THE MEDIATING ROLE OF FALSE SELF AND TRUE/AUTHENTIC SELF IN THE RELATIONSHIP BETWEEN PERCEIVED PARENTING ATTITUDES AND ALIENATION

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ETHICAL DECLARATION

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

Gülşah Sak

13.07.2023

ABSTRACT

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Master's Program in Clinical Psychology

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The aim of this study was to investigate the mediating role of false self and true/authentic self in the relationship between perceived parenting attitudes and alienation. For this purpose, a total of 220 participants, between the ages of 18-65, participated in the study. The Personal Information Questionnaire, Perceived Parenting Attitudes in Childhood Scale (S-EMBU-C), Authencity Scale, Perception of False Self Scale (POFSS), and Dean's Alienation Scale were conducted online via Google Forms. Parenting attitudes encompassed the subdimensions of emotional warmth, overprotection, and rejection. The results of the group differences analysis showed significant differences across participants' age, work status, and marital status in terms of alienation, false self-perception, and authencity levels. Additionally, when examining the effect of the educational levels of parents on perceived parenting attitudes, a significant difference was found, indicating that only the educational level of mother influenced the maternal emotional warmth. Furthermore, in the correlation

analysis, a significant relationship was observed between overprotective parenting attitudes, rejecting parenting attitudes, alienation, false self-perception, and authenticity. However, no significant relationship was found between emotionally warm parenting and alienation, false self-perception, or authenticity. The results of serial mediation analysis indicated that false self-perception and authenticity play significant roles in mediating the relationship between perceived overprotective and rejecting parenting attitudes and alienation. The findings of the study were discussed in relation to the relevant literature. Limitations of the study and suggestions for future research were presented.

Keywords: Perceived Parenting Attitudes, Alienation, False Self, True/Authentic Self.

ÖZET

ALGILANAN EBEVEYN TUTUMLARI VE YABANCILAŞMA ARASINDAKI
İLİŞKİDE SAHTE BENLİĞİN VE OTANTİK/GERÇEK BENLİĞİN ARACI
ROLÜ

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Bu çalışmanın amacı, algılanan ebeveynlik tutumları ile yabancılaşma arasındaki ilişkide sahte benlik ve gerçek/otantik benliğin aracı rolünü incelemektir. Bu amaçla 18-65 yaş aralığında toplam 220 katılımcı çalışmaya katılmıştır. Kişisel Bilgi Formu, Çocuklukta Algılanan Ebeveyn Tutumları Ölçeği, Otantiklik Ölçeği, Sahte Benlik Algısı Ölçeği ve Dean'in Yabancılaşma Ölçeği Google Formlar aracılığıyla çevrimiçi olarak uygulanmıştır. Ebeveyn tutumları, duygusal sıcaklık, aşırı korumacılık ve reddedicilik alt boyutlarını kapsamaktadır. Grup farklılıklarının sonuçları, katılımcıların yaş, çalışma durumu ve medeni durumlarına göre yabancılaşma, sahte benlik algısı ve otantikliklik açısından anlamlı farklılıklar olduğunu göstermiştir. Ayrıca, ebeveynlerin eğitim düzeylerinin algılanan ebeveynlik tutumları üzerindeki etkisi incelendiğinde, sadece annenin eğitim düzeyinin annenin duygusal sıcaklığı üzerinde etkisi olduğu yönünde anlamlı bir fark bulunmuştur. Korelasyon analizinde aşırı korumacı ebeveynlik tutumları, reddedici ebeveynlik tutumları, yabancılaşma,

sahte benlik algısı ve otantiklik arasında anlamlı bir ilişki gözlenmiştir. Ancak, duygusal sıcaklık gösteren ebeveynlik ile yabancılaşma, sahte benlik algısı ve otantiklik arasında anlamlı bir ilişki bulunmamıştır. Seri aracı değişken analizi sonuçları, algılanan aşırı korumacı ve reddedici ebeveynlik tutumları ile yabancılaşma arasındaki ilişkide sahte benlik algısı ve otantikliğin önemli bir aracı rolü olduğunu göstermiştir. Çalışmanın bulguları ilgili literatür ışığında tartışılmıştır. Çalışmanın sınırlılıkları ve gelecek araştırmalar için öneriler sunulmuştur.

