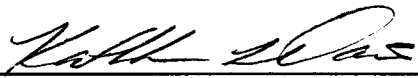
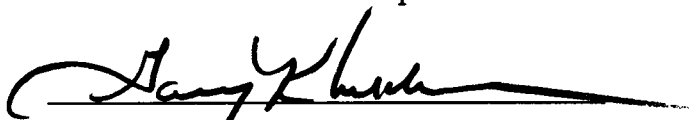


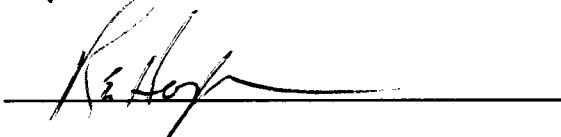
To the Graduate Council:

I am submitting herewith a dissertation written by Stephen Gregory Semands entitled "The Relationships Among Shame, Perceptions of Early Parent-Child Relations, and Internalized Dispositions". I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.


Kathleen L. Davis, Major Professor

We have read this dissertation
and recommend its acceptance:






Accepted for the Council:


Associate Vice Chancellor
and Dean of the Graduate School

The Relationships Among Shame, Perceptions of Early Parent-Child Relations,
and Internalized Dispositions

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Stephen Gregory Semands

December 1993

ACKNOWLEDGMENTS

I want to express my appreciation to my major professor, Dr. Kathleen Davis, for her support, consultation, and critical reading of several drafts of this document. Appreciation is also extended to the other members of my doctoral committee, Dr. Mark Hector, Dr. Steve McCallum, Dr. Ron Hopson, and Dr. Gary Klukken for their support and assistance in this project. I want to thank Ann Reed for her technical services and skill.

I am grateful to my friends and colleagues at the Student Counseling Services Center for their warm support and encouragement throughout my doctoral training and especially during the writing of this dissertation. Also, I want to acknowledge appreciation to Richard Reams for his friendship, thoughtfulness, and willingness to dialogue over cups of coffee about the issues we have faced at students, therapists, and sojourners in life. I want to express my special thanks and gratitude to Rebecca MacNair whose love, understanding, and patients during the past year have enriched my life and helped me deal with the challenges of the dissertation process. Finally, I would like to thank my family and all of my friends who have supported me throughout my doctoral education.

ABSTRACT

The purpose of the study was to determine the linear models that best predicted the relationship between current feelings of shame and perceptions of (a) past maternal caretakers' dispositions, (b) past paternal caretakers' dispositions, and (c) present-day internalized dispositions. Participants were 44 male and 121 female undergraduate students between the ages of 18 and 25 years. The Structural Analysis of Social Behavior (SASB) model was used to operationalize and measure the participants' perceptions of their caretakers' dispositions and their own intrapsychic dispositions. The Internalized Shame Scale (ISS) was used to measure the participants' shame proneness. Shame scores were significantly related to the Marlowe-Crowne Scale (MCS), a measure of socially desirable response bias. Therefore, ISS scores were adjusted to remove the effects of social desirability. Various stepwise regression procedures were used to determine the linear combinations of variables from each set of SASB variables (maternal caretakers' dispositions, paternal caretakers' dispositions, and intrapsychic dispositions) that best predicted adjusted shame scores. In the primary analyses, the participants' gender was also used as a predictor variable. Results support theoretical associations between shame and (a) parent-child relationships, and (b) internalized dispositions. Maternal attacking and rejecting in combination with gender predicted 25% of the variation in adjusted shame scores. Paternal ignoring and neglecting, belittling and blaming, and nurturing and protecting as well as gender predicted 30% of the variation in adjusted shame scores. Fifty-six percent of the variation in adjusted shame scores was predicted by the combination of the following variables: gender, self-loving and nourishing, self-monitoring and restraining, self-rejecting and

destroying, self-indicting and oppressing, and daydreaming and neglecting of self. Subsequent analyses were performed to investigate gender differences. The selected regression models for males and females differed with regard to the adequacy of fit and the combinations of SASB variables that best predicted shames scores. Canonical analyses were conducted to determine the empirical relationships between the participants' perceptions of their caretakers' dispositions and their own intrapsychic dispositions. The results provide limited support for Benjamin's (1974, 1984) principle of introjection as operationalized using the her SASB model.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of Purpose	1
Introduction to the Study	1
Review of the Literature	8
Shame	8
Attachment Theory	11
Attachment Theory and Shame	13
Object Relations Theory	16
Object Relations Theory and Shame	20
Self Psychology	23
Self Psychology and Shame	26
Empirical Literature on Shame and Parent-Child Relations..	28
Structural Analysis of Social Behavior	31
Rationale for the Study	45
Objectives of the Study	49
II. METHOD	50
Participants	50
Instruments	51
Demographic Information Questionnaire	51
Internalized Shame Scale	51
Structural Analysis of Social Behavior Questionnaires	53
Marlowe-Crowne Scale	64
Procedures	66
Data Collection Procedures	66

Statistical Procedures	68
III. RESULTS	71
Preliminary Analyses	71
Multiple Regression Analyses	76
Maternal Caretakers' Dispositions and Shame	77
Paternal Caretakers' Dispositions and Shame	81
Intrapsychic Dispositions and Shame	85
Supplemental Analyses	89
Gender Effects	89
The Relationships Between Caretakers' Dispositions and the Participants' Intrapsychic Dispositions	94
IV. DISCUSSION	99
General Discussion	99
Limitations	109
Implications for Future Research	112
LIST OF REFERENCES	116
APPENDIXES	129
APPENDIX A. INFORMED CONSENT FORM	130
APPENDIX B. QUESTIONNAIRES	132
APPENDIX C. DEBRIEFING STATEMENT	144
APPENDIX D. SCORE REQUEST	146
APPENDIX E. UNIVARIATE NORMALITY	148
APPENDIX F. SASB MEANS	150
APPENDIX G. TESTS OF MULTICOLLINEARITY: INTERCORRELATIONAL, VARIANCE INFLATION, AND PRINCIPLE COMPONENTS ANALYSES	153

APPENDIX H.	VARIABLE-SELECTION PROCEDURES	161
APPENDIX I.	R^2 DIFFERENCES	174
APPENDIX J.	C_p PLOTS	184
APPENDIX K.	ANOVA TABLES	194
APPENDIX L.	CANONICAL CORRELATIONS AND INTERCORRELATIONS USING WEIGHTED AFFILIATION AND INTERDEPENDENCE SCORES	204
APPENDIX M.	DATA	209
VITA		232

LIST OF TABLES

TABLE	PAGE
1. Results from Variable-Selection Procedures using Maternal Caretakers' Dispositions and Gender	78
2. Results from Variable-Selection Procedures using Paternal Caretakers' Dispositions and Gender	82
3. Results from Variable-Selection Procedures using Intrapsychic Dispositions and Gender	86
E-1. Results of Univariate Skewness and Kurtosis Analyses	149
F-1. Means and Standard Deviations of Structural Analysis of Social Behavior Cluster Scores	151
F-2. Means and Standard Deviations of Structural Analysis of Social Behavior Weighted Affiliation and Interdependence Scores ...	152
G-1. Intercorrelations Between Internalized Shame Scale, Marlowe-Crowne Scale, and Focus On Other, Maternal Scores	154
G-2. Intercorrelations Between Internalized Shame Scale, Marlowe-Crowne Scale, and Focus On Other, Paternal Scores	155
G-3. Intercorrelations Between Internalized Shame Scale, Marlowe-Crowne Scale, and Intrapsychic Scores	156
G-4. Variance Inflation Factors for Preliminary Predictor Subsets	157
G-5. Results from Principle Components Analysis using Maternal Focus On Other and Gender Variables	158
G-6. Results from Principle Components Analysis using Paternal Focus On Other and Gender Variables	159
G-7. Results from Principle Components Analysis using Intrapsychic and Gender Variables	160
H-1. Females Only: Results from Variable-Selection Procedures using Maternal Caretakers' Dispositions	162
H-2. Males Only: Results from Variable-Selection Procedures using Maternal Caretakers' Dispositions	164

H-3.	Females Only: Results from Variable-Selection Procedures using Paternal Caretakers' Dispositions	166
H-4.	Males Only: Results from Variable-Selection Procedures using Paternal Caretakers' Dispositions	168
H-5.	Females Only: Results from Variable-Selection Procedures using Intrapsychic Dispositions	170
H-6.	Males Only: Results from Variable-Selection Procedures using Intrapsychic Dispositions	172
I-1.	R ² Differences for Selected Models using Maternal Caretakers' Dispositions and Gender	175
I-2.	R ² Differences for Selected Models using Paternal Caretakers' Dispositions and Gender	176
I-3.	R ² Differences for Selected Models using Intrapsychic Dispositions and Gender	177
I-4.	Females Only: R ² Differences for Selected Models using Maternal Caretakers' Dispositions	178
I-5.	Males Only: R ² Differences for Selected Models using Maternal Caretakers' Dispositions	179
I-6.	Females Only: R ² Differences for Selected Models using Paternal Caretakers' Dispositions	180
I-7.	Males Only: R ² Differences for Selected Models using Paternal Caretakers' Dispositions	181
I-8.	Females Only: R ² Differences for Selected Models using Intrapsychic Dispositions	182
I-9.	Males Only: R ² Differences for Selected Models using Intrapsychic Dispositions	183
K-1.	Regression Results, Maternal Dispositions and Gender: Model Two	195
K-2.	Regression Results, Paternal Dispositions and Gender: Model Five	196

K-3.	Regression Results, Intrapsychic Dispositions and Gender: Model Seven	197
K-4.	Regression Results, Maternal Dispositions using Females: Model Two	198
K-5.	Regression Results, Maternal Dispositions using Males: Model Four	199
K-6.	Regression Results, Paternal Dispositions using Females: Model Four	200
K-7.	Regression Results, Paternal Dispositions using Males: Model One	201
K-8.	Regression Results, Intrapsychic Dispositions using Females: Model Seven	202
K-9.	Regression Results, Intrapsychic Dispositions using Males: Model Two	203
L-1.	Maternal Caretakers' and Intrapsychic Dispositions: Results from Canonical Correlation Analysis for the First Pair of Canonical Variates	205
L-2.	Paternal Caretakers' and Intrapsychic Dispositions: Results from Canonical Correlation Analysis for the First Pair of Canonical Variates	206
L-3.	Maternal and Paternal Caretakers' and Intrapsychic Dispositions: Results from Canonical Correlation Analysis for the First Pair of Canonical Variates	207
L-4.	Intercorrelations Between Focus On Other and Intrapsychic Weighted Affiliation and Interdependence Scores	208
M-1.	Summary of Participant Demographic Data	210
M-2.	Raw Data: Demographic Information	212
M-3.	Raw Data: Internalized Shame Scale, Marlowe-Crowne Scale, and Focus On Other Cluster Scores For Maternal Caretakers ...	216
M-4.	Raw Data: Focus On Other Cluster Scores For Paternal Caretakers	220

M-5.	Raw Data: Intrapsychic Cluster Scores	224
M-6.	Raw Data: Weighted Affiliation and Interdependence Scores	228

LIST OF FIGURES

FIGURE	PAGE
1. Full Version of the Structural Analysis of Social Behavior Model . .	34
2. Cluster Version of the Structural Analysis of Social Behavior Model	39
3. Quadrant Version of the Structural Analysis of Social Behavior Model	42
4. Intercorrelations Between Selected SASB Clusters	74
J-1. C _p Plot of Maternal-Caretaker Models	185
J-2. C _p Plot of Paternal-Caretaker Models	186
J-3. C _p Plot of Intrapsychic Models	187
J-4. C _p Plot of Maternal-Caretaker Models, Females Only	188
J-5. C _p Plot of Maternal-Caretaker Models, Males Only	189
J-6. C _p Plot of Paternal-Caretaker Models, Females Only	190
J-7. C _p Plot of Paternal-Caretaker Models, Males Only	191
J-8. C _p Plot of Intrapsychic Models, Females Only	192
J-9. C _p Plot of Intrapsychic Models, Males Only	193

CHAPTER I

Introduction

Statement of Purpose

Shame is a common experience in everyday life, yet shame has received little empirical consideration (Cook, 1991c; Izard, 1991). The earliest experiences of shame occur in childhood within the context of the young child's most important relationship(s), the parent-child relationship (Erickson, 1956; Fairbairn, 1952; Kohut, 1971, 1972, 1977). In adulthood, shame is often experienced as a private event, outside of an immediate interpersonal context (Kaufman, 1985; Morrison, 1989; Wurmser, 1981). The present study focuses on both interpersonal and intrapsychic aspects of shame in young adults. This investigation examines how current feelings of shame are related to the perceived quality of childhood affiliations with parents and internal relationships with the self.

There is a paucity of empirical research in the area of shame and early parent-child relations, and even fewer studies have been published that address the relationship between shame and self-directed attitudes and behaviors. This investigation goes beyond previous research and contributes to a more empirically-informed understanding of shame. A conceptually advanced circumplex model of interpersonal and intrapsychic behavior (Benjamin, 1974, 1984) is used to study shame-inducing interpersonal relationships that are internalized and redirected toward the self, resulting in pervasive feelings of shame.

Introduction to the Study

Schneider (1977) has noted that references to shame can be traced back to Greek mythology (e.g., Homer), theology (e.g., Aquinas), and philosophy

(e.g., Aristotle, Nietzsche, Sartre). In the popular psychology and self-help literatures, shame has become a fashionable topic (e.g., Bradshaw, 1988; Middleton-Moz, 1990). Until recently, however, shame has received relatively little scholarly discussion in mainstream psychology (Hultberg, 1988; Levin, 1967; Lewis, 1971; Morrison, 1989; Nathanson, 1987). Because of the negligible attention given to shame in comparison to other emotions, shame has been referred to as "psychology's stepchild" (Karen, 1991, p. 40) and "the Cinderella of the unpleasant emotions" (Rycroft, 1968, p. 152).

It is paradoxical that an emotion as significant to human experience as shame could have been overlooked for so long. At some time in life, everyone is confronted by the painful feelings of defectiveness, inadequacy, and disgrace that accompany shame. Passage through the psychosocial developmental stages (Erickson, 1950) presents all individuals with the prospect of encountering shame at virtually every maturational phase. Moreover, shame is associated with several psychological disorders. Shame is now considered an underlying component of aggression (Retzinger, 1991; Scheff, 1991), addictive disorders (Bradshaw, 1988; Cook, 1991b; Kaufman, 1989; Potter-Efron, 1989), depression (Beavers, 1990; Crouppen, 1977; Hoblitzelle, 1987; Lewis, 1971; Wright, O'Leary, & Balkin, 1989; Kaufman, 1985, 1989; Tomkins, 1963), narcissism (Broucek, 1982; Lewis, 1981, 1987; Mollon, 1984; Morrison, 1983, 1987, 1989; Thrane, 1979; Wurmser, 1981), suicide (Kohut, 1971, 1977), and eating disorders (Bradshaw, 1988; Kaufman, 1985, 1989).

Several explanations have been proposed to account for psychology's past relegation of shame. Traditional psychoanalytic and behavioral theories, which dominated psychology for decades, did not offer conceptual

frameworks for the comprehensive understanding of shame (Morrison, 1989). Second, shame and guilt often were confused and discussions of shame commonly were subsumed under guilt (Harper & Hoopes, 1990; Lewis, 1971; Lynd, 1958). The many variants of shame (e.g., embarrassment, humiliation, mortification, shyness, and chagrin) added to the confusion (Lewis, 1971). Additionally, several writers have noted that shame is difficult to communicate (Lynd, 1958), and its painful nature leads people to conceal or deny their shameful feelings from themselves and from others (Kaufman, 1985; Levin, 1971; Lewis, 1971; Morrison, 1983, 1989).

Psychology's "rediscovery" of shame has been brought about by several simultaneous developments. The growing prominence of object relations theory and self-psychology has provided theoreticians, researchers, and clinicians with a theoretical language to better understand shame and shame-related disorders. The increased prevalence of narcissistic and borderline personality disorders, two conditions characterized by pervasive and deep-seated feelings of shame (Lansky, 1992; Morrison, 1989), has demanded that psychologist direct their attention to the painful sense of shame experienced by clients who struggle with these disorders. A third influence on psychology has been the ever increasing national drug problem and the rise in popularity of Twelve-Step programs. Supporters of Alcoholics Anonymous and related treatment approaches were quick to recognize the role of shame in chemical addiction and their insights have been increasingly accepted by mainstream psychologists.

As shame gains in stature among theoreticians and practitioners, researchers have begun to turn their attention to the empirical study of shame. The amount of research on shame in recent years seems to be

increasing given the number of empirical studies cited in the PsycLIT Database (American Psychological Association, 1993) that include shame as a variable (i.e, twelve studies in 1992; ten in 1991; seven in 1990; five in 1989; four in 1988; and two in 1987). Yet, the actual amount of empirical research on shame remains limited (Izard, 1992; Lewis, 1991c). Now that psychologists have begun to focus their efforts on the theoretical and clinical aspects of shame, research is needed more than ever in order to better understand the emotion Lewis (1987) has described as the "sleeper in psychopathology".

The conceptual foundations for the present study are based on attachment theory (Bowlby, 1969, 1973, 1988), object relations theory (Fairbairn, 1952), and self psychology (Kohut, 1971, 1977, 1984). The viewpoint adopted in this study is that shame is an emotion that is fundamentally relational in nature and therefore cannot be fully understood unless considered in the context of human relationships.

Paradoxically, the relationships that may offer the greatest sense of comfort, security, intimacy, and connection also have the potential for becoming the greatest sources of shame (Izard, 1991). In no other relationship is the likelihood of shame greater than in the parent-child relationship (Cook, 1991c; Fairbairn, 1952; Kaufman, 1985; Lewis, 1987b; Morrison, 1989). The emotional bond between parent and child serves as the principle source of emotional security and psychological sustenance for the developing child. The child's nascent self is dependent on the responsiveness of the parents in order to mature into a cohesive and stable self-structure (Kohut, 1971, 1977). The child needs to feel that he or she is genuinely wanted, valued, and loved by the parents (Fairbairn, 1952; Kaufman, 1985), and that the parents are sensitive to his or her needs for closeness, protection, and comfort (Bowlby,

1988). When the parental environment fails to sufficiently provide for the psychological needs of the child, the child will experience shame (Cook, 1991a; Kaufman, 1985; Lewis, 1987b; Morrison, 1989).

The individual's internal relationship with the self, and the tendency to experience lasting feelings of shame, is determined largely by the manner in which the person was treated by significant others during childhood. Aspects of interpersonally-derived relational dynamics are transferred from the outer world of interactions with others to the inner reality of interactions with the self (Bowlby, 1988; Fairbairn, 1952; Sullivan, 1953). Once installed in the internal life of the child, the remnants of the parent-child relationship become a somewhat permanent part of the developing self. As a result, experiences that once generated shame on an interpersonal level now activate shame on an internal level (Kaufman, 1985; Morrison, 1989).

The theoretical connections between shame and early parent-child relationships have been the focus of recent research, yet the number of empirical studies remains limited. Results from preliminary investigations generally have supported the theorized associations between shame and early parent-child relationships. For example, shame has been shown to be positively related to family conflict (Hadley, 1991), negative perceptions of the family (Hamme, 1991), childhood incest (Cook, 1991b), and paternal overprotection (Cook, 1991b, 1991c). Shame has been shown to be negatively associated with parental care (Cook, 1991b, 1991c) and family cohesion and closeness (Hadley, 1991).

Despite the fact that internalized relationships are viewed in the literature as principle sources of shame, the association between internalized self-directed dispositions, the remnants of significant interpersonal

relationships that are redirected toward the self, and shame virtually has been ignored as an avenue of empirical research. However, there has been some empirical research in the area of shame with regard to attitudes and behaviors concerning the self. It has been demonstrated that shame is positively related to self-directed anger (Cook, 1991c; Lewis, 1971) and negatively related to self-esteem (Cook, 1991c; Rybak, 1991; Shreve, 1987).

The objectives of the present study were to empirically investigate how current feelings of shame were related to (a) childhood experiences with primary male and female caretakers, and (b) intrapsychic relationships with the self. Eight maternal and paternal dispositions were the focus of investigation: freedom/autonomy, affirmation, lovingness, protection, control, belittlement, neglect, and rejection. Consistent with theoretical proposals (e.g., Cook, 1991c; Fairbairn 1944/1952; Kaufman, 1985; Kohut, 1971, 1972, 1977; Lewis, 1987b; Morrison, 1989), shame was expected to be positively related to parental behaviors perceived as controlling, belittling, neglecting, and/or rejecting, and negatively related to parental behaviors perceived as freeing, affirming, loving, and/or nurturing. Similarly, the following eight internalized dispositions also were investigated: self-spontaneity, self-acceptance, self-love, self-enhancement, self-restraint, self-indictment, self-neglect, and self-rejection. These eight internalized dispositions symbolize the internalization of important relationships that have come to shape intrapsychic relationships with the self (Benjamin, 1984; Quintana, 1988). In accordance with the theoretical literature (e.g., Cook, 1991c; Fairbairn 1943/1952; Kaufman, 1985; Kohut, 1971, 1972, 1977; Lewis, 1987b; Morrison, 1989), shame was expected to be positively associated with self-restraint, self-indictment, self-neglect, and/or self-rejection, and negatively associated with

self-spontaneity, self-acceptance, self-love, and/or self-enhancement. The purpose of the study was to empirically determine which parental and internalized dispositions have the greatest relationship to shame.

The two sets of eight parental and internalized dispositions have been operationalized in a state-of-the-art circumplex model of interpersonal and intrapsychic behaviors (Benjamin, 1974, 1984). Benjamin has developed a model, entitled Structural Analysis of Social Behavior, that can be used to measure social interactions and their effects on internal relationships with the self. The parental and internalized dispositions investigated in this study represent a parsimonious yet comprehensive range of caretakers' behaviors and self-directed actions. Moreover, some of the parental dispositions in Benjamin's model have been related differentially in theory to the etiology of shame. For example, shame has been linked to excessive parental belittlement and rejection in some theories (e.g., Fairbairn 1943/1952; Kaufman, 1985), whereas in other theories (e.g., Kohut, 1971, 1972, 1977), shame has been related to a lack of parental affirmation, protection, and love. Such theoretical differences could be investigated by measuring the diversity of parental dispositions included in this study. Similarly, the set of eight internalized dispositions in Benjamin's model represent a broad array of attitudes and behaviors directed toward the self. Previous researchers (e.g., Lewis, 1971; Rybak, 1991; Shreve, 1987) have limited their focus to only one or two self-related constructs and did not explore the interrelationships between variables in order to determine which self-related attitudes and behaviors best accounted for feelings of shame. Measuring a range of internal dispositions permits a more thorough investigation of shame and its associations with the self. Finally, the eight parental and internalized dispositions in Benjamin's

model are not only theoretically-relevant but also clinically-meaningful, both in terms of their specificity and their applicability to shame-prone clients.

Review of the Literature

The review of the literature that follows begins with an explanation of shame and the distinctions between the emotions of shame and guilt. The theoretical foundations for this study are surveyed separately and shame is discussed from the perspectives of attachment theory, object relations theory, and self psychology. Specific attention is given to the influence of early parent-child relationships on the intrapsychic development of the child and the etiology of shame. The empirical research on shame and its association to childhood relations with parents and self-related attitudes is also summarized. Finally, an explanation of the Social Analysis of Structural Behavior (SASB) model is presented.

Shame

Shame is defined in this study as a negative affect or emotion characterized by the painful and enduring sense of one's basic defectiveness and inadequacy as a person. Phenomenologically, the experience of shame involves a sudden and unexpected sensation of exposure together with an acute sense of self-consciousness (Lewis, 1971). The person feels as if he or she is transparent in the eyes of others, and that he or she is seen in a painfully diminished fashion. The silent and automatic functioning of the self is acutely disrupted, triggering a flood of autonomic and behavioral reactions (Lewis, 1971; Tomkins, 1963). In order to escape the negative scrutiny of others, whether real or imagined, the person experiences an urgent need to hide or disappear (Kaufman, 1989).

Additionally, shame has been described as the experience of "the eyes turned inward" (Morrison, 1987). The whole self is the object of scorn, ridicule, and contempt in the eyes of oneself and in the eyes of the personified, internal "other" (Lewis, 1971). When shame is activated, the person vicariously experiences the negative viewpoint of the other person with regard to the self. The other person may actually be present or only imagined, but in either case, the self feels painfully exposed with all of its deficiencies and shortcomings revealed. The boundaries between self and other become somewhat permeable, and the self experiences the "other" as the source of shame (Lewis, 1971). Whether an actual interpersonal encounter involving the individual and another person or a private event involving the self and the personified, internal "other", the individual accepts the negative views of the other with regard to the self. In essence, the self takes sides with the shaming external other, or the personified internal "other", and scorns, ridicules, and condemns itself.

Shame and guilt commonly are confused in the literature, or the distinctions between the two emotions oftentimes are de-emphasized (Lewis, 1971). There are, however, important dissimilarities between the phenomenological experiences of shame and guilt (Lewis, 1971; Lynd, 1958). Shame involves the feeling that one's whole self is bad whereas guilt concerns feelings about bad behavior (Lewis, 1971). Shame is about defectiveness, disappointment, and defeat rather than moral transgression, which is the stimulus of guilt. Shame is experienced more as painful affect and is accompanied by obsessive ideation about the deficiency of the self. Guilt involves obsessive ideation about one's transgressions and may or may not involve an affective component. Fear of abandonment is the implied

threat associated with shame whereas the fear of punishment, or "castration", accompanies guilt (Piers, 1953). The resolution of shame requires the reestablishment of the ruptured relationship with the valued other person, self-affirmation, or personal achievement. The resolution of guilt requires restitution for one's transgressions (Lewis, 1971).

The phenomenology of shame and guilt also differ considerably with regard to the subjective experience of the self and the "other" (Lewis, 1971). In shame, the self is the focus of awareness and is experienced as passive and childish. As stated, the self is experienced as the object of scorn and the "other" is vicariously experienced as the source of ridicule. In guilt, however, the self is not the focus of awareness and the self feels intact, active, and adult-like. The subjective experience of the "other" may or may not be present. When the image of the "other" is present in guilt, the "other" is seen as the injured and suffering party. The self, on the other hand, is experienced as the source or instigator of the self's guilty feelings.

In addition to distinguishing the emotions of shame and guilt, it is important to demarcate two very different shame experiences, which Schneider (1977) refers to as "discretion-shame" and "disgrace-shame". Discretion-shame is considered desirable because it serves to facilitate appropriate and respectful restraint in valued relationships. The sense of shame characterized as discretion-shame is closely akin to modesty, and is seen as a virtue because it helps sustain the personal and social ordering of human relationships. An individual who lacks discretion-shame is considered "shameless" and morally deficient. Disgrace-shame, on the other hand, is an acutely "painful experience of the disintegration of one's world" characterized by a break "in the self's relationship with itself and/or others"

(Schneider, 1977, p. 22). This is the character of shame described by Sartre (1956, p. 261) as an "internal hemorrhage". Schneider's (1977) concept of disgrace-shame closely parallels the meaning of shame as used in the present study.

Attachment Theory

Attachment theory is a model of human development and relationships first conceived by John Bowlby (1969, 1973, 1988). Proponents of attachment theory assign primary status to the human propensity to form intimate emotional bonds to particular individuals and argue that the capacity to turn to others for protection, comfort, and support is an essential feature of healthy personality development throughout a person's life (Ainsworth, 1989; Bowlby, 1988; Weiss, 1982). During infancy and childhood, attachment relationships are made between the child and its primary caretaker(s), typically the parents. As attachment figures, the parents provide a sense of security and comfort for the attached child and serve as a "secure base" (Ainsworth, 1989).

The emotional connection linking the attached individual to his or her attachment figure(s) is referred to as the "affective bond" (Sroufe & Waters, 1977). This metaphor is used to describe the feelings of security and comfort the attached individual derives from being in the presence of an available and responsive attachment figure. Threats to the affective bond cause great distress for the attached individual, whether he or she is a child or an adult. In the parent-child attachment relationship for example, a child's sense of security is enhanced and the affective bond is strengthened when he or she seeks closeness and comfort with a parent and the parent responds with love and acceptance. Conversely, a child's feeling of security is undermined and

the affective bond is threatened when his or her bids for proximity with a parent are met with insensitivity, neglect, or rejection.

A central assertion of attachment theorists is that parents, and especially the mother, profoundly influence the attached individual's social and emotional development (Bowlby, 1988). In response to the various ways in which the growing child is treated by its parents, differential styles of attachment will develop. Three different styles of early attachment (i.e., secure, anxious/ambivalent, and avoidant) and the corresponding parental behaviors that promote them have thus far been identified (Ainsworth et al., 1978; Bowlby, 1988). The securely attached infant/child is confident that his or her mother will be available, responsive, and helpful in times of need and thus feels more secure to explore new situations. The child's feelings of comfort and security stem from the mother's consistent availability and loving sensitivity to her child's signals for protection. Two styles of insecure attachment have been observed, anxious/ambivalent and avoidant. The ambivalently attached child is uncertain of his or her parent's availability and responsiveness in times of distress. This uncertainty is manifest in the child's proneness to separation anxiety, clinging behavior, and hesitancy to explore the environment. The anxious/ambivalent style is promoted by parental inconsistency in response to the child's bids for proximity and comfort. The avoidant child, on the other hand, has come to expect outright rejection from its mother when care is sought; the mother consistently ignores or rejects the child's attachment seeking behaviors. In a maladaptive attempt to cope with ruptures in the affective bond caused by repeated rejection, the avoidant child develops a kind of pseudo-independence and actively avoids and rejects its mother.

It is important to note that attachment styles are initially a function of a particular relationship and not a characteristic of the infant or young child (Bowlby, 1988). As the child matures, however, the attachment relationship will become internalized and the attachment style then becomes a part of the individual. Attachment theorists refer to internalized attachment relationships as "working models of attachment" (Bretherton, 1985). There are two types of working models: (a) "working models of attachment figures", which are the internal representations of the parents' attitudes and behaviors in relation to the child; and (b) the "working model of the self", which is the child's internal representation of his or her own attitudes and behaviors in relation to the parent(s). While distinct, working models of the self and attachment figures represent aspects of the same relationship and are closely related (Bretherton, 1985). For example, if the parent is sensitive and responsive to the child's signals for comfort and care, a working model of the attachment figure as loving and caring will be constructed as will a complementary working model of the self as lovable and worthy of comfort. If the parent rejects or inconsistently responds to the child's bids for comfort and proximity, the child will construct an inner image of the parent as unavailable or unpredictable and forms an associated mental representation of itself as unworthy of the parent's concern.

Attachment Theory and Shame

Cook (1991c) and Lewis (1987b) hypothesize that a principal source of shame can be traced back to early attachment relationships between the child and parents. Specifically, shame is theorized to be the result of repeated ruptures in the affective bond. The child whose attachment needs are continually frustrated will develop a self-concept mired with shame. The

child who perceives his or her parents as appropriately sensitive and responsive to his or her needs for closeness, protection, and comfort will have few shame experiences and develop a self-concept generally free of shame (Cook, 1991a).

Lewis (1987b) believes that shame and guilt can not be understood separately from their role within the matrix of affectional bonds. According to Lewis, shame and guilt function to maintain or restore lost affective ties between children and their primary caretakers, and between adults and the people they love and admire. Shame preserves attachment because it is the vicarious awareness of the other's contempt. Guilt preserves attachment because it can involve the awareness of the other's pain. Shame and guilt lead to the formation of neurotic symptoms when they remain unacknowledged and undischarged (Lewis, 1971), or in other words, when these emotional states remain unresolved.

Lewis (1971, 1987a, 1987b) identified an emotional sequence involving shame, humiliated fury, and guilt when she investigated the self's response to rejection and the role of shame in maintaining attachments. Unrequited love evokes shame, the empathic experience of the other's rejection, because the loss of the other is felt to be a loss in the self. Humiliated fury follows as an angry demand that the other's positive feelings toward the self be restored. If the other person is able to heed the self's angry protest and respond with affirmation, humiliated fury is useful because it leads to the restoration of the attachment bond. Guilt accompanies humiliated fury and serves as a reminder to the self of its attachment to the other and works to mitigate angry feelings. When shame and humiliated fury are met with continual rejections

by the beloved other, the self will come to experience chronic shame, anger, and guilt (Lewis, 1987b).

Similar to Lewis, Cook (1991c) considers shame to be a principal affect associated with nonreciprocal attachment relationships. However, Cook (1991c) incorporates ideas from affect theory (Tomkins, 1962, 1963) as well as attachment theory into his views on shame, which sets him apart from Lewis in some important ways. Like Tomkins, Cook regards shame as one of eight major affects or feelings that serve as the primary motivational system for human behavior. The positive affects include interest, enjoyment, and surprise, and the negative affects include shame, distress, fear, dissmell, and anger. In accordance with affect theory, Cook contends a person is biologically predisposed to feel shame whenever there is (a) an impediment in the desired experience of interest or enjoyment and (b) the desire to feel interest or enjoyment continues, although the person is aware of the futility of the desire.

Cook (1991c) notes researchers (e.g., Stern, 1985) have shown that subtle affective communications between infants and caretakers serve as the relational building-blocks that enable neonates to begin experiencing communion with their mothers. The infant's relationship with the mother is governed by his or her affective experiences that are evoked in response to the mother. Cook contends that the child's experience of parental acceptance and empathic attunement are inherently appraised as positive because these behaviors trigger the affects of interest and enjoyment. Conversely, parental rejection or empathic failures are inherently evaluated as negative because these responses evoke the negative affects of shame, distress, or anger. Beginning in infancy, Cook believes shame has the potential of becoming an

influential determinant of identity, or sense of self. Repetitive experience of shame in the attachment relationship are stored in memory and eventually develop into a working model of the self characterized by feelings of worthlessness, unlovableness, and alienation (Cook, 1991c).

While Lewis (1987b) suggests that shame is a by-product of the attachment relationship, Cook (1991c) asserts that shame fundamentally influences the formation of the attachment system and the type of attachment style that develops. Because Cook adopts the view that the primary affects comprise the primary motivational system present from birth, he dismisses the notion that attachment itself is a major motivator of behavior. Attachment "flows" from the mutual affective experiences between mother and child. Children form secure attachments because shame has been rarely evoked and ruptures in the affective bond have been faithfully mended. In contrast, children develop insecure attachments because shame has been intensified to "toxic" levels. The attachment behaviors of insecure children are motivated by the need to avoid or decrease shame generated within the attachment relationship. Avoidant children use a mode of defense that involves narcissistic inflation (i.e., an exaggerated sense of self-importance or grandiosity) and attacking and blaming others. Anxious/ambivalent children, on the other hand, mitigate the pain of rejection by means of defensive withdrawal and self-directed hostility.

Object Relations Theory

"Object relations theory" refers to a broad spectrum of psychoanalytic ideas concerning the relationship between human interactions in the external world and their enduring internal mental representations (Greenberg & Mitchell, 1983). Noted object relations theorists include Klein, Sullivan,

Fairbairn, Guntrip, and Winnicott (Greenberg & Mitchell, 1983; Guntrip, 1973). Even though these writers have made significant contributions to the object relations literature, this review will be limited to the theoretical writings of W. R. D. Fairbairn because his ideas are most germane to the subject of shame.

Fairbairn (1952b) places emphasis on the real life relationships between the child and its parents and the consequences of these relationships on the mental and emotional development of the child. He considers the human need for satisfactory relationships to be of utmost importance, and notes that psychopathology is ultimately rooted in disturbed relationships with parents during infancy. In developing his theory of object relations, Fairbairn (1944/1952) attempts to explain how the ego, or self (Guntrip, 1973), becomes fractured and how the various internal structures of the mind interact in ways that negatively affect mental health. Fairbairn's theory of object relations is a theory of psychopathology; he does not explicitly address the issues of healthy object relations or normal personality development. Fairbairn implies that everyone will experience problems in their significant relationships during infancy and early childhood and that these early experiences will contribute to difficulties in living. The severity of an individual's psychological problems is contingent upon the extent of early relational trauma.

Fairbairn (1944/1952) believes that the infant is born with an ego that is essentially whole, but that as a result of frustrating and unsatisfying encounters with its primary caretaker, who is usually the mother, the infant's ego becomes split into antagonistic parts. If completely satisfying relationships with the mother were possible, the child's self would retain its

initial integrity or wholeness, but this is inevitably not the case. The infant *will* experience its mother as both satisfying and frustrating. The degree to which the child perceives a lack of love in its relations with the mother will determine the measure of damage to the child's developing self.

To experience the mother as rejecting constitutes a basic threat to the child's sense of security in the external world (Fairbairn, 1944/1952). In an attempt to deal with the frustrating and rejecting aspects of the mother, the child will internalize an image of the mother that represents both her "good" and "bad" qualities (Fairbairn, 1952a). The infant, however, cannot tolerate the ambivalence that results from experiencing its mother as the object that both satisfies and frustrates its needs. The child is unable to integrate the two opposing experiences of the mother and therefore must "split" its internal image of the mother into two objects (Fairbairn, 1944/1952). The "good" maternal object is the symbolic representation of the loving mother; whereas, the "bad" maternal object is the symbolic representation of the exciting and rejecting mother.

The internalization of the "good" and "bad" maternal objects represent the child's attempt to gain control over the ungratifying aspects of the mother by transferring her bad qualities from the external environment into the child's inner reality (Fairbairn, 1944/1952). The child's ability to control the now internalized "bad" mother is contingent upon its ability to block from consciousness the frustrating aspects of the mother. Once the "good" and "bad" objects have been internalized, the child can project the internal image of the "good" mother back onto the real, external mother and repress from consciousness the internal image of the "bad" mother. This allows the child to idealize its mother and to experience her as essentially

loving even though she is also ungratifying and rejecting. Yet, the price the child must pay for its greater sense of external security is high, for the child must find a way to deal with the "bad" object once it has been internalized.

As previously mentioned, the young child's ego becomes split into antagonistic parts as a result of frustrating and unsatisfying encounters with the mother. Theoretically, it is more correct to say that the child's ego becomes split due to the child's attempt to mitigate the negative effects of the internalized "bad" maternal object (Fairbairn, 1952a). Fairbairn (1941/1952) considers the self as fundamentally object seeking, which means that the child desires to maintain a relationship with its significant object, the mother, even when she is experienced as unsatisfying. Likewise, the child will seek to maintain its attachments to the internalized maternal objects, and it is this desire to remain connected to its internal objects that leads to the splitting of the ego (Fairbairn, 1944/1952).

The ego becomes split into three parts and each part of the ego remains juxtaposed with a corresponding internal object, two "bad" objects and one "good" object (Fairbairn, 1944/1952, 1952a). The self becomes divided against itself and engaged in internal conflict when the ego is split and aligns with the internalized objects. One part of the self remains needy and dependent on the enticing yet never satisfying mother, the "exciting object". Another part of the self identifies with the angry and withholding mother, the "rejecting object", and attacks the self for its neediness. Both the exciting and rejecting objects are labeled "bad" objects. A third part of the self identifies with the comforting and gratifying aspects of the mother, the "ideal object", and aspires to live up to the mother's high standards in the hope that a relationship with

the mother would be forthcoming. The ideal object is labeled the "good" object.

The child's internal life becomes a world of inner strife and insecurity as the various antagonistic aspects of the self and internalized bad objects wage war. In order to cope with the inner feeling of insecurity and conflict, the child will attempt to repress or block from consciousness the bad objects and the persecutory aspects of the self that have identified with the bad objects. To the extent that the child is successful in its efforts to repress the bad objects and their aligned portions of the self, the child will gain a greater sense of internal security.

Object Relations Theory and Shame

"It is interesting to observe that a relationship with a bad object is felt by the child to be not only intolerable, but also shameful. . .

This being the case, it follows that, if the child's objects present themselves to him as bad, he himself feels bad; and indeed it may be stated with equal truth that, if a child feels bad, it implies that he has bad objects" (Fairbairn, 1943/1952, p. 64).

Fairbairn considers shame to be a central affective experience associated with rejecting and ungratifying objects, both external and internal. The child encounters shame on an interpersonal level in the face of repeated parental rejection. Fairbairn (1944/1952) writes that the child will experience "intense humiliation" when his or her need for love is answered with parental disparagement and rebuff. Moreover, Fairbairn (1944/1952) notes that the child will experience extreme feelings of shame for having displayed a need for the parent when the need is degraded or ridiculed.

