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5,493 <sup>a</sup>	5	1,099	5,620	,000
Intercept	863,919	1	863,919	4419,123	,000
Nationality_group	,313	2	,157	,802	,452
Sex	1,900	1	1,900	9,720	,003
Nationality_group * Sex	2,884	2	1,442	7,376	,001
Error	15,640	80	,195		
Total	933,168	86			
Corrected Total	21,133	85			