Anahtar Kelimeler: Algılanan Ebeveyn Tutumları, Yabancılaşma, Sahte Benlik, Gerçek/Otantik Benlik

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CHAPTER 1: INTRODUCTION

The concept of alienation has garnered significant attention across disciplines such as sociology, psychology, and other fields due to its wide-ranging implications and importance. It primarily focuses on an individual's sense of disconnection, detachment, and separation from both society and oneself. While numerous definitions of alienation exist in the literature, it is commonly associated with the transformation of a person into a stranger or an object (Ludz, 1976). The experience of alienation can manifest at both the social (objective) and individual (subjective) levels, affecting individuals' interactions with their immediate environment (such as family, friends, and work circles) and the broader society in which they reside. This detachment arises from a mismatch between one's internal representations of relationships, bonds, values, and meanings, collectively referred to as self-design, ultimately leading to the phenomenon known as alienation (Çorak, 2022). Whether at the objective or subjective level, this detachment occurs within the mind, encompassing the disconnect between internal representations or between representations and the self.

The Masterson Approach, drawing from psychoanalytic perspectives, emphasizes that personality disorders stem from individuals distancing themselves from their true selves. In place of their authentic identity, individuals construct a false self, which they perceive as their true identity (Masterson, 1995; 2000). Actions displayed by individuals are not in alignment with their authentic selves but are instead based on an imitative, adaptive, and inauthentic self that replaces their original self. This false self emerges as a result of the necessity for compliance (Winnicott, 1975). In cases where psychogenic alienation arises, the fundamental aspect lies in the child learning from a very early age how to think, feel, and behave in order to please someone else (the pathological mother) (Winnicott, 1975). The child learns to suppress their own desires and preferences, as the mother provides attention and love conditionally rather than unconditionally (Daehnert, 1998).

1.1. Objectives of the Study

According to Fromm (1965), individuals consist of elements such as love, creativity, self-governance, and a sense of belonging, and a lack of these essential needs leads to alienation. An alienated individual loses their sense of self and perceives life as meaningless (Ertaylan, 2018). Horney views distancing from the true self and

the inability to be authentic as forms of alienation.

The primary objective of this study is to examine the mediating role of the false self and true (authentic) self in the relationship between perceived parental attitudes during childhood and alienation. It takes a socio-psychological perspective on the concept of alienation. Additionally, the study aims to explore the potential influence of specific socio-demographic characteristics on alienation false self perception and authenticity.

This thesis aims to investigate the impact of perceived parenting attitudes on alienation, with a specific focus on the mediating role of false self and true self development. Recognizing the crucial role of parental attitudes in shaping a child's self development, this study aims to gain insights into the complex dynamics involved in the psychological well-being of individuals by exploring the relationships between perceived parental attitudes, alienation, and the development of false self and true self.

1.2. Significance of the Study

A review of the literature reveals that while the concept of alienation has predominantly been approached from a sociological and organizational perspective, there is a need to examine it from a psychological standpoint to understand the individual within society and the society within the individual. However, there is a scarcity of research focusing on the psychic dimensions of alienation in the literature. Despite various theorists attempting to understand the concept of alienation from a psycho-social perspective, there is a lack of sufficient quantitative research in this regard. In a changing world, it is believed that individuals who experience alienation from society ultimately become alienated from themselves at a more fundamental level, and this reciprocal alienation, in a cause-effect relationship, leads to social alienation (Çorak, 2022). Thus, it is important to explore the relationship between alienation, which can be understood as alienation from the self, as well as the predictive effect of early childhood experiences on self-formation. This research aims to contribute to the literature by providing valuable insights through the obtained results.

1.3. Alienation

1.3.1. The Concept of Alienation

Alienation is a concept that has been extensively studied for decades in different fields of science and for this reason, there are many definitions of the concept. In the related literature, alienation is seen to mean distancing, detachment, separation, loss of control, etc. However, in this study, the concept of alienation defined by Seeman (1959) on human beings is used. According to Seeman (1959), an alienated person is someone who cannot play an active role in what life brings, who cannot make sense of his/her own actions, who does not believe in the rules that regulate social life, who does not see social values, beliefs, traditions, customs and rules as valuable, and who cannot get pleasure from his/her actions by distancing himself/herself (Kiraz, 2015).

The concept of alienation has been discussed in philosophy, economics, sociology, political science, literature, psychology, and psychiatry through the different meanings it has acquired over time, and in these disciplines, the alienation of human beings from nature, history, society and themselves has been the subject. Although the concept of alienation, which has a long history, is such a central concept which the central theme of the classic works of the most prominent sociologists such as Marx, Weber, and Durkheim (Seeman, 1959).

There is a long-standing debate about whether alienation is a psychological phenomenon that individuals become alienated from their environment and relationships due to their own personal characteristics (psychological alienation approach) or a sociological phenomenon that society itself becomes alienating (sociological alienation approach), due to factors such as inequality, poverty, or discrimination (Geyer and Schweitzer, 1976; Ludz, 1976). In practice, the two approaches are often intertwined. Teymoori, Bastian and Jetten (2016) argues that the phenomenon of alienation occurs at the interface between society and the individual. For example, an individual who is poor and discriminated against is more likely to experience low self-esteem and anxiety, which can lead to psychological alienation.