On an internal level, the child experiences feelings of shamefulness as he or she interacts with internalized bad objects (Fairbairn, 1943/1952). The child's feelings about himself or herself are determined by identification with the internal bad objects. Shame arises because significant portions of the self become identified with the exciting and rejecting bad objects. In other words, the child feels bad or shameful because he or she experiences the internalized parental objects as bad or shameful. In addressing the child's experience of shame that results from the internalization of bad objects and the child's inner relations with these objects, Fairbairn (1943/1952) states that "In so far as the child is identified with such internal persecutors, or . . . in so far as his ego has a relationship with them, he too is unconditionally bad" (p. 66). As a result of recurrent experiences of humiliation and shame, the child develops a sense of self characterized by feelings of worthlessness, inferiority, and destitution (Fairbairn, 1944/1952).

As mentioned in the previous section, Fairbairn (1952b) outlines a theory of psychopathology within which he seems to consider problematic object relations as unavoidable. The child to a greater or lesser degree will experience the mother as "bad" and, consequently, the child will internalize and align a portion of itself with the internal bad objects. The perniciousness of the internalized "bad" objects is dependent upon how ungratifying and rejecting the external mother is perceived to be by the child. It logically follows that the young child will inevitably experience shame both in his or her interactions with parents and as he or she relates to internalized "bad" objects. However, the *amount* of shame experienced by the child will be directly related to the extent to which the child perceives his or her parents as "bad" and the level of "badness" of his or her internal bad objects.

Kaufman (1985, 1989) is another author who has written extensively on the subject of shame and has integrated aspects of Fairbairn's (1952b) object relations theory, Sullivan's (1953) interpersonal theory, and Tomkins' (1962, 1963) affect theory into a developmental theory of shame. Kaufman uses the term "interpersonal bridge" to refer to the emotional bond that conveys to the child the sense that he or she is wanted, valued, and respected by the parents. According to Kaufman, shame is activated whenever the interpersonal bridge is broken.

In tracing the development of shame, Kaufman (1985, 1989) identifies several ways the interpersonal bridge can be ruptured within the parent-child relationship. The child will come to feel devalued and unwanted whenever he or she experiences the parents as emotionally unavailable, contemptuous, or withholding. Likewise, the interpersonal bridge will be broken and shame will be activated whenever the parents deliberately shame the child as a means of changing undesirable behaviors, treat the child as if he or she is an extension of themselves, expect the child to live up to unrealistically high performance expectations, or abuse their positions of power over the child.

In order to explain the impact of repeated shame experiences during childhood on the development of the child's identity, Kaufman (1985, 1989) incorporates the concepts of identification and internalization into his theory of shame. Identification is a psychological process that occurs between the child and his or her parents. The child experientially joins or merges with the parents in order to enhance a sense of belonging and as a means of incorporating into the self behaviors and functions of the parents (Kaufman, 1985). Identification leads to internalization, the process of taking into the emerging self aspects of the external world (Kaufman, 1985; Schafer, 1968).

Through identification and internalization, the child that grows up in a relational environment permeated with shame-inducing encounters will develop a shame-based identity (Kaufman, 1985, 1989). The child learns to treat itself according to the ways he or she is treated by the parents, "thereby continuing internally the very same pattern (the child) first experienced externally" (Kaufman, 1985, p. 37-38). The activation of shame then no longer requires an interpersonal stimulus; the self acquires the intrapsychic capacity to shame itself.

Self Psychology

Self psychology is a psychoanalytically-oriented, developmental theory of personality originated by Heinz Kohut (1971, 1977). In Kohut's model, the failure of the parents or primary caretakers to properly respond to the child is given central importance. A lack of parental attunement to the needs of the child creates deficits in the developing child's sense of self. Deficits in the self are viewed as the principal cause of psychopathology.

Because of the technical and somewhat confusing nomenclature of self psychology, several key terms will first be defined. The term "selfobject" is used to describe both an internal structure and its functions. As an internal psychological structure (Kohut, 1984; Patton & Meara, 1992), a selfobject is a mental representation combining both self and object. Self and object are not distinguished, and as a result, the object is not subjectively experienced as separate from the self. Selfobjects evoke and maintain the young child's, and the adult's, cohesive sense of self (Kohut, 1984; Wolf, 1987). Also, Kohut (1984) has used the term selfobject to describe a particular way of experiencing an object, or another person such as a parent. He writes that the "general meaning" of the term selfobject refers to "that dimension of our experience of

another person that relates to this person's functions in shoring up our self" (Kohut, 1984, p. 49). Kohut did not apply the term selfobject to a person *per se*, but to an individual's subjective experience of the other's self-sustaining responses, or functions.

The self psychology literature is replete with confusing and inconsistent usage of the term selfobject (e.g., Bacal, 1990; Baker & Baker, 1987; Patton & Meara, 1992; Wolf, 1987). In this study, the term selfobject is used to refer to the child's experiences of the parent, or caretaker, that maintain and enhance the child's cohesive sense of self. This definition is most similar to Kohut's (1984) general definition for selfobject.

"Self-selfobject relationship" refers to the relatively stable and self-sustaining psychological connection between the self and its selfobjects (Kohut, 1984). A self-selfobject relationship can be considered a form of object relationship, or a relationship between two people (Bacal, 1990). An object relationship exists as a self-selfobject relationship to the extent that one person is experienced by the other as relating in a manner that strengthens the self. For example, when the child experiences his or her parents as providing empathic attunement, comfort, admiration, or other similar functions that enhance and strengthen the child's sense of self, the child experiences its parents as selfobjects and a self-selfobject relationship is said to exist between the child and his or her parents.

"Selfobject failure" refers to a breakdown or rupture in the self-selfobject relationship. A breakdown in this relationship occurs when the self experiences its selfobjects as failing to respond in a manner that enhances the self. As a result, the cohesiveness of the self is threatened. In the context of the parent-child relationship, selfobject failure occurs when the child's sense

of his or her parents as reliable selfobjects is interrupted and the child's frail self momentarily fragments. Repeated and traumatic selfobject failures result in deficits in the child's self-structure, which renders the child prone to disorders of the self later in life (Kohut, 1984).

Healthy development of the child's self requires that the parents or other caretakers be readily available to serve as selfobjects, or be experienced by the child as meeting his or her selfobject needs. When the parents repeatedly fail to attune to the child's selfobject needs, the child will develop a depleted self. The child needs two kinds of selfobject experiences from its parents: mirroring experiences and idealizing experiences (Baker & Baker, 1987). Mirroring entails the child's need to experience the parents as responding in a positive, empathic and accepting manner. Effective mirroring conveys to the child an understanding that he or she has worth and value in the eyes of others and leads to the development and maintenance of self-esteem and self-respect. When the parents chronically respond with indifference, hostility, or excessive criticism, the child will come to see itself as having little worth, and the development of a healthy sense of self will be impaired. Idealizing experiences refer to the child's need to idealize, and psychologically merge with, another person (e.g., the parent or caretaker) in order to feel safe, comfortable, and calm. The child's idealizing needs change and mature with development. Early in the development of the self, the child wishes to merge with the idealized parents because they serve as an external sources of calm and comfort, which are experiences the child cannot provide for himself or herself. With further maturation of the self, the child becomes increasingly able to supply these calming and

comforting experiences internally, and the need for psychological merger with the idealized parents decreases.

"Transmuting internalization" is a process by which the mirroring and idealizing selfobject experiences provided externally by the parents develop into internal psychological self-structures within the child (Kohut & Wolf, 1978). To quote Kohut and Wolf, transmuting internalization leads "to the gradual replacement of the selfobjects and their functions by a self and its functions" (1978, p. 416). The normal development of the self first requires that the child's mirroring and idealizing needs be sufficiently met by the parents. However, the manageable and age-appropriate frustration of the child's selfobject needs is also an important aspect of normal development (Kohut, 1984; Kohut & Wolf, 1978). Inevitably, the parents will fail to empathize with the child's feelings, and they will prove inadequate as sources of idealized calmness and strength. Such "optimal frustrations" (Kohut, 1984) lead to the gradual breakup of the child's archaic self and to the reorganization of a more mature and consolidated self (Patton & Meara, 1992).

Self Psychology and Shame

Kohut considers shame as arising from overwhelming and unneutralized grandiosity that floods the ego (Kohut, 1971) and selfobject failure (Kohut, 1972). Morrison (1987, 1989) broadens self psychology to incorporate the construct of the actual/ideal self, which parallels the ego/ego ideal concept of structural theory (Freud, 1923/1960). Morrison (1989) argues that shame arises whenever the actual self falls short of the goals of the ideal self. Of the three sources of shame articulated by Kohut and Morrison, overwhelming grandiosity, selfobject failure, and discrepancy between the actual and ideal selves, selfobject failure is of most relevance to this study.

Kohut (1972) relates the failure of selfobjects to provide the self with needed admiration and empathic responsiveness to the experience of shame.

He states:

"Although everybody tends to react to narcissistic injuries with embarrassment and anger, the most intense experiences of shame and the most violent forms of narcissistic rage arise in those individuals for whom a sense of absolute control in an archaic environment is indispensable because the maintenance of self-esteem -- and indeed of the self -- depends on the unconditional availability of the approving-mirroring functions of an admiring selfobject or on the ever-present opportunity for merger with an idealized one" (Kohut, 1972, p. 386).

Kohut (1972) associates both shame and narcissistic rage with narcissistic injuries resulting from selfobject failure. A narcissistic injury is an acutely felt psychological wound to the self. Depending on the severity of the insult, the damage to the self can range from moderate to extreme disruption in self functioning in which the self feels totally helpless, enfeebled, and fragmented. A principal source of narcissistic injury is selfobject failure, or the breakdown in the self-selfobject relationship. Narcissistic rage is an archaic and intense form of aggression that has retaliation against the offending object as its aim and also serves the purpose of keeping the self from experiencing further fragmentation in response to narcissistic injury (Kohut, 1972).

In the above quote, Kohut states that individuals may respond to selfobject failure with feelings of anger and shame, although the intensity of the shame reaction may vary. Anger and shame are triggered by the sense of

helplessness that the self feels in response to a breakdown in the self-selfobject relationship. Because the affect of shame is so intolerable and disruptive to the functioning of the self, it is quickly defended against and removed from consciousness (Morrison, 1989). The self further attempts to rid itself of shame by attacking the offending object, who is seen as the source of injury and shame. Persons having a more cohesive sense of self will experience embarrassment, a milder variant of shame (Lewis, 1971); whereas, persons suffering from narcissistic personality disorders, to whom Kohut is referring in the passage, will experience overwhelming feelings of shame when their selfobjects fail to provide needed selfobject functions.

Morrison (1989) notes that children who grow up in an inadequate parental environment will, as adults, experience ruptures in the self-selfobject relationship as a retraumatization of childhood selfobject failures and be flooded with shame and/or narcissistic rage. Additionally, Morrison (1989) notes that "failure of the parental selfobject to respond to the self's idealizing needs and quest for merger" is not only a source of shame at the time of the breakdown in the self-selfobject relationship, but that repeated selfobject failure also serves as "a model for subsequent shame over the self's experience of its needs" (Morrison, 1989, p. 79). Repetitive failures by the parents to meet the idealizing needs of the child will lead to the re-experience of shame whenever the child, or adult, is unable to provide for his or her own needs and must instead turn to others to help meet his or her needs.

Empirical Literature on Shame and Parent-Child Relations

As previously mentioned, there is a paucity of empirical studies on shame (Garnett, 1991; Izard, 1992; Karen, 1992). It is therefore not surprising that there are very few studies concerning the connections between parent-

child affiliations and shame. Since there are so few studies on shame and parent-child relationships, and because the studies are based on various theories, the research literature is presented separately from the theoretical literature.

Garnett (1991) studied the relationship between loneliness, shame, and attachment styles using a college student sample. One significant finding emerged from Garnett's study that is relevant to this review: securely attached individuals reported less loneliness and shame than insecurely attached individuals and there were no differences in loneliness and shame between anxious/ambivalent and avoidant individuals. The conclusions drawn by Garnett from her results are somewhat ambiguous. First, Garnett notes that both shame and insecure attachment are theorized to be due to disrupted primary relationships in infancy. She concludes that her results support the view that shame and insecure attachment share a common origin in early parent-child attachment relationships. This conclusion, however, may not be warranted because her research questions and research design do not directly address the relationships between shame, insecure attachment, and early parent-child relationships. Second, the finding that shame and attachment styles are related must be viewed with caution. Recent research strongly suggests that the measure of attachment style used in this study is of questionable validity (Borman, Allen, Carter, Cole, & Hauser, 1992).

Cook (1991b) writes of his research regarding the empirical association between shame in adult alcoholic women and childhood sexual abuse. Women with histories of sexual abuse reported significantly higher levels of shame than non-abused women. Shame scores of severely abused women

were also significantly higher than those of moderately abused and non-abused women. Cook (1991b) related these findings to the kinds of abusive parental behavior that would lead to insecure attachments and high levels of shame. Cook (1991a, 1991b) also published the results of his research on shame and its relationship with the family-of-origin. In this research, Cook used the Parental Bonding Instrument (PBI; Parker, Tupling & Brown, 1979), a measure of retrospective perceptions of parental care and protection during childhood. In both clinical and non-clinical samples, shame was associated with differential amounts of maternal and paternal care and protection. Higher shame scores were associated with lower levels of care from both mothers and fathers. Higher shame scores were also associated with higher levels of over-protection from fathers.

Hadley (1991) used a predominantly middle-aged female sample (N=94) to test the hypothesis that there would be a significant relationship between family-of-origin dysfunction, as measured by the Self-Report Family Inventory (Beavers & Olson, 1983) and internalized shame, as measured by the Internalized Shame Scale (Cook, 1991a). Canonical analyses indicated that shame was related to family competency, conflict, and lack of family cohesion or closeness. Using object relations theory and self psychology, the author interpreted the findings as supportive of the parental rejection hypothesis, which links shame to parental rejection (Hadley, 1991).

Using a sample of college students and their parents, Hamme (1991) researched the relationships between shame and guilt proneness and a variety of family correlates (e.g., cohesion, adaptability, independence, differentiation, conflict, external boundaries, expressiveness of communication, parent-offspring communication, and satisfaction). A

pattern of association between negative perceptions of the family and shame-proneness emerged for the students. Few associations resulted between the parents' shame scores and the parents' ratings on the family correlates. Guilt-proneness had little relationship with the measured family correlates for either students or parents. Hamme used systems theory to interpret her results.

Structural Analysis of Social Behavior (SASB)

Benjamin's Theory. Lorna Benjamin (1974, 1977, 1979a, 1979b, 1984) has proposed a theory of normal and pathological development that is similar in several ways to attachment theory (Bowlby, 1969, 1972, 1988), object relations theory (Fairbairn, 1952), and self psychology (Kohut, 1972, 1977, 1984). Benjamin postulates that interpersonal interactions between parents and children during childhood strongly influence intrapsychic development. She emphasizes the internalization of significant relationships and the role internalization plays in shaping an individual's internal relationship with the self. In her view, behavior is shaped by developmental history and future goals, and the prediction of behavior requires a phenomenological understanding of the person.

Benjamin (1974) has stated that social and intrapsychic behaviors are orderly and lawful. As a result, interpersonal and intrapsychic behaviors are governed by certain principles that shape everyday dyadic interactions and internal relations with the self. Stable social transactions tend to adhere to the principle of complementarity, which Benjamin (1986) defines as interactions characterized by parallel actions, attitudes, and feelings. Interpersonal interactions "pull" for complementary or reciprocal reactions, thereby adding to the stability of behavioral patterns (Kiesler, 1988).

Describing complementarity, Benjamin (1984, p. 134) states "If the speaker is focusing on other, there is a strong draw for the listener to react by focusing on self at the same point in interpersonal space". For example, if person A acts in a controlling or domineering manner toward person B, a reflective response of person B is to react to person A by deferring and submitting. Every interpersonal action has a complementary reaction. Just as submission is the complement of control, separation is the complement of autonomy, anger is the complement of hostility, friendliness is the complement of love, etc. (Benjamin, 1974, 1984). Complementarity applies to both brief interactions and ongoing patterns of behavior between two people (Benjamin, 1984).

The principle of antithesis is offered by Benjamin to explain behavioral change in interpersonal interactions. Antithetical interpersonal behaviors are the opposites of complementary behaviors; therefore, an antithetical response has a greater likelihood of breaking a behavioral pattern that would otherwise be perpetuated by a complementary response. An antithetical behavior might occur when one person in an interaction intentionally responds in a manner so as to "pull" from the other person an opposite type of behavior from that currently experienced (Benjamin, 1984). A loving mother, for example, will usually respond to her child's hostility with love and comfort rather than angry protest. The mother's antithetical response will hasten a change in the child's behavior from hostile attack to friendly approach.

The relationship between interpersonal experiences and self-concept is explained using the principle of introjection. Similar to Sullivan (1953) and Mead (1934), Benjamin believes that people treat themselves in the manner

they have been treated by important others. Over time, the child re-creates intrapsychic attitudes, feelings, and behaviors that parallel caretakers' interpersonal attitudes, feelings, and behaviors. Loving interpersonal actions toward the child result in the child's development of self-loving intrapsychic actions, and hostile interpersonal actions toward the child result in the child's self-hating intrapsychic actions. Similarly, interpersonal actions intended to encourage the child's autonomy, such as affirmation, understanding, and nurturing, lead to intrapsychic actions on the part of the child that promote self-independence. Interpersonal actions aimed at controlling the child lead toward the child's developing intrapsychic actions that are characterized by self-restraint.

The SASB Model. Benjamin (1974, 1977, 1979a, 1979b, 1984, 1986) has proposed a formal model of her theory that can be used to systematically define, classify, and measure interpersonal and intrapsychic behaviors. The model, Structural Analysis of Social Behavior (SASB), is an attempt to describe parsimoniously social and intrapsychic behaviors in terms of their basic underlying dimensions and to depict graphically their structure. SASB is a circumplex model based on interpersonal theory (Mead, 1934; Sullivan, 1953) and represents the refinement and elaboration of prior circumplex models (e.g., Leary, 1957; Schaefer, 1965). Benjamin's model is more sophisticated than its predecessors and therefore more complicated.

Surfaces. The SASB model has three surfaces which are labeled "Focus On Other", "Focus On Self", and "Intrapsychic" (see Figure 1). The Focus On Other surface represents another person's overt and covert interpersonal dispositions (i.e., attitudes and actions) toward the self. The Focus On Self surface depicts the self's overt and covert interpersonal dispositions in

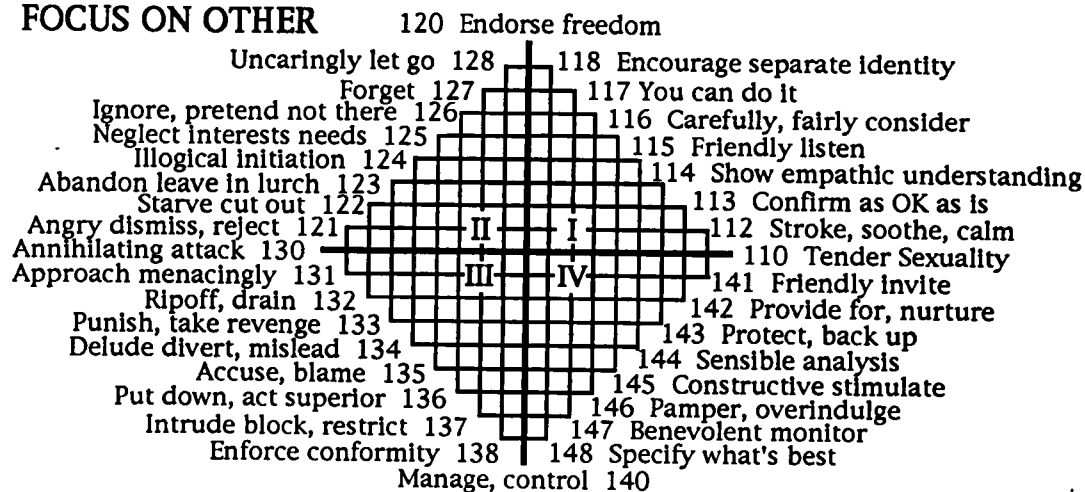
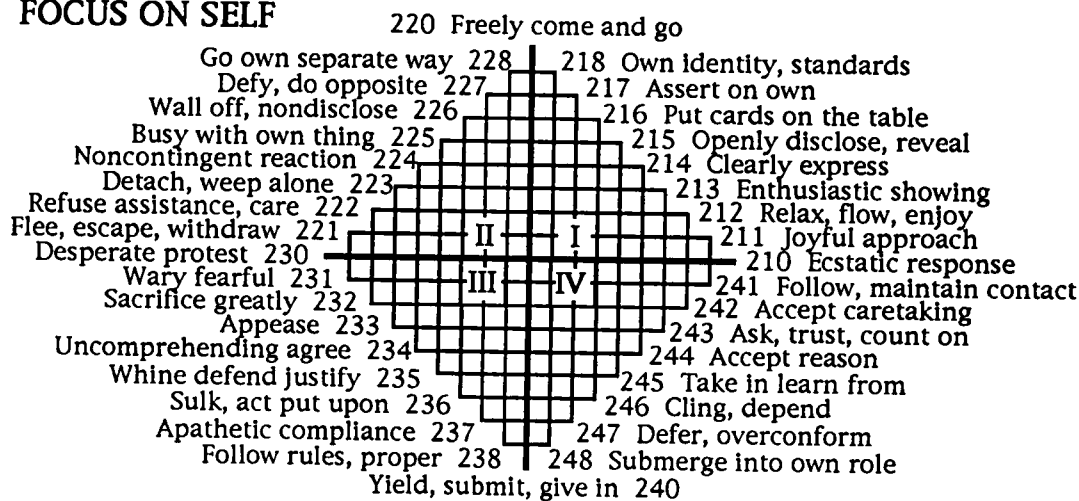
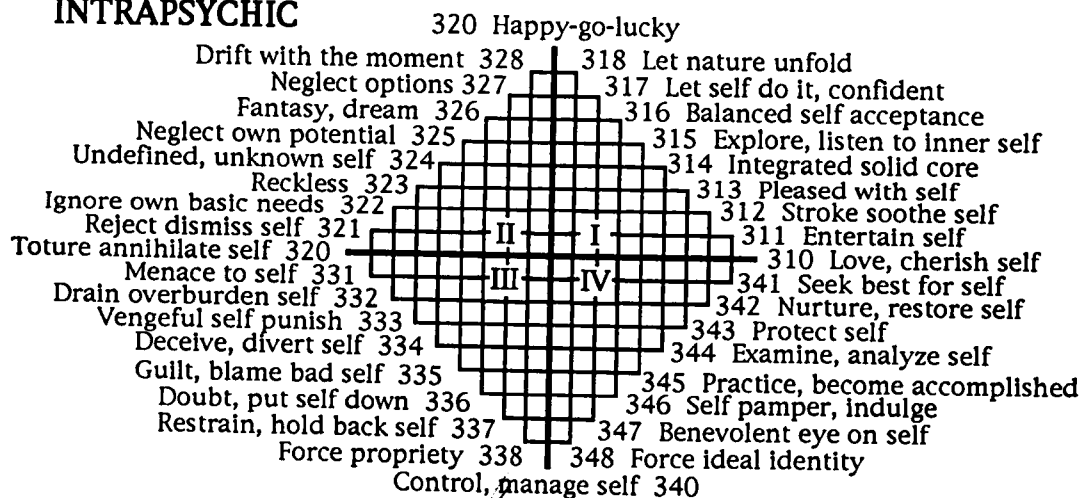
FOCUS ON OTHER**FOCUS ON SELF****INTRAPSYCHIC**

Figure 1. Full Version of the Structural Analysis of Social Behavior Model. From "Intrex Users Manual" by L. S. Benjamin, 1983, Madison, WI. Adapted by permission.

reaction to another person. Together, the two interpersonal surfaces can be used to characterize the interpersonal actions and reactions of each participant in a dyadic interaction.

The Intrapsychic surface describes actions turned inward upon the self rather than outward toward another person. The self-directed actions described on the Intrapsychic surface theoretically reflect internalized significant relationships that shape one's intrapsychic relationship with the self. The structure of the Intrapsychic surface parallels that of the Focus On Other surface; the relationship between the two surfaces represents the operationalization of Benjamin's introjection principle. The Intrapsychic surface extends Benjamin's model from a purely interpersonal framework and incorporates a psychoanalytic perspective (Wiggins, 1982). Together, the three surfaces can be used to classify any dyadic interaction in the past, present, or future, and the relationship between the interpersonal and intrapsychic domains.

Dimensions. Each surface of the SASB model is created by the interaction of the model's two underlying dimensions, affiliation and interdependence. The affiliation dimension ranges from positively affiliative (friendly and loving) to negatively affiliative (hostile and attacking) attitudes and behaviors. As depicted on each of the SASB surfaces in Figure 1, the affiliation dimension is located along the horizontal axes. Dispositions on the right side of the surfaces are weighted toward positive affiliation whereas dispositions on the left side of the surfaces are weighted toward negative affiliation.

The anchors on the interdependence dimension are differentiation and enmeshment. This dimension is located along the vertical axes of the SASB

surfaces. The interdependence dimension differs for each surface because each surface describes a different focus of interaction. Interdependent interactions toward another person vary with regard to the amount of autonomy that is encouraged versus the amount of control that is exerted. On the Focus On Other surface, Benjamin has labeled one pole of the interdependence dimension "autonomy", which represents extreme differentiation, and the opposite pole "control", which represents extreme enmeshment. Interdependent interactions in response to the actions of another person vary to the degree to which autonomy is accepted versus the degree to which autonomy is relinquished. Opposite nodes on the Focus On Self interdependent dimension are labeled "be separate" and "submit", which respectively represent maximal differentiation and enmeshment. Interdependent self-directed actions vary with regard to the amount of freedom or autonomy an individual allows oneself versus the amount of self-monitoring and control exerted over one's own behaviors. Benjamin has labeled the interdependent poles on the Intrapsychic surface "let self be" and "self-control". In Figure 1, the upper half of each SASB surface represents dispositions weighted in the differentiation direction. Dispositions characterized by varying degrees of enmeshment are in the lower half of each SASB surface.

Tracks. The intersections of the affiliation and interdependence dimensions, or horizontal and vertical axes, quadrisect each surface into four sectors, or quadrants. Each sector on the three surfaces is subdivided into nine "tracks" (Benjamin, 1979). Each track within a sector reflects a different combination of the model's two underlying dimensions of affiliation and interdependence, and corresponds with specific interactions (i.e., interpersonal

and intrapsychic behaviors) on the three SASB surfaces. Benjamin (1979) has designated each of the nine tracks with a descriptive and numeric label: Primitive basics (0), which is the track that is located at each of the four axes' poles; Approach-avoidance (1); Need-fulfillment (2); Attachment (3); Logic, communications (4); Attention to self-development (5); Balance in relationship (6); Intimacy-distance (7); and Identity (8). Quintana (1988, p. 17) noted that the nine tracks are organized in an "implicit hierarchy" of "developmental needs" ranging from basic primitive needs such as love and contact to more sophisticated needs such as intimacy and identity.

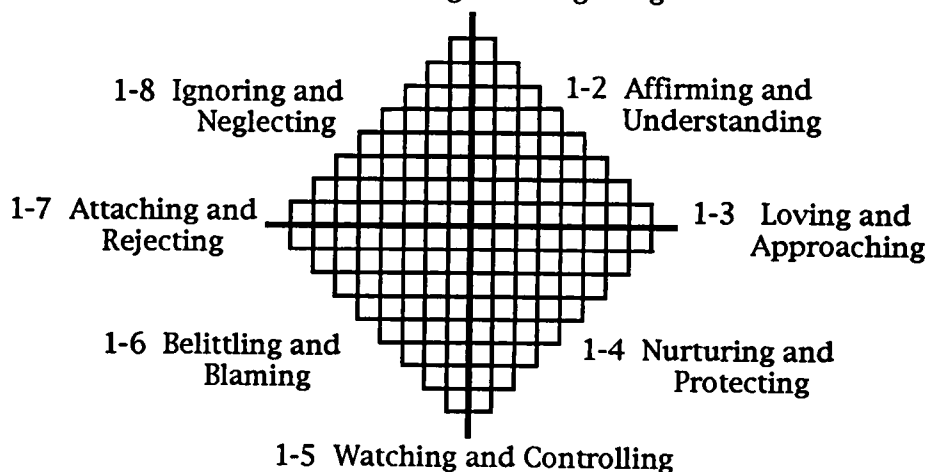
Benjamin's (1979) discussion of the nine tracks/needs is somewhat cryptic, and she has not elaborated on this aspect of her model in later writings (e.g., Benjamin, 1982, 1984, 1989). Other researchers (e.g., Alpher, 1992; Hartley, 1991; Humphrey, 1986, 1988; Rudy, McLemore, & Gorsuch, 1985) using the SASB model have tended to ignore this part of the model. Benjamin has apparently de-emphasized the importance of her concept of tracks given that, when referring to the specific interactions on the three surfaces in Figure 1, she rarely uses the term "tracks". However, the numeric labels (0-8) denoting each track are used as part of a three-digit code designating each interaction in the "Full" version of the SASB model, which is described in the next section.

Complexity. Benjamin's model can be broken down into three levels of complexity corresponding to the Full, Cluster, and Quadrant versions of the SASB model. The most intricate version is the Full model (see Figure 1), which depicts 108 interpersonal and intrapsychic interactions systematically ordered around the three surfaces. Each surface has 36 interactions that differ with regard to the amount of affiliation and interdependence represented in

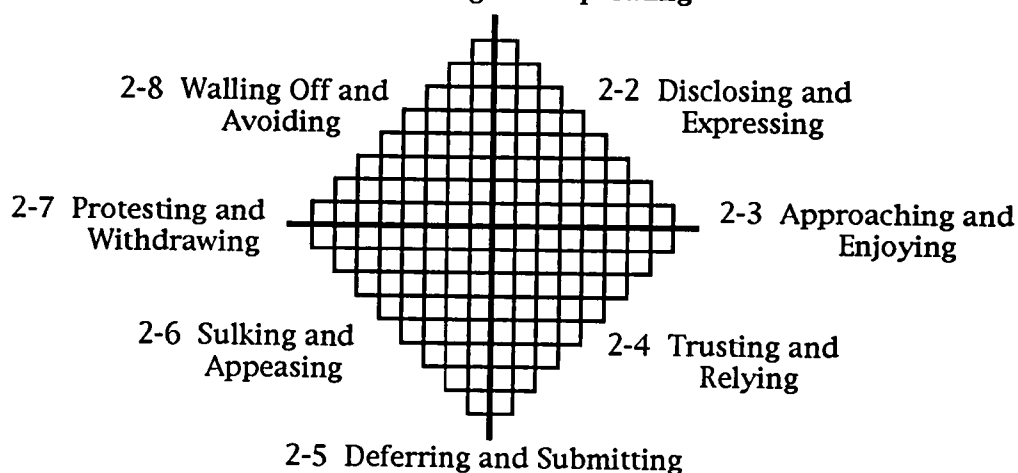
each behavior. The horizontal and vertical axes divide each surface in the Full model into four sectors, which represent the following combinations of the affiliation and interdependence dimensions: (I) positive affiliation and positive interdependence, or differentiation; (II) negative affiliation and differentiation; (III) negative affiliation and negative interdependence, or enmeshment; and (IV) positive affiliation and enmeshment. Benjamin's nine tracks, or developmental needs (Quintana, 1988), are depicted in each sector.

A three-digit numeric code is used to specify the location of each surface, sector, and interaction (track/need) in the Full SASB model. The first digit designates the surface: 1 denotes the Focus On Other surface; 2 denotes the Focus On Self surface; and 3 denotes the Intrapsychic surface. The second digit specifies the surfaces' sectors: sectors I, II, III, and IV are assigned the numbers 1, 2, 3, and 4, respectively. The third number ranges from 0 to 8 and designates the nine tracks, or needs. The more basic needs are denoted by smaller third-digit numbers, while the more advanced needs are designated by larger third-digit numbers (Quintana, 1988). Two examples of the coding system will help illustrate its logic. The code 112 describes the interpersonal interaction on the Full SASB model, "Stroke, soothe calm". This interaction is located on the Focus On Other surface, within the first sector, and corresponds to the track/need "need-fulfillment". The code 337 refers to the intrapsychic interaction on the Full model, "Restrain, hold back self". This interaction is located on the Intrapsychic surface, within the third sector, and denotes the track/need "intimacy-distance".

The Cluster version (see Figure 2) represents an intermediate level of complexity. The 36 interactions on each surface of the Full model are



FOCUS ON SELF 2-1 Asserting and Separating



INTRAPSYCHIC 3-1 Spontaneous Self

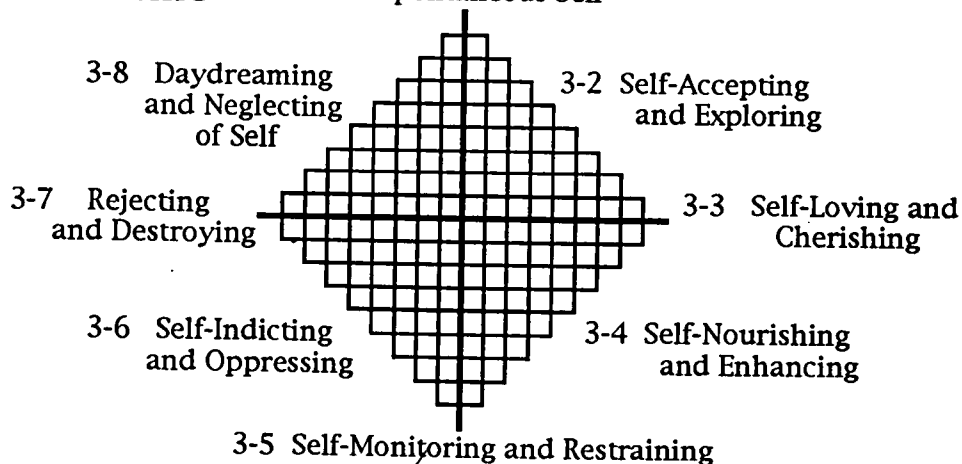


Figure 2. Cluster Version of the Structural Analysis of Social Behavior Model. From "Intrex Users Manual" by L. S. Benjamin, 1983, Madison, WI. Adapted by permission.

subdivided into eight clusters consisting of four or five interaction points per cluster. On all three surfaces, clusters that are located at axes' poles contain five interaction points: the interaction directly on the pole and the two interactions on either side of the pole. Clusters located between the axes' poles are comprised of four interaction points.

Clusters are numerically and descriptively labeled. The numerical label consists of a surface number (1 = Focus On Other, 2 = Focus On Self, 3 = Intrapsychic) followed by a dash and cluster number. The descriptive and numerical labels for the Focus On Other clusters are: "Freeing and Forgetting" (1-1); "Affirming and Understanding" (1-2); "Loving and Approaching" (1-3); "Nurturing and Protecting" (1-4); "Watching and Controlling" (1-5); "Belittling and Blaming" (1-6); "Attacking and Rejecting" (1-7); and "Ignoring and Neglecting" (1-8). The descriptive and numerical labels for the Focus On Self clusters are: "Asserting and Separating" (2-1); "Disclosing and Expressing" (2-2); "Approaching and Enjoying" (2-3); "Trusting and Relying" (2-4); "Deferring and Submitting" (2-5); "Sulking and Appeasing" (2-6); "Protesting and Withdrawing" (2-7); and "Walling Off and Avoiding" (2-8). And, the descriptive and numerical labels for the Intrapsychic clusters are: "Spontaneous Self" (3-1); "Self-Accepting and Exploring" (3-2); "Self-Loving and Cherishing" (3-3); "Self-Nourishing and Enhancing" (3-4); "Self-Monitoring and Restraining" (3-5); "Self-Indicting and Oppressing" (3-6); "Self-Rejecting and Destroying" (3-7); and "Daydreaming and Neglecting of Self" (3-8).

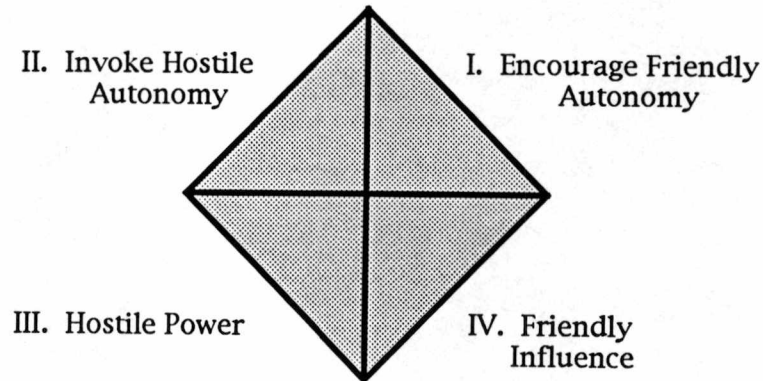
For all surfaces, the relative location of a cluster is determined by the amount of affiliation and interdependence represented within the cluster. For example, cluster 1-5, "Watching and Controlling", is located at the control

pole on the Focus On Other surface which depicts maximal enmeshment and neutral affiliation. The five interaction points on the Full model that comprise cluster 1-5 are: 140, 138, 148, 137, and 147. Cluster 1-8, "Ignoring and Neglecting", is located between the negative affiliation and autonomy poles and describes intermediate levels of disaffiliation and differentiation. Cluster 1-8 "contains" four interaction points from the Full model: 123, 124, 125, and 126. Benjamin does not make specific reference to the nine tracks/needs when describing the Cluster model.

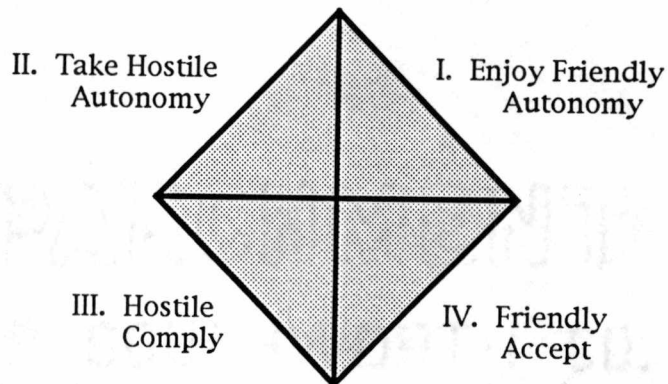
The Quadrant model (see Figure 3) represents the simplest version of Benjamin's SASB model. Each surface in the Quadrant model is divided into four quadrants, which correspond to the four sectors of the Full model. That is, quadrant I on each surface in the Quadrant model represents positive affiliation and differentiation, quadrant II represents negative affiliation and differentiation, etc. Based on the focus associated with each surface, the descriptive labels assigned to a particular quadrant differ slightly across each surface. For example, quadrant III is labeled "Hostile Power" on the Focus On Other surface, "Hostile Comply" on the Focus On Self surface, and "Oppress Self" on the Intrapsychic surface.

Complementarity and Antithesis. The Focus On Other and Focus On Self surfaces are operationally linked by the principles of complementarity and antithesis. The principle of complementarity is operationally defined in the SASB model as dispositions on the two interpersonal surfaces that represent equal amounts of affiliation and interdependence. Complementary interpersonal dispositions are designated by corresponding topological locations on the Focus On Other and Focus On Self surfaces. For example, the cluster "Affirming and Understanding" (1-2) on surface 1 and the cluster

FOCUS ON OTHER



FOCUS ON SELF



INTRAPSYCHIC

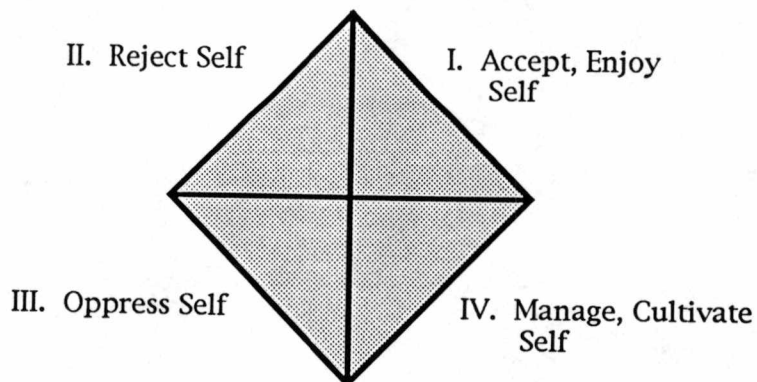


Figure 3. Quadrant Version of the Structural Analysis of Social Behavior Model. From "Intrex Users Manual" by L. S. Benjamin, 1983, Madison, WI. Adapted by permission.