1.3.2. Theories of Alienation

Hegel was the first to give the concept its most prominent form and philosophical and scientific content, for a better understanding of the concept (Osmanoğlu, 2016). In his early works, Hegel perceived alienation as the result of private property. The world shaped by human labor and knowledge causes the human being to feel alienated, the

human being transforms and objectifies nature while trying to meet his basic needs, but the world of the same self-realizing human being has become diminished and alienated. Hegel explains alienation by the distance between the physical and spiritual existence of man. (Israel, 1971; Yalçın and Dönmez, 2017).

Karl Marx approaches alienation from a more objective perspective. He developed a theory of alienation that focused on the ways in which capitalism creates a sense of estrangement from oneself, one's work, and one's fellow human beings. Marx believed that alienation is a major problem in capitalist society (Marx, 2003). He argues that the distinction between oppressor and oppressed caused by the class division in modern societies leads to the alienation of the oppressed part of society. According to Marx, alienation appears in four forms: In the capitalist system, labor, that is, the free activity of human beings, is spent for the employer. Therefore, man is alienated from his labor. Secondly, in the capitalist system, what man produces is no longer his own but that of his employer, and man is alienated from his product (Marx, 2007; Kiraz, 2015). A person who cannot engage in activity for self-realization cannot at the same time reflect himself in his product, nor can he own his product; under all these conditions, man is alienated from himself. And ultimately, a person who is alienated even from himself becomes alienated from others (Fromm, 1997).

Although Durkheim did not explicitly provide a direct definition of alienation, he employed the concept of 'anomie' to address a similar phenomenon. (Israel, 1971; Yalçın and Dönmez, 2017). Anomie can be understood as the disruption of social norms that causes unrest and alienation in the individual and the resulting disorder within a society. "Loss of norms" at the social sphere leads to "loss of meaning" at the individual sphere. The term 'anomie' is also used instead of alienation (Deflem, 2015). Anomie means the normative breakdown of norms, that is the collapse of the normal in society as a result of the weakening (becoming suspect) or collapse of basic assumptions and values (Preus, 2015; Çorak, 2022). These individuals experience hopelessness, disorientation, loss of faith, a sense of aimlessness and social isolation (Colman, 2015).

Seeman (1959) elaborated on alienation in detail by dividing it into dimensions. According to him, an alienated person is a person who cannot play an active role in what life brings, who cannot make sense of his own actions, who does not believe in the rules governing social life, who does not see social values, beliefs, and traditions as valuable, and who cannot get pleasure from his actions by distancing himself from

himself. Seeman (1959) developed a five-dimensional model of alienation, which he defined as "a sense of powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement". Powerlessness refers to the lack of influence and control an individual has over events that impact their life within the societal system. It is characterized by a low sense of control over one's future, indicating a diminished internal locus of control. The feeling of meaninglessness arises from the individual's inability to make decisions about what to believe, their failure to comprehend the order and rationale of their society, and the inability to anticipate the consequences of their actions. Normlessness entails the loss of significance placed on societal values, beliefs, and customs, leading to a belief in the necessity of engaging in inappropriate behaviors to achieve personal goals. Isolation occurs when individuals fail to find validation for their values from society, leading to their estrangement from society's objectives. Unlike normlessness, isolation involves a complete rejection of societal goals. Social isolation is widely recognized as the predominant stage of alienation. It involves a decline in social connectedness, a loss of trust in social interactions, and a sense of detachment from society, stemming from the individual's diminished importance placed on commonly accepted norms and values. On the other hand, self-alienation refers to the individual's detachment from their own self. It occurs when there is a discrepancy between the person's envisioned and idealized self and their actual state, leading to dissatisfaction and a feeling of moving away from their true identity. (Seeman, 1959). Hence, it is possible to say that "self-alienation" is the opposite of "self-consciousness". The Masterson Approach, one of the psychoanalytic schools, emphasizes that personality disorders originate from an individual's disconnection from their true self and their inclination to identify with someone else. Rather than embracing their authentic self, the individual constructs a false self, erroneously believing it to be their true identity. This fabrication impedes their ability to connect with their genuine essence, known as the true self (Masterson, 1995; 2000).

Freud and his contemporaries attributed the origin of alienation to interpersonal relationships and the early experiences of individuals during childhood. Based on this perspective, if a child fails to receive adequate support in forming new personal connections, they may project their negative emotions onto society as a whole, perceiving the world as bleak and depressing instead of embracing more optimistic sentiments (Özyurt, 2016).