"Disclosing and Expressing" (2-2) on surface 2 parallel each other in terms of the amounts of affiliation and interdependence contained in each cluster. These clusters have similar orientations on their respective surfaces and have similar cluster numbers.

Benjamin (1974) provided empirical support of interpersonal complementarity between mothers' ratings of their own behavior and of their children's behavior. Consistent with Benjamin's predictions, 78% of the possible 36 complementary pairs of mother-child behaviors were significantly correlated. Henry, Schacht, and Strupp (1986) and Quintana (1988) found evidence of interpersonal complementarity in the counselor-client relationship. Also, Henry et al. showed that cases of successful therapy outcome had high complementarity scores.

The principle of antithesis is operationally defined in the SASB model as "the opposite to the complement of a specific behavior" (Benjamin, 1984, p. 135). The opposite of a complementary disposition is located 180 degrees across the SASB surface. For example, the antithetical response to cluster 1-6, "Belittling and Blaming", is described by cluster 2-2, "Disclosing and Expressing".

Introjection. The principle of introjection is operationally defined in the SASB model as dispositions on the Focus On Other and Intrapsychic surfaces that represent similar amounts of affiliation and interdependence (Benjamin, 1984, 1986). The parallel structure of the Focus On Other and Intrapsychic surfaces depicts the introjection principle. Parallel interpersonal and intrapsychic dispositions are designated by corresponding topological locations and similar numerical codes. An illustrative example using the Cluster model will help clarify the SASB's structure with regard to

introjection. The "Belittling and Blaming" (1-6) cluster on surface 1 and the "Self-Indicting and Oppressing" (3-6) cluster on surface 3 have matching amounts of affiliation and interdependence. Accordingly, their locations parallel each other on the two surfaces and the clusters' numerical codes have the same second-digit number. Based on the introject principle, the critical and angry interpersonal dispositions of one person ("Belittling and Blaming") toward a second person are presumably internalized by the latter and redirected toward the self as self-criticism ("Self-Indicting and Oppressing"). Similarly, the "Affirming and Understanding" (1-2) and "Self-Accepting and Exploring" (3-2) clusters on surfaces 1 and 3 also represent matching amounts of affiliation and interdependence. In accordance with the principle of introjection, a person who is provided affirmation and understanding by others is in turn more likely to treat himself or herself in a self-accepting manner.

Quintana (1988) has noted that "the interpretation that the intrapsychic dispositions represent past internalizations of relationships has not been thoroughly tested" (p. 36). In a study of internalization in counseling relationships, Quintana (1988) showed that clients' ($N = 48$) self-directed dispositions over the course of therapy tended to become more similar to their perceptions of their therapists' interpersonal dispositions. Quintana interpreted this result as supportive of Benjamin's principle of introjection.

Applications of the SASB Model. Benjamin (1974) has noted that her model is particularly suited to describe prototypical parent-like and child-like interpersonal interactions. While based on interpersonal theory, the inclusion of the Intrapsychic surface and the operationalization of the principle of introjection makes the SASB model compatible with aspects of

object relations theory (Benjamin, 1986). The model has proven to be versatile in its application. The SASB model has been used to study early and contemporary parent-child relationships (Humphrey, 1986; Wonderlich & Swift, 1990), family relationships (Benjamin, 1977, 1979; Humphrey, 1988), client-therapist relationships (Quintana & Meara, 1990; Rudy, McLemore, & Gorsuch, 1985), and supervisor-supervisee relationships (Alpher, 1991). Aspects of intrapsychic life such as person schemas (Hartley, 1991), host and secondary personalities of persons with multiple personality disorder (Alpher, 1992), and schizophrenics' relationships with their hallucinations (Benjamin, 1989) have also been investigated using the SASB model.

Rationale for the Study

Attachment theory (Bowlby, 1969, 1973, 1988), object relations theory (Fairbairn, 1952), and self psychology (Kohut, 1971, 1977, 1984) emphasize the importance of early parent-child relationships to the emotional development of the child. Cook (1991c), Lewis (1987b), Kaufman (1985), and Morrison (1989) incorporate ideas from these three schools of thought into their perspectives on shame. Although Cook, Lewis, Kaufman, and Morrison address shame from different theoretical systems, the substantive conceptual similarities are strikingly apparent. Cook (1991c) and Lewis (1987b) link shame to the parent-child attachment relationship and to the quality of the "affective bond". Early attachment relationships become internalized as "working models of attachment" (Bretherton, 1985) and subsequently shape the child's social relationships and the child's relationship with itself (Bowlby, 1988). Kaufman (1985, 1989) also considers the parent-child relationship and the emotional connection between parent and child to be of utmost importance. Shame is triggered whenever the "interpersonal bridge" is broken. In the context of a

shame-inducing parent-child relationship, identification and internalization lead to the development of a shame-based identity, and to the child's ability to shame itself. Similarly, Kohut (1972) and Morrison (1989) contend that "selfobject failure", the failure of the parents to meet the age-appropriate selfobject needs of the child, is one of the principal causes of shame. When parents do not sufficiently meet the selfobject needs of the child, the child's self does not develop the internal capacity to meet its own selfobject needs. As a result, the child will develop a depleted self-structure and therefore will be more likely to experience shame (Morrison, 1989).

The common boundaries between the ideas of Cook (1991c), Fairbairn (1952), Lewis (1987b), Kaufman (1985), Kohut (1972), and Morrison (1989) can be summarized as follows. First, the etiology of shame is tied primarily to early parent-child relationships. In the context of excessive parental condemnation, ridicule, and rejection and insufficient parental affirmation and empathic responsiveness, the child will experience intense interpersonally-induced shame. Second, the child develops an internal relationship with the self that parallels the parent-child relationship. Aspects of shame-inducing childhood relationships with parents are internalized, and as a result, the child comes to treat himself or herself with self-contempt and self-rejection rather than with self-affirmation and self-understanding. In other words, the child acquires the ability to internally shame himself or herself and fails to develop the ability to internally sooth and affirm himself or herself. Shame-inducing intrapsychic relationships with the self that develop in childhood tend to persist into adulthood.

The SASB model (Benjamin, 1974, 1984, 1986) defines and measures interpersonal behaviors and their corresponding influence on intrapsychic

behavior. While conceptually based on interpersonal theory (Sullivan, 1953; Mead, 1934), the SASB model has been used to operationalize aspects of object relations theory (Benjamin, 1986; Benjamin & Friedrich, 1991). The principle of introjection, as conceptualized in the SASB model, is similar to the theories of internalization formulated by Fairbairn (1952b), Bowlby (1969, 1973, 1988), and Kohut (1971, 1977) and elaborated on by Kaufman (1985, 1989), Cook (1991c), and Morrison (1989). In this study, it seems reasonable to use Benjamin's SASB model to examine (a) interpersonal parental behaviors and (b) the internalized representations of the child-caretaker relationship.

The review of the empirical literature reveals the limited amount of research that has been conducted in the area of shame and its concordance with early parent-child relationships and various family-of-origin constructs. This literature, however, appears to be expanding quickly; every citation included in this review (i.e., Cook, 1991b, 1991c; Garnett, 1991; Hadley, 1991; Hamme, 1991) was published within the past two years and no related studies were apparently concluded prior to 1991. The preliminary findings presented in the review of the empirical literature appear to support the hypothesized role of early caretaker relationships in the internalization of shame. However, additional research in this area appears justified in order to more fully explain the associations between shame and childhood experiences with parents. Only a few studies link shame to such self-related attitudes as self-esteem (Cook, 1991c; Rybak, 1991; Shreve, 1987) and self-directed anger (Cook, 1991c; Lewis, 1971). Further research on shame and attitudes toward the self is clearly needed given the fact that internalized self-directed attitudes and behaviors are considered a central source of shame.

The present study goes beyond the previous research on shame and early parent-child relationships (e.g., Cook, 1991b, 1991c; Garnett, 1991; Hadley, 1991; Hamme, 1991) because a conceptually advanced circumplex model of interpersonal behavior is used to organize and measure perceptions of past parental dispositions. A decided advantage of Benjamin's SASB model is that it facilitates a more empirically and theoretically rigorous investigation of parent-child dynamics. The use of the SASB model in the present study extends the very limited research on shame and self-related attitudes because (a) Benjamin has systematically organized an array of self-directed dispositions, and (b) the self-directed dispositions have been theoretically linked to specific interpersonal dispositions.

The participants in the present study are college undergraduates. A main consideration for utilizing college students is that this research represents one of the preliminary inquiries into the relationship of shame to parent-child affiliations and internalized dispositions. The use of a normal population, as opposed to a clinical population, helps nullify possible effects of moderator variables (e.g., depression, addictive disorders, eating disorders, etc.) that theoretically covary with shame. Another justification for the use of college students is the ubiquity of shame in normal as well as clinical populations. Examining the empirical connections among shame and significant interpersonal and intrapsychic dynamics in a normal population is the first step toward a more empirically-informed understanding of the role of shame in all human relationships.

Objectives of the Study

- I. To determine the linear model that best predicts the relationship between perceived maternal dispositions, which are based on childhood experiences, and current shame in a college student population.
- II. To determine the linear model that best predicts the relationship between perceived paternal dispositions, which are based on childhood experiences, and current shame in a college student population.
- III. To determine the linear model that best predicts the relationship between internalized self-directed dispositions and shame in a college student population.

CHAPTER II

Method

Participants

The participants in the present study were undergraduate students enrolled at the University of Tennessee at Knoxville. Participants were solicited on a voluntary basis through classes taught by the Departments of Psychology and Educational and Counseling Psychology. Students were offered extra course credit and the opportunity to receive a written interpretation of their scores. A total of 192 participants completed the questionnaire packets. For the purposes of the study, the age for young adults was defined as 18 to 25 years. As a result, 25 participants were dropped from the study because their ages exceeded the upper age limit. Three additional participants were dropped from the study because they were graduate students. The total number of participants included in the study was 164.

A summary of the participant demographic data is presented in Table M-1. Seventy-three percent of the participants were females and 27% were males. The mean age of participants was 20.7 (s.d. = 1.6) years, and the median age was 21. The majority of subjects were Caucasian, 89%. African-Americans and Asians represented 5.5% and 3.1% of the sample, respectively. The academic classifications were as follows: 20.1% Freshman; 18.9% Sophomore; 20.7% Junior; and 40.2% Senior. Ninety-five percent of the participants had never married. With regard to the marital status of the participants' parents, 71.3% were currently married, 23.8% were divorced, and 4.9% were widowed. For the 39 men and women in the study whose parents were divorced, the mean age of participants at the time of the divorce was 9.8 (s.d. = 6.1) years. Eight participants reported the death of at least one parent;

the mean age of participants at the time of their parents' death was 12.3 (s.d. = 7.7) years.

Participants were asked to identify their primary caretakers during childhood. Almost all of the participants, or 97%, indicated their natural mother was their primary maternal figure. Similarly, most of the participants, 91.5%, identified their natural fathers as their primary male parental figure during childhood.

Instruments

Demographic Information Questionnaire

A demographic information questionnaire containing 10 questions was developed for the study (see Appendix B). The questionnaire includes items about respondents' age, gender, ethnicity, marital status, academic classification, parents' relationship status, maternal and paternal caretakers, and age at the time of their parents' divorce or death, if applicable.

Internalized Shame Scale

The Internalized Shame Scale (ISS; Cook, 1991a) is a 30-item scale that measures the extent to which respondents have internalized painful levels of shame emotions (see Appendix B). The scale contains 24 negatively-worded items that measure shame and six positively-worded items that measure aspects of self-esteem. The self-esteem items are included as a control for possible response set bias that can occur when all items are similarly worded in a negative, or positive, direction. The six self-esteem items are not scored because they are not meant to be used as an independent measure of self-esteem. Respondents use a 5-point Likert scale to rate the frequency with which they experience the feelings described by an item. Scale numerical and descriptive labels are: 1 - "Never"; 2 - "Seldom"; 3 - "Sometimes"; 4 -

"Frequently"; and 5 - "Almost Always". For scoring purposes, scale scores are re-coded so that a "Never" response is scored as a zero, a "Seldom" response is scored as a one, a "Sometimes" response is scored as a two, etc. Total shame scores on the 24 scored items range from 0 to 96.

Cook (1991a) has reported the results of a factor analytic study of the ISS and indicated that the 24-item shame scale has two underlying factors; the first factor accounted for 75% of the variance. Information is not available regarding the proportion of variance accounted for by the second factor. The two factors, labeled "Inferiority" and "Alienation", were substantially correlated in several studies (correlation coefficients ranged from .77 to .83), which suggests the factors are not independent (Cook, 1991a; D. R. Cook, personal communication, June 7, 1993). None of the six self-esteem items loaded on either of the two shame factors. Subsequent research by Cook and others has consistently yielded only one meaningful independent factor for the 24 shame items (D. R. Cook, personal communication, June 7, 1993). Information pertaining to the amount of variance accounted for by the one factor will be published in a revised ISS manual but is not yet available.

Concurrent validity studies have focused on shame-related constructs and differences in shame-proneness among clinical and non-clinical populations. As predicted, the ISS was positively correlated with measures of depression, anxiety, anger and hostility, inadequacy, and eating disorders and negatively correlated with measures of self-esteem and positive affect (Cook, 1991a; Rybak, 1991). The ISS was not significantly correlated with a measure of social desirability in a sample of 96 college students (Cook, 1991a). Clinical samples scored significantly higher than non-clinical samples on the shame scale (Cook, 1991a; Rybak, 1991).

Internal consistency coefficients for the 24-item shame scale are reported in the ISS manual (Cook, 1991a). For a sample of college students ($N = 645$) the resulting alpha was .95, and for a clinical sample ($N = 370$) the alpha was .96. Rybak (1991) obtained a comparable alpha coefficient of .95 using a combined clinical ($N = 49$) and college student ($N = 110$) sample. Cook (1991a) has reported a test-retest reliability coefficient of .84 for a period of nine weeks with a sample of graduate students ($N = 44$). Rybak (1991) concluded that the ISS appears to be a reliable instrument with good construct validity.

Structural Analysis of Social Behavior Questionnaires

Benjamin (1974, 1978, 1980, 1983) has operationalized the Structural Analysis of Social Behavior (SASB) model in a set of three 36-item questionnaires that correspond to the three SASB surfaces, Focus On Other, Focus On Self, and Intrapsychic. The 36 items on each questionnaire are representative of the 36 interaction points located on each surface (see Figure 1, page 34). The set of questionnaires used in the present study correspond to the latest revision of Benjamin's (1983) model. The Focus On Other questionnaire is used to assess respondents' retrospective perceptions of their mothers' and fathers' interpersonal dispositions when the respondents were children. Separate Focus On Other questionnaires are used to assess maternal and paternal dispositions, respectively. The Intrapsychic questionnaire is used to assess respondents' self-directed dispositions.

The Focus On Other and Intrapsychic questionnaires contain the following instructions: "Please use the answer sheet marked A and indicate how well each question describes. . .". The person to be described is then specified. For the Focus On Other questionnaires, the usual wording for

rating memories of parents during childhood is "YOUR MOTHER WHEN YOU WERE AGE 5 TO 10", or "YOUR FATHER WHEN YOU WERE AGE 5 TO 10". For the Intrapsychic questionnaire, the usual wording for respondents to rate themselves is "YOURSELF". An 11-point Likert-type scale ranging from 0 to 100 is used by respondents to mark their responses. The label "Never, not at all" appears at the "0" end of the scale, and the descriptor "Always, perfectly" anchors the "100" end of the scale.

To illustrate the type of items that are indicative of the different SASB questionnaires, a few items are presented. The following are examples from the Focus On Other questionnaire used to measure past maternal dispositions, and the Focus On Other questionnaire used to measure past paternal dispositions:

1. She clearly understood me and liked me even when we disagreed.
2. She neglected me, my interests, needs.
3. He put me down, told me my ways were wrong and his ways were better.
4. Believing it was really for my own good, he checked often on me and reminded me of what should be done.

The first item is from cluster 1-2, "Affirming and Understanding", and is indicative of positive affiliation and differentiation. The second item is from cluster 1-8, "Ignoring and Neglecting", and reflects negative affiliation and differentiation. The third item is from the cluster 1-6, "Belittling and Blaming", and depicts negative affiliation and enmeshment. The last item is illustrative of cluster 1-5, "Watching and Controlling", and represents neutral affiliation and enmeshment. The examples presented below are from the Intrapsychic questionnaire:

1. I let myself feel glad about and pleased with myself just as I am.
2. I put myself down, tell myself that I have done everything wrong and that others can do better.

The first item is from cluster 3-2, "Self-Accepting and Exploring", and is indicative of positive affiliation and differentiation. The second item is from cluster 3-6, "Self-Indicting and Oppressing", and depicts negative affiliation and enmeshment. The 36 items on each of the three SASB questionnaires are presented in random order (Benjamin, 1977, 1983, 1989).

According to Benjamin (1977, 1989), separate sets of scores are calculated for each questionnaire. The eight cluster scores for each questionnaire are determined by averaging the responses to questions for a particular cluster (Benjamin, 1989). Clusters one, three, five, and seven each contain five items. Clusters two, four, six, and eight each consist of four items.

In addition to the cluster scores, weighted affiliation and interdependence dimension scores may be obtained for each questionnaire (Benjamin, 1977). Separate weighted affiliation and interdependence scores are computed for each questionnaire by multiplying the respondents' answers (i.e., 0 to 100) to each item by a weighting, or multiplicative factor, and then summing the products (Benjamin, 1977). The numerical value assigned by the respondent to each item is multiplied by an "affiliation" multiplicative factor when determining the weighted affiliation score and an "interdependence" multiplicative factor when determining the weighted interdependence score.

The multiplicative factors correspond to the coordinates of the interaction points on the SASB axes. Items that represent interaction points

located on either the positive affiliation side of the affiliation dimension or the differentiation side of the interdependence dimension receive positive weights. Negative weights are assigned to items that correspond to interaction points located on either the negative affiliation end of the affiliation dimension or the enmeshment end of the interdependence dimension. The numerical values of the multiplicative factors range from -9 to +9. The values are determined by the relative placement of an item's corresponding interaction point: (a) items corresponding to interaction points located directly on a pole receive a weight of -9 or +9; (b) items corresponding to interaction points located furthest from a pole receive a weight of 0; (c) items receive progressively larger weights as the placements of their corresponding interaction points near a pole. Two illustrative examples will aid understanding of the weighting procedures. The interaction point "Annihilating Attack", designated by the code 130 (see Figure 1), is located directly on the negative affiliation pole and exactly midway between the differentiation and enmeshment poles. The item corresponding to this interaction point on the Focus On Other questionnaire, "She murdered, killed, destroyed and left me as a useless heap.", is therefore assigned weights of -9 on affiliation and 0 on interdependence. Similarly, the interaction point "Friend Listen", 115, is located four "steps" toward the affiliation pole and five "steps" toward the differentiation pole. As a result, the corresponding item to this interaction point, "She really heard me, acknowledged my views even if we disagreed.", is assigned weights of +4 on affiliation and +5 on interdependence. Weighted affiliation and interdependence scores may range between -8,100 and +8,100.

A sample of college students ($N = 133$) was used in the investigation of the factor analytic structure of the 1983 SASB questionnaires (Benjamin, 1985). Respondents rated their interpersonal relationships with their parents, as remembered from childhood between the ages 5 to 10, on two separate Focus On Other questionnaires (i.e., one questionnaire was used to rate fathers and another was used to rate mothers) and their "best" and "worst" introject states on the Intrapsychic questionnaire. Using separate Intrapsychic questionnaires, best and worst introject states were measured by instructing respondents to answer items in the following manner: "Please use the answer sheet marked A and indicate how well each question describes YOURSELF AT YOUR BEST.", or ". . . YOURSELF AT YOUR WORST." Despite the fact that the Intrapsychic questionnaire is often used to measure generalized attitudes and actions toward the self (i.e., how respondents describe themselves without qualifiers such as best or worst), factor analytic data are not available for the Intrapsychic questionnaire when used in this manner. Therefore, the review of the factorial properties of the Intrapsychic questionnaire will be limited to data pertaining to this questionnaire when the best and worst response sets were used.

Principle components analysis was used to identify underlying orthogonal, or independent, dimensions in the sets of Focus On Other and Intrapsychic questionnaire cluster scores (Benjamin, 1985). Items for this analysis were grouped by clusters and averaged to determine cluster scores in accordance with the cluster version of the SASB model. When used to measure the participants' memories of their mothers' parent-like behaviors, principle components analysis of the Focus On Other questionnaire yielded two orthogonal factors that together accounted for 79% of the total variance.

Two orthogonal factors accounted for 81% of the variance on the Focus On Other questionnaire when participants' rated their memories of their fathers' parent-like behaviors. The factors that emerged in both analyses corresponded to the two theoretical SASB dimensions of affiliation and interdependence. For the Intrapsychic questionnaire, two orthogonal factors were identified that accounted for 70% of the total variance when the participants' rated themselves at their worst. Again, the two factors that emerged corresponded to the two theoretical SASB dimensions. A two-factor and a three-factor solution emerged when the data was analyzed for participants that described themselves at their best. The two-factor solution explained 56% of the variance while the three-factor solution explained 73% of the variance. In the former solution, the two factors corresponded to the orthogonal affiliation and interdependence dimensions. In the three-factor solution, the first factor corresponded to the theoretical dimension of affiliation, whereas the second and third factors corresponded to the two poles of the interdependence dimension. In other words, the second and third factors represented non-orthogonal mirror images of one another, both of which were oriented on the vertical, or interdependence, axis of the SASB model. Benjamin showed that these two factors were linearly dependent; therefore, she combined the second and third factors. According to Benjamin (1985), the percent of variance in the SASB questionnaires that was accounted for by factor analytic procedures was greater than for most measures of personality or interpersonal behavior.

Principle component analysis of the 1980 version of the Focus On Other questionnaire was conducted on university students' (N = 182) ratings of their parents as recalled from two periods of childhood, between the ages 5

to 10 and 12 to 17 (Benjamin, 1985). The results have not been published, but Benjamin stated ". . . the overall structure of the sample did not change when parents were rated for early adolescence (12 to 17) rather than for when the rater was latency age (5 to 10)" (Benjamin, 1985, p. 3). Benjamin's conclusion based on the 1980 study indicates that the factor analytic structure of the Focus On Other questionnaire remains stable when instructions vary with regard to the age span of childhood that is measured.

The relative magnitudes of the 1983 questionnaires' item factor loadings corresponded to predictions based on circumplex theory (Benjamin, 1985). For example, items from clusters three and seven, which describe the positive and negative affiliation poles of the affiliation dimension, loaded on the affiliation factor. Items from clusters located further from the affiliation dimension received progressively smaller loadings on the affiliation factor and progressively larger loadings on the interdependence factor. Mathematical testing of the complementarity between predictions and factor loadings indicated that, on average, 92.7% of the variance on the affiliation factor and 79.6% of the variance on the interdependence factor was explained on the basis of SASB and circumplex theory (Benjamin, 1985).

Within-subject internal consistency indexes, or intercorrelations, were also used to investigate the construct validity of the SASB questionnaires (Benjamin, 1974, 1985). Within-subject intercorrelations were based on a rater's actual pattern of scores on the SASB questionnaires; the responses to each of the 36 items on a questionnaire were sequentially correlated with the same 36 items on the basis of their theoretically placement around the SASB circumplex. Each respondent's actual pattern of scores was compared to a theoretical ideal in order to test "the degree to which an individual rater's

responses show the internal consistency expected on the basis of structure hypothesized by the SASB model" (Benjamin, 1985, p. 12). The product-moment correlations between each rater's actual scores and the theoretical standard were used as a measure of internal consistency. In a normal sample ($N = 133$), the within-subject intercorrelations for each individual ranged from .79 to .98.

The content validity of the SASB questionnaires was examined by having 122 university students rate questionnaire items in terms of (a) the amounts of affiliation and interdependence contained in each item, and (b) the focus of the interaction represented in each item (Benjamin, 1985). To investigate the content of the SASB items with regard to affiliation and interdependence, the students were asked to make judgments about the placement of items along the model's two dimensions. According to Benjamin, the students' judgments about the placement of the Focus On Other items deviated from circumplex order because the students tended to equate autonomy-giving with positive affiliation and control with negative affiliation. In other words, the judges had a tendency to place items depicting autonomy-giving and control on the affiliation dimension rather than on the interdependence dimension. The average correlations between the students' ratings and the theoretical placement of the Focus On Other items were .96 for the affiliation dimension and .87 for the interdependence dimension. In contrast to their ratings of the Focus On Other items, judges' ratings of the Intrapsychic items demonstrated theoretical orthogonality in terms of affiliation and interdependence. That is, the placement of the items generally corresponded to SASB-driven predictions. The average correlations between

the judges' ratings and the theoretical ratings were .96 and .91 for the affiliation and interdependence dimensions, respectively.

The second objective of the content validity study dealt with the focus of the interaction (i.e., interpersonal action toward another person, interpersonal action in response to another person, and intrapsychic action toward the self) depicted in each item (Benjamin, 1985). Judges were able to accurately group the Focus On Other, Focus On Self, and Intrapsychic items on the basis of each item's focus. Benjamin summarized the results of the content validity investigation by stating that "naive student judges did in fact agree that the SASB items contain predicted amounts of affiliation and interdependence, and that focus also is present as prescribed by SASB theory" (Benjamin, 1985, p. 16).

Benjamin (1974, 1984) has purposed that reliability is not only a property of psychometric instruments but is also a characteristic of the raters themselves. Benjamin (1974) used within-subject intercorrelational data to investigate how internal consistency indexes were related to the stability of scores over time. In a series of 70 interviews with both normal and psychiatric subjects, Benjamin found that high internal consistency indexes tended to be associated with behaviors described as consistent and stable across time. The internal consistency indexes reported in this comparison were based on the within-test response pattern of each participant on the Focus On Other and Focus On Self questionnaires. Each individual's internal consistency index was compared to self-report and/or therapist-report data about the person's interpersonal behaviors. Internal consistency indexes were generally lower for clinical than for non-clinical respondents (Benjamin, 1974). Internal consistency indexes for individual psychiatric

patients ranged from .68 to .81 ($N = 100$), and the internal consistency indexes for non-clinical respondents ranged from .92 to .97 ($N = 231$). Unfortunately, Benjamin (1974) only reported data for the Focus On Self surface.

Nonetheless, these findings appear to support Benjamin's (1974) proposal that the "failure to obtain a high degree of internal consistency represents the significant psychological phenomenon of behavioral chaos and change rather than 'failure' of a test. . . ." (p. 417).

While Benjamin (1974) only reported internal consistency indexes for the Focus On Self questionnaire, Benjamin (1985) has provided internal consistency data for the Focus On Other and Intrapsychic questionnaires based on ratings by 133 university students. For mothers' and fathers' parent-like behaviors (i.e., Focus On Other questionnaire), average internal consistency indexes were .95 and .89, respectively. Ratings for "best" and "worst" introject states (i.e., Intrapsychic questionnaire) yielded average internal consistency indexes of .95 and .64. Benjamin (1985) did not include information about the associations between internal consistency indexes and the temporal stability of SASB scores, or the stability of behaviors.

Benjamin (1984) also has reported "traditional" test-retest data for a subsample of 18 normal subjects. While the time interval between tests was not reported, the average test-retest reliability coefficient for the Focus On Other, Focus On Self, and Intrapsychic questionnaires was .87. Test-retest results from N of 1 case studies using hospitalized psychiatric patients yielded stability coefficients ranging from .55 to .95 (Benjamin, 1984). According to Benjamin, the stability of ratings, or lack thereof, proved to be diagnostic of the patients' psychopathology as opposed to a characteristic of the SASB questionnaires.

Quintana (1985) provided reliability information on shortened versions of the Focus On Other and Intrapsychic questionnaires for a sample ($N = 101$) of undergraduate psychology students. Respondents rated their perceptions of their parents' dispositions on the Focus On Other questionnaire and their own internalized dispositions on the Intrapsychic questionnaire. The coefficient alpha equaled .64 across the two questionnaires.

The obvious wording of the SASB items raises questions about potential response set biases. In her discussions concerning response set biases, Benjamin (1974, 1984, 1985) has noted that the SASB is a "good faith test". No controls against socially desirable responding, acquiescence, or malingering were built into the SASB questionnaires. Benjamin has argued that problems with construct validity may result when the characteristics measured by a questionnaire are disguised in an attempt to eliminate potential response biases. Moreover, Benjamin has reasoned that response set biases tend to represent attributes characteristic of the respondent and therefore convey important information about the individual. Accordingly, Benjamin believes response biases do not necessarily reflect distortions that should be eliminated.

Given there are no internal controls to thwart biased responding and because the SASB items are transparently worded, the "accuracy" of results was contingent on the willingness of participants to respond to questionnaire items with candor. To help minimize potential response biases, Benjamin (1974, 1984, 1985) has recommended that (a) the SASB questionnaires not be administered in adversarial settings (e.g., forensic settings); and (b) investigators foster participant cooperation by offering them the opportunity

to receive feedback about their results. While these guidelines do not completely remove potential biases, researchers using the SASB questionnaires have tended to incorporate them into the design of their studies (e.g., Quintana & Meara, 1990) .

Marlowe-Crowne Scale

The Marlowe-Crowne Scale (MCS; Crowne & Marlowe, 1960, 1964) is a 33-item paper-and-pencil scale (see Appendix B) originally designed to measure socially desirable response bias. Crowne and Marlowe (1964) have stated that the MCS assesses respondents' tendency toward "favorable self-evaluation . . . in situations of self-evaluation", and that an overly favorable presentation is "mediated by the need for approval" (p. 195). Subsequent investigation of the scale has led its developers to conclude that the MCS taps a construct Crowne (1979) defined as "avoidance of disapproval". Paulhus (1991) described the predominant dimension tapped by the MCS as "impression management", or the act of intentionally modifying responses to produce the most positive social image possible. The scale items describe behaviors that are either (a) "desirable but uncommon" or (b) "undesirable but common" (Paulhus, 1991, p. 28). Respondents answer either "True" or "False" to each of the scale items, 18 are keyed true and 15 are keyed false. Scale scores can range from 0 to 33, with higher scores corresponding to a higher need to create a positive social image.

Normative data is available on a number of samples using the MCS. In a college sample, Crowne and Marlowe (1964) reported a mean of 15.06 (s.d. = 5.58) for 666 male students and a mean of 16.82 (s.d. = 5.50) for 752 female students. In a sample of normal and depressed college students (N = 503), Tanaka-Matsumi and Kameoka (1986) found means of 14.0 and 12.3,

respectively. Paulhus (1984) reported means of 13.3 (s.d. = 4.3) and 15.5 (s.d. = 4.6) for a sample of college students ($N = 100$) in anonymous and public disclosure conditions.

In the college student samples cited above (Crowne & Marlowe, 1964; Paulhus, 1984; Tanaka-Matsumi & Kameoka, 1986), internal consistency coefficients ranged from .73 to .88. Test-retest reliability data was reported to be .88 for a one-month period with a college student ($N = 300$) sample (Crowne & Marlowe, 1964). A correlation coefficient of .84 was reported by Fisher (1967) for a one-week test-retest interval with a sample ($N = 650$) of Peace Corp volunteers.

Paulhus (1991) investigated the discriminant validity of the MCS in terms of its loading on two common social desirability factors. The factors represent (a) "self-deceptive positivity", or "an honest but overly positive self-presentation", and (b) "impression management", or "self-presentation tailored to an audience" (Paulhus, 1991, p. 21). The MCS was weighted heavily toward the latter factor, impression management, and showed a low correlation with the other factor, self-deceptive positivity. Paulhus (1991) reported low to moderate correlations between the MCS and such measures as the Edwards Social Desirability Scale (Edwards, 1957) and Self-Deceptive Enhancement (Paulhus, 1991), two scales that loaded heavily on the self-deceptive positivity factor. Based on his review of the social desirability literature, Paulhus (1991) noted that the MCS is one of the most widely used measures of social desirability.

Procedures

Data Collection Procedures

The instructions on the SASB questionnaires were slightly altered from the usual set of directions as specified by Benjamin (1983). The Focus On Other questionnaires (see Appendix B) were changed to measure participants' perceptions of their "primary maternal (female) caretaker" and "primary paternal (male) caretaker" rather than perceptions of their "mother" and "father". Second, the specified developmental period for ratings was changed from "when you were age 5 to 10" to "when you were a child". Third, the items and rating scales were presented on the same pages rather than on separate questionnaire and answer forms. The instructions on the Intrapsychic questionnaire were also modified (see Appendix B). Rather than having participants respond on the basis of how well each question "describes yourself" they were instructed to indicate how well each question "currently describes yourself". As on the Focus On Other questionnaires, items and rating scales were contained on the same pages.

Benjamin (1991) has stated that the SASB model and questionnaires can be used to assess virtually any type of relationship provided "something or someone" interacts with "something or someone else" (p. 255). The wide-ranging potential applications of the SASB model and questionnaires implies that a certain amount of flexibility in the wording of the questionnaires' directions is permissible. Tailoring the SASB questionnaires' instructions is in line with previous research (e.g., Alpher, 1992; Benjamin, 1989; Quintana & Meara, 1990). Benjamin and Wonderlich (1991), for example, altered the directions on the Focus On Other questionnaire to include the phrase "MOTHER (OR MATERNAL SURROGATE)". Furthermore, Benjamin

(1985) has stated that the overall factor analytic structure of the 1980 Focus On Other questionnaires did not change for university students' ratings of their parents as remembered from ages 5 to 10 and 12 to 17. It seemed reasonable in this study to omit a specific age range and instead have respondents rate their caretakers based on the instructions: ". . . when you were a child". Not using separate answer forms, which facilitated data collection and handling, has been done in previous research using the SASB questionnaires (e.g., Quintana & Meara, 1990). The Focus On Self questionnaire was not used because of its theoretical irrelevance to the purposes of the study. In at least one previous study (e.g., Quintana, 1985), the Focus On Other and Intrapsychic questionnaires were used without the Focus On Self questionnaire.

The research measures were (a) administered to small groups of participants in a classroom setting, or (b) distributed in classes to interested students and returned within a few days. Seventy-one measures were administered in a group setting and 93 were completed at the discretion of participants and returned during the ensuing 2 to 7 days.

Subjects first signed an informed consent form (see Appendix A). Next, participants were administered research packets that included the following untitled instruments arranged in random order: (a) Demographic Information Questionnaire; (b) Internalized Shame Scale; (c) SASB Focus On Other (Maternal) Questionnaire; (d) SASB Focus On Other (Paternal) Questionnaire; (e) SASB Intrapsychic Questionnaire; and (f) Marlowe-Crowne. When participants completed and turned in their questionnaire packets, they were provided a written debriefing statement (see Appendix C) and instructions about how to obtain a written interpretation of their scores

along with results from the study. To date, only 11 participants have requested and received a written interpretation of their scores and a summary of the study's results.

Statistical Procedures

For the three objectives, multiple regression stepwise procedures (i.e., forward selection, backward elimination, stepwise selection, and maximum R^2 improvement) were used to determine the linear models that best predicted the relationships between shame and SASB cluster scores. Shame was the criterion variable in each regression analysis. The predictor variables for objective I were gender and the eight Focus On Other "maternal" cluster scores; the predictor variables for objective II were gender and the eight Focus On Other "paternal" cluster scores; and the predictor variables for objective III were gender and the eight Intrapsychic cluster scores. Gender was included as a predictor variable in order to account for any variation in shame scores due to the participants' sex.

Stepwise procedures were appropriate for this study because there was very little theory or previous research to guide the ordering of variables within the regression equations (Cohen & Cohen, 1983). The C_p and R^2 criteria were used to select the most appropriate models from the subsets of models identified in the stepwise procedures. The C_p criterion is a measure of total squared error and aids in the selection of a regression model having a small total mean squared error term and minimal bias (Neter, Wasserman, & Kutner, 1985). The R^2 criterion is used to compare the coefficients of multiple determination, R^2 , between various subsets of predictor variables in order to determine if there is a statistically significant increase in R^2 due to the addition of more variables to the model (Chatterjee & Price, 1991).

The overall, or investigationwise, significance level for the three regression models was set at .05. The Bonferroni correction was used to control for investigationwise error; therefore, the alpha level was set at .017 for each of the three selected regression models.

Subsequent analyses were conducted to investigate the relationship between the Focus On Other and Intrapsychic surfaces. Canonical correlation, the multivariate version of the Pearson correlation, was used to examine the relationships between the two surfaces. Canonical correlation was the appropriate procedure because each surface was represented by more than one variable. The weighted affiliation and interdependence scores from the Focus On Other questionnaire comprised the set of independent variables, and the weighted affiliation and interdependence scores from the Intrapsychic questionnaire were used as the set of dependent variables. Three canonical correlations were performed in order to investigate the relationships between the participants' self-directed dispositions and their perceptions of their mothers' and fathers' dispositions.

A Priori Estimation of Sample Size. When using multiple regression procedures, Stevens (1986) has suggested the ratio of approximately 15 observations for each predictor variable in order to insure a reliable regression equation that would cross-validate to other samples with a minimal loss of predictive power. According to Stevens' guideline, a total number of 135 participants was needed for this study. Cohen (1977) has described a method to determine sample size as a function of desired statistical power. Based on a power analysis for multiple regression procedures, it was determined that 131 participants were needed for the present study. The following parameters were used in the analysis: the

number of predictor variables was nine, the effect size was set at .15, power was set at .80, and the significance level was set at .01. An effect size of .15 is defined by Cohen (1977) as a medium effect size for multiple regression analysis in the behavioral sciences. Also, Cohen (1977, p.56) proposes a power value of .80 as "conventional" and "reasonable" in the behavioral sciences. Selecting a desired power of .80 roughly establishes the seriousness of making a Type I error as opposed to a Type II error at 4 to 1 (Cohen, 1977). In other words, setting power at .80 in the power analysis means that more emphasis was placed on guarding against incorrectly rejecting the null hypothesis (i.e., Type I error) as opposed to incorrectly failing to reject the null hypothesis (i.e., Type II error). The significance level of .01 was chosen for the power analysis because the Bonferroni correction was used to control for investigationwise error at the .05 level, and as a result, the alpha levels were set at .017 for each of the three regression models selected. The a priori sample-size estimations based on Stevens' and Cohen's guidelines yielded equivalent results.

Tabachnick and Fidell (1989) have recommended the ratio of at least 10 cases for each variable when conducting canonical correlations. Up to six variables were used in the canonical correlation procedures in this study, four independent variables and two dependent variables. The Tabachnick and Fidell sample-size criterion for canonical correlations was satisfied with 135 participants, the size-sample requirement for the multiple regression analyses previously described.

CHAPTER III

Results

Preliminary Analyses

Preliminary analyses were performed in order to gain a more thorough understanding of the data prior to implementing the model selection procedures. Thirty t tests were used to analyze the data for possible gender differences. Independent t -tests were appropriate because there was a lack of homogeneity of variance. An alpha level of .0017 was used for each t test, which corresponds to an experimentwise significance level of .05 for the 30 comparisons. Univariate analyses were used to examine the distribution of each variable. Next, scatter diagrams were constructed to examine evidence of nonlinearity between the criterion variable and each predictor variable. Fourth, each set of predictor variables were checked for evidence of multicollinearity.

The mean Internalized Shame Scale (ISS) score for the 120 female participants was 33.06 (s.d. = 17.28) and 25.32 (s.d. = 13.25) for the 44 male participants; the ISS means for females and males were not significantly different ($t = -2.69$, $df = 99$, $p > .0017$). A significant difference between the male and female ISS means would have been obtained, however, if a less conservative alpha level of .01 had been used. The mean for the female participants was comparable to the ISS norms (Cook, 1991a) for nonclinical females ($M = 33$, s.d. = 16) [$t = .04$, $df = 866$, $p > .0017$]. Similarly, the mean for the male participants was not significantly different from the mean for nonclinical males ($M = 30$, s.d. = 15) [$t = 2.28$, $df = 424$, $p > .0017$]. The distribution of ISS scores demonstrated moderate positive skewness and mild kurtosis (see Appendix E).

There was not a significant difference ($t = -.46$, $df = 162$, $p > .0017$) between the means for males ($M = 13.52$, $s.d. = 5.24$) and females ($M = 13.94$, $s.d. = 5.11$) on the Marlowe-Crowne Scale (MCS). The males' mean score on the MCS was similar to the normative data (Crowne & Marlowe, 1964) for college men ($t = 2.15$, $df = 708$, $p > .0017$), but the females' mean score was lower than the mean for college women ($t = 5.38$, $df = 872$, $p < .0017$). MCS scores were normally distributed.

There were no significant differences between male and female participants on the Focus On Other or Intrapsychic variables. Inspection of Table F-1 indicates that both maternal and paternal caretakers were perceived by participants as loving, nurturing and affirming as opposed to attacking, ignoring, or belittling. The parental variables located on the positive affiliation side of the Focus On Other surface (see Figure 2, page 39) showed substantial negative skewness (see Appendix E). The amount of skewness was particularly severe for the maternal and paternal variables located on the negative affiliation side of the Focus On Other surface. There was almost no variability among the participants' responses on the variables belittling and blaming (1-6), attacking and rejecting (1-7), and ignoring and neglecting (1-8). Overall, the distributions of the Intrapsychic variables were more symmetrical. The variables corresponding to the clusters self-indicting and oppressing (3-6), self-rejecting and destroying (3-7), and daydreaming and neglecting of self (3-8), however, were moderately skewed.

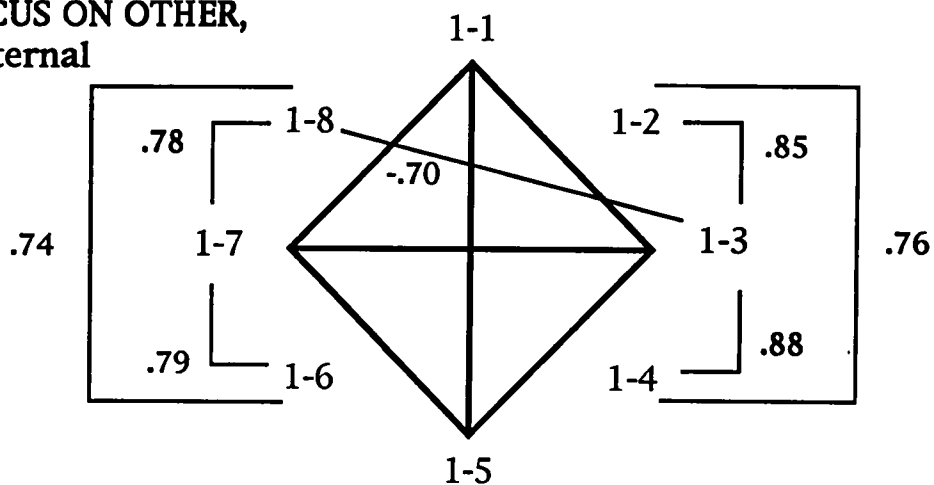
Tabachnick and Fidell (1989) recommended the use of data transformations to improve symmetry and reduce skewness. M. S. Younger (personal communication, July, 8, 1993), however, advised against the use of transformations unless there was evidence of nonnormality or nonconstancy

of error variance (i.e., heteroscedasticity). There were no indications of multivariate nonnormality or heteroscedasticity when each of the three sets of variables (i.e., maternal, paternal, and intrapsychic) were regressed against the dependent variable (i.e., shame scores). Furthermore, an informal examination of the bivariate correlations between shame and each predictor variable indicated that the correlation coefficients were generally lower using transformed (i.e., square root and logarithm) variables. It was decided, therefore, not to transform the nonnormal variables.

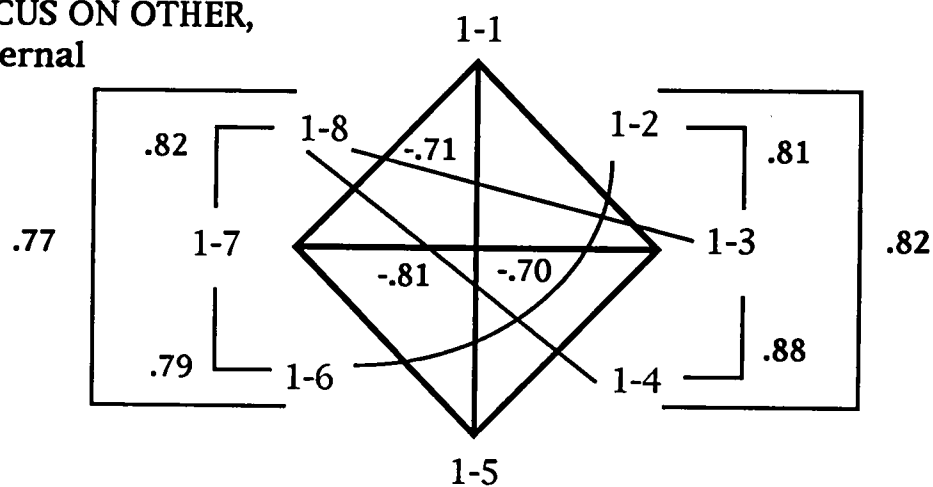
Pairwise scatter diagrams were used to visually investigate the nature of the relationship between shame and each predictor variable. Based on the inspection of each plot, there were no indications of nonlinearity among the variables.

Intercorrelational, variance inflation, and principle components analyses were conducted to check for evidence of multicollinearity. Within each set of predictor variables there was a similar pattern of high correlations among several variables, which suggested the presence of substantial multicollinearity (see Appendix G). For the sets of maternal and paternal caretakers' dispositions, correlation coefficients among clusters two, three, and four ranged from .76 to .88. Similarly, strong positive relationships existed between clusters six, seven, and eight ($r = .74$ to $.82$). Some of the clusters located on opposite sides of the Focus On Other surfaces were also highly correlated, but in the negative direction (see Figure 4). Although the magnitudes of the correlation coefficients between the Intrapsychic variables were slightly smaller, the structure of the intercorrelations was very similar to that of the Focus On Other surfaces. There was evidence of collinearity between clusters two and three ($r = .72$), three and four ($r = .68$), and between

**FOCUS ON OTHER,
Maternal**



**FOCUS ON OTHER,
Paternal**



INTRAPSYCHIC

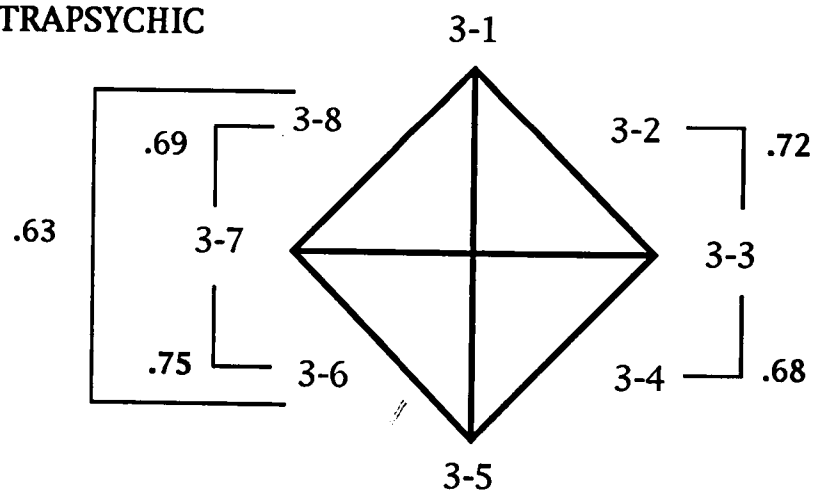


Figure 4. Intercorrelations Between Selected SASB Clusters

clusters six, seven, and eight, which had correlation coefficients ranging from .63 to .75.

Variance inflation factors (see Table G-4) ranged from 1.03 to 7.27 for the set of Focus On Other maternal variables, from 1.06 to 8.50 for the set of Focus On Other paternal variables, and from 1.06 to 3.28 for the set of Intrapsychic variables. None of the factors exceeded 10, which is the common cutoff used to indicate extreme multicollinearity (Chatterjee & Price, 1991; Neter, Wasserman, & Kutner, 1985).

Results from the principle components analyses are presented in Tables G-5, G-6, and G-7. The condition indices for the sets of maternal, paternal, and intrapsychic variables were 7.11, 7.79, and 4.65, respectively. Chatterjee and Price (1991) have noted that indices greater than 15 indicate that the collinear relationships among the variables constitute a serious problem. Despite the fact that acceptable condition indices were attained, several of the eigenvalues, which ranged from .078 to 4.744, were near zero. Eigenvalues that approached zero were indicative of greater collinearity.

In summary, the presence of multicollinearity was detected, but there was contradictory evidence with regard to the severity of the problem. Across surfaces, there were large coefficients of correlation between pairs of predictor variables, yet the variance inflation factors and condition indices were well below the cutoffs typically associated with extreme multicollinearity. Possible corrections were considered to attenuate the affects of the collinearities, including the deletion of variables to produce a reduced noncollinear data set and the creation of a new set of noncollinear data by combining collinear variables. Neither of these two alternative were undertaken because (a) it seemed important to the objectives of the study to investigate the complete

SASB model and (b) creating a new set of combined variables would have entailed a departure from the SASB model, resulting in a lack of clarity about the meaning of the combined variables.

Multiple Regression Analyses

Multiple regression procedures were used to determine the linear models that best predicted the relationships between shame scores and the three sets of SASB cluster scores: maternal caretakers' dispositions; paternal caretakers' dispositions; and intrapsychic dispositions. ISS scores were significantly correlated with gender, $r = .21$, $p \leq .0078$. Therefore, gender was also included as a predictor variable in order to account for variation in shame scores related to the sex of the participants.

In order to control for variance in shame scores due to social desirability, adjusted ISS scores were used as the criterion variable. Adjusted ISS scores consisted of the residuals when MCS scores were regressed on ISS scores. MCS accounted for 13.69% of the variation in ISS scores, $F(1, 163) = 25.69$, $p < .0001$. Adjusted ISS scores were uncorrelated with the MCS, $r = .0000$, $p \geq 1.00$.

Polynomial terms were not included in any of the analyses since there were no theoretical reasons for adding higher-order terms and because there was no evidence, based on the visual examination of the scatter diagrams, of curvilinearity between shame and any of the predictor variables. Also, interactive terms were not considered for the following reasons: (a) there was no clear theoretical rationale for including them (Schmidt & Hunter, 1978); (b) the sizable increase in the number of variables would have resulted in a substantial inflation of Type I and Type II error rates (Cohen & Cohen, 1983);

and (c) the interpretation of the results would have been far more difficult (Chatterjee and Price, 1991).

For each set of predictor variables the following variable-selection procedures were used to identify the subsets of predictors that best accounted for variations in adjusted shame scores: forward selection, backward elimination, stepwise selection, and maximum R^2 improvement. No models that had variables with significance levels $\geq .05$ were retained. In addition, the C_p and R^2 change criteria were used to select the most appropriate regression models from the subsets of predictors. Residual analyses were conducted to determine if the selected models satisfied the assumptions of multiple regression.

Maternal Caretakers' Dispositions and Shame

The first objective of the study was to determine the linear model that best predicted the relationship between perceived maternal dispositions and shame. The preliminary set of predictor variables included gender and the eight maternal caretakers' dispositions. Variable-selection procedures identified a total of nine subsets of candidate models (see Table 1). Seven of the nine subsets, models three through nine, contained nonsignificant predictor variables and were dropped from further consideration.

The C_p values of the nine subsets were used to select the model(s) that had the least amount of specification bias. In Figure J-1, the C_p values of the nine subsets are plotted against p . P is defined as the number of predictor variables in a given subset plus one. Models that are located on the plot above the $C_p = p$ line are underspecified, i.e., contain too few variables. Models that are located below the $C_p = p$ line are overspecified, i.e., contain too many variables. Generally, the better models within a given subset of

Table 1

Results from Variable-Selection Procedures using Maternal Caretakers' Dispositions and Gender

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	1-7	.0001	.2094	10.68	2
2	FS, STEP, MR, BE	2	1-7 G	.0001 .0035	.2502	3.87	3
3	FS, MR, BE	3	1-7 G 1-3	.0001 .0046 .1504	.2599	3.78	4
4	FS, MR, BE	4	1-7 G 1-3 1-2	.0001 .0033 .0390 .1330	.2703	5.52	5
5	FS, MR, BE	5	1-7 G 1-3 1-1 1-2	.0001 .0051 .0603 .2773 .2485	.2758	4.35	6
6	FS, MR, BE	6	1-7 G 1-3 1-1 1-2 1-8	.0001 .0049 .0414 .2216 .2937 .3761	.2794	5.57	7

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table 1 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	FS, MR, BE	7	1-7	.0009	.2837	6.64	8
			G	.0059			
			1-3	.0328			
			1-1	.1807			
			1-2	.2183			
			1-8	.2395			
			1-6	.3346			
8	MR, BE	8	1-7	.0008	.2850	8.36	9
			G	.0062			
			1-3	.0287			
			1-1	.1532			
			1-2	.2010			
			1-8	.2203			
			1-6	.4532			
9	MR, BE	9	1-7	.0008	.2867	10.00	10
			G	.0061			
			1-3	.1695			
			1-1	.1741			
			1-2	.1828			
			1-8	.1844			
			1-5	.5033			
			1-6	.5377			
			1-4	.5475			

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

models include (a) the model that has the smallest C_p value and (b) the models located on the plot to the left of this model (the model with the smallest C_p value) that are closest to the $C_p = p$ line (Freund & Littell, 1986). In Figure J-1, model three had the smallest C_p value ($C_p = 3.78$), while model two was the first model to its left to approach the $C_p = p$ line ($C_p = 3.87$, $p = 3$). Since model three contained nonsignificant predictor variables, model two was the most appropriate choice.

The coefficients of multiple determination of the nine models were compared in order to ascertain the point at which the inclusion of additional predictor variables did not result in a significant increase in R^2 . Inspection of Table I-1 revealed that there was a statistically significant difference between the R^2 values of models one and two only, $F(1, 161) = 8.76$, $p \leq .01$. Beyond two variables, the stepwise addition of predictor variables did not contribute significantly to the prediction of shame.

Model two was the best model on the basis of the C_p and R^2 criteria. Residual analyses indicated that model two satisfied the assumptions of multiple regression. The plot of the residuals versus the predicted values did not show evidence of nonnormality of error variance or curvilinearity in the regression relationship. Also, a direct test for heteroscedasticity and nonindependence of the error terms (White, 1980) was nonsignificant, $X^2(4, N = 164) = 5.86$, $p \geq .2101$. There were no indications of multicollinearity since the variance inflation factors, which equaled 1.01 for both predictors, and the condition index of 1.08 were far below the levels associated with collinear data.

Model two contained the variables attacking and rejecting (1-7) and gender, and accounted for 25.02% of the variance in adjusted shame scores,

$F(2, 163) = 26.86, p \leq .0001$ (see Table K-1). The coefficients of partial determination measure the marginal contribution of each predictor variable in relation to the other predictors in the model. The sum of the coefficients of partial determination is usually smaller than R^2 , but it can be larger (Tabachnick & Fidell, 1989). When the sum is smaller, the difference between the sum of all of the coefficients of partial determination and R^2 is the amount of variance in shame scores shared by two or more of the predictor variables. In model two, the variable attacking and rejecting (1-7) uniquely accounted for 20.55% of the variability in adjusted shame scores. Gender contributed 5.16% of the variance to the model.

Paternal Caretakers' Dispositions and Shame

The second objective of the study was to identify the best linear model that predicted the relationship between perceived paternal caretakers' dispositions and shame. The eight Focus On Other cluster scores for paternal caretakers' dispositions and gender comprised the initial set of predictor variables.

Twelve subsets of candidate models were identified using the four variable-selection procedures (see Table 2). While all of the overall F tests for the twelve subsets were significant at the .0001 level, models six through twelve contained nonsignificant variables and were dropped from consideration. The plot of C_p against p (see Figure J-2) revealed that model five, which had a C_p value slightly larger than p ($C_p = 6.45, p = 5$), was the best candidate even though it was underspecified. In Table I-2, the R^2 values were compared for models with the same number of variables (e.g., models three and four) and models with a difference of one in the number of

Table 2

Results from Variable-Selection Procedures using Paternal Caretakers' Dispositions and Gender

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	1-6	.0001	.2086	21.42	2
2	FS, STEP, MR	2	1-6 G	.0001 .0023	.2530	13.22	3
3	FS, STEP	3	G 1-6 1-8	.0026 .0157 .0187	.2785	9.39	4
4	MR	3	1-8 G 1-5	.0001 .0007 .0036	.2904	6.66	4
5	FS, STEP	4	1-8 G 1-6 1-4	.0014 .0015 .0062 .0285	.3000	6.45	5
6	MR, BE	4	1-8 G 1-5 1-1	.0001 .0004 .0010 .0727	.3047	5.39	5
7	FS, STEP	5	1-8 G 1-4 1-5 1-6	.0007 .0007 .0667 .1035 .1106	.3117	5.78	6

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table 2 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
8	MR, BE	5	G	.0005	.3146	5.12	6
			1-5	.0185			
			1-8	.0221			
			1-1	.0447			
			1-6	.1323			
9	FS, STEP, MR, BE	6	G	.0005	.3242	4.91	7
			1-8	.0066			
			1-5	.0504			
			1-6	.0757			
			1-1	.0902			
10	FS, MR, BE	7	G	.0004	.3277	6.10	8
			1-8	.0052			
			1-5	.0405			
			1-6	.0482			
			1-1	.0928			
11	MR, BE	8	G	.0004	.3280	8.03	9
			1-8	.0052			
			1-5	.0442			
			1-6	.0513			
			1-1	.0943			
			1-4	.2224			
			1-7	.3592			
			1-3	.8031			

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table 2 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
12	MR, BE	9	G	.0005	.3282	10.00	10
			1-8	.0052			
			1-6	.0512			
			1-5	.0546			
			1-1	.1138			
			1-4	.2929			
			1-7	.3558			
			1-3	.7719			
			1-2	.8532			

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

variables (e.g., models two and three, models four and six). On the basis of the R^2 criterion, model five again appeared to be the best choice.

Residual checks were performed to determine if model five met the assumptions of multiple regression. The visual examination of the model five's residual plot did not give any indication of nonnormality or nonlinearity. The test for heteroscedasticity and nonindependence was nonsignificant, $X^2(13, N = 164) = 16.95, p \geq .2016$. Multicollinearity was minimal: variance inflation factors ranged from 1.01 to 3.89 and the condition index was 3.85.

Model five accounted for 30.00% of the variance in adjusted shame scores, $F(4, 163) = 17.04, p \leq .0001$. The analysis of the coefficients of partial determination (see Table K-2) showed that the unique contribution of each variable to the prediction of shame was as follows: ignoring and neglecting (1-8), 6.25%; gender, 6.15%; belittling and blaming (1-6), 4.62%; and nurturing and protecting (1-4), 2.98%. The amount of shared variance totaled 10.00%, which was primarily due to overlap between ignoring and neglecting (1-8) and belittling and blaming (1-6), $r = .77$.

Intrapsychic Dispositions and Shame

Determining the best linear model from the set of eight Intrapsychic variables was the third objective of the study. Again, gender was included as an additional predictor variable. As shown in Table 3, ten variable subsets were selected using the various stepwise procedures.

Models eight, nine, and ten had nonsignificant variables and were discarded. Model seven appeared to be the best model on the basis of both the C_p and R^2 criteria (see Figure J-3 and Table I-3). All of the six predictor

Table 3

Results from Variable-Selection Procedures using Intrapsychic Dispositions and Gender

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	3-6	.0001	.3967	54.79	2
2	FS, STEP, MR	2	3-6 G	.0001 .0001	.4551	36.01	3
3	FS, STEP, MR	3	3-6 G 3-3	.0001 .0001 .0008	.4920	24.88	4
4	FS, STEP	4	G 3-6 3-3 3-7	.0001 .0009 .0012 .0015	.5231	15.79	5
5	MR	4	3-7 3-3 G 3-5	.0001 .0001 .0001 .0004	.5274	14.28	5
6	FS, STEP, MR	5	G 3-3 3-7 3-5 3-6	.0001 .0001 .0008 .0036 .0079	.5401	8.90	6

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Table 3 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	FS, STEP, MR, BE	6	G	.0001	.5601	6.63	7
			3-3	.0001			
			3-5	.0010			
			3-7	.0216			
			3-6	.0310			
			3-8	.0402			
8	FS, STEP, MR, BE	7	G	.0001	.5675	6.00	8
			3-5	.0010			
			3-3	.0143			
			3-8	.0224			
			3-7	.0311			
			3-6	.0638			
			3-2	.1046			
9	MR, BE	8	G	.0001	.5675	8.00	9
			3-5	.0012			
			3-3	.0146			
			3-7	.0320			
			3-8	.0449			
			3-6	.0655			
			3-2	.1170			
			3-1	.9783			

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Table 3 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
10	MR, BE	9	G	.0001	.5675	10.00	10
			3-5	.0018			
			3-3	.0266			
			3-7	.0345			
			3-8	.0474			
			3-6	.0721			
			3-2	.1221			
			3-1	.9784			
			3-4	.9983			

N=164.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^bG = gender, 3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

variables contained in model seven were statistically significant at the .05 level, which confirmed the acceptance of this model.

The plot of the residuals for model seven was visually examined for evidence of nonnormality, nonlinearity, and heteroscedasticity. The scatter of the plot's points did not suggest the presence of a nonnormal distribution of error terms or a curvilinear regression relationship. The test for heteroscedasticity and nonindependence was not statistically significant, $\chi^2(26, N = 164) = 24.49, p \geq .5483$. Multicollinearity did not approach significance: variance inflation factors ranged from 1.03 to 3.00, and the condition index was 3.59.

Model seven, which accounted for 56.01% of the variation in adjusted shame scores ($F(6, 163) = 33.31, p \leq .0001$), included the following six variables: gender, self-loving and nourishing (3-3), self-monitoring and restraining (3-5), self-rejecting and destroying (3-7), self-indicting and oppressing (3-6), and daydreaming and neglecting of self (3-8). In this model, gender was the strongest predictor, uniquely adding 12.75% to the overall R^2 value. The variables self-loving and nourishing (3-3) and self-monitoring and restraining (3-5) contributed 10.10% and 6.69% to the prediction of shame. The unique contribution of the remaining variables was minimal (see Table K-3). The amount of variance the six variables had in common equaled 17.57%.

Supplemental Analyses

Gender Effects

The participants' gender was a statistically significant predictor in virtually all of the subsets of candidate models, including the three selected models. Since the ratio of females ($n = 120$) to males ($n = 44$) was

approximately 2.7 to 1, the female data set likely had a strong impact on the overall model-selection process. Supplemental regression analyses were conducted to determine if the prediction equations differed substantially for males and females. Again, adjusted shame scores were used as the dependent variable. Caution should be used when interpreting the results for the male participants due to the small number of observations.

Social Desirability and Shame. The amount of variation in shame scores that was due to social desirability differed for females and males. Using the MCS as the predictor variable, it accounted for 16.11% of the variability in the women's ISS scores, $F(1, 119) = 22.66, p \leq .0001$, and 11.91% in the men's scores, $F(1, 43) = 5.68, p \leq .0218$.

Females Only: Maternal Caretakers' Dispositions and Shame. When the data for females was analyzed separately from the data for males, eight candidate models were identified (see Table H-1). Only models one and two did not contain nonsignificant predictor variables. Model two had the C_p value nearest to the $C_p = p$ line (see Figure J-4). Only models one and two had statistically significant R^2 differences (see Table I-4), which indicated that model two was the best candidate on the basis of the R^2 criterion.

The aptness of model two was confirmed by the analysis of its residuals. There were no indications that the assumptions of multiple regression were violated: heteroscedasticity and nonindependence were not detected [$\chi^2(5, N = 120) = 2.76, p \geq .7372$], error terms appeared to be normally distributed, and the regression relationship appeared to be linear. The variance inflation factors for the two predictors variables were both 1.02 and the condition index was 1.15, which showed that collinearity was minimal.

Model two accounted for 23.68% of the variance in adjusted shame scores, $F(2, 119) = 18.15$, $p \leq .0001$ (see Table K-4). Attacking and rejecting (1-7) was the strongest of the two predictor variables, explaining 19.54% of the variance, given cluster one. Freeing and forgetting (1-1) contributed an additional 3.44%. These two variables shared less than one percent of the total variance.

Males Only: Maternal Caretakers' Dispositions and Shame. The variable-selection procedures identified ten candidate models when the male data was analyzed apart from the female data (see Table H-2). Models five, seven, eight, and nine contained nonsignificant predictor variables. The examination of the C_p plot of the ten models (see Figure J-5) indicated that model six was a possible choice on the basis of the C_p criterion. When the R^2 values of the candidate models were compared (see Table I-5), the coefficient of multiple determination for model six was not significantly larger than the R^2 value for model four. As a result, model four was the better choice in accordance with the R^2 criterion.

The residuals for models four and six were analyzed and compared. Both models satisfied the assumptions of multiple regression. Unfortunately, the inspection of the residual plots and the tests for heteroscedasticity and nonindependence did not provide any clues regarding the superiority of either model. Collinearity was minimal for both candidates. Since there were no clear indications as to which of the two models was better, the principle of parsimony was applied, which resulted in the selection of model four because it contained four, as compared to five, predictor variables.

The overall F test for model four was statistically significant, $F(4, 43) = 11.20$, $p \leq .0001$ (see Table K-5), as this model predicted 53.47% of the variation

in adjusted shame scores. The coefficients of partial determination for the four predictor variables were 42.53% (nurturing and protecting), 26.42% (affirming and understanding), 24.05% (belittling and blaming), and 12.19% (freeing and forgetting). The sum of the coefficients of partial determination (1.0519) greatly exceeded model four's R^2 value.

Females Only: Paternal Caretakers' Dispositions and Shame. Of the ten subsets identified by the various stepwise procedures (see Table H-3), only three did not have nonsignificant predictor variables. Model two was the best candidate on the basis of the R^2 criterion (see Table I-6), while model four was the optimal selection with respect to C_p (see Figure J-6).

The variance inflation factors for models two and four ranged from 1.00 to 1.11 and the condition indices ranged from 1.06 to 1.41, which indicated there was little collinearity in either of the two subsets. While the residual plots did not provide any hints as to the superiority of either model, the test for heteroscedasticity and nonindependence was significant for model two, $\chi^2(5, N = 120) = 13.78, p \leq .0171$, but was not significant for model four, $\chi^2(9, N = 120) = 12.09, p \geq .2085$. As a result, model four was selected.

The linear combination of predictor variables contained in model four predicted 28.29% of the variation in adjusted shame scores, $F(3, 119) = 15.25, p \leq .0001$. The strongest of the three predictors was cluster eight, ignoring and neglecting, which accounted for 16.29% of the variability in the criterion variable, given the other predictors (see Table K-6). The unique contributions of the other two predictors, watching and controlling (1-5) and freeing and forgetting (1-1), were 8.45% and 4.48%, respectively.

Males Only: Paternal Caretakers' Dispositions and Shame. Eight linear subsets were identified by the variable-selection procedures (see Table H-4).

However, only model one was an acceptable candidate because all of the others contained nonsignificant predictor variables. Also, none of the F (R^2 Change) statistics (see Table I-7) were statistically significant, so there was no advantage to considering the models that contained more than one variable.

Nurturing and protecting (1-4), the one variable in model one, accounted for 25.20% of the variability in adjusted shame scores [$F(1, 43) = 14.15, p \leq .0005$] (see Table K-7). The plot of the residuals did not show signs of nonnormality, nonlinearity, or heteroscedasticity. The direct test for heteroscedasticity and nonindependence was not significant [$X^2(2, N = 44) = 1.79, p \geq .4092$].

Females Only: Intrapsychic Dispositions and Shame. Models one, two, three, and four were retained for consideration because all of their predictor variables were statistically significant at the .05 level (see Table H-5). Model four was selected as it was the best linear combination of predictors according to the R^2 and C_p criteria (see Table I-8 and Figure J-8). The aptness of this model was supported by the analysis of its residuals. The test for nonconstancy and nonindependence of the error terms was not significant [$X^2(14, N = 120) = 13.26, p \geq .5063$] and the scatter of residuals about the predicted values did not appear to be curvilinear or unevenly distributed. Also, the predictor variables did not show signs of multicollinearity: variance inflation factors ranged from 1.21 to 2.87 and the condition index was 3.15.

Model four was able to account for 59.34% of the variation in adjusted ISS scores, $F(4, 119) = 41.95, p \leq .0001$ (see Table K-8). The unique contributions of each of its four variables were as follows: self-rejecting and destroying (3-7), 10.55%; self-loving and nurturing (3-3), 8.75%; self-indicting and oppressing (3-6), 6.91%; and self-monitoring and restraining (3-5), 4.51%.

Males Only: Intrapsychic Dispositions and Shame. The variable-selection procedures using the male data set yielded eight subsets of linear combinations (see Table H-6). Only models one and two were retained because the others had nonsignificant variables. Model two appeared to be the better candidate on the basis of the R^2 criterion (see Table I-9). Model two was also selected using the C_p criterion (see Figure J-9). Model two's residual plot did not indicate that any of the assumptions of multiple regression were violated. Collinearity was not detected.

Together, self-accepting and exploring (3-2) and daydreaming and neglecting of self (3-8) explained 39.44% of the variance in adjusted shame scores (see Table K-9). Cluster two uniquely accounted for 22.94% of the variation, while cluster eight added 17.52% over and above what was explained by cluster two.

The Relationships Between Caretakers' Dispositions and the Participants' Intrapsychic Dispositions

Canonical correlations were used to examine the empirical relationships between the Focus On Other and Intrapsychic surfaces. The first analysis investigated the relationships among the participants' perceptions of their mothers' dispositions and their own self-directed dispositions. The weighed affiliation and interdependence scores from the Focus On Other questionnaire for maternal caretakers comprised the set of independent variables and the weighted affiliation and interdependence scores from the Intrapsychic questionnaire comprised the set of dependent variables. The second analysis was similar to the first except that the comparison involved the participants' perceptions of their fathers' dispositions. A third canonical correlation was performed in order to investigate the relationships between

both parents' dispositions, when considered together, and the participants' self-directed dispositions. In the third analysis, the maternal and paternal weighted affiliation scores and the maternal and paternal weighted interdependence scores were used as the four independent variables, and the intrapsychic weighted affiliation and interdependence scores were used as the two dependent variables.

The weighted affiliation scores from the Focus On Other (maternal and paternal) questionnaires were substantially skewed and the weighted affiliation score from the Intrapsychic questionnaire was mildly skewed (see Table E-1). All of the weighted interdependence scores were normally distributed.

Maternal Caretakers' and Intrapsychic Dispositions. There was a significant relationship between the sets of independent (Focus On Other) and dependent (Intrapsychic) variables, $F(4, 320) = 12.99, p \leq .0001$. That is, at least the first canonical correlation of .51 was significant. With the first canonical correlation removed, there was no significant overlap between the two sets of variables, $F(1, 161) = .22, p \geq .6355$. Therefore, the second canonical correlation of .04 was not retained.

Data on the first pair of canonical variates appear in Table L-1. Based on Tabachnick and Fidell's (1989) recommendation, only correlations between the variables and their canonical variates that were greater than .30 were interpreted. The maternal affiliation variable was strongly correlated ($r_c = 1.00$) with the first canonical variate for the set of Focus On Other variables, but maternal interdependence was not ($r_c = .11$). The loadings of the Intrapsychic variables on their first canonical variate were .99 and -.24 for affiliation and interdependence, respectively. In other words, the affiliation

variables from each variable set were strongly related to their first canonical variates.

Canonical redundancy analysis showed that only 13% of the variance in the set of Focus On Other (maternal) variables was predicted by the first canonical variate for the set of Intrapsychic variables. The squared multiple correlations indicated that the first canonical variate for the Intrapsychic variables predicted 26% of the variance in maternal affiliation, but only 1% of the variance in maternal interdependence. Similarly, the Focus On Other (maternal) variables' first canonical variate also explained 13% of the total variance in the set of Intrapsychic variables. More explicitly, the first canonical variate for the Focus On Other (maternal) variables predicted 25% of the variability in intrapsychic affiliation yet only 1% for intrapsychic interdependence.

Paternal Caretakers' and Intrapsychic Dispositions. The first canonical correlation was .50 and the second was .13. With both canonical correlations included, $F(4, 320) = 12.99$, $p \leq .0001$, but when the first canonical correlation was removed, $F(1, 161) = 2.59$, $p \geq .1099$. The first canonical variate, therefore, accounted for the significant relationship between the sets of Focus On Other and Intrapsychic variables. The second canonical variate was not retained. Both the paternal affiliation ($r_c = .91$) and interdependence ($r_c = .46$) variables loaded onto the first canonical variate for the set of independent (Focus On Other) variables, while only the intrapsychic affiliation ($r_c = 1.00$) variable loaded onto the first canonical variate for the set of dependent (Intrapsychic) variables (see Table L-2).

Canonical redundancy analysis showed that the first canonical variate for the set of Intrapsychic variables explained 13% of the variance in the set of

Focus On Other (paternal) variables. More specifically, this canonical variate predicted 21% of the variance in the parental affiliation variable and 5% of the variance in the parental interdependence variable. Likewise, 13% of the variance in the set of Intrapsychic variables was explained by the first canonical variate belonging to the set of Focus On Other (parental) variables. This canonical variate predicted 25% of the variance in the Intrapsychic affiliation variable, but less than 1% in the Intrapsychic interdependence variable.

Maternal and Paternal Caretakers' and Intrapsychic Dispositions. The first canonical correlation of .60 was statistically significant, $F(8, 316) = 10.32$, $p \leq .0001$, but the second was not, $F(3, 159) = .97$, $p \leq .4069$. Therefore, the second canonical correlation was discarded. The correlations between the first canonical variate for the set of Focus On Other (maternal and paternal) variables and the four caretaker variables (see Table L-3) were as follows: maternal affiliation ($r_c = .85$); maternal interdependence ($r_c = .10$); paternal affiliation ($r_c = .77$); and paternal interdependence ($r_c = .38$). The correlations between the first canonical variate for the set of Intrapsychic variables and the intrapsychic affiliation and interdependence variables were 1.00 and -.16, respectively.

Thirteen percent of the variance in the set of maternal and paternal (Focus On Other) variables was explained by the first canonical variate belonging to the set of Intrapsychic variables. More specifically, the first canonical variate for the Intrapsychic variables predicted 26% and 21% of the variance in the maternal and paternal affiliation variables, respectively. This variate, however, predicted less than 1% of the variance in the maternal interdependence variable and only 5% for the paternal interdependence

variable. The first canonical variate for the set of maternal and paternal variables explained 18% of the variance in the set of Intrapsychic variables. Thirty-six percent of the variance in the Intrapsychic affiliation variable was predicted by the first Focus On Other canonical variate, but only 1% of the variance in the Intrapsychic interdependence variable was predicted.

CHAPTER IV

Discussion

General Discussion

The first objective of the study was to determine which maternal caretakers' attitudes and behaviors, based on the participants' childhood perceptions of their mothers, were most related to the participants' current feelings of shame. For the combined sample of 164 young men and women, shame was moderately associated with childhood experiences of maternal attack and rejection. When the data for males and females were analyzed separately, the combinations of maternal caretakers' dispositions most related to shame were different for the two genders. For females, current feelings of shame were most strongly related to attacking and rejecting maternal dispositions, and to a lesser extent freeing and forgetting dispositions. For the male participants, more frequent and intense feelings of shame were negatively associated with maternal nurturing and protecting, affirming and understanding, and freeing and forgetting, and positively associated with maternal belittling and blaming. Males and females also differed with regard to the amount of variance in shame scores predicted by the selected combinations of maternal caretakers' dispositions. Twice the amount of variation in shame scores was predicted for males compared to females.

The results for the combined sample and the male and female subsamples provide empirical support for the theoretical assumption that shame-proneness is related to childhood experiences with primary maternal caretakers. The results are consistent with the views of attachment theorists (Cook, 1991c; Lewis, 1987b), object relations theorists (Fairbairn, 1943/1953, 1944/1952; Kaufman, 1985), and self psychologists (Kohut, 1972; Morrison,

1989) who content that excessive maternal rejection and belittlement and inadequate nurturance, protection, affirmation, and understanding are principle sources of shame.

It was unexpected that the types of maternal caretakers' dispositions associated with shame would be different for males and females. Also, the observed gender differences regarding the amount of explained variation in shame scores was an unexpected finding. Neither of these gender distinctions are addressed in the shame, attachment, object relations, or self psychology literature. Speculations about the theoretical implications of the observed gender differences should be considered as tentative because this study is the first to report such results. Additionally, it would be ill-advisable to place too much significance on the results for the men because only 44 males were included in the sample. Nonetheless, some accounting of these findings seems in order.

The primary identification figure for girls throughout childhood is the mother while boys reject their initial identification with the mother and switch their primary identification to the father (Chodorow, 1978). The close identification young girls typically have with their mothers is central to their emerging sense of self (Chodorow, 1978; Josselson, 1992) and may be related to later experiences of shame. It is consistent with Chodorow to assume that daughters, in particular, would experience rejection from the mother as shameful because the mother is the primary object of identification. Repeated experience of maternal rejection would lead daughters to reject themselves and to experience the shame associated with self-rejection. The finding that female participants' feelings of shame were primarily associated with

maternal attack and rejection makes sense if one remembers that the mother is the primary identification figure for young girls.

In spite of the fact that young boys renounce their primary identification with the mother, the mother continues to be the principle caretaker and parent with whom boys spend the majority of their time. As sons switch their primary identifications to the father, it is crucial that the mother not turn away in response. If the mother does not remain a loving, nurturing, and affirming presence, it seems reasonable to assume the young boys may conclude that they are bad for identifying themselves with the father. Such a message from the mother likely would trigger profound feelings of shame. The proposed explanation seems consistent with the finding that shame in young men was related most strongly to less maternal nurturance and protection, less maternal affirmation and understanding, and more maternal belittling and blaming.

Psychology has traditionally held separation and individuation as the standard for healthy emotional maturation. Erikson (1950), for example, conceived of development as a process of separating oneself from the matrix of others via a series of painful crises by which the individual achieves an inner sense of individuation. However, recent feminist writers (e.g., Miller, 1991) have argued that the concept of separation and individuation applies mainly to men, and that the experience of interconnectedness with others is the essence of healthy development in women. The finding that men's shame is associated with their past relationships with their mothers to a greater extent than women's shame is intriguing in view of the developmental differences between men and women that are currently being debated. Young boys may experience shame for wanting to remain connected

to the mother as they undergo the process of breaking their identification with her. Boys may repress their desire for maternal connectedness and opt to define their sense of self on the basis of separateness from others in an attempt to defend against feelings of shame. Males also may feel compelled to construct an identity in terms of separation and individuation if, as they switch their identification to the father, they perceive the mother as less nurturing, less affirming, and more belittling and experience shame as a result. As they mature, males may come to associate shame with a sense of self that is tied to interconnectedness with others and therefore avoid close interpersonal relationships as a means of avoiding shame.

The second objective of the study dealt with the relationship between the participants' perceptions of how they were treated as children by their fathers and their present-day sense of shame. The aim was to determine which paternal caretakers' disposition, or combination of dispositions, best predicted feelings of shame. The results for the combined sample indicate that the participants' shame could be partially explained by their experiences of paternal neglect, belittlement and blame, and lack of nurturance and protection. Again, when the data for males and females were analyzed separately, a distinct relationship emerged for each group. For males, shame was best predicted by childhood perceptions of less paternal nurturance and protection. For females, shame was partially explained by childhood perceptions of ignoring and neglecting, watching and controlling, and freeing and forgetting behaviors by their fathers.