Horney (1950) viewed alienation as detachment from the true self and not being

authenticity. Horney believed that alienation is a common experience, and that it is caused by a number of factors, including early childhood experiences, social conditions, personal factors. If a child is raised in an environment where they feel unloved, rejecting, or criticized, they may develop a sense of alienation. Alienation can also be caused by social conditions, such as poverty, discrimination, and social isolation. Moreover, some people are more prone to alienation than others. This may be due to their personality type, their coping mechanisms, or their life experiences (Horney, 1937).

Fromm's perspectives on alienation refers to a distinct mode of experiencing. In this state, individuals feel like an alien, no longer perceiving themselves as the center of their own world or as the initiator of their own actions (Fromm, 2002). Fromm believed that alienation is a major problem in modern society. Similar to Freud, Fromm (2002) highlights that conforming to societal norms and values results in alienation due to the loss of individuality and uniqueness. Fromm (1965) states that human relations can be characterized as relationships between estranged automatons, with each individual seeking security by conforming to the herd and avoiding any deviation in thoughts, emotions, or behaviors so that as a conformist of society an alienated individual does not experience feelings of loneliness or anxiety.

Existentialists, in their exploration of alienation, define alienation as the incapacity of individuals who experience purposelessness, meaninglessness, and despair to attribute significance to their own essence and the external world. The fundamental reason of human alienation lies in the inability to utilize one's existing potential. Heidegger (1996) views alienation as a lack of authenticity, the failure to actualize one's potential, similar to Horney's (1937) perspective. On the other hand, Sartre characterizes alienation as an escape from one's freedom. Sartre emphasizes that freedom entails responsibility, but individuals who cannot bear this consequence often succumb to depression and detachment from their own reality (Liu, 2022; Kırman and Atak, 2020).

In psychoanalytic perspective, alienation encompasses emotional disconnections and involves the distancing from the values of the family or society. It signifies a state of estrangement from these relationships and values (Akhtar, 2009). Therefore, alienation can be examined from three distinct perspectives: internal alienation, which refers to a sense of detachment from oneself; alienation from one's immediate surroundings, such as family or work environment; and alienation from society,

including the social institutions within one's culture (Çorak, 2022). During the process of "second individuation" in adolescence, it is considered normal to experience varying degrees of these three types of alienation for a certain period of time (Akhtar, 2009).

In this respect, culture has a significant role in shaping individual beliefs, values, norms, and social interactions, all of which can influence feelings of alienation. Communication styles, emotional expression, and social roles can also impact how individuals experience alienation. Moreover, cultural changes, globalization, and modernization can contribute to shifts in societal values and norms, potentially impacting the prevalence and manifestations of alienation within a culture.

1.3.3. Dimensions of Alienation

Seeman (1959) identified five dimensions of alienation which have been widely used by researchers to study alienation in a variety of settings, including the workplace, the family, and the community. These dimensions respectively consist of powerlessness, meaninglessness, normlessness, social isolation, and self-alienation.

1.3.3.1. Powerlessness

The feeling of powerlessness is characterized as an emotional state that arises when one's ability to exert control over their own life diminishes. In such instances, individuals believe that their choices and actions have little impact on the direction and outcomes they experience. The individual experiencing alienation in terms of powerlessness perceives their attitudes and interventions as ineffective, unable to alter predetermined results (Seeman, 1959). Specifically, alienation manifests as a lack of influence in political, social, and economic contexts, as well as in the decision-making processes of organizations. For instance, the belief that one's vote will not significantly shape the government's policies can engender a sense of powerlessness. Consequently, individuals may develop a reliance on luck and fate (Mackey and Ahlgren, 1974).

1.3.3.2. Meaninglessness

Seeman (1959) provides a definition of meaninglessness as the uncertainties an individual faces when deciding which truth to believe in and which situation to embrace. Meaninglessness is characterized by the inability to anticipate the consequences of one's behavior and the incapacity to predict the final outcome. Individuals experiencing a sense of meaninglessness find it challenging to decipher

the forms and signs that would aid in predicting the consequences of their actions. Consequently, this state undermines their capacity for decision-making and belief formation (Ergil, 1980).

1.3.3.3. Normlessness

Normlessness as defined by Ergil (1980), refers to individuals resorting to attitudes and behaviors that are known to be prohibited in order to attain the goals established and embraced by society. Within this framework, individuals believe that they can achieve their personal objectives and desires, aligned with these goals, by engaging in behaviors that are considered undesirable and unacceptable by society. Their fundamental conviction is that their existence can only be realized through actions that deviate from societal norms. Consequently, these thoughts and beliefs foster a sense of self-centeredness in the individual, leading to a predisposition for self-serving behaviors (Kırman and Atak, 2020).