The results for the study's second objective provide empirical support for the theoretical contention that shame is related to early experiences of the father. While this finding is consistent with attachment, object relations, and

self psychology theory, these perspectives tend to under emphasize the role of the paternal caretaker in the emotional development of the child. For the combined sample and female subsample, the amount of variation in shame scores explained by the participants' perceptions of their fathers was about the same as for their mothers. While the selected combination of paternal dispositions explained considerably less variation in the males' shame scores than did the selected combination of maternal dispositions, the men's childhood experiences of their fathers were nonetheless significantly related to their sense of shame in young adulthood. In short, the data indicate that individuals' experiences with their fathers also play an influential role with regard to the development of shame. It would seem that attachment theorists, object relations theorists, and self psychologists need to give more significance to the father-child relationship as it relates to shame.

The findings that less paternal nurturing and protecting was associated primarily with shame in men and more paternal ignoring and neglecting was associated mainly with shame in women may reflect subtle differences between how males and females experience the remoteness of the father during childhood. An absence of nurturing and protecting dispositions may be viewed as similar to ignoring and neglecting dispositions. If one agrees with this argument, then it may be concluded that young men and women are more likely to experience shame if, as children, they experienced their fathers as unavailable and ignoring their needs for nurturing and protection.

Ascertaining the empirical association between the participants' shame and their internalized self-directed dispositions constituted the third objective of the study. For the total sample, over half of the variability in the participants' reported feelings of shame was explained by gender and the

variables self-loving and cherishing, self-monitoring and restraining, self-rejecting and destroying, self-indicting and oppressing, and daydreaming and neglecting of self. As expected, the direction of the association between shame and the self-loving and cherishing variable was negative, while the valances were positive for the other four intrapsychic variables. For females, the combination of intrapsychic variables most related to shame was similar to that for the sample-as-a-whole: self-rejecting and destroying; self-loving and cherishing; self-indicting and oppressing; and self-monitoring and restraining. Together, these self-directed behaviors accounted for approximately three fifths of the variability in shame scores. For the men, two fifths of the variability in shame scores were explained by two internalized dispositions: self-accepting and exploring; and daydreaming and neglecting of self.

Benjamin (1974, 1984) contends the Intrapsychic surface and corresponding questionnaire represent and measure self-directed dispositions, and that these internal attitudes, feelings, and behaviors are fundamentally shaped by the interpersonal dispositions of significant others. It seems reasonable to use the Intrapsychic surface of Benjamin's model to assess the experiential effects on the individual of internal objects (Fairbairn, 1952), working models of self (Bowlby, 1969, 1973, 1988), and internal self-structures (Kohut, 1971, 1977, 1984). To the extent that one concurs with this proposition, the findings for the third objective of this study may be interpreted accordingly.

Fairbairn (1943/1952, 1944/1952) and Kaufman (1985) state that individuals will experience painful shame emotions to the extent that they have internalized and identified with "bad" internal objects. It is in

agreement with Fairbairn's theory to assume that individuals who reject, oppress, and fail to accept themselves have internalized, to some degree, bad objects. Therefore, the finding that participants who reported higher shame scores also tended to treat themselves in a less self-loving and accepting manner and acted in ways that they perceived as self-rejecting, self-indicting, self-restraining, and self-neglecting may be interpreted as supportive of Fairbairn and Kaufman's position.

Kohut (1971, 1977, 1984) and Morrison (1989) assert that persons having a depleted and impaired self-structure are incapable of maintaining self-esteem and self-respect, and as a result, are more shame-prone. To the degree that participants act in ways described by the clusters self-monitoring and restraining (cluster 3-5), self-indicting and oppressing (cluster 3-6), self-rejecting and destroying (cluster 3-7), and daydreaming and neglecting of self (cluster 3-8) it is reasonable, and consistent with Kohut's theory, to infer that they have an impaired sense of self. A similar argument can be made with regard to the clusters self-accepting and exploring (cluster 3-2) and self-loving and cherishing (cluster 3-3). Participants who indicated they tend *not* to treat themselves as described by clusters 3-2 and 3-3 probably have, to some degree, a depleted self-structure. In accordance with self psychology theory, the results showed that various combinations of these clusters were predictive of shame for the combined sample and the male and female subsamples.

Just as the self-directed dispositions measured by the clusters self-accepting and exploring, self-loving and cherishing, self-monitoring and restraining, self-indicting and oppressing, self-rejecting and destroying, and daydreaming and neglecting of self may be considered as assessing the experiential effects of a depleted self-structure, these clusters also may be

viewed as representative of the phenomenological experience associated with a "negative" working model of self. To the extent that such a conclusion is accurate, the results from the study's third objective may be interpreted as supportive of Cook's (1991c) contention that persons having a negative working model of self characterized by such feelings as worthlessness and alienation will be more likely to experience shame affect.

The findings that (a) the adequacy-of-fit of the selected regression models was different for each gender and (b) shame scores for males and females were best explained by different combinations of internalized dispositions were unanticipated. Nonetheless, the literature does contain possible theoretical explanations for these gender differences. As previously stated, however, caution must be exercised when interpreting these results because this is the first study to report such findings and the results may be due to statistical artifact engendered by the small number of observations in the male data set and/or multicollinearity.

Lewis (1971) hypothesized that the "introjected other" exerts more of an influence in the internal lives of women than men. As a result, Lewis has contended that women are more susceptible than men to feelings of shame. While the female participants in this study did not report significantly higher shame scores than the men, the finding that a greater proportion of the variation in the women's shame scores was explained by internalized dispositions appears to be consistent with Lewis' hypothesis. If the introjected other affects women's intrapsychic relationships with themselves more than it does for men then it follows that there would be a stronger association for women between shame and internalized dispositions than there would be for men. Furthermore, if women are more vulnerable to the influences of the

introjected other, it would make sense that they would be more attuned to the varied ways the introjected other can affect their sense of self.

In addition, the gender differences with respect to the combinations of internalized dispositions most related to shame may be explained by Benjamin's (1974, 1984) principle of introjection. Most of the women's shame-related internalized dispositions were oriented toward the negative affiliation side of the SASB circumplex. The shame-related parental dispositions reported by the women also were oriented toward negative affiliation. In contrast, the internalized and caretakers' dispositions associated with greater feelings of shame in men were located primarily on the positive affiliation sides of the Focus On Other and Intrapsychic surfaces. In accordance with the principle of introjection, one would expect differences in shame-related internalized dispositions between men and women if, as children, their shame-related experiences with their parents were different.

Subsequent analyses were performed in order to determine the empirical relationship between the participants' self-directed dispositions and their perceptions of their parents' interpersonal dispositions. The results indicated that the participants' self-directed attitudes and behaviors were only slightly related to the manner in which they experienced their mothers or fathers. More specifically, the amount of freedom the participants allowed themselves compared to the amount of restraint they exerted over their own behaviors was not related to perceived parental treatment. However, the extent to which participants' acted toward themselves in self-loving and self-rejecting ways was moderately associated with perceptions of maternal and paternal affiliation and paternal interdependence.

Caution is in order when interpreting these results. The weighted affiliation scores from the maternal and paternal Focus On Other and Intrapsychic questionnaires were substantially skewed. As a result, the canonical correlations associated with these variables may have been lower than they otherwise might have been if the variables were normally distributed. The results pertaining to the interdependence variables, however, may be interpreted with greater confidence since the distributions of these variables were symmetrical.

Taking into consideration the above stated precaution, these findings provide limited support for Benjamin's (1974, 1984) principle of introjection. As hypothesized by Benjamin, there was a strong empirical relationship between the affiliation dimensions on the Focus On Other and Intrapsychic surfaces. In contrast, the interdependence dimensions were not statistically related. The finding that the interdependence dimension on the Focus On Other (paternal) surface was positively associated with the affiliation dimension on the Intrapsychic surface suggests that participants' tended to liken autonomy-giving with positive paternal affiliation and control with negative paternal affiliation. Such an interpretation would partially explain why the interdependence and affiliation dimension on the Focus On Other and Intrapsychic surfaces were related but the interdependence dimensions on the two surfaces were not. The university students who participated in the content validity study of the SASB questionnaires (Benjamin, 1985) also tended to equate the Focus On Other affiliation and interdependence dimensions.

Limitations

The generalizability of the results of this study is limited by the sample and sampling procedures. First, the target population for the study was college students, yet the sample was drawn from only one southeastern university. In addition, there was an under representation of male ($n = 44$) and nonwhite ($n = 16$) participants. Second, the participants were not randomly selected, but consisted of students enrolled in psychology classes who sought extra course credit. In short, the sample was not representative of college students at large. Therefore, extending the results to all college students may be inappropriate.

The use of a retrospective methodology to investigate past parental behavior limits the confidence that may be placed in the results. Retrospective data is susceptible to faulty recall, which results from the unintentional distortion of past events (Arrindell, Emmelkamp, Brilman, & Monsma, 1983). Faulty recall may be due to forgetfulness, the influences of intervening events that alter perceptions of the past, such as contemporary relationships with parents, and the influences of the participants' present personalities (Arrindell, et al, 1983; Halverson, 1988). Second, data based on memories about childhood are susceptible to deliberate falsification (Arrindell, et al, 1983; Halverson, 1988). The moderate associations between the Marlowe-Crowne Scale (MCS) and nine of the maternal and paternal Structural Analysis of Social Behavior (SASB) variables suggest that participants may have presented a socially desirable portrait of their parents on those nine SASB variables. The highly favorable ratings participants gave both their parents on the SASB variables belittling and blaming, attacking and rejecting, and ignoring and rejecting tend to support this conclusion. It is also

possible, however, that many of the students may have had very positive relationships with their parents, which their complimentary ratings accurately reflect. Nonetheless, the extent to which faulty recall or deliberate falsification may have biased the results remains an open question since no attempt was made to confirm the accuracy of the participants' memories. It should be kept in mind that the data represents the participants' phenomenological recall of their parents rather than an actual account of how their parents treated them.

Another limitation concerns the statistical properties of some of the variables and the variable-selection procedures used to identify variable subsets. The distributions of several of the SASB variables were severely skewed. The problem was particularly acute for the maternal and paternal variables belittling and blaming (1-6), attacking and rejecting (1-7), and ignoring and neglecting (1-8). The virtual lack of variation in the participants' responses on these variables may have resulted in an underestimation of the relationships between these variables and shame. Also, several of the predictor variables were highly correlated with each other. Because collinear variables may be considered measures of equivalent constructs (Wampold & Freund, 1987), any conclusions regarding the importance of one variable over another must be considered as tentative. For example, paternal belittling and blaming (1-6) and paternal ignoring and neglected (1-8) were highly related. While both variables were significant predictors in the regression model, it would be ill-advisable to conclude that ignoring and neglecting was the stronger predictor even though it was entered as the first variable in the selected model and had a larger standardized regression coefficient. Moreover, the fact that the variable

attacking and rejecting (1-7) was not included in the selected paternal caretaker model does not mean it is not an important predictor of shame given that it was highly correlated with both belittling and blaming and ignoring and neglected. Similarly, the paternal variables affirming and understanding (1-2), loving and approaching (1-3), and nurturing and protecting (1-4) were also highly correlated. Nurturing and protecting was included in the paternal model for the combined sample, and it was the only significant predictor in the paternal model for the male subsample.

Affirming and understanding and loving and approaching, however, were not contained in either of the paternal caretaker models. Again, it cannot be concluded that the variables having high intercorrelations are not also significant predictors of shame. Third, stepwise variable-selection procedures yield results that are highly dependent on the particular data set used in the analyses. Since no attempt was made to cross-validate the selected regression models with another sample, it cannot be ruled out that the variable-selection procedures may produce different solutions using another sample.

As stated, the results of the canonical correlation analyses also may have been affected by the nonnormal distributions of the weighted affiliation scores. The magnitudes of the empirical relationships between the Focus On Other (maternal and paternal) and Intrapsychic surfaces may have been spuriously low because the data was substantially skewed.

Finally, the limited number of men ($n = 44$) in the study raises questions about the amount of confidence that can be placed in the prediction equations derived exclusively from the male data set. The parameter estimates for these equations may be unreliable because of the small number of observations.

Implications for Future Research

The participants in the present study consisted of young adult university students between the ages of 18 and 25. Two of the previous studies that addressed the subject of shame and parent-child relationships (Garnett, 1991; Hamme, 1991) also used college student samples, while a third used a sample of nonclinical, middle-aged females (Hadley, 1991). Only Cook (1991a, 1991b) has investigated the relationship between shame and parent-child affiliations using a clinical population. Additional research using clinical samples seems appropriate because this population has yet to be adequately researched with regard to the subject in question.

The fact that the prediction equations differed substantially for males and females points to the need to further investigate the differential experiences of shame in the lives of young men and women. The present study seems to raise more questions than provide answers about the moderating effects of gender. For example, it was unclear why over half of the shame felt by the men in the study was associated with their past relationships with their mothers, yet only one fourth of the shame reported by the women was related to their maternal relationships. Moreover, it was puzzling that the shame reported by the females was associated primarily with negative parental dispositions (i.e., dispositions oriented toward the negative affiliation pole on the Focus On Other surface), while the shame reported by the males was related mainly to the absence of positive parental dispositions (i.e., dispositions located near the positive affiliation pole). The apparent lack of attention in the theoretical literature to shame and gender differences will need to be addressed if future research uncovers additional gender distinctions.

Cook (1991a) noted that the Internalized Shame Scale (ISS) was not influenced by social desirability. However, ISS scores were related significantly to the MCS in this study. The amount of variance in ISS scores explained by social desirability was 13.69% for the combined sample and 11.91% and 16.11% for the male and female subsamples, respectively. The variations in shame scores due to social desirability were removed by regressing MCS scores against ISS scores and using the residuals as the criterion variable in the subsequent regression analyses. Future researchers using the ISS also may want to consider controlling for the influences of social desirability response bias.

The use in this study of the SASB model had theoretical appeal but resulted in some statistical perplexities, which included (a) multicollinearity and (b) a lack of response variance on several Focus On Other variables. The latter problem, the lack of response variance, likely would be less of an issue using a clinical population, but this would need verification. If greater variability was not attained, other measures of caretakers' dispositions should be considered. The conundrum of multicollinearity is built into the SASB model and cannot be avoided. By design, adjacent clusters are highly correlated, as are clusters located opposite each other on a given surface (Benjamin, 1974, 1985). Future research using a wide spectrum of noncollinear parental variables is needed in order to better understand how various parenting behaviors are related to shame.

Benjamin has not addressed the issue of response variability when using the SASB with college students. Perhaps the students who participated in the SASB validity studies (Benjamin, 1985), who were mainly from the Midwest, were willing to report negative information about their parents. If

so, cultural differences between students from the Midwest and students from the Southeast may explain why the participants in the present study may have been reluctant to recount negative experiences with their parents. An alternative explanation is that questionnaire items designed to measure interaction points located near the negative affiliation pole of the Focus On Other surface (see Figure 1, page 34) may "pull" for overly positive responses because these items are so negatively worded. For example, the items "She murdered, killed, destroyed and left me as a useless heap", "She harshly punished and tortured me, took revenge", and "Just when he was needed most, my father abandoned me, left me alone with trouble" describe extremely acrimonious behaviors. The typical college student may deny any and all such parental attributes, even if somewhat veritable, simply because of the harshness with which the items are worded.

Researchers need to study other significant relationships, both past and contemporary, that shape and influence a person's emotional life. Relations with siblings (Kaufman, 1985), peers (Kohut, 1984), teachers (Kaufman, 1985), and spouses (Retzinger, 1991) are just some of the familiar and social bonds that have been implicated as potential sources of shame. Casting a wider net to include these relationships into the research literature on shame would add empirical understanding where little currently exists.

Finally, the theoretical premise of this study is that shame is a relational emotion inextricably linked to a person's most vital relationships. An alternative conceptualization, however, is that shame is best understood as a private emotion operating apart from the social milieu (Morrison, 1989). The most notable example from this school of thought is the traditional psychoanalytic perspective that shame results from the ego's failure to attain

the aspirations of the ego ideal (Freud, 1923/1960; Lewis, 1971; Piers & Singer, 1953). A substantial amount of variation in shames scores was not accounted for by either parental dispositions or internalized, self-directed dispositions. Future research that incorporates both relational variables and an ego-ego ideal discrepancy variable (e.g. Higgins, 1987) would provide much needed empirical data about the relative significance of these two classes of variables to the experience of shame.

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APPENDIXES

Appendix A
Informed Consent Form

INFORMED CONSENT FORM

You are being asked to participate in a research project entitled "The Relationships Among Perceptions of Early Parent-Child Relations and Feelings About Self". As implied in the project title, this study is about your childhood relationships with your primary maternal and paternal caretakers and your current feelings and behaviors toward yourself. In the study, you are requested to complete a brief biographical information sheet and five paper-and-pencil questionnaires. The anticipated duration of your involvement in this project is approximately 45 minutes.

As a participant in this study, your involvement is entirely voluntary and the information you provide is completely confidential. You have the option to refuse to participate in the study or withdraw from the study at any time without penalty. Neither your name nor any other identifying information will appear on the questionnaires or be associated with your answers. The questionnaires will be identified using numbers that are in no way connected with you. Furthermore, the raw data will be aggregated and only group results will be reported--no references will be made to any one individual's questionnaire responses.

There are no anticipated risks to you as a result of your participation in this research project. When filling out the questionnaires, you may personally benefit by gaining a new understanding of your childhood experiences with your significant caretakers and your current relationship with yourself. Additionally, when this project is completed in about six months, you may obtain your individual scores and a summary of the study results which may provide you with further understanding. After you complete and return the research questionnaires, you will be given specific information about how you can obtain your individual scores and a copy of the study results. If you have any questions about the study, please feel free to contact Stephen G. Semands, Department of Educational and Counseling Psychology, 108 Claxton Education Building, The University of Tennessee, Knoxville, TN 37996-3400, (615) 974-5131. If you agree to participate in this research study, please sign this informed consent form.

I HAVE READ THE ABOVE INFORMATION AND I AGREE TO PARTICIPATE IN THIS RESEARCH STUDY.

Signature of Participant

Date

Appendix B
Questionnaires

1	2	3	4	5
NEVER	SELDOM	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

1 2 3 4 5 13. I have an overpowering dread that my faults will be revealed in front of others.

1 2 3 4 5 14. I feel I have a number of good qualities.

1 2 3 4 5 15. I see myself striving for perfection only to continually fall short.

1 2 3 4 5 16. I think other are able to see my defects.

1 2 3 4 5 17. I could beat myself over the head with a club when I make a mistake.

1 2 3 4 5 18. On the whole, I am satisfied with myself.

1 2 3 4 5 19. I would like to shrink away when I make a mistake.

1 2 3 4 5 20. I replay painful events over and over in my mind until I am overwhelmed.

1 2 3 4 5 21. I feel I am a person of worth at least on an equal plane with others.

1 2 3 4 5 22. At times I feel like I will break into a thousand pieces.

1 2 3 4 5 23. I feel as if I have lost control over my body functions and my feelings.

1 2 3 4 5 24. Sometimes I feel no bigger than a pea.

1 2 3 4 5 25. At times I feel so exposed that I wish the earth would open up and swallow me.

1 2 3 4 5 26. I have this painful gap within me that I have not been able to fill.

1 2 3 4 5 27. I feel empty and unfulfilled.

1 2 3 4 5 28. I take a positive attitude toward myself.

1 2 3 4 5 29. My loneliness is more like emptiness.

1 2 3 4 5 30. I feel like there is something missing.

Directions: Please use the scale which appears at the left of each question and circle how well each question describes **YOUR PRIMARY MATERNAL (FEMALE) CARETAKER WHEN YOU WERE A CHILD.**

SCALE

Never, 0 10 20 30 40 50 | 60 70 80 90 100 Always,
not at all perfectly

A rating of less than 50 indicates "false"; a rating of 50 or more indicates "true".

- | | |
|------------------------------------|---|
| 0 10 20 30 40 50 60 70 80 90 100 | 1. With much kindness and good sense, she figured out and explained things to me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 2. She made me follow her rules and ideas of what was right and proper. |
| 0 10 20 30 40 50 60 70 80 90 100 | 3. She put me down, told me my ways were wrong and her ways were better. |
| 0 10 20 30 40 50 60 70 80 90 100 | 4. She angrily left me out. She completely refused to have anything to do with me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 5. She murdered, killed, destroyed and left me as a useless heap. |
| 0 10 20 30 40 50 60 70 80 90 100 | 6. She warmly, cheerfully invited me to be in touch with her as often as I wanted. |
| 0 10 20 30 40 50 60 70 80 90 100 | 7. With gentle, loving tenderness, she connected affectionately if I seemed to want it. |
| 0 10 20 30 40 50 60 70 80 90 100 | 8. She got me interested and taught me how to understand and do things. |
| 0 10 20 30 40 50 60 70 80 90 100 | 9. She accused and blamed me. She tried to get me to believe and say I was wrong. |
| 0 10 20 30 40 50 60 70 80 90 100 | 10. Full of happy smiles, she lovingly greeted me just as I was. |
| 0 10 20 30 40 50 60 70 80 90 100 | 11. She harshly punished and tortured me, took revenge. |
| 0 10 20 30 40 50 60 70 80 90 100 | 12. She clearly understood me and liked me even when we disagreed. |
| 0 10 20 30 40 50 60 70 80 90 100 | 13. She gently, lovingly stroked and soothed me without asking for anything in return. |
| 0 10 20 30 40 50 60 70 80 90 100 | 14. She butted in and took over, blocked and restricted me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 15. She ripped me off, tore, stole, grabbed all she could from me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 16. She misled me, disguised things, tried to throw me off track. |
| 0 10 20 30 40 50 60 70 80 90 100 | 17. She provided for, nurtured, took care of me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 18. She let me speak freely and heard me even if we disagreed. |

SCALE

Never, 0 10 20 30 40 50 | 60 70 80 90 100 Always,
not at all perfectly

A rating of less than 50 indicates "false"; a rating of 50 or more indicates "true".

- | | |
|------------------------------------|---|
| 0 10 20 30 40 50 60 70 80 90 100 | 19. She just didn't notice or pay attention to me at all. |
| 0 10 20 30 40 50 60 70 80 90 100 | 20. Without concern, she let me do and be anything at all. |
| 0 10 20 30 40 50 60 70 80 90 100 | 21. Believing it was really for my own good, she checked often on me and reminded me of what should be done. |
| 0 10 20 30 40 50 60 70 80 90 100 | 22. She left me free to do and be what ever I thought was best. |
| 0 10 20 30 40 50 60 70 80 90 100 | 23. She forgot all about me, our agreements, plans. |
| 0 10 20 30 40 50 60 70 80 90 100 | 24. Looking very mean, she followed me and tried to hurt me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 25. She controlled me in a matter-of-fact way. She had the habit of taking charge of everything. |
| 0 10 20 30 40 50 60 70 80 90 100 | 26. Believing I did things well, she left me to do them my own way. |
| 0 10 20 30 40 50 60 70 80 90 100 | 27. She angrily left me to go without what I needed very much even when she easily could have given it to me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 28. She really heard me, acknowledged my views even if we disagreed. |
| 0 10 20 30 40 50 60 70 80 90 100 | 29. She paid close attention to me so she could figure out all of my needs and take care of everything. |
| 0 10 20 30 40 50 60 70 80 90 100 | 30. She liked me and thought I was fine just as I was. |
| 0 10 20 30 40 50 60 70 80 90 100 | 31. Believing she really knew what was best for me, she told me exactly what to do, be, think. |
| 0 10 20 30 40 50 60 70 80 90 100 | 32. She ignored the facts and offered me unbelievable nonsense and craziness. |
| 0 10 20 30 40 50 60 70 80 90 100 | 33. She lovingly looked after my interests and took steps to protect me. She actively backed me up. |
| 0 10 20 30 40 50 60 70 80 90 100 | 34. Just when she was needed most, she abandoned me, left me alone with trouble. |
| 0 10 20 30 40 50 60 70 80 90 100 | 35. She neglected me, my interests, needs. |
| 0 10 20 30 40 50 60 70 80 90 100 | 36. She peacefully left me completely on my own. |

SCALE

Never, 0 10 20 30 40 50 | 60 70 80 90 100 Always,
not at all perfectly

A rating of less than 50 indicates "false"; a rating of 50 or more indicates "true".

- | | |
|------------------------------------|---|
| 0 10 20 30 40 50 60 70 80 90 100 | 1. He got me interested and taught me how to understand and do things. |
| 0 10 20 30 40 50 60 70 80 90 100 | 2. He warmly, cheerfully invited me to be in touch with his as often as I wanted. |
| 0 10 20 30 40 50 60 70 80 90 100 | 3. He ignored the facts and offered me unbelievable nonsense and craziness. |
| 0 10 20 30 40 50 60 70 80 90 100 | 4. He forgot all about me, our agreements, plans. |
| 0 10 20 30 40 50 60 70 80 90 100 | 5. He made me follow his rules and ideas of what was right and proper. |
| 0 10 20 30 40 50 60 70 80 90 100 | 6. He ripped me off, tore, stole, grabbed all he could from me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 7. With gentle, loving tenderness, he connected affectionately if I seemed to want it. |
| 0 10 20 30 40 50 60 70 80 90 100 | 8. With much kindness and good sense, he figured out and explained things to me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 9. He accused and blamed me. He tried to get me to believe and say I was wrong. |
| 0 10 20 30 40 50 60 70 80 90 100 | 10. He put me down, told me my ways were wrong and his ways were better. |
| 0 10 20 30 40 50 60 70 80 90 100 | 11. Believing he really knew what was best for me, he told me exactly what to do, be, think. |
| 0 10 20 30 40 50 60 70 80 90 100 | 12. He just didn't notice or pay attention to me at all. |
| 0 10 20 30 40 50 60 70 80 90 100 | 13. He provided for, nurtured, took care of me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 14. He harshly punished and tortured me, took revenge. |
| 0 10 20 30 40 50 60 70 80 90 100 | 15. He gently, lovingly stroked and soothed me without asking for anything in return. |
| 0 10 20 30 40 50 60 70 80 90 100 | 16. Believing I did things well, he left me to do them my own way. |
| 0 10 20 30 40 50 60 70 80 90 100 | 17. Believing it was really for my own good, he checked often on me and reminded me of what should be done. |

SCALE

Never, 0 10 20 30 40 50 | 60 70 80 90 100 Always,
not at all perfectly

A rating of less than 50 indicates "false"; a rating of 50 or more indicates "true".

- | | |
|------------------------------------|---|
| 0 10 20 30 40 50 60 70 80 90 100 | 18. He misled me, disguised things, tried to throw me off track. |
| 0 10 20 30 40 50 60 70 80 90 100 | 19. He controlled me in a matter-of-fact way. He had the habit of taking charge of everything. |
| 0 10 20 30 40 50 60 70 80 90 100 | 20. He let me speak freely and heard me even if we disagreed. |
| 0 10 20 30 40 50 60 70 80 90 100 | 21. Just when he was needed most, he abandoned me, left me alone with trouble. |
| 0 10 20 30 40 50 60 70 80 90 100 | 22. He murdered, killed, destroyed and left me as a useless heap. |
| 0 10 20 30 40 50 60 70 80 90 100 | 23. He really heard me, acknowledged my views even if we disagreed. |
| 0 10 20 30 40 50 60 70 80 90 100 | 24. Full of happy smiles, he lovingly greeted me just as I was. |
| 0 10 20 30 40 50 60 70 80 90 100 | 25. Without concern, he let me do and be anything at all. |
| 0 10 20 30 40 50 60 70 80 90 100 | 26. He clearly understood me and liked me even when we disagreed. |
| 0 10 20 30 40 50 60 70 80 90 100 | 27. He left me free to do and be what ever I thought was best. |
| 0 10 20 30 40 50 60 70 80 90 100 | 28. He butted in and took over, blocked and restricted me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 29. Looking very mean, he followed me and tried to hurt me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 30. He angrily left me out. He completely refused to have anything to do with me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 31. He lovingly looked after my interests and took steps to protect me. He actively backed me up. |
| 0 10 20 30 40 50 60 70 80 90 100 | 32. He paid close attention to me so he could figure out all of my needs and take care of everything. |
| 0 10 20 30 40 50 60 70 80 90 100 | 33. He peacefully left me completely on my own. |
| 0 10 20 30 40 50 60 70 80 90 100 | 34. He liked me and thought I was fine just as I was. |
| 0 10 20 30 40 50 60 70 80 90 100 | 35. He angrily left me to go without what I needed very much even when he easily could have given it to me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 36. He neglected me, my interests, needs. |

SCALE

Never, 0 10 20 30 40 50 | 60 70 80 90 100 Always,
not at all perfectly

A rating of less than 50 indicates "false"; a rating of 50 or more indicates "true".

- | | |
|------------------------------------|--|
| 0 10 20 30 40 50 60 70 80 90 100 | 18. I gently and warmly stroke and appreciate myself for just being me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 19. I keep an eye on myself to be sure I am doing what should and ought to be done. |
| 0 10 20 30 40 50 60 70 80 90 100 | 20. I try very hard to make myself be like an ideal. |
| 0 10 20 30 40 50 60 70 80 90 100 | 21. I comfortably let myself hear and go by my own deepest inner feelings. |
| 0 10 20 30 40 50 60 70 80 90 100 | 22. Even when it means harming myself greatly, I let my own sickness and injury go unattended. |
| 0 10 20 30 40 50 60 70 80 90 100 | 23. I put all kinds of energy into making sure I follow the right standards and am proper. |
| 0 10 20 30 40 50 60 70 80 90 100 | 24. I harshly punish, torture myself; I "take it out" on myself. |
| 0 10 20 30 40 50 60 70 80 90 100 | 25. I make myself do and be things which are known not to be right for me. I fool myself. |
| 0 10 20 30 40 50 60 70 80 90 100 | 26. I just let myself go along with today as it is and don't plan for tomorrow. |
| 0 10 20 30 40 50 60 70 80 90 100 | 27. I comfortably look after my own interests and protect myself. |
| 0 10 20 30 40 50 60 70 80 90 100 | 28. I let myself drift with the moment; I have no internal direction, goals, or standards. |
| 0 10 20 30 40 50 60 70 80 90 100 | 29. I put a lot of energy into figuring out what I'm going to need for myself and how to get it. |
| 0 10 20 30 40 50 60 70 80 90 100 | 30. I freely, easily, and confidently let myself do whatever comes naturally. |
| 0 10 20 30 40 50 60 70 80 90 100 | 31. I understand and like myself just as I am. I feel solid, "together". |
| 0 10 20 30 40 50 60 70 80 90 100 | 32. Without concern, I just let myself be free to turn into whatever I will. |
| 0 10 20 30 40 50 60 70 80 90 100 | 33. I am reckless; I carelessly let myself end up in self-destructive situations. |
| 0 10 20 30 40 50 60 70 80 90 100 | 34. I keep myself open to connecting with people, places, or things which would be very good for me. |
| 0 10 20 30 40 50 60 70 80 90 100 | 35. I put myself down, tell myself that I have done everything wrong and that others can do better. |
| 0 10 20 30 40 50 60 70 80 90 100 | 36. I think up ways to hurt and destroy myself. I am my own worst enemy. |

Marlowe-Crowne Scale

Directions: Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you.

- | | | |
|---|---|--|
| T | F | 1. Before voting I thoroughly investigate the qualifications of all the candidates. |
| T | F | 2. I never hesitate to go out of my way to help someone in trouble. |
| T | F | 3. It is sometimes hard for me to go on with my work if I am not encouraged. |
| T | F | 4. I have never intensely disliked anyone. |
| T | F | 5. On occasion I have had doubts about my ability to succeed in life. |
| T | F | 6. I sometimes feel resentful when I don't get my way. |
| T | F | 7. I am always careful about my manner of dress. |
| T | F | 8. My table manners at home are as good as when I eat out in a restaurant. |
| T | F | 9. If I could get into a movie without paying and be sure I was not seen, I would probably do it. |
| T | F | 10. On a few occasions, I have given up doing something because I thought too little of my ability. |
| T | F | 11. I like to gossip at times. |
| T | F | 12. There have been times when I felt like rebelling against people in authority even though I knew they were right. |
| T | F | 13. No matter who I'm talking to, I'm always a good listener. |
| T | F | 14. I can remember "playing sick" to get out of something. |
| T | F | 15. There have been occasions when I took advantage of someone. |
| T | F | 16. I'm always willing to admit it when I make a mistake. |

- | | | |
|---|---|--|
| T | F | 17. I always try to practice what I preach. |
| T | F | 18. I don't find it particularly difficult to get along with loud-mouthed, obnoxious people. |
| T | F | 19. I sometimes try to get even, rather than forgive and forget. |
| T | F | 20. When I don't know something I don't at all mind admitting it. |
| T | F | 21. I am always courteous, even to people who are disagreeable. |
| T | F | 22. At times I have really insisted on having things my own way. |
| T | F | 23. There have been occasions when I felt like smashing things. |
| T | F | 24. I would never think of letting someone else be punished for my wrongdoings. |
| T | F | 25. I never resent being asked to return a favor. |
| T | F | 26. I have never been irked when people expressed ideas very different from my own. |
| T | F | 27. I never make a long trip without checking the safety of my car. |
| T | F | 28. There have been times when I was quite jealous of the good fortune of others. |
| T | F | 29. I have almost never felt the urge to tell someone off. |
| T | F | 30. I am sometimes irritated by people who ask favors of me. |
| T | F | 31. I have never felt that I was punished without cause. |
| T | F | 32. I sometimes think when people have a misfortune they only got what they deserved. |
| T | F | 33. I have never deliberately said something that hurt someone's feelings. |

Appendix C
Debriefing Statement

Debriefing Statement

You have just completed the research questionnaires for the research project entitled "The Relationships Among Perceptions of Early Parent-Child Relations and Feelings About Self". The purpose of this research is to investigate how feelings of shame are related to how you were treated by your parental figures in childhood. In addition, this study examines how shame is related to your internalized feelings and behaviors toward yourself. It is thought that persons treat themselves in ways that mirror how they were treated by significant other persons early in life. This project was designed to empirically investigate this hypothesis.

You can receive feedback about your individual scores as well as group results. A score request form will be given to you in order that you may receive this information if you wish. If you have any questions or concerns, please contact the project director whose name appears on the score request form. Please return this Debriefing Statement before leaving the testing room. In addition, **please do not discuss this research with other potential participants so as not to bias the results.** Thank you for your cooperation.

Appendix D
Score Request

TAKE THIS FORM WITH YOU

Request For Project Results

PROJECT TITLE: "The Relationships Among Perceptions of Early Parent-Child Relations and Feelings About Self"

To obtain a copy of your individual scores, a brief explanation of the meaning of your scores, and a summary of the study results, please follow the procedures outlined below.

1. In order to ensure the confidentiality of participants' scores, all questionnaires are identified only by code numbers. Therefore, you must return this request form with your participant number. DO NOT write your name or any other identifying information on this request form.

Your identification number is: _____

2. Mail a self-addressed stamped envelop along with this request form to the following address:

Stephen G. Semands
Department of Educational and Counseling Psychology
108 Claxton Education Building
The University of Tennessee at Knoxville
Knoxville, TN 37996-3400

Your name or address will not be linked to your anonymous identification number in any way and no records will be maintained with regard to who requests score reports. The confidentiality of participants will be absolutely ensured. If you prefer, you may even address the return envelop with your first name only or with a pseudonym, followed by your address.

Results from the study will be available approximately six months from the date you completed the questionnaires.

Appendix E
Univariate Normality

Table E-1

Results of Univariate Skewness and Kurtosis Analyses

Variable	W:Normal	Pr<W ^a	Skewness	Kurtosis
Internalize Shame Scale	.95	.0014*	.56	-.24
Marlowe-Crowne Scale	.98	.3041	.04	-.35
<u>Focus On Other: Maternal</u>				
Freeing and Forgetting, 1-1	.96	.0072*	.17	-.60
Affirming and Understanding, 1-2	.86	.0001*	-1.47	2.40
Loving and Approaching, 1-3	.79	.0001*	-1.86	3.65
Nurturing and Protecting, 1-4	.86	.0001*	-1.46	2.16
Watching and Controlling, 1-5	.97	.0696	.27	-.31
Belittling and Blaming, 1-6	.69	.0001*	2.13	4.66
Attacking and Rejecting, 1-7	.45	.0001*	4.33	22.37
Ignoring and Neglecting, 1-8	.60	.0001*	2.69	7.87
Weighted Affiliation	.78	.0001*	-2.21	6.21
Weighted Interdependence	.99	.6982	-.13	.11
<u>Focus On Other: Paternal</u>				
Freeing and Forgetting, 1-1	.97	.3187	-.23	.06
Affirming and Understanding, 1-2	.91	.0001*	-.98	.63
Loving and Approaching, 1-3	.89	.0001*	-.94	.19
Nurturing and Protecting, 1-4	.87	.0001*	-1.32	1.65
Watching and Controlling, 1-5	.98	.2803	.20	-.018
Belittling and Blaming, 1-6	.67	.0001*	2.04	3.91
Attacking and Rejecting, 1-7	.54	.0001*	2.62	6.56
Ignoring and Neglecting, 1-8	.71	.0001*	1.91	3.33
Weighted Affiliation	.84	.0001*	-1.51	2.13
Weighted Interdependence	.99	.7287	.27	2.05
<u>Intrapsychic</u>				
Spontaneous Self, 3-1	.98	.2084	.30	.14
Self-Accepting and Exploring, 3-2	.96	.0027*	-.44	-.18
Self-Loving and Cherishing, 3-3	.96	.0048*	-.26	-.66
Self-Nourishing and Enhancing, 3-4	.96	.0021*	-.63	.52
Self-Monitoring and Restraining, 3-5	.97	.0303	-.32	-.20
Self-Indicting and Oppressing, 3-6	.94	.0001*	.49	-.49
Self-Rejecting and Destroying, 3-7	.86	.0001*	1.09	.51
Daydreaming and				
Neglecting of Self, 3-8	.89	.0001*	.94	.12
Weighted Affiliation	.94	.0001*	-.66	-.18
Weighted Interdependence	.99	.9973	-.21	1.09

^aPr<W is defined as the probability less than W, which is the Shapiro-Wilk statistic.

*Pr<W values $\leq .01$ indicate nonnormality.

Appendix F
SASB Means

/

Table F-1

Means and Standard Deviations of Structural Analysis of Social Behavior Cluster Scores

Variable	Males ^a		Females ^b	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
<u>Focus On Other: Maternal</u>				
Freeing and Forgetting, 1-1	39.05	16.67	42.43	15.69
Affirming and Understanding, 1-2	83.98	12.38	79.08	19.98
Loving and Approaching, 1-3	87.49	11.39	83.85	18.54
Nurturing and Protecting, 1-4	83.18	10.67	79.75	19.18
Watching and Controlling, 1-5	44.36	14.89	46.13	15.98
Belittling and Blaming, 1-6	7.44	10.42	11.60	17.90
Attacking and Rejecting, 1-7	2.50	5.32	4.25	11.14
Ignoring and Neglecting, 1-8	5.74	10.50	9.21	16.82
<u>Focus On Other: Paternal</u>				
Freeing and Forgetting, 1-1	48.64	13.48	47.08	17.66
Affirming and Understanding, 1-2	71.04	20.69	71.85	22.91
Loving and Approaching, 1-3	72.32	21.42	70.95	25.89
Nurturing and Protecting, 1-4	77.56	14.57	72.98	24.84
Watching and Controlling, 1-5	47.59	16.95	42.83	18.90
Belittling and Blaming, 1-6	9.77	12.95	12.19	19.88
Attacking and Rejecting, 1-7	4.46	8.59	6.25	13.78
Ignoring and Neglecting, 1-8	11.42	15.67	14.46	22.05
<u>Intrapsychic</u>				
Spontaneous Self, 3-1	36.22	16.54	31.45	14.23
Self-Accepting and Exploring, 3-2	66.76	18.07	64.29	18.47
Self-Loving and Cherishing, 3-3	69.26	16.92	66.23	16.96
Self-Nourishing and Enhancing, 3-4	74.89	14.17	76.17	12.89
Self-Monitoring and Restraining, 3-5	66.73	14.69	63.13	14.58
Self-Indicting and Oppressing, 3-6	30.00	22.09	29.69	19.86
Self-Rejecting and Destroying, 3-7	20.00	18.09	18.40	18.15
Daydreaming and Neglecting of Self, 3-8	25.06	17.99	22.19	16.64

Note. Means range from 0 to 100. Higher means indicate more of a characteristic. None of the male and female SASB means were significantly different at the .05 level.

^a $n=44$. ^b $n=120$.

Table F-2

Means and Standard Deviations of Social Analysis of Structural Behavior
Weighted Affiliation and Interdependence Scores

Variable	<u>M</u>	<u>SD</u>
<u>Focus On Other: Maternal</u>		
Weighted Affiliation	5991	1987
Weighted Interdependence	-228	1227
<u>Focus On Other: Paternal</u>		
Weighted Affiliation	4939	2716
Weighted Interdependence	87	1407
<u>Intrapsychic</u>		
Weighted Affiliation	3694	2165
Weighted Interdependence	-1578	1190

Appendix G

Tests of Multicollinearity: Intercorrelational,
Variance Inflation, and Principle Components Analyses

Table G - 1

Intercorrelations Between Internalized Shame Scale, Marlowe-Crowne Scale, and Focus On Other, Maternal Scores

	ISS	MC	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
ISS	--	-.37**	.13	-.34**	-.42**	-.39**	.15	.40**	.46**	.39**
MC	--	--	.05	.28**	.25**	.27**	-.07	-.18*	-.10	-.13
1-1	--	--	--	.15	.01	-.07	-.27**	-.02	.12	.15
1-2	--	--	--	--	.85**	.76**	-.30**	-.58**	-.48**	.61**
1-3	--	--	--	--	--	.88**	-.20*	-.57**	-.57**	-.70**
1-4	--	--	--	--	--	--	-.09	-.55**	-.47**	-.67**
1-5	--	--	--	--	--	--	--	.48**	.28**	.33**
1-6	--	--	--	--	--	--	--	--	.79**	.74**
1-7	--	--	--	--	--	--	--	--	--	.78**
1-8	--	--	--	--	--	--	--	--	--	--

Note. ISS = Internalized Shame Scale, MC = Marlowe-Crowne Scale, G = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

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

Table G - 2

Intercorrelations Between Internalized Shame Scale, Marlowe-Crowne Scale, and Focus On Other, Paternal Scores

	ISS	MC	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
ISS	--	-.37**	.12	-.37**	-.32**	-.36**	.23**	.51**	.43**	.50**
MC	--	--	.01	.26**	.18*	.20**	-.08	-.22**	-.14	-.19*
1-1	--	--	--	.14	-.02	-.05	-.24**	-.02	.08	.19*
1-2	--	--	--	--	.81**	.82**	-.33**	-.71**	-.62**	.69**
1-3	--	--	--	--	--	.88**	-.10	-.64**	-.62**	-.71**
1-4	--	--	--	--	--	--	-.02	-.68**	-.66**	-.81**
1-5	--	--	--	--	--	--	--	.38**	.26**	.11
1-6	--	--	--	--	--	--	--	--	.79**	.77**
1-7	--	--	--	--	--	--	--	--	--	.82**
1-8	--	--	--	--	--	--	--	--	--	--

Note. ISS = Internalized Shame Scale, MC = Marlowe-Crowne Scale, G = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

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

Table G - 3

Intercorrelations Between Internalized Shame Scale, Marlowe-Crowne Scale, and Intrapsychic Scores

	ISS	MC	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8
ISS	--	-.37**	.25**	-.56**	-.62**	-.40**	-.02	.71**	.65**	.61**
MC	--	--	-.22**	.24**	.32**	.18*	.21**	-.34**	-.27**	-.38**
3-1	--	--	--	.06	-.11	-.27**	-.15	.31**	.38**	.59**
3-2	--	--	--	--	.72**	.52**	.15	-.55**	-.44**	-.33**
3-3	--	--	--	--	--	.68**	.31**	-.57**	-.46**	-.46**
3-4	--	--	--	--	--	--	.41**	-.37**	-.43**	-.49**
3-5	--	--	--	--	--	--	--	.04	-.01	-.16*
3-6	--	--	--	--	--	--	--	--	.75**	.63**
3-7	--	--	--	--	--	--	--	--	--	.69**
3-8	--	--	--	--	--	--	--	--	--	--

Note. ISS = Internalized Shame Scale, MC = Marlowe-Crowne Scale, G = gender, 3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.
 * $p < .05$. ** $p < .01$.

Table G-4

Variance Inflation Factors for Preliminary Predictor Subsets

Preliminary Subset	VIF ^a
<u>Maternal Caretaker</u>	
Gender	1.03
Freeing and Forgetting, 1-1	1.29
Affirming and Understanding, 1-2	4.11
Loving and Approaching, 1-3	7.27
Nurturing and Protecting, 1-4	5.28
Watching and Controlling, 1-5	1.61
Belittling and Blaming, 1-6	3.09
Attacking and Rejecting, 1-7	3.02
Ignoring and Neglecting, 1-8	4.27
<u>Paternal Caretaker</u>	
Gender	1.06
Freeing and Forgetting, 1-1	1.26
Affirming and Understanding, 1-2	5.07
Loving and Approaching, 1-3	5.20
Nurturing and Protecting, 1-4	8.50
Watching and Controlling, 1-5	1.74
Belittling and Blaming, 1-6	3.87
Attacking and Rejecting, 1-7	4.02
Ignoring and Neglecting, 1-8	6.00
<u>Intrapsychic</u>	
Gender	1.06
Spontaneous Self, 3-1	1.82
Self-Accepting and Exploring, 3-2	2.51
Self-Loving and Cherishing, 3-3	3.28
Self-Nourishing and Enhancing, 3-4	2.36
Self-Monitoring and Restraining, 3-5	1.38
Self-Indicting and Oppressing, 3-6	3.24
Self-Rejecting and Destroying, 3-7	2.86
Daydreaming and Neglecting of Self, 3-8	2.88

^aVIF = variance inflation factor.

Table G - 5

Results from Principle Components Analysis using Maternal Focus On Other and Gender Variables

Condition		Variance Proportion								
		G	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
7.11	4.457	.001	.000	.009	.005	.007	.005	.001	.010	.009
	1.313	.023	.321	.001	.001	.006	.168	.004	.001	.002
	1.049	.199	.076	.022	.014	.023	.099	.023	.027	.006
	.960	.737	.049	.012	.002	.003	.002	.007	.027	.008
	.486	.026	.437	.018	.004	.009	.439	.010	.181	.008
	.271	.001	.001	.017	.023	.031	.110	.747	.258	.006
	.218	.010	.124	.406	.000	.143	.043	.094	.083	.325
	.159	.002	.000	.306	.057	.189	.107	.009	.251	.627
	.088	.000	.001	.210	.895	.591	.027	.096	.162	.009

Note. G = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table G - 6

Results from Principle Components Analysis using Paternal Focus On Other and Gender Variables

Condition		Variance Proportion								
		G	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
7.79	4.744	.000	.000	.007	.007	.004	.002	.009	.008	.006
	1.349	.034	.229	.004	.001	.002	.192	.003	.000	.004
	1.039	.689	.159	.000	.000	.001	.011	.000	.001	.001
	.835	.166	.197	.103	.025	.011	.162	.019	.027	.003
	.460	.086	.298	.048	.047	.006	.214	.033	.127	.026
	.196	.002	.019	.004	.010	.002	.123	.895	.274	.036
	.165	.000	.001	.210	.475	.013	.000	.036	.159	.276
	.134	.005	.083	.635	.060	.064	.241	.004	.318	.258
	.078	.017	.013	.078	.376	.896	.054	.002	.087	.390

Note. G = gender, 1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table G - 7

Results from Principle Components Analysis using Intrapsychic and Gender Variables

Condition		Variance Proportion								
		G	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8
4.65	3.917	.000	.007	.013	.013	.015	.004	.013	.015	.015
	1.477	.093	.095	.036	.024	.014	.062	.005	.014	.022
	1.198	.005	.083	.029	.001	.027	.287	.030	.013	.004
	.939	.813	.025	.016	.005	.020	.001	.004	.006	.008
	.429	.072	.134	.000	.023	.276	.618	.063	.079	.001
	.349	.005	.352	.183	.056	.326	.004	.026	.245	.008
	.258	.001	.263	.004	.015	.037	.012	.033	.181	.908
	.252	.006	.023	.701	.342	.000	.000	.242	.055	.032
	.182	.005	.017	.018	.521	.286	.011	.586	.394	.003

Note. G = gender, 3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Appendix H
Variable-Selection Procedures

Table H-1

Females Only: Results from Variable-Selection Procedures using Maternal Caretakers' Dispositions

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	1-7	.0001	.2096	3.94	2
2	FS, STEP, MR, BE	2	1-7 1-1	.0001 .0434	.2368	1.81	3
3	FS, MR, BE	3	1-7 1-1 1-5	.0001 .0174 .1816	.2485	2.04	4
4	FS, MR, BE	4	1-7 1-1 1-5 1-3	.0013 .0152 .2125 .3389	.2545	3.13	5
5	FS, MR BE	5	1-7 1-1 1-5 1-3 1-8	.0007 .0067 .1245 .1120 .1815	.2661	3.37	6
6	MR, BE	6	1-7 1-1 1-5 1-3 1-8 1-2	.0008 .0122 .1016 .1777 .1919 .6264	.2677	5.13	7

n=120.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-1 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	MR, BE	7	1-7	.0020	.2685	7.00	8
			1-1	.0117			
			1-5	.1353			
			1-3	.1698			
			1-8	.1813			
			1-2	.5865			
			1-6	.7187			
8	MR, BE	8	1-7	.0033	.2685	9.00	9
			1-1	.0121			
			1-5	.1580			
			1-8	.1970			
			1-3	.2736			
			1-2	.5889			
			1-6	.7208			
			1-4	.9753			

n=120.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-2

Males Only: Results from Variable-Selection Procedures using Maternal Caretakers' Dispositions

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	1-4	.0003	.2695	26.60	2
2	FS, STEP, MR	2	1-4 1-6	.0018 .0292	.3505	21.22	3
3	FS, STEP, MR	3	1-4 1-6 1-2	.0001 .0044 .0046	.4701	12.31	4
4	FS, STEP, MR	4	1-4 1-2 1-6 1-1	.0001 .0006 .0011 .0253	.5347	8.43	5
5	FS	5	1-4 1-2 1-1 1-6 1-7	.0001 .0003 .0245 .0638 .1969	.5549	8.58	6
6	MR, BE	5	1-4 1-2 1-7 1-8 1-1	.0001 .0003 .0006 .0189 .0208	.5788	6.40	6

n=44.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-2 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	FS, MR, BE	6	1-4	.0001	.5996	6.51	7
			1-2	.0002			
			1-1	.0143			
			1-7	.0194			
			1-8	.0494			
			1-6	.1746			
8	FS, MR, BE	7	1-4	.0001	.6097	7.58	8
			1-2	.0003			
			1-1	.0112			
			1-7	.0170			
			1-8	.0477			
			1-6	.1064			
9	FS, MR, BE	8	1-4	.0001	.6161	9.00	9
			1-2	.0007			
			1-1	.0091			
			1-7	.0136			
			1-8	.0412			
			1-6	.1119			
			1-5	.2996			
			1-3	.4513			

n=44.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-3

Females Only: Results from Variable-Selection Procedures using Paternal Caretakers' Dispositions

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	1-6	.0001	.2153	13.64	2
2	FS, STEP, MR	2	1-6 1-1	.0001 .0065	.2636	7.65	3
3	FS, STEP	3	1-6 1-1 1-5	.0001 .0023 .0937	.2813	6.73	4
4	MR	3	1-8 1-5 1-1	.0001 .0014 .0213	.2829	6.46	4
5	FS, STEP	4	1-1 1-5 1-8 1-6	.0109 .0367 .1184 .1398	.2964	6.23	5
6	MR, BE	4	1-6 1-4 1-8 1-1	.0024 .0129 .0200 .0602	.3075	4.39	5
7	FS, STEP, MR, BE	5	1-8 1-1 1-4 1-6 1-5	.0134 .0330 .0410 .0647 .1237	.3218	4.03	6

n=120.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-3 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
8	FS, MR, BE	6	1-8	.0128	.3248	5.54	7
			1-6	.0576			
			1-1	.0581			
			1-5	.0920			
			1-4	.2941			
			1-2	.4833			
9	FS, MR, BE	7	1-8	.0123	.3276	7.09	8
			1-6	.0448			
			1-1	.0575			
			1-5	.0804			
			1-4	.2745			
			1-2	.4961			
10	MR, BE	8	1-8	.0122	.3281	9.00	9
			1-6	.0467			
			1-1	.0615			
			1-5	.0805			
			1-4	.2952			
			1-2	.4714			
			1-7	.4802			
			1-3	.7716			

n=120.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-4

Males Only: Results from Variable-Selection Procedures using Paternal Caretakers' Dispositions

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	1-4	.0005	.2520	-.16	2
2	FS, STEP, MR, BE	2	1-4 1-5	.0007 .0968	.3012	-.78	3
3	FS, MR, BE	3	1-4 1-5 1-8	.0766 .1159 .3910	.3141	.53	4
4	FS, MR, BE	4	1-4 1-5 1-8 1-7	.0758 .1118 .1991 .3327	.3306	1.66	5
5	FS, MR, BE	5	1-4 1-8 1-5 1-7 1-1	.0961 .1583 .1860 .3294 .4620	.3402	3.14	6
6	MR, BE	6	1-8 1-5 1-4 1-7 1-1 1-3	.1632 .1775 .1919 .3298 .4516 .7284	.3424	5.03	7

n=44.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-4 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	MR, BE	7	1-8	.1719	.3429	7.00	8
			1-5	.2614			
			1-4	.3057			
			1-7	.3559			
			1-1	.4923			
			1-3	.7048			
			1-2	.8700			
8	MR, BE	8	1-8	.1965	.3429	9.00	9
			1-5	.2702			
			1-4	.3133			
			1-7	.3639			
			1-1	.5006			
			1-3	.7074			
			1-2	.8873			
			1-6	.9666			

n=44.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b1-1 = freeing and forgetting, 1-2 = affirming and understanding, 1-3 = loving and approaching, 1-4 = nurturing and protecting, 1-5 = watching and controlling, 1-6 = belittling and blaming, 1-7 = attacking and rejecting, 1-8 = ignoring and neglecting.

Table H-5

Females Only: Results from Variable-Selection Procedures Using Intrapsychic Dispositions

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	3-6	.0001	.4995	23.44	2
2	FS, STEP, MR	2	3-6 3-7	.0001 .0004	.5503	11.29	3
3	FS, STEP, MR	3	3-7 3-6 3-3	.0004 .0006 .0121	.5742	6.64	4
4	FS, STEP, MR, BE	4	3-7 3-3 3-6 3-5	.0004 .0012 .0042 .0216	.5934	3.29	5
5	FS, MR, BE	5	3-7 3-6 3-5 3-3 3-4	.0013 .0024 .0126 .0415 .2339	.5984	3.89	6
6	FS, MR, BE	6	3-6 3-7 3-5 3-3 3-4 3-8	.0052 .0070 .0114 .0460 .3204 .3530	.6015	5.03	7

n=120.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Table H-5 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	MR, BE	7	3-6	.0055	.6015	7.02	8
			3-7	.0075			
			3-5	.0118			
			3-3	.0491			
			3-4	.3330			
			3-8	.4272			
			3-1	.8962			
8	MR, BE	8	3-6	.0080	.6016	9.00	9
			3-7	.0080			
			3-5	.0123			
			3-3	.0964			
			3-4	.3575			
			3-8	.4262			
			3-1	.8719			
			3-2	.9030			

n=120.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Table H-6

Males Only: Results from Variable-Selection Procedures Using Intrapsychic Dispositions

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
1	FS, STEP, MR	1	3-2	.0003	.2657	12.65	2
2	FS, STEP, MR	2	3-2 3-8	.0012 .0052	.3944	5.42	3
3	FS, STEP, MR, BE	3	3-2 3-8 3-5	.0006 .0009 .0570	.4474	3.62	4
4	FS, MR, BE	4	3-8 3-5 3-2 3-3	.0013 .0246 .0252 .1553	.4756	3.60	5
5	FS, MR, BE	5	3-8 3-2 3-5 3-3 3-7	.0028 .0135 .0138 .0974 .2494	.4939	4.29	6
6	FS, MR, BE	6	3-8 3-5 3-2 3-3 3-7 3-1	.0030 .0169 .0252 .1206 .2185 .2824	.5096	5.16	7

n=44.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Table H-6 (Continued)

Model No.	Selection Technique ^a	No. of Predictors	Variables ^b	Prob F	R ²	C _p	p
7	MR, BE	7	3-8	.0031	.5118	7.01	8
			3-2	.0263			
			3-5	.0453			
			3-3	.1241			
			3-7	.2686			
			3-1	.2857			
			3-4	.6944			
8	MR, BE	8	3-8	.0049	.5118	9.00	9
			3-2	.0298			
			3-5	.0686			
			3-3	.1500			
			3-1	.2913			
			3-7	.3147			
			3-4	.7006			
			3-6	.9386			

n=44.

^aFS = forward selection, STEP = stepwise selection, MR = maximum R² improvement, BE = backward elimination.

^b3-1 = spontaneous self, 3-2 = self-accepting and exploring, 3-3 = self-loving and cherishing, 3-4 = self-nourishing and enhancing, 3-5 = self-monitoring and restraining, 3-6 = self-indicting and oppressing, 3-7 = self-rejecting and destroying, 3-8 = daydreaming and neglecting of self.

Appendix I
R2 Differences

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Table I-1

R² Differences for Selected Models Using Maternal Caretakers' Dispositions and Gender

Models	R ² Change	F(R ² Change)
1, 2	.0408	8.76**
2, 3	.0097	2.10
3, 4	.0104	2.67
4, 5	.0055	1.20
5, 6	.0036	.78
6, 7	.0043	.94
7, 8	.0013	.28
8, 9	.0017	.38

**p<.01.

Table I-2

R² Differences for Selected Models Using Paternal Caretakers' Dispositions and Gender

Models	R ² Change	F(R ² Change)
1, 2	.0444	9.57**
2, 3	.0255	5.66*
2, 4	.0374	8.43**
3, 4	.0119	2.68
3, 5	.0215	4.88*
3, 6	.0262	5.99*
4, 5	.0096	2.18
4, 6	.0143	3.27
5, 6	.0047	1.08
6, 7	.0070	1.61
6, 8	.0099	2.28
7, 8	.0029	.67
8, 9	.0096	2.23
9, 10	.0035	.81
10, 11	.0003	.07
11, 12	.0002	.05

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

Table I-3

R² Differences for Selected Models Using Intrapsychic Dispositions and Gender

Models	R ² Change	F(R ² Change)
1, 2	.0584	17.26**
2, 3	.0369	11.62**
3, 4	.0311	10.37**
3, 5	.0354	11.91**
4, 5	.0043	1.45
5, 6	.0127	4.36*
6, 7	.0200	7.14**
7, 8	.0074	2.67
8, 9	.0000	--
9, 10	.0000	--

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

Table I-4

Females Only: R^2 Differences for Selected Models using Maternal Caretakers' Dispositions

Models	R^2 Change	$F(R^2 \text{ Change})$
1, 2	.0272	4.17*
2, 3	.0117	1.81
3, 4	.0060	.93
4, 5	.0116	1.80
5, 6	.0016	.25
6, 7	.0008	.12
7, 8	.0000	--

$n=120$. * $p<.05$.

Table I-5

Males Only: R^2 Differences for Selected Models using Maternal Caretakers' Dispositions

Models	R^2 Change	$F(R^2 \text{ Change})$
1, 2	.0810	5.11*
2, 3	.1196	9.03**
3, 4	.0646	5.42*
4, 5	.0202	1.73
4, 6	.0441	3.98
5, 6	.0239	2.16
6, 7	.0208	1.92
7, 8	.0101	.93
8, 9	.0064	.58

$n=44$. * $p<.05$. ** $p<.01$.

Table I-6

Females Only: R² Differences for Selected Models using Paternal Caretakers' Dispositions

Models	R ² Change	F(R ² Change)
1, 2	.0483	7.67**
2, 3	.0177	2.86
2, 4	.0193	3.12
3, 4	.0016	.26
4, 5	.0135	2.21
4, 6	.0246	4.09*
5, 6	.0111	1.84
6, 7	.0143	2.40
7, 8	.0030	.50
8, 9	.0028	.47
9, 10	.0005	.08

n=120. *p<.05. **p<.01.

Table I-7

Males Only: R² Differences for Selected Models using Paternal Caretakers' Dispositions

Models	R ² Change	F(R ² Change)
1, 2	.0492	2.89
2, 3	.0129	.75
3, 4	.0165	.96
4, 5	.0096	.55
5, 6	.0022	.12
6, 7	.0005	.03
7, 8	.0000	--

n=44.

Table I-8

Females Only: R² Differences for Selected Models using Intrapsychic Dispositions

Models	R ² Change	F(R ² Change)
1, 2	.0508	13.22**
2, 3	.0239	6.51*
3, 4	.0192	5.43*
4, 5	.0050	1.42
5, 6	.0031	.88
6, 7	.0000	--
7, 8	.0001	.03

n=120. *p<.05. **p<.01.

Table I-9

Males Only: R² Differences for Selected Models using Intrapsychic Dispositions

Models	R ² Change	F(R ² Change)
1, 2	.1287	8.71**
2, 3	.0530	3.84
3, 4	.0282	2.10
4, 5	.0183	1.34
5, 6	.0157	1.19
6, 7	.0022	.16
7, 8	.0000	--

n=44. **p<.01.

Appendix J

Cp Plots

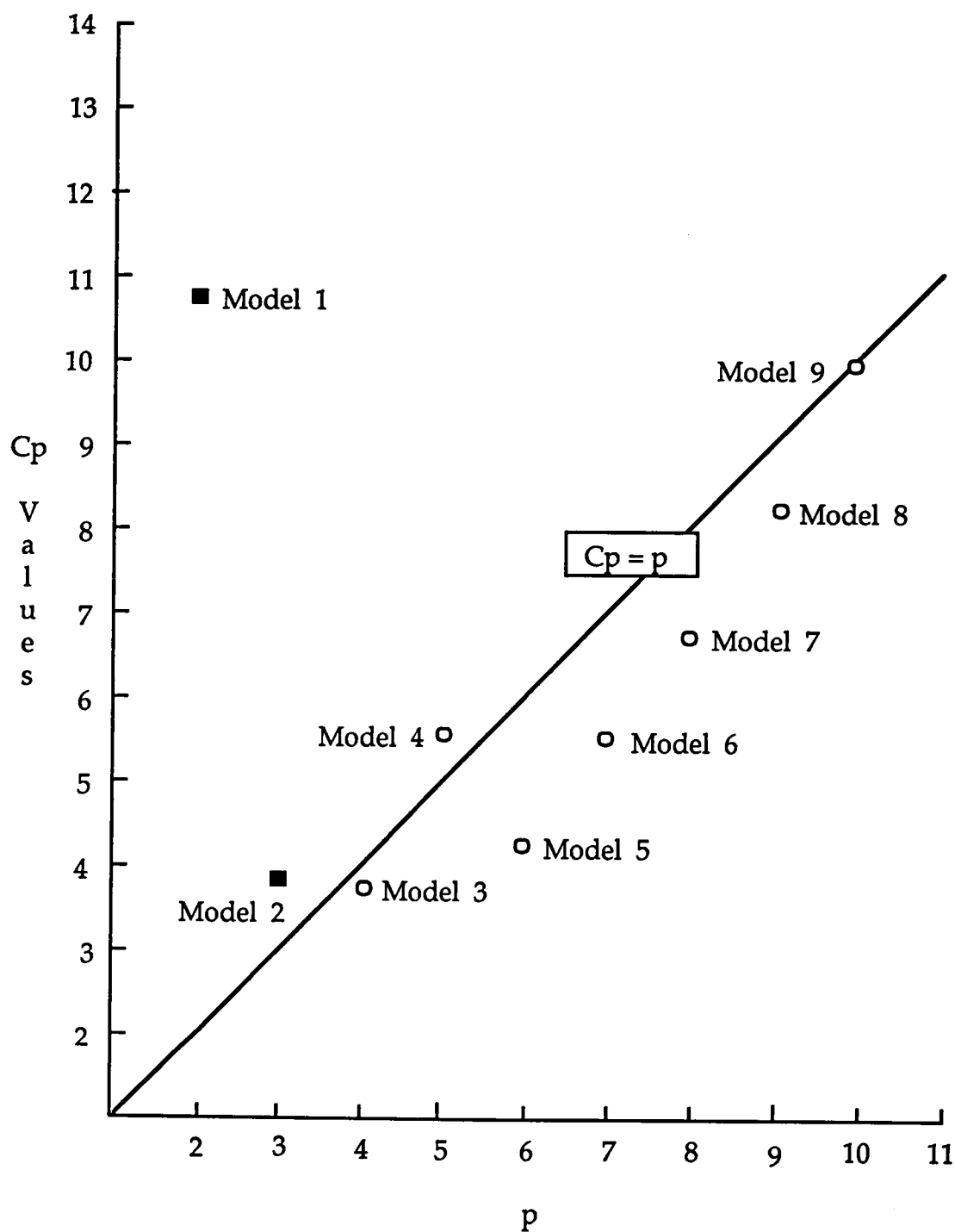


Figure I-1. Cp Plot of Maternal-Caretaker Models. Models having nonsignificant variables are denoted by a $\blacksquare$. P is defined as the number of variables in a model plus one.

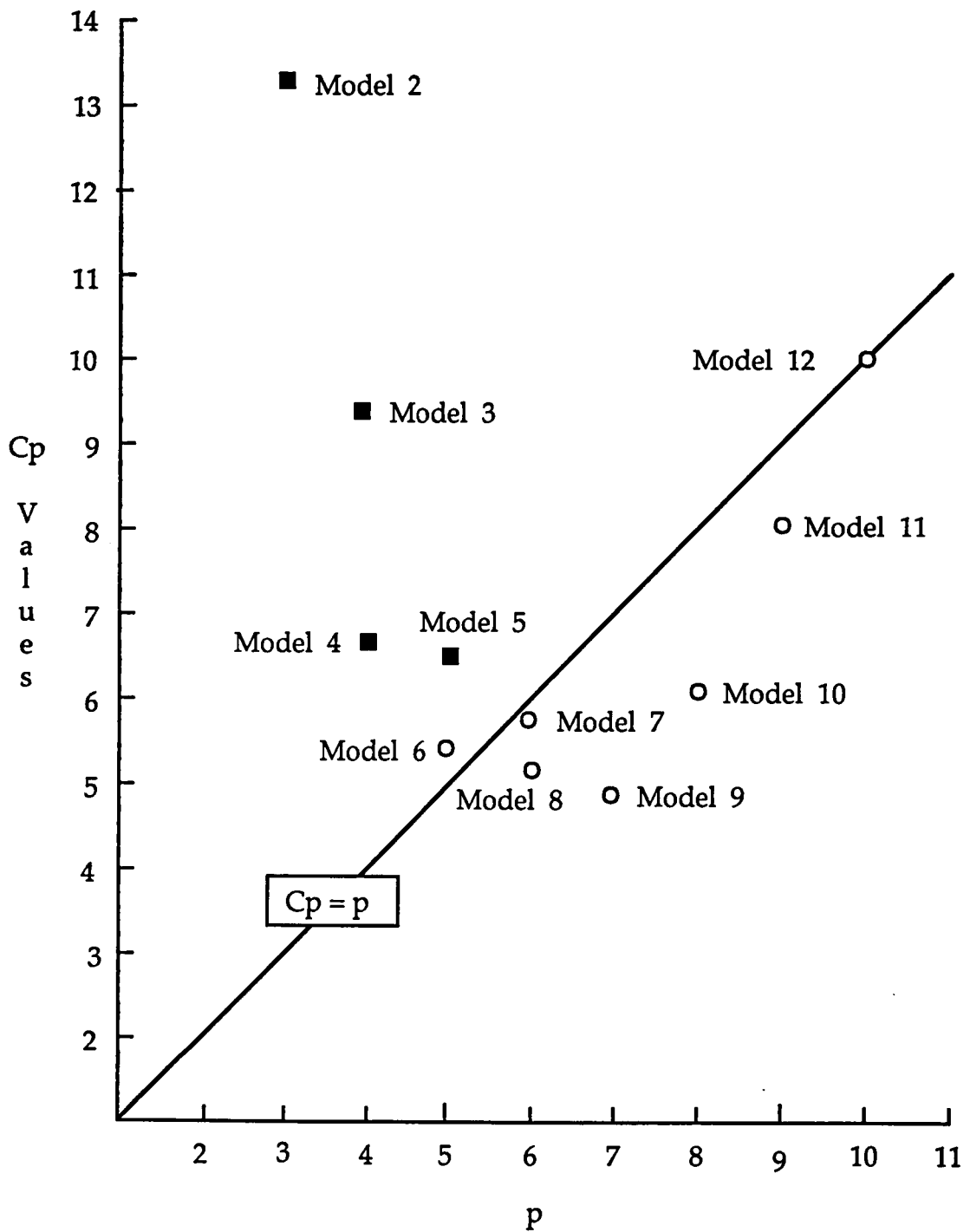


Figure J-2. C_p Plot of Paternal-Caretaker Models. Models having nonsignificant variables are denoted by a $\circ$. P is defined as the number of variables in a model plus one. Model one is not shown.

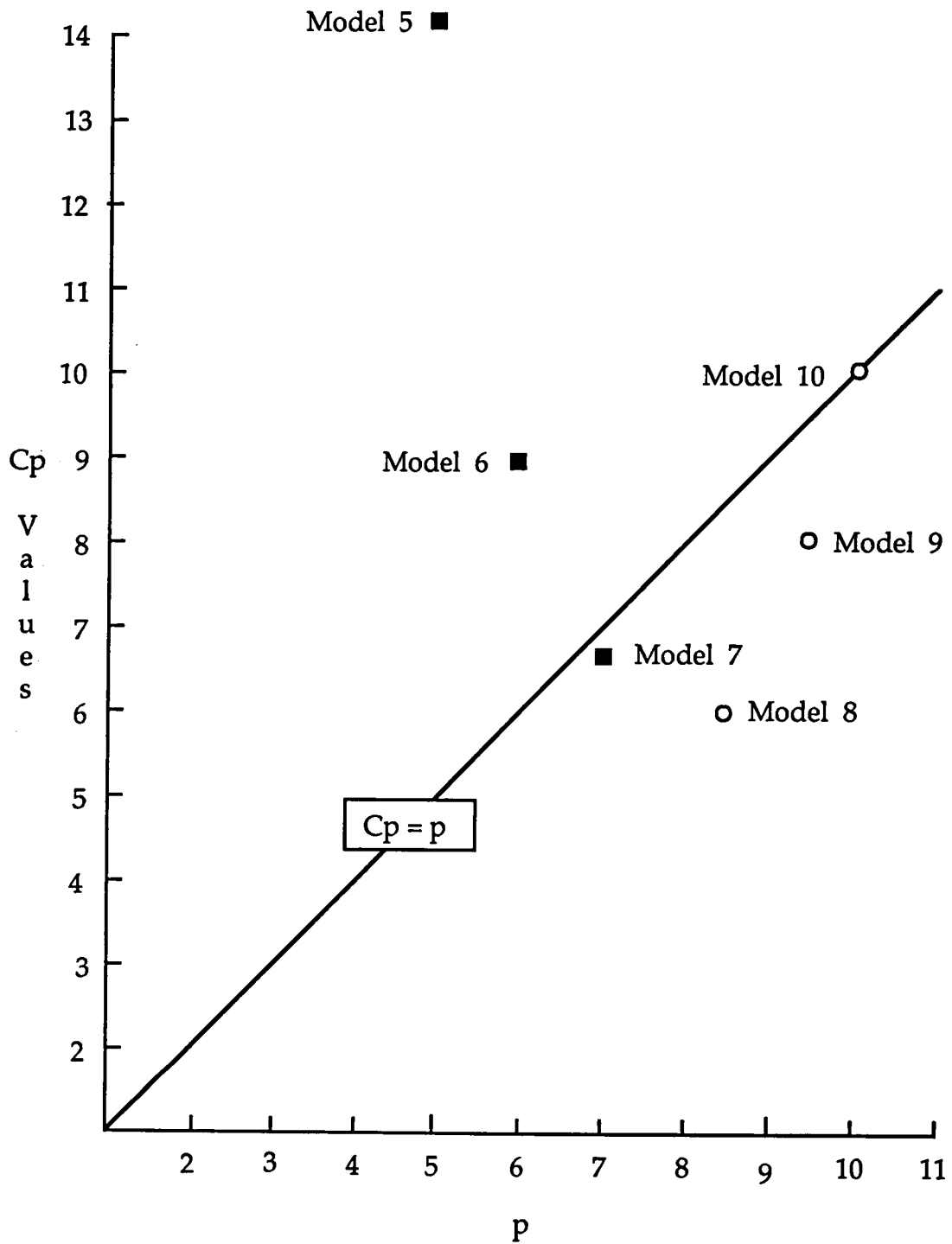


Figure J-3. Cp Plot of Intrapsychic Models. Models having nonsignificant variables are denoted by a $\circ$. P is defined as the number of variables in a model plus one. Models one, two, three, and four are not shown.

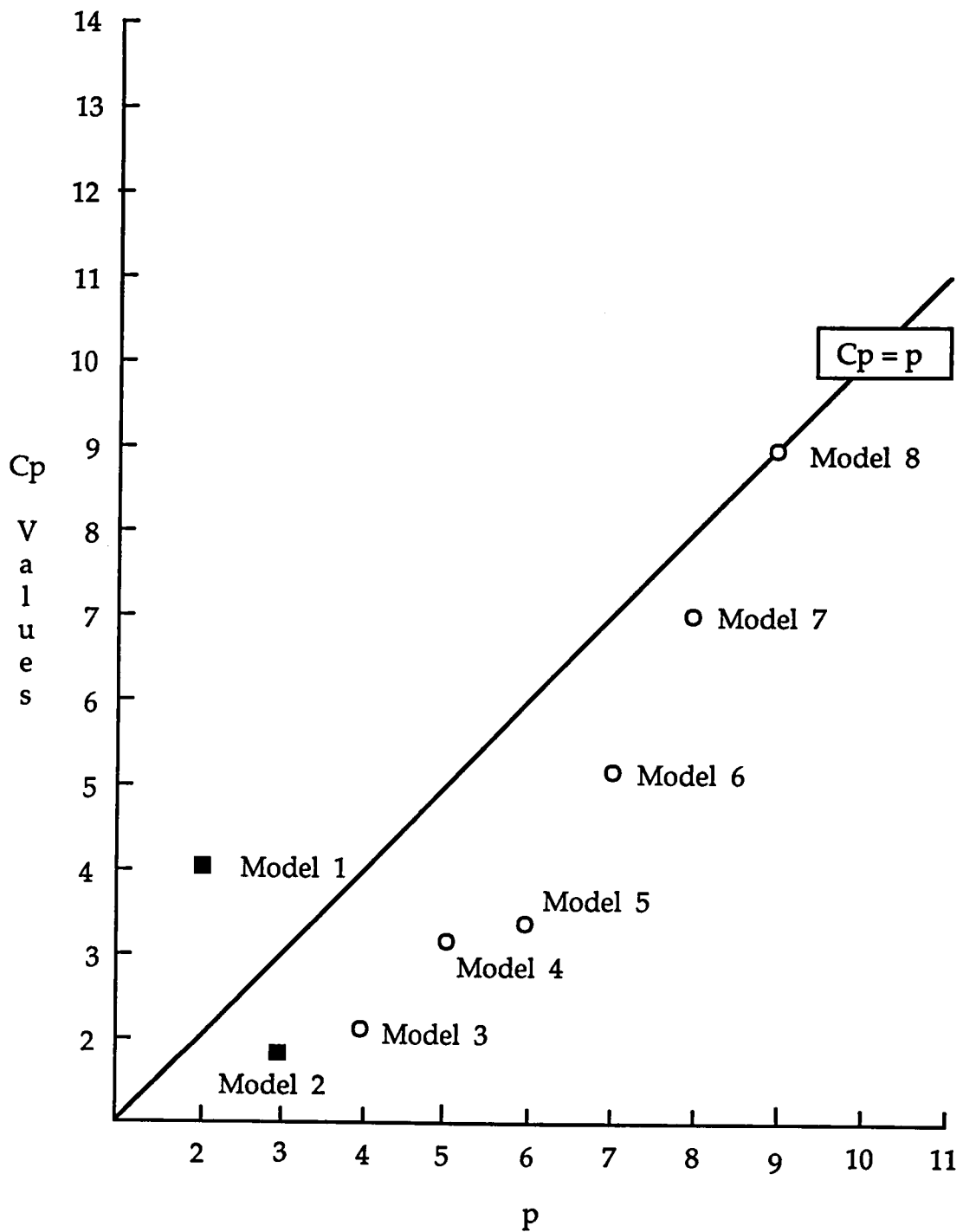


Figure I-4. Cp Plot of Maternal-Caretaker Models, Females Only. Models having nonsignificant variables are denoted by a $\blacksquare$. P is defined as the number of variables in a model plus one.

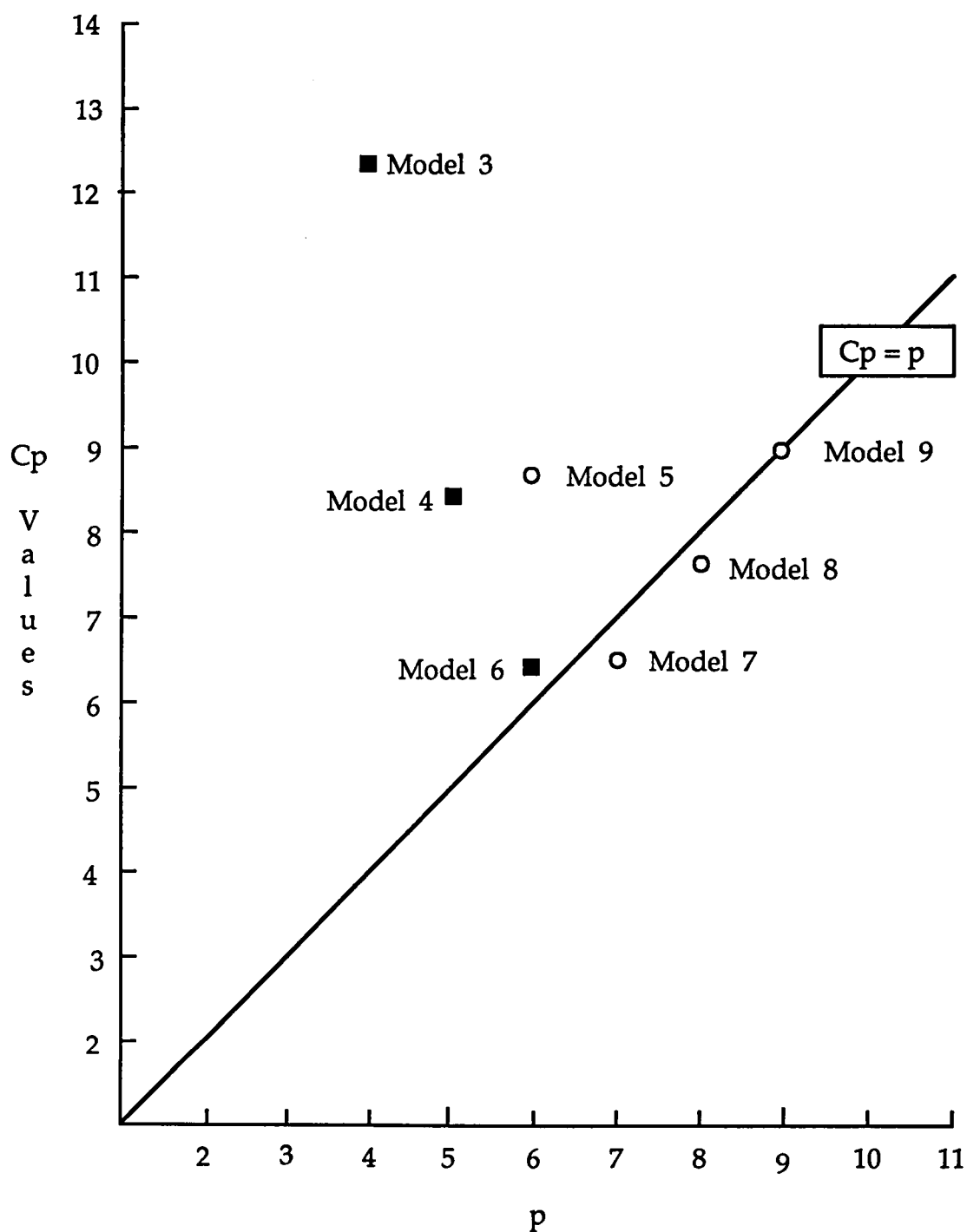


Figure I-5. Cp Plot of Maternal-Caretaker Models, Males Only. Models having nonsignificant variables are denoted by a ○. P is defined as the number of variables in a model plus one. Models one and two are not shown.