1.3.3.4. Social Isolation

Isolation is characterized as a situation when individuals do not attribute significance to the majority of values, norms, and accepted standards upheld by society. Consequently, these factors contribute to the individual's isolation from society. Seeman (1959) explains that individuals may have a sense of being solitary in the world, devoid of a sense of belonging or connection to any particular place. They may also experience a profound inability to establish meaningful connections with others. Seeman distinguishes between powerlessness and meaninglessness as dimensions of alienation that differ significantly from the state of isolation. While powerlessness and meaninglessness align with the individual's personal goals and aspirations, isolation pertains to the significance society attributes to the goals set for the individual (Seeman, 1959).

1.3.3.5. Self-Alienation

Self-alienation refers to the condition of perceiving a lack of control over one's own life. Individuals who undergo self-estrangement may sense as if they are leading someone else's existence, detached from their true selves. Additionally, they may experience a disconnection from their own emotions and aspirations. Seeman (1959) suggests that self-alienation arises from the discrepancy between an individual's

expectations of themselves and their actual behaviors. This situation hinders the individual from realizing and utilizing their inherent potential.

1.3.4. Research on Alienation

Alienation, a pervasive issue that has endured throughout human history, is not only recognized as an enduring problem, but also identified as a root cause for various contemporary challenges It encompasses a multifaceted nature, affecting individuals in different dimensions and manifesting in diverse forms (Banai and Reisel, 2007; Chiaburu, Tomas and Jiexin, 2014; Lang, 1985). Moreover, alienation has been associated with a range of negative consequences, such as psychological distress, social disconnection, and reduced well-being (Kalekin-Fishman and Langman, 2015; Wegner, 1975). Understanding the complexities and implications of alienation is crucial for addressing its impact on individuals and society as a whole.

Research studies have identified significant negative relationships between alienation and various psychological factors. For instance, there is evidence of a negative association between alienation and self-efficacy (Kaur and Singh, 2015; Kumar, 2011), indicating that individuals who experience higher levels of alienation may have lower levels of confidence in their abilities. Additionally, alienation has been found to be negatively correlated with emotional intelligence (Kumar, 2011; Kaur, 2019; Kaur and Singh, 2015), suggesting that individuals who feel more alienated may struggle with understanding and managing their own emotions and those of others. Emotional maturity has also been identified as negatively related to alienation (Kaur, 2014), indicating that individuals with higher levels of alienation may exhibit lower levels of emotional maturity. Furthermore, Kumari and Kumar (2017) discovered that students with highly restrictive parental behavior tend to experience higher levels of alienation, while those with highly permissive parental behavior may struggle with establishing a sense of norms and values. Wood et al. (2008) found that anxiety and stress levels increased as self-alienation increased.

Socio-demographic factors play a significant role in the experience of alienation. Research has shown that age and marital status are associated with feelings of loneliness, with younger, older, and unmarried individuals reporting higher levels of loneliness (Jong-Gierveld, 1987; Cacioppo and Patrick, 2008). Moreover, higher income and education levels are often linked to increased subjective well-being (Nickerson et al., 2003; Martin and Hill, 2012), and it is believed that these factors can

also contribute to a decrease in alienation (Cacioppo et al., 2010).

The perceived parenting style plays a crucial role in individuals' experiences of alienation within the family context. Numerous studies have investigated the relationship between perceived parenting behaviors and feelings of alienation. Research by Bowlby (1969) emphasized the importance of parental responsiveness and support in fostering secure attachment bonds and reducing feelings of alienation among children. Similarly, studies by Barber and Harmon (2002) and Inguglia et al. (2015) found that authoritative parenting, characterized by warmth, open communication, and consistent discipline, was associated with lower levels of alienation among adolescents.

1.4 Perceived Parenting Attitudes

Parenting attitude is a general approach that parents take to raising their children. It is a disposition or response style that is intended to promote the growth and development of children (Kerr et al., 2012). Perceived parenting attitudes refer to how children perceive their parents' beliefs, behaviors, and emotional responses within the parent-child relationship. They are based on children's observations, interactions, and interpretations of their parents' actions, as well as their own cognitive and emotional processing. (Grych and Fincham, 2001). During the initial stages of development, parents are commonly acknowledged as the central figures they play a crucial role in shaping their children's behavioral, emotional, cognitive, and self development (Maccoby, 1984). In addition to this, parents can influence their children's development through a variety of active and passive, reactive and nonreactive processes. (Baumrind, 1980; Radke-Yarrow and Zahn-Waxler, 1986; Scarr and McCartney, 1983; Whiting, 1980).

The family is the first place where children learn how to interact with others as the primary arena for socialization. The way that their parents and other family members treat them, as well as the values and beliefs that are shared within the family, all play a role in shaping their social and emotional development. Parenting style is a complex concept that has been studied by researchers from different theoretical perspectives. These researchers have focused on three particular components of parenting style: the emotional relationship between the parent and child, the parents' practices and behaviors, and the parents' belief systems (Darling and Steinberg, 1993).

Early research on parenting style focused on the dimensions of control and

nurturance. John B. Watson (1928) argued that control is the most important factor in parenting, and that parents should use strict discipline to shape their children's behavior. Baumrind (1967), on the other hand, argued that nurturance is the most important factor in parenting, and that children need to feel loved and supported in order to develop healthy personalities.

Although these theorists used different terms to describe the dimensions of parenting, they were all interested in the same underlying concept: the quality of the parent-child relationship. The quality of the parent-child relationship is a strong predictor of children's social, emotional, and academic outcomes.

Theoretical approaches often examine parental attitudes to understand how it influence an individual's behavior and the nature of the parent-child relationship as these factors can affect both psychological development and the risk of developing psychopathological disorders in adulthood (Bronfenbrenner, 1979; Sameroff, 2000; Cicchetti and Toth, 2005). Accordingly, Grolnick (2002) argues that parents who are overly controlling can actually undermine their children's self-acceptance and self-regulation.

Yavuzer (2014) argues that children who grow up in supportive and nurturing environments are more likely to develop positive self-concepts and self-esteem. Conversely, children who grow up in negative or stressful environments are more likely to develop negative self-concepts and low self-esteem.

Brennan et al. (2003) found that individuals who reported no psychiatric or behavioral disorders had experienced less psychological control and more parental acceptance. They also found that individuals who reported more maternal emotional warmth had higher resilience.

There are many factors that can influence the way parents raise their children such as gender of the child, parent's education level, and socio-economic status of parents. For example, Sümer and Güngör (1999) found that families with low income and low education levels tend to be stricter and controlling, and less interested and accepting of their children. Desforges and Abouchaar (2003) found that higher parental educational attainment is associated with greater parental investment in their children's education, which in turn is associated with better adolescent emotional functioning and mental health.

When studies on the classification of parental attitudes are examined, it is seen that they share some common features, but their nomenclature differs. In the studies

conducted, these attitudes have been found to be concentrated in four dimensions: democratic, authoritarian, protective-demanding, and repressive-authoritarian (Baumrind, 1966). According to studies, parenting attitude are shaped around two important dimensions a child's psychological development: parental warmth and parental control. Parental warmth consists of emotional warmth and rejection (Grolnick and Gurland, 2005). Emotional warmth, overprotection and rejection will be examined as three dimensions of perceived parenting attitudes (Arrindell et al., 1999; Dirik et al., 2015).

1.4.1. Parental Emotional Warmth

The emotional warmth dimension of perceived parental attitude refers to the fact that parents accept their children unconditionally and express their love, interest, and compassion through physical and verbal behavior. It is characterized by acceptance, support, responsiveness, and affection of parents towards their children (Rohner et al., 2005). Emotionally warm parents accept their children for who they are, without judgment. They are attuned to their children's needs and emotions, and they respond to them in a timely and appropriate way.

Emotionally warm parenting has been shown to have a number of benefits for children, including higher self-esteem, better social skills, reduced aggression, better academic performance, and increased resilience (Khaleque, 2013). There are many ways to express emotional warmth to children, such as praising their accomplishments, giving them hugs and kisses, reading to them, playing with them, listening to them, and being there for them (Rutter, 1995; McElwain and Volling, 2006).

1.4.2. Parental Rejection

Rejecting parenting as the opposite of warmth and caring characterized as rejection encompasses parental attitudes and behaviors that disregard the needs of children and involve constant criticism and judgment (Dirik et al., 2015). Acts such as unfairly blaming, criticizing, or punishing a child reflect the rejection from parents (Rapee, 1997). Essentially, the child is unable to perceive warmth, love, and support from their parents under any circumstances, and instead, they experience psychologically harmful behaviors (Rohner et al., 2005). The rejecting parental attitude can be considered the most detrimental style among other attitudes because growing up in such a mentally hurtful environment leads the child to feel unloved and

unwelcome. A parent displaying rejection expects the child to perform beyond their capabilities and punishes them for even the slightest mistake. This misguided approach adversely affects the child's self development, low self-esteem (Arrindell et al. 2005), low self-control and psychosocial adjustment (Li et al., 2019).

Numerous studies demonstrated that low emotional warmth and high rejection levels were linked with some personality and temperament characteristics, such as neuroticism, harm avoidance, hostility, gratification dependence, and social sensitivity (Arrindell et al., 2005; Schlette et al., 1998; Kobak and Sceery, 1988; McCabe, 2014).

1.4.3. Parental Overprotection

Overprotective parenting encompasses exaggerated anxious attitudes and behaviors that parents display towards the safety of their children. They tend to be overly concerned, protective, controlling, and intrusive, limiting their children's personal freedom and to do not encourage independent behavior and autonomy in their child (Holmbeck et al., 2002).