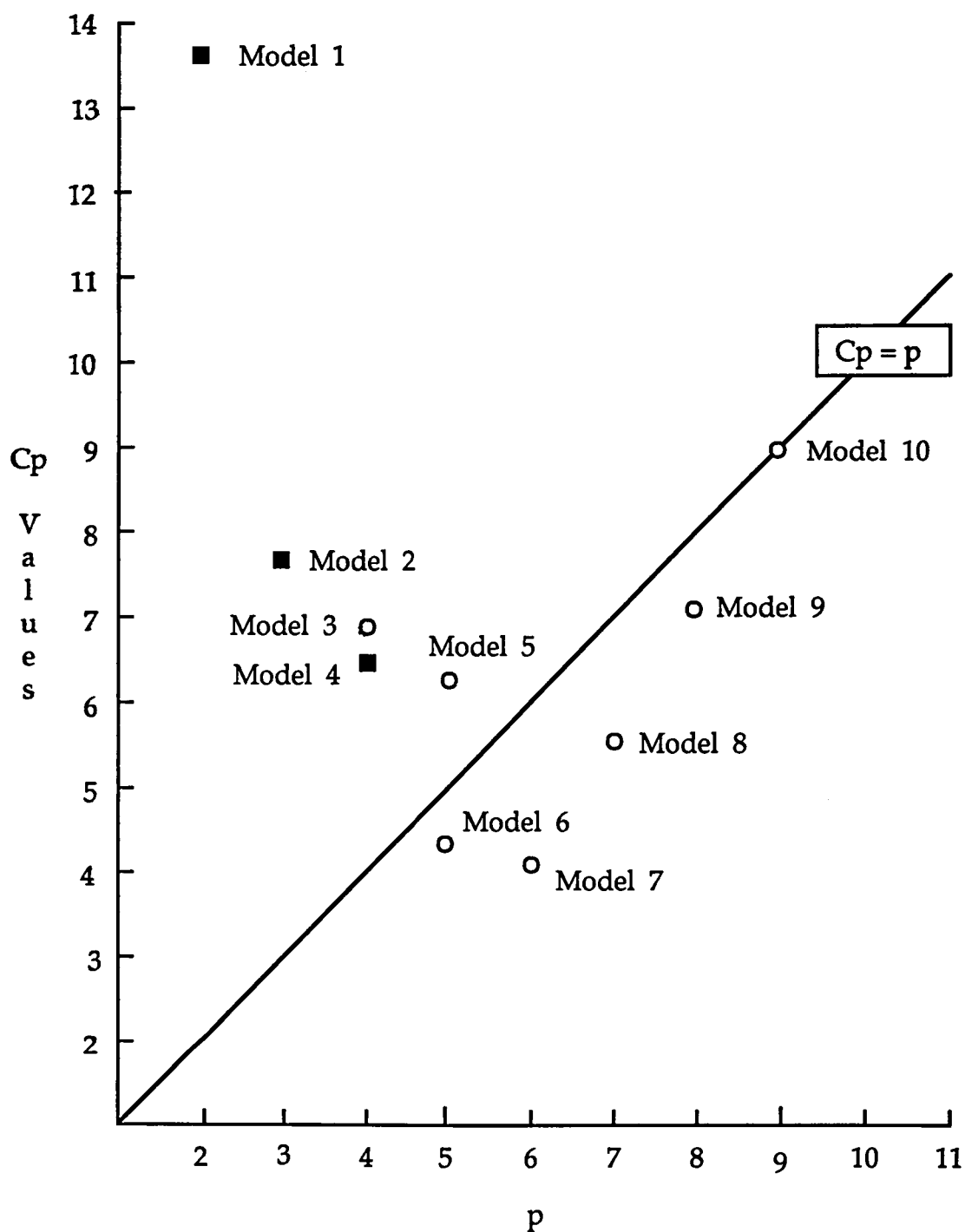


Figure I-6. Cp Plot of Paternal-Caretaker Models, Females Only. Models having nonsignificant variables are denoted by a ○. P is defined as the number of variables in a model plus one.

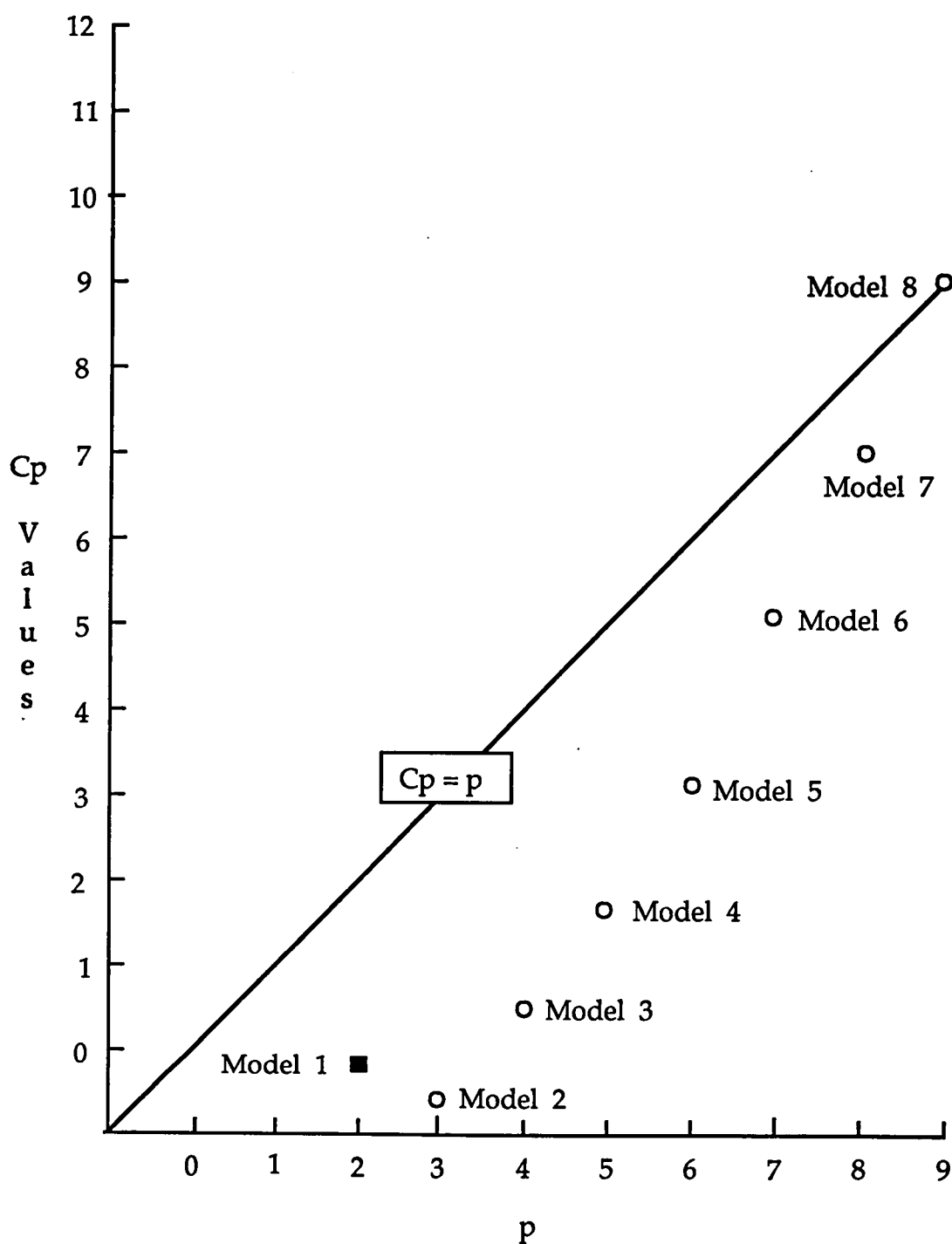


Figure J-7. Cp Plot of Paternal-Caretaker Models, Males Only. Models having nonsignificant variables are denoted by an O. P is defined as the number of variables in a model plus one.

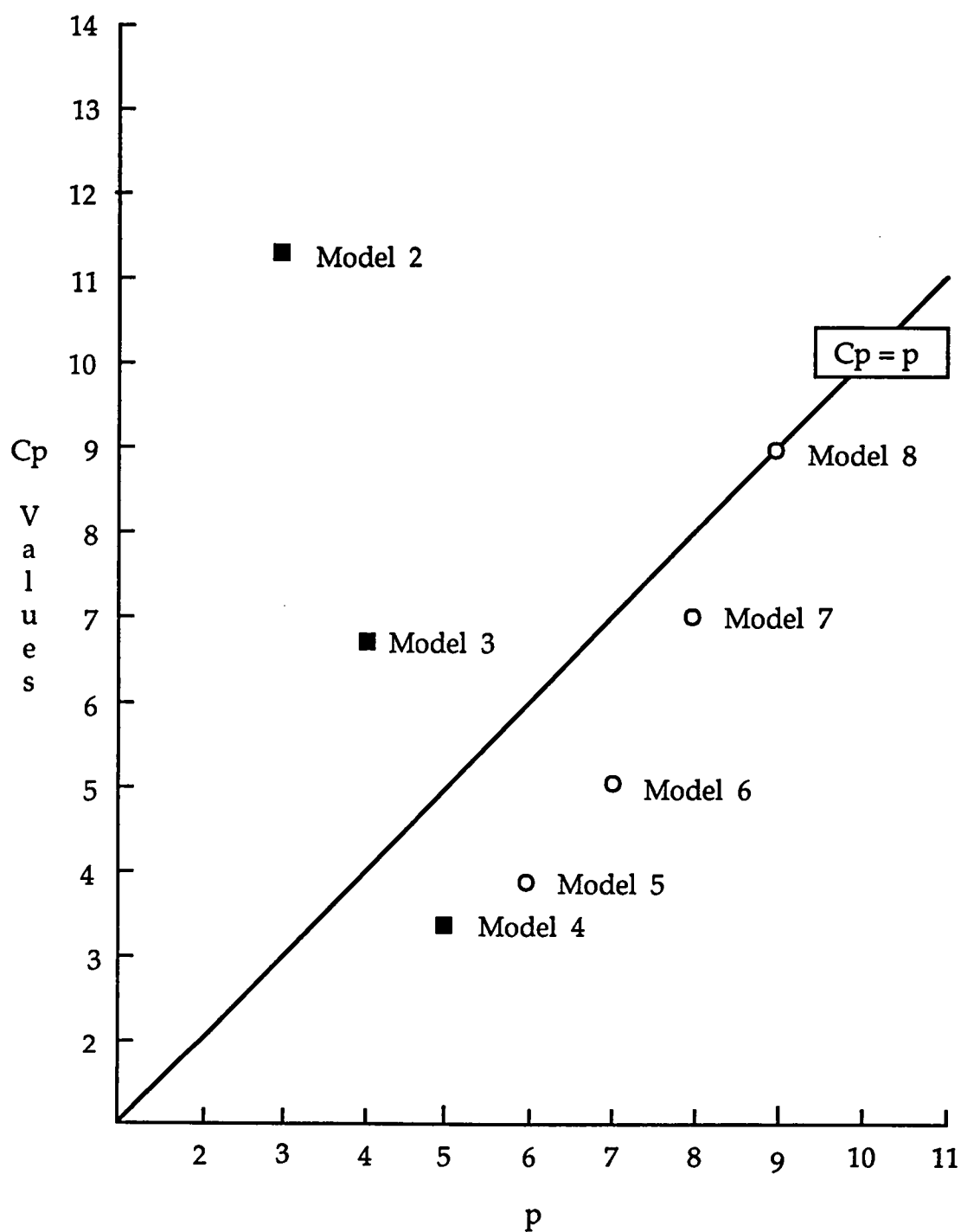


Figure J-8. C_p Plot of Intrapsychic Models, Females Only. Models having nonsignificant variables are denoted by a $\circ$. P is defined as the number of variables in a model plus one. Model one not shown.

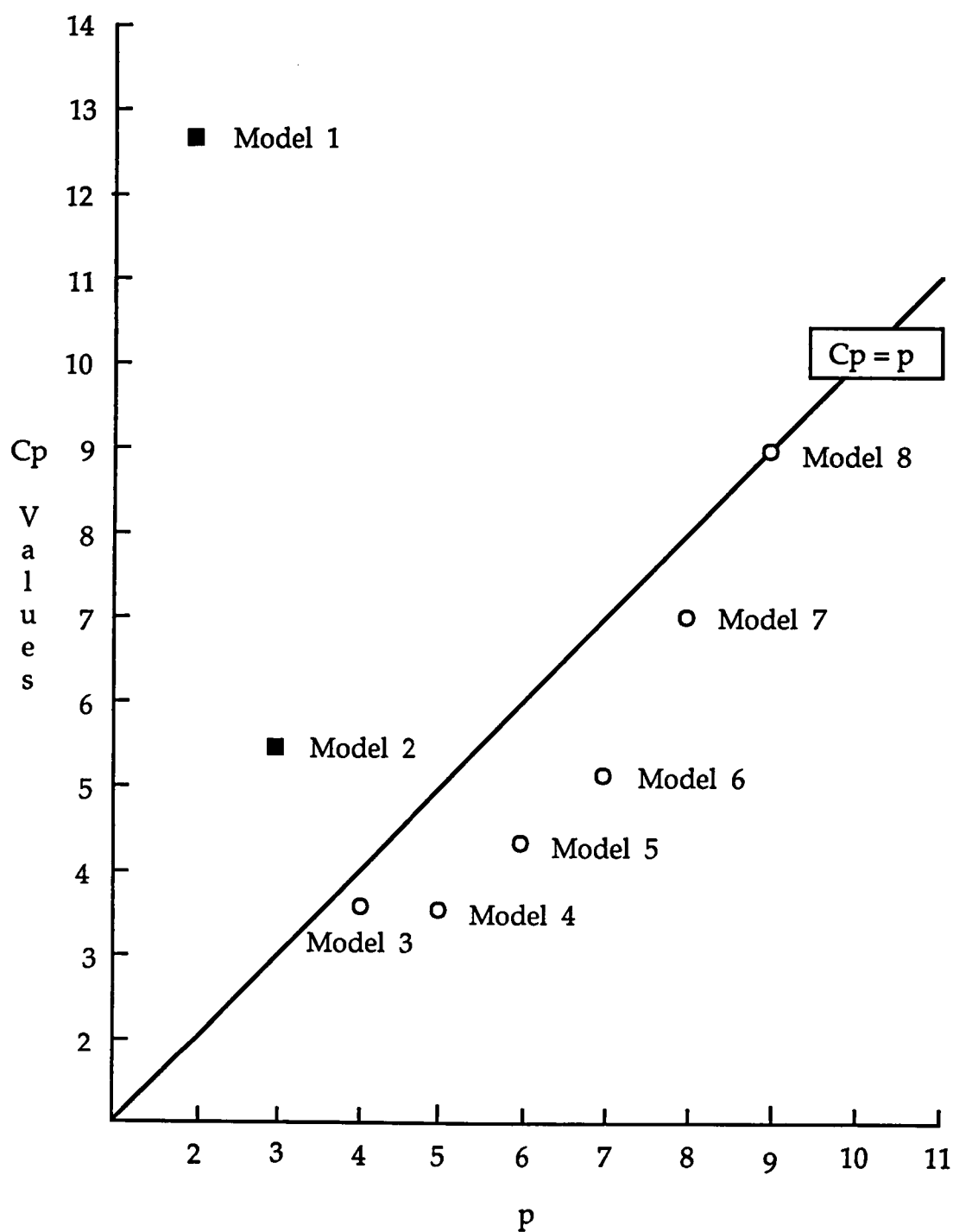


Figure I-9. Cp Plot of Intrapsychic Models, Males Only. Models having nonsignificant variables are denoted by a $\bigcirc$. P is defined as the number of variables in a model plus one.

Appendix K
ANOVA Tables

Table K-1

Regression Results, Maternal Dispositions and Gender: Model Two

Source	df	SS	Parameter		p	Standardized	
			Estimate	t		Estimate	r ²
Model	2	9,721					
Intercept			-7.75	-3.79	.0002		
1-7	1	8,135	.69	6.45	.0001	.44	.2055
Gender	1	1,586	7.04	2.96	.0035	.20	.0516
Error	161	29,129					
Total	163	38,850					
N=164		F = 26.86		p ≤ .0001		R ² = .2502	

Table K-2

Regression Results, Paternal Dispositions and Gender: Model Five

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	4	11,655					
Intercept			-25.51	-3.54	.0005		
1-8	1	8,098	.32	6.45	.0014	.43	.0625
Gender	1	1,676	7.47	3.23	.0015	.22	.0615
1-6	1	1,046	.24	2.78	.0062	.29	.0462
1-4	1	836	-.17	2.21	.0285	-.25	.0298
Error	159	27,195					
Total	163	38,850					
N=164		$\underline{F} = 17.04$		$p \leq .0001$		$R^2 = .3000$	

Table K-3

Regression Results, Intrapsychic Dispositions and Gender: Model Seven

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	6	21,759					
Intercept			-12.99	-2.19	.0300		
Gender	1	21,87	8.95	4.79	.0001	.26	.1275
3-3	1	10,462	-.27	-4.20	.0001	-.30	.1010
3-5	1	2,536	.21	3.36	.0010	.20	.0669
3-7	1	5,302	.17	2.32	.0216	.20	.0332
3-6	1	805	.15	2.18	.0310	.20	.0293
3-8	1	466	.15	2.07	.0402	.16	.0265
Error	157	17,091					
Total	163	38,850					
N=164		$F = 33.31$		$p \leq .0001$		$R^2 = .5601$	

Table K-4

Regression Results, Maternal Dispositions Using Females: Model Two

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	2	7,059					
Intercept			-9.75	-2.65	.0092		
1-7	1	6,248	.62	5.33	.0001	.44	.1954
1-1	1	811	.17	2.04	.0434	.17	.0344
Error	117	22,751					
Total	119	29,810					
n=120		F = 18.15		p ≤ .0001		R ² = .2368	

Table K-5

Regression Results, Maternal Dispositions Using Males: Model Four

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	4	3,554					
Intercept			32.88	2.68	.0107		
1-4	1	1,792	-.94	-5.37	.0001	-.81	.4253
1-2	1	528	-.59	3.74	.0006	-.59	.2642
1-6	1	805	.49	3.51	.0011	.41	.2405
1-1	1	429	-.20	-2.33	.0253	-.27	.1219
Error	39	3,093					
Total	43	6,647					
n=44		F = 11.20		p ≤ .0001		R ² = .5347	

Table K-6

Regression Results, Paternal Dispositions Using Females: Model Four

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	3	8,433					
Intercept			-21.82	-4.22	.0001		
1-8	1	6,047	.28	4.75	.0001	.39	.1629
1-5	1	1,383	.23	3.27	.0014	.27	.0845
1-1	1	1,003	.17	2.33	.0213	.19	.0448
Error	116	21,377					
Total	119	29,810					
<u>n</u> =120		<u>E</u> = 15.25		<u>p</u> ≤ .0001			R ² = .2829

Table K-7

Regression Results, Paternal Dispositions Using Males: Model One

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	1	1,675					
Intercept			33.22	3.70	.0006		
1-4	1	1,675	-.43	-3.76	.0005	-.50	.2520
Error	42	4,972					
Total	43	6,647					
<u>n</u> =44		<u>F</u> = 14.15		<u>p</u> ≤ .0005		<u>R</u> ² = .2520	

Table K-8

Regression Results, Intrapsychic Dispositions Using Females: Model Seven

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	4	17,689					
Intercept			-5.73	-.92	.3582		
3-7	1	13,421	.28	3.68	.0004	.32	.1055
3-3	1	2,343	-.25	-3.32	.0012	-.27	.0875
3-6	1	1,353	.23	2.92	.0042	.29	.0691
3-5	1	572	.17	2.33	.0216	.15	.0451
Error	115	12,122					
Total	119	29,811					
n=120		F = 41.95		p ≤ .0001		R ² = .5934	

Table K-9

Regression Results, Intrapsychic Dispositions Using Males: Model Two

Source	df	SS	Parameter Estimate	t	p	Standardized Estimate	r ²
Model	2	2,621					
Intercept			13.62	2.03	.0488		
3-2	1	1,353	-.30	-3.49	.0012	-.44	.2294
3-8	1	572	.25	2.95	.0052	.37	.1752
Error	41	4,026					
Total	43	6647					
<u>n</u> =44		<u>F</u> = 13.35		<u>p</u> ≤ .0001		R ² = .3944	

Appendix L

Canonical Correlations and Intercorrelations Using Weighted Affiliation and Interdependence Scores

Table L-1

Maternal Caretakers' and Intrapsychic Dispositions: Results from Canonical Correlation Analysis for the First Pair of Canonical Variates

	First canonical variate		
	Correlation	Coefficient	Redundancy
<u>Focus On Other Set</u>			
Affiliation	1.00	1.01	.26 ^a
Interdependence	.11	-.05	.01 ^a
Set Variance Predicted			.13 ^b
<u>Intrapsychic Set</u>			
Affiliation	.99	.98	.25 ^c
Interdependence	-.24	-.13	.01 ^c
Set Variance Predicted			.13 ^d
Canonical Correlation	.51		

Note. Standardized Canonical Coefficients and Variances are shown.

^aPercent of variance predicted by the first Intrapsychic variate. ^bFocus On Other (maternal) variance predicted by the first Intrapsychic variate. ^cPercent of variance predicted by the first Focus On Other (maternal) variate.

^dIntrapsychic variance predicted by the first Focus On Other (maternal) variate.

Table L-2

Paternal Caretakers' and Intrapsychic Dispositions: Results from Canonical Correlation Analysis for the First Pair of Canonical Variates

	First canonical variate		
	Correlation	Coefficient	Redundancy
<u>Focus On Other Set</u>			
Affiliation	.91	.89	.21 ^a
Interdependence	.46	.41	.05 ^a
Set Variance Predicted			.13 ^b
<u>Intrapsychic Set</u>			
Affiliation	1.00	1.00	.25 ^c
Interdependence	-.10	.01	.01 ^c
Set Variance Predicted			.13 ^d
Canonical Correlation	.50		

Note. Standardized Canonical Coefficients and Variances are shown.

^aPercent of variance predicted by the first Intrapsychic variate. ^bFocus On Other (paternal) variance predicted by the first Intrapsychic variate. ^cPercent of variance predicted by the first Focus On Other (paternal) variate.

^dIntrapsychic variance predicted by the first Focus On Other (paternal) variate.

Table L-3

Maternal and Paternal Caretakers' and Intrapsychic Dispositions: Results from Canonical Correlation Analysis for the First Pair of Canonical Variates

	First canonical variate		
	Correlation	Coefficient	Redundancy
<u>Focus On Other Set</u>			
Maternal Caretaker			
Affiliation	.85	.62	.26 ^a
Interdependence	.10	-.05	.01 ^a
Paternal Caretaker			
Affiliation	.77	.47	.21 ^a
Interdependence	.38	.32	.05 ^a
Set Variance Predicted			.13 ^b
<u>Intrapsychic Set</u>			
Affiliation	1.00	.99	.36 ^c
Interdependence	-.16	-.05	.01 ^c
Set Variance Predicted			.18 ^d
Canonical Correlation	.60		

Note. Standardized Canonical Coefficients and Variances are shown.

^aPercent of variance predicted by the first Intrapsychic variate. ^bFocus On Other (maternal and paternal) variance predicted by the first Intrapsychic variate. ^cPercent of variance predicted by the first Focus On Other (maternal and paternal) variate. ^dIntrapsychic variance predicted by the first Focus On Other variate (maternal and paternal).

Table L - 4

Intercorrelations Between Focus On Other and Intrapsychic Weighted Affiliation and Interdependence Scores

	WAM	WIM	WAP	WIP	WAI	WII
WAM	--	.16*	.44***	.08	.50***	-.12
WIM	--	--	-.14	.36***	.06	.02
WAP	--	--	--	.06	.46***	-.10
WIP	--	--	--	--	.23**	.09
WAI	--	--	--	--	--	-.11
WII	--	--	--	--	--	--

Note. WAM = weighted affiliation score, maternal; WIM = weighted interdependence score, maternal; WAP = weighted affiliation score, paternal; WIP = weighted interdependence score, paternal; WAI = weighted affiliation score, intrapsychic; WII = weighted interdependence score, intrapsychic.

* $p < .05$. ** $p < .01$. *** $p < .0001$.

Appendix M

Data

Table M - 1

Summary of Participant Demographic Data

Participant Characteristics	Number	Percent
Gender		
Male	44	26.8
Female	120	73.3
Ethnicity		
African-American	9	5.5
Asian	5	3.1
Caucasian	145	89.0
Hispanic	1	0.6
Other	3	1.8
Academic Classification		
Freshman	33	20.1
Sophomore	31	18.9
Junior	34	20.7
Senior	66	40.2
Marital Status		
Never Married	155	94.5
Married	9	5.5
Divorced	--	--
Widowed	--	--
Remarried	--	--
Parents' Relationship		
Married	117	71.3
Divorced	39	23.8
Widowed	8	4.9
Remarried	22	13.4
Never Married	--	--

N=164.

Table M - 1 (Continued)

Participant Characteristics	Number	Percent
Maternal (Female) Caretaker		
Natural Mother	159	97.0
Stepmother	--	--
Grandmother	2	1.2
Adoptive Mother	1	.6
Foster Mother	--	--
Aunt	--	--
Older Sister	1	.6
Other	1	.6
Paternal (Male) Caretaker		
Natural Father	150	91.5
Stepfather	9	5.5
Grandfather	2	1.2
Adoptive Father	1	.6
Foster Father	--	--
Uncle	2	1.2
Older Brother	--	--
Other	--	--

Mean Age of Participants = 20.7 (s.d. = 1.61)

Mean Age of Participants When Parents' Divorced = 9.8 (s.d. = 6.1)

Mean Age of Participants When Parent(s) Died = 12.3 (s.d. = 7.7)

N=164.

Table M-2

Raw Data: Demographic Information

Sub	Sex	Age	Rac	SMs	AC	PMs	ADv	ADe	Mat	Pat
1	1	19	2	0	0	0	.	.	0	0
2	1	20	2	0	1	5	5	.	0	0
3	1	21	2	0	1	0	.	.	0	0
4	1	22	2	0	3	1	15	.	0	0
5	0	20	2	0	1	0	.	.	0	0
6	1	19	2	0	0	0	.	.	0	0
7	1	20	2	0	1	1	5	.	0	0
8	1	18	2	0	0	1	8	.	0	0
9	1	21	2	0	2	3	15	.	0	0
10	0	20	2	0	2	5	11	.	0	0
11	0	22	2	0	3	0	.	.	0	0
12	0	23	2	0	0	0	.	.	0	0
13	0	19	2	0	1	0	.	.	0	0
14	0	19	2	0	0	0	.	.	0	0
15	0	21	2	0	3	0	.	.	0	0
16	0	18	2	0	0	0	.	.	0	0
17	1	18	0	0	0	0	.	.	0	0
18	0	18	2	0	0	3	8	.	0	1
19	0	20	0	0	1	1	3	.	0	5
20	1	20	2	0	2	0	.	.	0	0
21	1	21	4	0	2	0	.	.	0	0
22	1	19	2	0	0	0	.	.	0	0
23	0	20	2	0	1	0	.	.	0	0
24	1	20	2	0	2	0	.	.	0	0
25	1	19	2	0	1	5	11	.	0	0
26	1	18	2	0	0	0	.	.	0	0
27	0	18	2	0	0	0	.	.	0	0
28	0	19	2	0	0	0	.	.	0	0
29	1	20	0	0	1	0	.	.	6	0
30	1	21	2	0	2	0	.	.	0	0
31	0	20	2	0	1	0	.	.	0	0

Note. Sub = subject number; Sex = subject sex: 0-male, 1-female; Age = subject age; Rac = subject race: 0-African-American, 1-Asian, 2-Caucasian, 3-Hispanic, 4-other; SMs = subject marital status: 0-never married, 1-married, 2-divorced, 3-widowed, 4-remarried; AC= subject academic classification: 0-freshman, 1-sophomore, 2-junior, 3-senior; PMs = parental marital status: 0-married, 1-divorce, 2-widowed, 3-both parents remarried, 4-only mother remarried, 5-only father remarried, 6-parents never married; ADv = subject age when parents divorced; ADe = subject age when parent died; Mat = primary maternal caretaker: 0-natural mother, 1-stepmother, 2-grandmother, 3-adoptive mother, 4-foster mother, 5-aunt, 6-older sister, 7-other; Pat = primary paternal caretaker: 0-natural father, 1-stepfather, 2-grandfather, 3-adoptive father, 4-foster father, 5-uncle, 6-older brother, 7-other

Table M-2 (Continued)

Raw Data: Demographic Information

Sub	Sex	Age	Rac	SMs	AC	PMs	ADv	ADe	Mat	Pat
32	0	21	0	0	2	0	.	.	0	0
33	0	20	2	0	1	0	.	.	0	0
34	1	22	2	0	3	0	.	.	3	3
35	1	19	2	0	0	0	.	.	0	0
36	1	23	2	0	2	1	22	.	0	0
37	1	18	2	0	0	0	.	.	0	0
38	1	20	2	0	1	1	17	.	0	0
39	1	21	1	0	2	0	.	.	0	0
40	1	19	2	0	0	3	2	.	0	1
41	0	19	2	0	0	0	.	.	0	0
42	1	18	2	0	0	0	.	.	0	0
43	1	20	0	0	1	4	13	.	0	0
44	0	19	2	0	0	0	.	.	0	0
45	1	18	2	0	0	0	.	.	0	0
46	1	21	2	0	2	2	.	15	0	0
47	1	18	2	0	0	0	.	.	0	0
48	1	18	2	0	0	0	.	.	0	0
49	1	19	2	0	0	0	.	.	0	0
50	1	18	2	0	0	0	.	.	0	0
51	1	20	2	0	2	0	.	.	0	0
52	1	19	2	0	0	3	3	.	0	1
53	1	19	2	0	0	0	.	.	0	0
54	1	22	2	0	3	0	.	.	0	0
55	1	20	2	0	1	0	.	.	0	0
56	1	21	0	0	2	0	.	.	0	0
57	1	21	0	0	2	2	.	4	2	0
58	1	18	2	0	0	0	.	.	0	0
59	0	21	2	0	1	0	.	.	0	0
60	1	21	1	0	2	0	.	.	0	0
61	0	21	2	0	3	0	.	.	0	0
62	0	19	2	0	1	0	.	.	0	0
63	1	20	2	0	1	0	.	.	0	0
64	1	19	2	0	0	3	4	.	0	0
65	0	19	2	0	0	0	.	.	0	0
66	1	18	2	0	0	0	.	.	0	0
67	0	19	2	0	0	0	.	.	0	0
68	0	19	2	0	1	0	.	.	0	0
69	0	19	2	0	0	0	.	.	0	0
70	0	18	2	0	0	0	.	.	0	0
71	1	18	2	0	1	0	.	.	0	0
72	1	23	4	0	2	0	.	.	0	0
73	1	19	2	0	1	3	8	.	0	0
74	0	22	2	0	1	0	.	.	0	0
75	0	25	2	0	2	3	2	.	0	1
76	1	23	2	1	2	0	.	.	0	0
77	1	21	2	0	3	0	.	.	0	0

Table M-2 (Continued)

Raw Data: Demographic Information

Sub	Sex	Age	Rac	SMs	AC	PMs	ADv	ADe	Mat	Pat
78	1	20	2	1	2	3	6	.	0	2
79	1	21	2	0	2	0	.	.	0	0
80	1	19	2	0	1	0	.	.	0	0
81	1	19	2	0	1	1	4	.	2	2
82	1	20	2	0	1	0	.	.	0	0
83	1	22	2	1	3	0	.	.	0	0
84	1	20	2	0	2	0	.	.	0	0
85	1	19	2	0	1	0	.	.	0	0
86	1	20	2	0	2	0	.	.	0	0
87	1	20	2	0	2	0	.	.	0	0
88	1	22	2	0	3	0	.	.	0	0
89	1	22	1	0	3	1	10	.	0	0
90	1	21	2	1	3	1	13	.	0	0
91	1	21	2	0	3	0	.	.	0	0
92	1	22	2	0	3	0	.	.	0	0
93	1	22	2	0	3	0	.	.	0	0
94	1	22	2	0	3	0	.	.	0	0
95	1	22	2	0	3	0	.	.	0	0
96	1	21	4	0	3	3	3	.	0	1
97	1	22	2	0	3	1	1	2	0	1
98	1	21	2	0	3	3	2	.	0	1
99	1	22	2	0	3	1	20	.	0	0
100	1	21	2	0	3	0	.	.	0	0
101	1	22	2	0	3	2	.	18	0	0
102	1	20	2	0	3	1	12	.	0	0
103	1	22	2	0	3	0	.	.	0	0
104	1	24	2	0	3	0	.	.	0	0
105	1	21	2	0	3	0	.	.	0	0
106	1	20	2	0	2	4	17	.	0	0
107	1	23	2	0	3	0	.	.	0	0
108	0	24	2	0	2	0	.	.	0	0
109	0	23	2	0	3	1	20	.	0	0
110	1	20	2	0	2	3	4	.	0	1
111	1	21	2	0	3	0	.	.	0	0
112	1	21	2	0	3	0	.	.	0	0
113	1	21	0	0	3	0	.	.	0	0
114	1	21	2	0	2	0	.	.	0	0
115	1	22	2	0	3	5	19	.	0	0
116	1	22	2	0	3	0	.	.	0	0
117	1	20	1	0	3	0	.	.	0	0
118	1	22	2	0	3	1	11	.	0	0
119	1	22	2	0	3	0	.	.	0	0
120	0	23	2	0	3	0	.	.	0	0
121	1	23	2	1	3	2	.	1	7	5
122	0	21	2	0	2	0	.	.	0	0
123	1	22	2	0	3	0	.	.	0	0

Table M-2 (Continued)

Raw Data: Demographic Information

Sub	Sex	Age	Rac	SMs	AC	PMs	ADv	ADe	Mat	Pat
124	1	21	2	0	3	0	.	.	0	0
125	1	22	2	0	3	5	10	.	0	0
126	1	22	2	0	3	0	.	.	0	0
127	1	22	2	0	3	1	21	.	0	0
128	1	21	2	0	3	2	.	16	0	0
129	1	22	2	0	3	2	.	17	0	0
130	1	21	2	0	3	0	.	.	0	0
131	1	22	2	0	3	0	.	.	0	0
132	0	22	2	0	3	0	.	.	0	0
133	1	23	2	1	3	0	.	.	0	0
134	1	23	2	0	3	1	9	.	0	0
135	1	20	2	0	3	0	.	.	0	0
136	1	23	2	0	3	0	.	.	0	0
137	1	21	2	0	3	0	.	.	0	0
138	1	21	2	0	3	0	.	.	0	0
139	0	23	2	0	3	0	.	.	0	0
140	1	23	2	0	3	0	.	.	0	0
141	1	22	2	0	3	0	.	.	0	0
142	1	23	.	0	3	1	16	.	0	0
143	1	21	2	0	3	4	11	.	0	0
144	1	24	2	0	3	0	.	.	0	0
145	1	21	2	0	3	0	.	.	0	0
146	1	21	2	0	3	0	.	.	0	0
147	1	22	2	0	3	0	.	.	0	0
148	1	20	2	0	1	4	6	.	0	0
149	1	23	2	1	1	2	.	21	0	0
150	1	20	2	0	1	0	.	.	0	0
151	1	21	2	0	2	0	.	.	0	0
152	1	20	2	0	2	0	.	.	0	0
153	1	22	2	0	3	2	.	17	0	0
154	1	21	2	0	3	0	.	.	0	0
155	0	21	1	0	3	0	.	.	0	0
156	0	19	2	0	1	3	8	.	0	0
157	0	24	2	0	2	0	.	.	0	0
158	0	19	2	0	1	0	.	.	0	0
159	0	20	2	0	2	0	.	.	0	0
160	0	24	3	0	2	0	.	.	0	0
161	0	22	2	1	2	0	.	.	0	0
162	0	20	2	1	1	0	.	.	0	0
163	0	21	0	0	2	0	.	.	0	1
164	0	18	2	0	0	3	7	.	0	0

Table M-3

Raw Data: Internalized Shame Scale, Marlowe-Crowne Scale, and Focus On
Other Cluster Scores For Maternal Caretakers

Sub	ISS	MCS	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
1	18	23	58	97.5	100	97.5	44	2.5	0	0.0
2	8	18	38	60.0	86	90.0	40	17.5	0	0.0
3	68	2	24	60.0	74	65.0	80	72.5	26	17.5
4	78	10	50	75.0	90	87.5	44	2.5	20	0.0
5	42	9	30	82.5	84	82.5	56	5.0	4	10.0
6	54	19	50	87.5	92	85.0	54	0.0	0	0.0
7	14	14	28	100.0	98	82.5	36	7.5	0	0.0
8	26	9	24	85.0	86	75.0	36	5.0	0	0.0
9	34	7	40	87.5	100	97.5	40	0.0	0	0.0
10	30	12	38	80.0	82	77.5	24	0.0	0	2.5
11	61	6	26	75.0	64	62.5	40	12.5	0	0.0
12	20	13	32	97.5	92	87.5	54	0.0	0	0.0
13	20	6	48	90.0	82	80.0	26	7.5	0	0.0
14	35	21	36	90.0	86	85.0	58	12.5	8	10.0
15	7	19	42	87.5	94	92.5	38	0.0	2	2.5
16	25	10	68	87.5	84	90.0	52	15.0	4	5.0
17	65	13	44	95.0	100	95.0	40	0.0	0	0.0
18	16	10	70	80.0	100	75.0	64	17.5	0	0.0
19	18	12	22	72.5	76	72.5	48	0.0	0	0.0
20	16	20	18	85.0	94	92.5	40	0.0	0	0.0
21	16	18	34	85.0	98	95.0	42	5.0	0	0.0
22	47	11	48	92.5	86	82.5	30	0.0	0	17.5
23	30	18	12	75.0	84	72.5	38	0.0	0	2.5
24	13	17	46	100.0	100	100.0	48	0.0	0	0.0
25	25	21	72	97.5	96	92.5	38	5.0	0	0.0
26	35	15	44	95.0	92	100.0	64	2.5	0	0.0
27	10	14	40	100.0	100	100.0	50	0.0	0	0.0
28	10	22	18	70.0	76	80.0	18	0.0	0	0.0
29	61	10	20	97.5	78	95.0	66	0.0	0	0.0
30	20	13	36	75.0	84	90.0	32	0.0	0	0.0
31	20	10	46	100.0	100	95.0	40	0.0	0	0.0
32	36	15	34	77.5	68	77.5	72	45.0	22	37.5
33	13	16	20	90.0	100	90.0	40	0.0	0	0.0
34	35	10	34	27.5	40	40.0	40	22.5	0	32.5
35	32	12	58	80.0	80	62.5	46	37.5	0	20.0
36	71	5	52	7.5	20	17.5	24	45.0	44	45.0
37	17	23	28	85.0	100	97.5	58	0.0	0	0.0
38	49	14	62	87.5	90	90.0	58	10.0	10	10.0
39	46	12	72	85.0	84	77.5	38	7.5	0	0.0
40	36	15	74	60.0	54	40.0	78	50.0	8	72.5

Note. Sub = subject number; ISS = Internalized Shame Scale; MCS = Marlowe-Crowne Scale; ASS = Adjusted Shame Scores; 1-1 = freeing and forgetting; 1-2 = affirming and understanding; 1-3 = loving and approaching; 1-4 = nurturing and protecting; 1-5 = watching and controlling; 1-6 = belittling and blaming; 1-7 = attacking and rejecting; 1-8 = ignoring and neglecting.

Table M-3 (Continued)

Sub	ISS	MCS	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
41	10	13	50	60.0	88	72.5	46	2.5	0	7.5
42	9	21	34	100.0	100	100.0	54	0.0	0	0.0
43	43	17	62	100.0	94	95.0	20	10.0	0	2.5
44	32	16	50	92.5	100	87.5	46	35.0	0	0.0
45	25	21	22	100.0	100	100.0	42	5.0	0	0.0
46	27	15	62	85.0	94	87.5	36	0.0	0	2.5
47	23	13	42	70.0	80	67.5	28	0.0	0	0.0
48	24	10	50	100.0	90	85.0	38	0.0	0	0.0
49	51	15	58	85.0	90	85.0	48	2.5	0	0.0
50	14	13	36	97.5	90	97.5	58	0.0	0	2.5
51	14	17	60	100.0	100	100.0	18	0.0	0	0.0
52	32	16	32	87.5	98	95.0	38	7.5	0	0.0
53	56	20	64	27.5	38	35.0	56	2.5	12	45.0
54	37	8	44	72.5	92	90.0	42	12.5	2	2.5
55	13	18	38	85.0	92	77.5	36	0.0	0	0.0
56	19	20	74	100.0	100	100.0	40	0.0	0	0.0
57	21	13	16	27.5	30	55.0	65	10.0	0	12.5
58	62	16	54	85.0	88	82.5	34	2.5	0	7.5
59	46	14	42	62.5	66	60.0	50	22.5	20	37.5
60	50	16	64	85.0	56	55.0	64	57.5	58	82.5
61	38	10	50	90.0	96	85.0	22	5.0	0	0.0
62	14	17	42	100.0	100	100.0	52	0.0	0	0.0
63	32	11	60	85.0	84	85.0	64	27.5	12	7.5
64	33	10	38	57.5	70	52.5	56	47.5	2	20.0
65	5	7	26	87.5	90	90.0	46	0.0	0	22.5
66	24	13	36	77.5	82	75.0	56	5.0	0	5.0
67	22	6	50	82.5	92	90.0	52	0.0	2	2.5
68	50	8	68	100.0	76	67.5	28	5.0	2	5.0
69	14	22	28	100.0	98	95.0	52	0.0	0	0.0
70	36	9	18	82.5	88	87.5	48	7.5	0	5.0
71	36	22	38	85.0	82	95.0	54	5.0	0	5.0
72	48	17	44	97.5	96	90.0	38	25.0	0	10.0
73	37	14	44	97.5	94	85.0	42	10.0	4	17.5
74	48	13	46	62.5	70	62.5	36	22.5	18	40.0
75	14	26	52	95.0	98	87.5	24	0.0	0	0.0
76	44	12	24	67.5	56	47.5	72	12.5	4	2.5
77	36	13	22	82.5	90	77.5	44	0.0	0	0.0
78	22	13	68	82.5	84	67.5	26	0.0	8	20.0
79	13	8	50	90.0	92	82.5	30	0.0	0	0.0
80	47	3	52	35.0	36	15.0	70	17.5	4	45.0
81	9	23	28	85.0	90	80.0	36	0.0	0	7.5
82	6	17	22	87.5	94	97.5	56	7.5	0	0.0
83	26	10	44	75.0	76	80.0	58	5.0	0	2.5
84	52	9	26	70.0	82	82.5	44	0.0	0	0.0
85	41	14	22	62.5	68	77.5	32	2.5	0	0.0
86	41	6	46	62.5	66	62.5	40	12.5	10	5.0
87	32	20	28	92.5	100	97.5	44	0.0	0	0.0
88	32	10	24	47.5	84	72.5	92	35.0	8	35.0
89	13	15	44	92.5	86	90.0	54	2.5	0	12.5
90	18	22	20	97.5	96	87.5	48	0.0	0	2.5

Table M-3 (Continued)

Sub	ISS	MCS	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
91	70	17	70	85.0	78	80.0	50	30.0	32	37.5
92	32	8	36	67.5	82	87.5	60	7.5	0	2.5
93	15	9	14	87.5	94	92.5	40	2.5	0	2.5
94	23	12	42	72.5	76	70.0	34	20.0	8	12.5
95	26	18	56	95.0	96	90.0	42	0.0	0	0.0
96	23	11	42	100.0	100	85.0	28	0.0	0	0.0
97	21	13	42	47.5	54	35.0	58	62.5	12	40.0
98	17	19	56	75.0	80	75.0	40	0.0	0	0.0
99	36	18	60	95.0	90	90.0	24	0.0	0	0.0
100	33	16	54	90.0	100	95.0	40	0.0	0	0.0
101	65	13	74	100.0	98	100.0	40	0.0	0	0.0
102	27	7	28	67.5	74	80.0	64	17.5	4	7.5
103	27	16	32	82.5	96	92.5	34	0.0	0	0.0
104	41	11	38	92.5	96	92.5	40	0.0	0	0.0
105	53	14	28	67.5	76	75.0	74	25.0	4	20.0
106	31	11	46	95.0	92	80.0	38	10.0	6	5.0
107	30	21	54	92.5	86	45.0	36	0.0	0	5.0
108	20	15	26	95.0	100	92.5	64	0.0	0	0.0
109	28	22	52	82.5	92	82.5	38	0.0	0	0.0
110	36	2	44	57.5	84	85.0	48	2.5	2	25.0
111	28	13	60	87.5	100	100.0	54	0.0	0	0.0
112	42	15	38	70.0	88	87.5	82	22.5	14	5.0
113	0	23	40	100.0	100	100.0	40	0.0	0	0.0
114	22	19	44	97.5	90	95.0	62	0.0	0	0.0
115	33	10	54	80.0	82	72.5	24	0.0	6	12.5
116	42	7	34	47.5	66	60.0	74	40.0	16	22.5
117	33	10	14	45.0	64	50.0	54	37.5	0	27.5
118	27	9	44	70.0	94	87.5	64	12.5	0	0.0
119	58	13	52	80.0	92	87.5	70	0.0	0	0.0
120	11	9	20	77.5	88	87.5	30	5.0	0	0.0
121	62	16	52	55.0	56	52.5	54	45.0	40	50.0
122	28	15	32	62.5	56	62.5	26	0.0	0	5.0
123	8	24	38	90.0	96	95.0	50	7.5	6	0.0
124	73	6	24	77.5	86	85.0	52	2.5	0	2.5
125	29	10	50	100.0	100	97.5	33	0.0	0	0.0
126	17	18	36	95.0	100	100.0	32	0.0	0	0.0
127	39	5	24	92.5	96	82.5	32	7.5	0	0.0
128	25	6	38	85.0	92	82.5	24	0.0	0	2.5
129	49	14	42	25.0	30	55.0	62	57.5	28	67.5
130	2	19	52	100.0	100	97.5	26	0.0	0	0.0
131	41	15	22	82.5	80	77.5	62	52.5	0	12.5
132	21	13	74	90.0	98	87.5	24	0.0	0	0.0
133	51	10	22	65.0	86	82.5	68	27.5	0	5.0
134	25	10	40	95.0	100	80.0	36	0.0	0	0.0
135	55	13	76	67.5	54	52.5	14	20.0	6	10.0
136	66	11	18	55.0	78	72.5	58	45.0	6	12.5
137	39	13	48	72.5	88	85.0	44	17.5	0	10.0
138	28	7	22	90.0	98	97.5	64	0.0	0	0.0
139	25	18	24	80.0	80	77.5	14	0.0	0	2.5

Table M-3 (Continued)

Sub	ISS	MCS	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
140	39	15	60	97.5	72	40.0	16	5.0	2	17.5
141	33	14	52	40.0	28	32.5	16	0.0	0	0.0
142	54	14	64	92.5	96	85.0	16	0.0	0	0.0
143	25	9	48	90.0	94	95.0	38	7.5	0	0.0
144	11	18	20	65.0	90	85.0	54	0.0	0	0.0
145	12	17	40	87.5	90	90.0	66	12.5	6	2.5
146	29	6	24	82.5	92	82.5	30	0.0	0	0.0
147	71	13	36	17.5	20	32.5	74	87.5	74	77.5
148	11	26	32	92.5	94	95.0	58	5.0	0	0.0
149	22	21	52	87.5	98	85.0	42	0.0	0	0.0
150	35	11	26	82.5	90	67.5	34	2.5	0	0.0
151	28	20	16	57.5	68	60.0	76	45.0	4	17.5
152	10	25	46	100.0	100	100.0	40	0.0	0	0.0
153	24	17	78	82.5	100	80.0	26	27.5	2	22.5
154	17	13	52	75.0	100	100.0	36	10.0	0	0.0
155	29	12	38	57.5	82	80.0	66	27.5	6	5.0
156	35	4	58	82.5	86	75.0	40	7.5	8	25.0
157	21	13	46	77.5	80	75.0	62	7.5	2	5.0
158	26	17	48	97.5	98	100.0	48	10.0	0	0.0
159	14	8	50	80.0	78	90.0	64	15.0	2	0.0
160	14	23	8	62.5	94	92.5	74	15.0	8	12.5
161	13	17	66	92.5	96	87.5	34	0.0	0	0.0
162	44	8	32	87.5	88	75.0	62	17.5	2	7.5
163	17	17	32	100.0	100	100.0	42	0.0	0	0.0
164	46	10	8	100.0	100	90.0	44	7.5	0	0.0

Table M-4

Raw Data: Focus On Other Cluster Scores For Paternal Caretakers

Sub	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
1	52	100.0	100	90.0	26	0.0	0	0.0
2	16	92.5	82	90.0	36	0.0	0	2.5
3	30	65.0	62	70.0	76	20.0	6	27.5
4	42	0.0	0	0.0	24	80.0	42	100.0
5	40	70.0	74	77.5	74	17.5	8	5.0
6	66	92.5	98	100.0	44	0.0	0	0.0
7	100	37.5	12	0.0	0	0.0	30	70.0
8	22	75.0	84	90.0	38	0.0	0	0.0
9	30	35.0	66	50.0	46	27.5	2	30.0
10	42	27.5	24	57.5	70	35.0	2	32.5
11	42	55.0	60	77.5	46	0.0	0	0.0
12	48	95.0	90	95.0	42	0.0	0	2.5
13	62	65.0	78	80.0	32	2.5	0	7.5
14	56	87.5	78	95.0	38	2.5	0	0.0
15	56	72.5	70	70.0	20	5.0	0	10.0
16	68	75.0	70	72.5	56	5.0	4	22.5
17	66	85.0	90	92.5	62	2.5	0	2.5
18	60	47.5	50	72.5	50	20.0	20	30.0
19	28	87.5	88	90.0	58	0.0	0	0.0
20	24	70.0	50	70.0	44	0.0	0	2.5
21	38	85.0	82	80.0	44	0.0	0	0.0
22	50	72.5	86	67.5	36	0.0	0	17.5
23	22	57.5	66	77.5	54	17.5	0	15.0
24	24	100.0	100	97.5	20	0.0	0	0.0
25	76	97.5	98	92.5	32	0.0	0	0.0
26	56	90.0	86	95.0	66	5.0	0	0.0
27	68	100.0	100	100.0	60	0.0	0	0.0
28	24	50.0	46	62.5	42	5.0	0	0.0
29	72	27.5	16	20.0	64	72.5	60	75.0
30	52	75.0	92	87.5	40	0.0	0	12.5
31	38	100.0	100	97.5	40	0.0	0	0.0
32	80	67.5	44	52.5	22	47.5	26	60.0
33	42	97.5	94	95.0	48	2.5	0	0.0
34	36	80.0	34	35.0	38	42.5	0	27.5
35	12	5.0	2	2.5	72	72.5	34	37.5
36	54	10.0	20	12.5	66	82.5	64	82.5
37	32	77.5	96	95.0	58	0.0	0	0.0
38	68	85.0	78	82.5	52	10.0	10	15.0
39	42	15.0	30	22.5	72	65.0	12	27.5
40	70	66.7	56	55.0	22	22.5	0	30.0
41	58	70.0	82	87.5	42	5.0	0	12.5
42	32	95.0	96	100.0	54	0.0	0	0.0
43	66	87.5	84	85.0	44	20.0	0	2.5

Note. Sub = subject number; 1-1 = freeing and forgetting; 1-2 = affirming and understanding; 1-3 = loving and approaching; 1-4 = nurturing and protecting; 1-5 = watching and controlling; 1-6 = belittling and blaming; 1-7 = attacking and rejecting; 1-8 = ignoring and neglecting.

Table M-4 (Continued)

Sub	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
44	40	92.5	96	97.5	72	10.0	0	10.0
45	66	100.0	100	100.0	42	0.0	0	0.0
46	68	85.0	96	87.5	32	2.5	0	0.0
47	50	87.5	76	72.5	24	0.0	0	0.0
48	62	95.0	62	85.0	14	0.0	0	0.0
49	60	100.0	96	92.5	46	0.0	0	0.0
50	34	90.0	80	75.0	34	0.0	0	2.5
51	60	100.0	100	100.0	20	0.0	0	0.0
52	66	70.0	90	97.5	62	15.0	0	0.0
53	58	77.5	80	80.0	32	5.0	0	2.5
54	40	32.5	38	25.0	60	25.0	12	40.0
55	38	77.5	94	97.5	44	0.0	0	0.0
56	60	82.5	82	90.0	40	0.0	0	0.0
57	14	35.0	50	55.0	40	5.0	0	10.0
58	60	80.0	64	72.5	50	2.5	0	20.0
59	46	42.5	48	50.0	44	30.0	20	35.0
60	56	66.7	80	67.5	74	77.5	46	60.0
61	54	92.5	82	85.0	46	0.0	0	22.5
62	48	97.5	98	95.0	44	0.0	0	0.0
63	68	80.0	90	95.0	70	12.5	6	7.5
64	48	72.5	72	75.0	34	5.0	2	12.5
65	40	90.0	88	90.0	42	0.0	0	0.0
66	56	77.5	78	67.5	46	5.0	0	0.0
67	34	65.0	62	77.5	48	0.0	2	0.0
68	42	22.5	16	57.5	92	37.5	20	37.5
69	34	92.5	84	90.0	42	0.0	0	0.0
70	52	62.5	82	75.0	50	7.5	0	10.0
71	14	17.5	14	60.0	92	42.5	46	22.5
72	46	92.5	96	75.0	22	0.0	0	10.0
73	78	40.0	70	52.5	46	22.5	16	52.5
74	58	32.5	56	57.5	48	35.0	0	25.0
75	56	90.0	100	87.5	18	0.0	0	0.0
76	40	60.0	38	62.5	52	7.5	0	10.0
77	18	82.5	84	77.5	14	0.0	0	0.0
78	42	60.0	74	52.5	64	2.5	4	10.0
79	50	92.5	96	95.0	14	0.0	0	0.0
80	54	82.5	50	77.5	24	0.0	0	5.0
81	24	92.5	100	92.5	28	2.5	0	0.0
82	20	72.5	96	97.5	60	5.0	0	0.0
83	64	82.5	80	85.0	48	2.5	0	5.0
84	46	52.5	72	70.0	66	22.5	0	15.0
85	54	62.5	20	70.0	14	17.5	0	15.0
86	48	70.0	60	70.0	42	25.0	4	7.5
87	24	95.0	100	100.0	60	0.0	0	0.0
88	54	72.5	90	77.5	30	0.0	0	10.0
89	58	95.0	98	100.0	60	2.5	2	0.0
90	10	100.0	100	100.0	40	0.0	0	0.0
91	62	87.5	44	60.0	46	27.5	38	62.5
92	36	92.5	90	90.0	42	0.0	0	0.0
93	18	92.5	98	97.5	40	0.0	0	0.0

Table M-4 (Continued)

Sub	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
94	50	47.5	50	57.5	40	25.0	8	27.5
95	66	87.5	54	75.0	30	0.0	0	5.0
96	48	72.5	66	70.0	32	5.0	0	0.0
97	66	100.0	86	82.5	32	0.0	0	10.0
98	54	57.5	56	57.5	42	0.0	0	0.0
99	72	80.0	72	65.0	14	0.0	2	12.5
100	60	92.5	92	92.5	60	0.0	0	0.0
101	58	100.0	100	100.0	44	0.0	0	0.0
102	34	65.0	64	65.0	52	30.0	16	20.0
103	36	80.0	62	65.0	20	0.0	0	2.5
104	56	85.0	94	95.0	42	5.0	0	0.0
105	54	50.0	56	62.5	52	15.0	2	37.5
106	36	45.0	30	17.5	22	45.0	30	50.0
107	34	30.0	36	50.0	84	25.0	2	25.0
108	56	92.5	94	85.0	72	0.0	0	2.5
109	54	56.7	52	52.5	28	7.5	24	45.0
110	38	65.0	70	90.0	46	15.0	18	2.5
111	34	77.5	78	90.0	34	0.0	0	0.0
112	58	45.0	30	50.0	94	52.5	30	40.0
113	56	65.0	42	72.5	34	0.0	0	0.0
114	44	100.0	86	100.0	60	0.0	0	0.0
115	44	47.5	68	57.5	56	0.0	6	42.5
116	48	62.5	66	70.0	60	27.5	14	15.0
117	80	100.0	100	100.0	8	0.0	0	0.0
118	56	62.5	84	92.5	44	0.0	0	2.5
119	58	72.5	90	80.0	32	5.0	2	12.5
120	26	92.5	100	95.0	20	5.0	0	0.0
121	50	50.0	52	42.5	70	55.0	50	52.5
122	52	72.5	52	62.5	42	5.0	0	2.5
123	42	75.0	86	92.5	52	0.0	10	0.0
124	54	82.5	78	80.0	34	5.0	0	5.0
125	70	47.5	10	15.0	10	22.5	20	67.5
126	50	77.5	60	65.0	30	0.0	0	2.5
127	6	72.5	82	80.0	46	7.5	0	0.0
128	40	77.5	54	80.0	40	5.0	0	0.0
129	52	72.5	64	77.5	70	32.5	2	15.0
130	48	100.0	96	100.0	30	0.0	0	0.0
131	30	90.0	92	85.0	24	12.5	0	17.5
132	66	72.5	72	77.5	52	0.0	0	5.0
133	18	65.0	96	92.5	58	5.0	0	0.0
134	42	70.0	74	70.0	40	2.5	0	15.0
135	26	15.0	6	10.0	70	47.5	42	80.0
136	14	62.5	86	82.5	76	47.5	2	10.0
137	56	67.5	76	92.5	56	12.5	0	0.0
138	50	95.0	100	97.5	64	0.0	0	0.0
139	50	87.5	86	80.0	22	5.0	0	0.0
140	74	65.0	40	40.0	10	7.5	16	30.0
141	48	62.5	68	67.5	30	0.0	0	0.0
142	68	87.5	80	75.0	6	2.5	0	25.0
143	46	80.0	82	82.5	14	0.0	0	0.0

Table M-4 (Continued)

Sub	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
144	6	65.0	78	82.5	34	0.0	0	0.0
145	46	75.0	96	97.5	55	2.5	0	0.0
146	38	85.0	88	80.0	30	0.0	0	0.0
147	42	27.5	42	37.5	48	47.5	40	75.0
148	40	85.0	70	87.5	48	2.5	0	7.5
149	34	56.7	28	22.5	28	0.0	0	10.0
150	36	60.0	68	62.5	40	0.0	0	10.0
151	54	87.5	80	95.0	30	0.0	0	2.5
152	56	100.0	100	97.5	68	0.0	0	0.0
153	72	77.5	52	50.0	18	32.5	2	60.0
154	50	72.5	100	80.0	32	5.0	0	2.5
155	62	66.7	84	80.0	62	27.5	10	12.5
156	62	57.5	46	55.0	52	27.5	34	45.0
157	62	75.0	74	80.0	56	0.0	0	2.5
158	44	85.0	88	87.5	32	0.0	0	0.0
159	54	62.5	80	77.5	52	32.5	4	0.0
160	26	70.0	92	90.0	74	0.0	6	0.0
161	66	85.0	84	85.0	28	0.0	0	0.0
162	42	40.0	54	57.5	74	12.5	2	15.0
163	50	62.5	34	67.5	28	12.5	0	0.0
164	30	42.5	64	57.5	60	10.0	14	35.0

Table M-5

Raw Data: Intrapsychic Cluster Scores

Sub	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8
1	16	70.0	92	90.0	92	22.5	10	5.0
2	16	45.0	70	67.5	30	5.0	4	5.0
3	62	42.5	36	57.5	38	65.0	70	67.5
4	62	56.7	32	65.0	60	55.0	72	75.0
5	54	55.0	56	57.5	58	52.5	42	55.0
6	30	45.0	40	60.0	72	50.0	68	35.0
7	28	90.0	84	87.5	60	5.0	2	25.0
8	10	80.0	68	85.0	68	15.0	0	5.0
9	18	30.0	70	100.0	82	45.0	30	12.5
10	38	15.0	54	52.5	34	55.0	38	45.0
11	52	52.5	56	62.5	58	40.0	42	50.0
12	24	87.5	88	85.0	82	22.5	8	20.0
13	20	67.5	84	80.0	68	20.0	0	17.5
14	64	70.0	84	80.0	88	40.0	18	27.5
15	34	90.0	80	90.0	80	5.0	2	12.5
16	52	72.5	78	75.0	82	35.0	26	35.0
17	16	50.0	42	75.0	68	52.5	6	10.0
18	38	50.0	72	75.0	74	52.5	40	25.0
19	44	85.0	92	95.0	76	27.5	0	5.0
20	50	85.0	56	75.0	30	15.0	16	7.5
21	14	50.0	73	75.0	64	2.5	2	7.5
22	50	70.0	58	65.0	42	35.0	22	45.0
23	12	82.5	74	57.5	50	42.5	20	25.0
24	12	75.0	100	100.0	60	12.5	14	22.5
25	46	92.5	92	95.0	86	7.5	0	7.5
26	62	56.7	62	60.0	80	25.0	12	25.0
27	38	85.0	74	92.5	68	5.0	18	20.0
28	14	40.0	54	62.5	48	2.5	0	2.5
29	50	42.5	42	55.0	60	55.0	38	25.0
30	30	67.5	74	75.0	68	27.5	0	20.0
31	34	92.5	92	92.5	74	30.0	0	17.5
32	40	80.0	76	80.0	78	15.0	16	35.0
33	18	77.5	78	82.5	64	10.0	0	5.0
34	44	67.5	56	62.5	52	17.5	0	22.5
35	26	55.0	50	60.0	50	47.5	28	45.0
36	50	35.0	40	57.5	56	60.0	54	52.5
37	34	77.5	62	90.0	80	17.5	0	17.5
38	40	67.5	68	80.0	82	62.5	42	22.5
39	44	15.0	40	87.5	62	60.0	10	25.0
40	36	80.0	78	87.5	56	37.5	14	22.5
41	40	70.0	68	75.0	64	25.0	18	20.0
42	16	90.0	96	95.0	80	5.0	0	7.5

Note. Sub = subject number; 3-1 = spontaneous self; 3-2 = self-accepting and exploring; 3-3 = self-loving and cherishing; 3-4 = self-nourishing and enhancing; 3-5 = self-monitoring and restraining; 3-6 = self-indicting and oppressing; 3-7 = self-rejecting and destroying; 3-8 = daydreaming and neglecting of self.

Table M-5 (Continued)

Sub	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8
43	32	35.0	48	47.5	48	37.5	28	17.5
44	70	67.5	70	82.5	84	92.5	34	55.0
45	38	87.5	88	90.0	84	10.0	4	25.0
46	30	57.5	52	77.5	66	37.5	16	40.0
47	46	72.5	64	80.0	30	12.5	2	15.0
48	28	60.0	66	77.5	46	12.5	0	25.0
49	40	72.5	48	70.0	44	45.0	2	52.5
50	14	85.0	84	85.0	84	2.5	0	7.5
51	34	90.0	90	82.5	66	2.5	4	5.0
52	30	65.0	70	45.0	38	5.0	0	5.0
53	32	32.5	58	47.5	76	72.5	56	40.0
54	22	52.5	48	77.5	58	37.5	20	12.5
55	44	70.0	80	72.5	60	17.5	2	20.0
56	52	95.0	94	80.0	64	17.5	10	12.5
57	4	42.5	70	77.5	40	10.0	2	15.0
58	32	52.5	70	80.0	54	42.5	16	20.0
59	54	55.0	44	55.0	40	32.5	34	42.5
60	74	72.5	72	75.0	76	45.0	64	60.0
61	48	52.5	62	70.0	62	42.5	48	50.0
62	40	62.5	88	87.5	72	2.5	0	5.0
63	46	55.0	64	90.0	78	45.0	28	15.0
64	20	70.0	74	80.0	64	12.5	26	15.0
65	36	82.5	64	85.0	58	12.5	14	10.0
66	20	55.0	54	70.0	40	15.0	10	22.5
67	52	85.0	58	65.0	44	17.5	0	20.0
68	2	32.5	40	87.5	98	65.0	32	0.0
69	16	67.5	50	75.0	72	30.0	10	2.5
70	50	72.5	76	72.5	58	45.0	28	45.0
71	34	65.0	64	87.5	86	12.5	14	10.0
72	28	62.5	78	75.0	90	27.5	18	17.5
73	26	72.5	84	92.5	86	30.0	18	32.5
74	48	62.5	56	75.0	50	47.5	40	62.5
75	4	65.0	64	67.5	84	12.5	4	2.5
76	24	50.0	44	60.0	50	25.0	24	27.5
77	10	47.5	34	65.0	44	20.0	0	7.5
78	38	66.7	66	77.5	74	12.5	12	17.5
79	30	85.0	80	85.0	58	7.5	12	22.5
80	12	75.0	64	85.0	76	25.0	8	22.5
81	14	75.0	72	77.5	56	5.0	8	10.0
82	18	72.5	76	87.5	60	22.5	2	10.0
83	46	47.5	52	70.0	32	22.5	14	25.0
84	36	27.5	42	57.5	68	70.0	32	50.0
85	14	57.5	46	72.5	86	35.0	0	5.0
86	40	62.5	66	70.0	58	30.0	20	37.5
87	0	65.0	88	92.5	72	40.0	16	7.5
88	22	85.0	86	85.0	54	12.5	20	10.0
89	32	57.5	76	77.5	70	15.0	4	15.0
90	26	80.0	76	87.5	60	15.0	20	12.5
91	40	47.5	40	60.0	72	65.0	72	57.5
92	32	67.5	64	75.0	52	42.5	10	32.5

Table M-5 (Continued)

Sub	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8
93	48	85.0	76	72.5	62	10.0	18	17.5
94	26	82.5	90	75.0	52	20.0	18	5.0
95	10	62.5	78	87.5	62	32.5	34	20.0
96	22	60.0	68	85.0	48	22.5	12	22.5
97	36	75.0	78	92.5	48	27.5	10	15.0
98	20	60.0	64	77.5	70	0.0	10	22.5
99	38	77.5	82	80.0	70	15.0	10	10.0
100	14	72.5	80	92.5	76	15.0	4	12.5
101	10	42.5	60	82.5	90	52.5	38	55.0
102	44	62.5	64	65.0	68	20.0	16	20.0
103	26	57.5	64	72.5	62	25.0	0	2.5
104	28	82.5	78	77.5	64	15.0	12	7.5
105	24	27.5	50	57.5	56	55.0	46	22.5
106	34	90.0	88	85.0	66	10.0	8	12.5
107	18	45.0	48	75.0	56	47.5	0	2.5
108	36	50.0	88	85.0	76	5.0	6	25.0
109	40	55.0	72	77.5	60	30.0	12	30.0
110	34	47.5	48	65.0	56	32.5	30	32.5
111	24	60.0	68	82.5	58	0.0	0	0.0
112	34	70.0	70	77.5	62	42.5	26	30.0
113	26	87.5	96	95.0	58	0.0	6	0.0
114	20	90.0	90	100.0	50	0.0	4	0.0
115	48	80.0	84	90.0	36	20.0	12	20.0
116	34	47.5	56	72.5	64	57.5	28	32.5
117	56	62.5	62	60.0	72	27.5	16	50.0
118	28	62.5	72	75.0	72	42.5	14	22.5
119	50	75.0	72	67.5	58	47.5	42	42.5
120	38	100.0	88	90.0	58	0.0	2	22.5
121	50	50.0	54	55.0	58	62.5	48	55.0
122	30	55.0	46	75.0	62	22.5	0	25.0
123	38	92.5	92	75.0	72	22.5	14	10.0
124	36	52.5	52	67.5	70	72.5	60	62.5
125	32	90.0	78	82.5	68	47.5	30	20.0
126	36	92.5	94	90.0	62	2.5	2	7.5
127	40	40.0	34	57.5	54	57.5	14	55.0
128	38	67.5	60	65.0	62	12.5	20	20.0
129	26	40.0	46	90.0	70	65.0	54	5.0
130	50	87.5	90	87.5	76	0.0	0	12.5
131	24	45.0	62	55.0	78	22.5	26	27.5
132	26	75.0	72	82.5	74	22.5	8	10.0
133	14	45.0	60	82.5	82	50.0	18	10.0
134	40	62.5	62	60.0	56	27.5	8	37.5
135	38	70.0	40	57.5	42	45.0	34	45.0
136	70	37.5	52	67.5	54	75.0	50	52.5
137	36	62.5	66	77.5	76	50.0	36	22.5
138	20	72.5	92	95.0	80	25.0	2	20.0
139	34	52.5	82	80.0	64	12.5	18	12.5
140	30	60.0	52	75.0	54	45.0	30	45.0
141	0	12.5	28	35.0	28	25.0	20	10.0
142	46	57.5	58	77.5	70	27.5	6	32.5

Table M-5 (Continued)

Sub	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8
143	30	90.0	80	90.0	62	47.5	2	7.5
144	22	67.5	70	65.0	72	0.0	0	12.5
145	30	77.5	84	87.5	64	30.0	16	13.3
146	44	87.5	74	95.0	54	32.5	2	12.5
147	46	25.0	38	72.5	78	65.0	52	52.5
148	32	85.0	74	75.0	82	32.5	8	7.5
149	28	87.5	68	70.0	58	7.5	2	7.5
150	20	45.0	44	77.5	62	42.5	14	5.0
151	6	75.0	52	82.5	86	37.5	18	22.5
152	28	85.0	86	80.0	72	5.0	6	7.5
153	20	70.0	72	82.5	50	37.5	30	15.0
154	30	90.0	86	95.0	90	35.0	44	2.5
155	78	62.5	24	27.5	28	77.5	64	67.5
156	42	55.0	68	80.0	54	55.0	46	35.0
157	28	70.0	70	72.5	66	10.0	14	10.0
158	44	72.5	82	75.0	68	17.5	10	30.0
159	50	75.0	68	50.0	70	57.5	56	52.5
160	20	72.5	100	92.5	82	25.0	34	10.0
161	36	82.5	78	65.0	70	2.5	6	5.0
162	20	35.0	50	60.0	82	62.5	50	27.5
163	18	100.0	92	100.0	74	2.5	0	12.5
164	18	47.5	36	65.0	80	37.5	22	15.0

Raw Data: Weighted Affiliation and Interdependence Scores

Sub	WAM	WIM	WAP	WIP	WAI	WII
1	7670	570	7390	1280	5900	-3800
2	6020	-1150	6660	-690	4580	-910
3	2750	-3490	3990	-1950	-1830	790
4	5590	90	-4850	790	-1920	140
5	6000	-970	4970	-1670	750	-140
6	7040	-130	7620	810	-340	-2500
7	7320	-130	-1130	5930	6340	-720
8	6440	-410	6250	-1030	5370	-2520
9	7620	-140	3350	-1080	3290	-4700
10	6070	770	1460	-1940	-140	-490
11	4970	-500	4950	-640	1100	-360
12	7340	-730	7250	260	5680	-2170
13	6380	770	5790	870	5490	-2170
14	6260	-990	6610	370	4070	-1290
15	7090	60	5220	1660	6150	-1640
16	6230	500	4890	820	3740	-1140
17	7640	160	6920	0	2670	-3240
18	6640	0	2360	20	2300	-2450
19	5950	-1060	7060	-1260	6760	-2030
20	7100	-1010	4680	-540	4270	860
21	7400	-670	6560	-100	4670	-2620
22	6370	1240	5690	1060	2560	340
23	5940	-1070	4470	-1910	3510	-1300
24	7760	-30	7840	250	6420	-2070
25	7330	1400	7580	1970	7000	-1650
26	7310	-940	6510	-880	3200	-1130
27	7870	-360	7880	380	5300	-940
28	5870	-310	3850	-1080	4070	-1860
29	6770	-1840	-3650	670	400	-1300
30	6500	-120	6540	460	5120	-1780
31	7740	350	7760	0	6570	-1780
32	3420	-1730	1080	2930	4530	-1380
33	7480	-820	7360	-200	5940	-2100
34	2170	-550	2260	300	3930	-210
35	5100	540	-3320	-3070	1540	-1080
36	-1980	920	-4430	-760	-900	-780
37	7560	-1500	7350	-1470	4910	-2020
38	6250	120	5520	790	2430	-2600
39	6340	1370	-10	-2230	1840	-2370
40	1500	540	3200	1850	4790	-1280
41	5980	130	5940	430	4020	-830
42	7950	-790	7720	-990	7260	-2630

Note. Sub = subject number; WAM = Weighted Affiliation, Maternal; WIM = Weighted Interdependence, Maternal; WAP = Weighted Affiliation, Paternal; WIP = Weighted Interdependence, Paternal; WAI = Weighted Affiliation, Intrapsychic; WII = Weighted Interdependence, Intrapsychic.

Table M-6 (Continued)

Sub	WAM	WIM	WAP	WIP	WAI	WII
43	7260	1650	6160	690	1480	-1290
44	6990	-550	7020	-1460	1630	-1430
45	7880	-860	7860	1020	6110	-1470
46	7010	1090	7060	1360	2720	-1750
47	5880	520	6140	1350	5110	500
48	7170	720	5990	2000	4670	-510
49	6760	410	7490	790	3040	110
50	7420	-870	6500	450	6490	-2680
51	7730	1680	7150	1910	6690	-1020
52	7320	-560	6680	-740	5070	-60
53	1400	910	5910	680	-540	-2680
54	6330	-360	880	-300	2810	-2450
55	6810	150	7170	-710	5160	-550
56	7830	1400	6580	620	6200	-340
57	2530	-2160	3610	-1470	4520	-1880
58	6580	910	5130	720	3900	-1720
59	3090	-10	1660	0	1180	940
60	-90	900	1110	-1170	1110	130
61	7010	1130	6170	840	1380	-1230
62	7820	-350	7640	200	6360	-1830
63	5550	-550	6440	-330	3100	-2380
64	3610	-1370	5330	490	4580	-1950
65	6690	-400	6950	-60	4870	-1010
66	5950	-770	5730	510	3750	-980
67	6830	-210	5170	-1010	4630	730
68	5980	2100	50	-2740	1310	-5930
69	7710	-820	6920	-270	3630	-2930
70	6470	-1290	5630	-90	3170	-50
71	6350	-820	-1200	-4520	4500	-2490
72	6790	-10	6910	1460	4370	-2990
73	6600	300	2450	1390	4890	-2830
74	3470	950	2880	-270	1120	260
75	7330	1270	7310	1570	4490	-3660
76	4000	-1680	3640	-590	1980	-1080
77	6660	-840	6470	250	2970	-1990
78	5360	2350	4770	-470	4130	-1830
79	7030	960	7500	1390	5430	-710
80	1340	-140	5130	1370	4350	-2760
81	6650	-50	7380	-210	5240	-1640
82	7130	-1640	7040	-2140	5570	-2320
83	5870	-810	6290	510	2990	90
84	6190	-1000	4480	-1320	-210	-2140
85	5400	-660	2690	1390	3520	-3770
86	4310	-10	4510	-350	3070	-730
87	7620	-680	7750	-1450	5000	-4000
88	4060	-3420	6310	1060	5530	-1410
89	6660	-190	7440	-300	5120	-2050
90	7270	-900	7700	-1170	5220	-1370
91	3830	1190	1370	1950	-1520	-1640
92	6130	-1560	7110	-180	3550	-1150

Table M-6 (Continued)

Sub	WAM	WIM	WAP	WIP	WAI	WII
93	7030	-1130	7560	-980	4940	-300
94	4880	140	2600	120	5450	-1270
95	7370	660	5160	1820	3750	-2520
96	7680	970	5220	560	4280	-1370
97	1320	-850	6630	1860	5110	-950
98	6110	690	4450	470	4450	-1890
99	7050	1480	5340	2910	5530	-1340
100	7550	460	7180	40	5710	-2850
101	7660	1440	7790	620	1140	-4040
102	5270	-1950	3580	-970	3760	-990
103	7180	-290	5180	1000	4580	-2190
104	7420	-70	7120	200	5400	-1660
105	4740	-2180	3270	190	440	-2490
106	6550	540	-480	1280	6140	-1150
107	6030	1740	2500	-2620	3300	-3110
108	7670	-1490	7200	-450	5240	-1670
109	6840	570	1740	1820	3790	-1140
110	5560	-190	4910	-1080	1700	-1230
111	7610	10	6430	-370	5460	-1780
112	5560	-2570	150	-1780	3250	-1570
113	7900	0	4400	570	7210	-1310
114	7370	-780	7290	-760	7150	-1390
115	5710	1600	3560	20	5430	270
116	3120	-2090	3940	-940	1970	-2220
117	3140	-1840	7780	2920	2690	-60
118	6390	-1360	6200	-30	3930	-2310
119	6970	-850	6300	930	2370	-290
120	6640	-690	7370	10	6320	-190
121	890	30	-130	-740	160	-580
122	4650	320	4680	480	3350	-1550
123	7050	-670	6250	-550	5500	-1180
124	6450	-1230	5910	870	-580	-1750
125	7560	930	-800	3800	4100	-1940
126	7910	50	5090	890	7100	-940
127	7130	-300	6130	-1940	600	-770
128	6800	590	5110	-410	3710	-890
129	-570	-1100	4530	-1320	1020	-3860
130	7710	1070	7700	730	6810	-840
131	5090	-2270	6580	290	2760	-2370
132	7160	2010	5780	550	4970	-2230
133	5800	-2700	6920	-2290	2980	-4220
134	7330	450	5430	300	3070	-350
135	3800	2450	-3650	-1320	1010	-90
136	4580	-2940	5200	-3800	-360	-240
137	6100	-320	5990	-820	2690	-2270
138	7490	-1700	7450	-630	6190	-2950
139	5910	500	6400	1100	4870	-1810
140	5040	3090	2540	3530	1730	-1480
141	2580	1530	5100	570	700	-1770
142	7110	2080	5600	2950	3740	-1200

Table M-6 (Continued)

Sub	WAM	WIM	WAP	WIP	WAI	WII
143	7270	200	6480	1240	5550	-2060
144	6530	-1770	5830	-1410	5080	-1500
145	6550	-1350	7200	-470	5280	-1950
146	6810	-280	6770	490	5470	-870
147	-4380	-2060	-920	30	-860	-2370
148	7270	-1220	5790	-470	4850	-2370
149	7270	460	2380	670	5320	-730
150	6480	-140	5080	-50	2630	-3010
151	3750	-3070	6630	790	3180	-3680
152	7880	290	7850	-380	6130	-1500
153	6180	2120	2770	3130	3630	-1850
154	7090	50	6680	570	4580	-3180
155	4970	-1910	4630	-680	-2350	2400
156	5440	1260	1380	730	2010	-1420
157	5840	-710	5840	150	4520	-1400
158	7530	-210	6770	500	5000	-360
159	5330	-1080	5130	-870	810	-390
160	5820	-3270	5840	-1920	5000	-2740
161	7200	1420	6580	1530	5620	-810
162	6180	-1350	3460	-1720	140	-3630
163	7870	-400	3600	450	7160	-2020
164	7360	-1310	2910	-790	1670	-3210

VITA

Stephen Gregory Semands was born in Houston, Texas on June 12, 1958. He attended public schools in the Spring Independent School District, graduating from Spring High School in May, 1975. The following year, he entered Texas A&M University and graduated with a Bachelor of Science degree in Food Science and Technology in December, 1979. After working at Comet Rice, Inc. for five years, he entered The University of Houston in January, 1985 and graduated with a Master of Education degree in Educational Psychology (Counseling) in August, 1986. In September, 1986, he entered The University of Tennessee at Knoxville to pursue a doctorate in Counseling Psychology. He completed the predoctoral internship in psychology at the Veterans' Administration Medical Center in Cincinnati, Ohio in September, 1992. He received the Doctor of Philosophy degree in Education with a major in Counseling Psychology in December, 1993.