Children who grow up with overprotective parents may have difficulty expressing their emotions and communicating with others. They may also have difficulty developing self-control and setting limits for themselves (Thomasgard et al., 1995). Additionally, overprotective parents can interfere in their children's lives in ways that prevent them from developing their own individuality. As a result, children of overprotective parents may have low self-esteem and self-confidence, and they may become emotionally dependent on others (Afat, 2013).

1.4.4. Perceived Parenting Attitudes and Alienation

Research on the relationship between perceived parenting attitudes and alienation has provided valuable insights into how parental behaviors and attitudes can influence an individual's sense of alienation. Several studies have examined this relationship and identified significant findings. Here are some key research studies:

Research has shown that there is a link between perceived parenting attitudes and alienation. For example, a study by Bernet and Lorandos (2020) found that children who perceived their parents as being authoritarian were more likely to experience parental alienation. Authoritarian parents are those who are demanding and controlling, and who do not allow their children much autonomy.

Another study, by Harman et al. (2019), found that children who perceived their

parents as being rejecting were more likely to experience alienation. Rejecting parents are those who are emotionally unavailable to their children, and who do not provide them with the love and support they need.

Smetana, Campione-Barr, and Metzger (2006) examined the link between perceived parenting practices, including parental control and autonomy support, and adolescent alienation. The study found that high levels of perceived parental control and low levels of autonomy support were related to greater feelings of alienation among adolescents.

These studies collectively highlight the importance of perceived parenting attitudes in shaping individuals' sense of alienation. They emphasize the role of parental warmth, support, and autonomy in reducing alienation, while controlling and rejecting parenting styles tend to contribute to higher levels of alienation. Understanding these dynamics can inform interventions and support systems aimed at promoting healthy parent-child relationships and reducing feelings of alienation.

1.5. The Self

1.5.1. The Concept of Self

The concept of self is a complex and multidimensional notion that has captivated the attention across various disciplines, including philosophy, psychology, and sociology, throughout history. While there is no universal agreed consensus on a singular definition of self, it is widely acknowledged that it encompasses an individual's internal perceptions, feelings, beliefs and cognitions about themselves, as well as their physical and social identity (Baumeister, 2005).

The self can be defined as the totality of a person's evaluations regarding their personality traits and their overall perception of themselves. In essence, it encompasses the entirety of how an individual evaluates and perceives their own identity. It is also seen as a dynamic entity that is constantly changing and evolving (Leary and Tangney, 2011).

The self-concept provides a framework which we perceive and make sense of our personal life experiences. Additionally, the self-concept is a broad and systematic structure that enables us to comprehend the emotions, thoughts, and behaviors of others (Markus, Moreland and Smith, 1985).

Franzoi (2016) describes the self as a social construct that is developed over time through the processes of socialization and maturation, involving attributes such as

symbolic communication and self-awareness. As humans are inherently social beings, unable to thrive in isolation, the self is intrinsically intertwined with social interactions and contexts. In this regard, the environment provides the raw materials for the self, such as information about oneself and others, as well as the feedback that is necessary for the self to develop and grow (Baumeister, 2005).

Harter (2012) states that Early experiences with caregivers, family members, and peers play a significant role in shaping the self, as well as subsequent experiences in educational, occupational, and other social environments. Cultural factors, including the prevailing values and beliefs within a particular society, also play a significant role in shaping the self (Markus and Kitayama, 2010).

The answer to the question 'How do we know ourselves?' shapes the meaning of human nature and interpersonal relationships. There are two effective ways of answering the question about self-knowledge: one of these ways is the process of self-perception; the other way is to access and comprehend internal cognitions (Robak, Ward and Ostolaza, 2006).

1.5.2. False Self

The concept of the true self (also known as real self, authentic self, and original self) and the false self (also known as fake self, idealized self, superficial self and inauthentic self) represents a psychological duality introduced by psychoanalyst Donald Winnicott (1960). The concept of the true self represents an individual's genuine sense of self that arises from spontaneous and authentic experiences, accompanied by a deep sense of aliveness and coherence, characterized by minimal contradictions (Winnicott, 1960). In contrast, the false self refers to the sense of self as a defensive mechanism, in which individuals develop a persona or identity that is not authentic but rather a facade created to comply the expectations and demands of others (Winnicott, 1960). In extreme instances, this can lead to lack of spontaneity and a feeling of emptiness and lifelessness beneath an outwardly inconsistent and inept presentation of authenticity.

Winnicott (1960) argues that the development of the false self occurs during the early stages of the infant-mother relationship. During the initial phase of the infant's life, when they are entirely dependent on the mother, the concept of the "primary maternal preoccupation" emerges. This state allows the mother to deeply connect with her infant, perceiving their needs as her own even without explicit communication.

After birth, the infant's instinctual sense gives rise to spontaneous nonverbal gestures, which, when met with kind and affirming responses from the parents, serve as the foundation for the ongoing growth of the true self. Nevertheless, in cases where what Winnicott referred to as "good enough" parenting, was not in place, the infant's spontaneity faced the risk of being overshadowed by the need for compliance with the parents' desires and expectations (Winnicott, 1960). In other words, the mother who overwhelmed by her own needs and expectations (Daehnert, 1998), fails to accurately evaluate the child's gestures, needs and expectations. In response to the mother's demands and expectations, the child learns how to think, feel, and behave in order to please the mother and disregard their own will, as the mother only provides attention and love under these circumstances (Winnicott, 1960, 1965). The child, compelled to suppress their own demands and synchronize with the mother's demands, begins to internalize and adopt them. Over the years, the emotional and cognitive patterns emerge in the child's mind from all the experiential material that does not belong to them these patterns are organized into a different self ("pseudo-self" or "as if personality") and become integrated into the child's personality (false self). As Stern (1985) suggests, the child cannot bear the separation from the mother. Nevertheless, the genuine feelings and thoughts formed based on those emotions are concealed within a distinct self (true self). The true self remains largely unnoticed and fails to flourish due to under the shadow of the constantly active false self, which consistently makes its presence known. The true self's inability to engage fully in the realm of experience hinders its capacity to establish necessary emotional connections and adjustments. Consequently, this creates a vicious circle, as any expression or activation of the true self triggers negative emotions (Masterson, 1995, 2000).

According to Laing (1990), the false self emerges by adapting to the desires and expectations of the other. Their minds automatically assess the intentions and anticipated requirements of others and position themselves accordingly. As time goes by, they gradually lose sight of their true position and identity.

Winnicott (1975), on the other hand, argues that the false self is a defensive function to hide and protect the true self due to environmental interventions. Thus, environmental interventions that will cause compliance are prevented from degenerating the true self.

Jung (2014), states that the false self corresponds to the "persona" in his theoretical framework. Persona is how the individual "appears" to himself/herself and to the outside world, not "what he/she really is".

1.5.3. True Self

In a broader sense, the true self which is also known as authentic self refers to the capacity to live an authentic and meaningful life by fully embracing one's own identity and overcoming personal struggles. The true self is the authentic core of who we are. It is the part of us that is genuine, spontaneous, and creative. It is the part of us that is driven by our passions and values (Masterson, 1988).

Masterson (1988) suggests that the true self is an inherent potential present in every individual since infancy, and it tends to activate whenever possible. All behavioral patterns displayed by an individual to reveal their authentic self can be seen as "self activation" and every human being possesses an innate motivation and desire to act in ways that reveal their true self. However, certain factors such as genetic inheritance, upbringing, education, cultural influences, or adverse life events, which impact self development, can lead to developmental interruptions or defense mechanisms that hinder the manifestation of one's true self (Masterson, 1988).

Horney (1950) defined the true self as the source of happiness, well-being, and genuine love for others. She argues that the ideal self, on the other hand, is the authentic self that has been damaged by negative judgments and criticisms.

1.5.4. Authenticity

The concept of authenticity also has been defined in different ways by many researchers, what is common theme among these definitions is that an individual with an authentic personality acts on the basis of with their true self. Harter (2002), for instance, characterizes authenticity as the capacity to comprehend and embrace one's own thoughts, emotions, desires, needs, preferences, and beliefs, and to behave in a manner consistent with their inner thoughts and feelings.

According to Kernis and Goldman (2006), authenticity is characterized by the genuine and spontaneous expression of basic feelings, objectives, and dispositions, rather than being driven by a need to appear real. In essence, authentic behavior reflects a conscious awareness and functioning of one's true self, whereas inauthentic behavior is usually directed towards being glorified and respected by others.

In humanistic approach, Maslow (1969) provides a definition of self-actualization as the individual's capacity to utilize their existing skills and abilities, thereby reaching their full potential. Those who effectively harness their potential live each moment to the fullest and act in accordance with their own instincts, experiencing a sense of liberation in their thoughts and behaviors. Moreover, Carl Rogers (1961), introduced the concept of realizing one's full potential and to discover their potential, individuals must first gain self-awareness The core of self-knowledge lies in the process of self-actualization (Maslow, 1969; Rogers, 1961). In this context, Rogers' (1961) definition of a reaching 'full potential' and Maslow's (1969) self-actualization perspectives can be considered as the concept of authenticity.

Wood et al. (2008) stated that individuals with authentic personality traits live in accordance with their own thoughts, feelings and values and they have a low tendency to act according to the opinions, cultures and values of others. Accordingly, Wood et al. (2008) proposed the authenticity model, primarily emphasize the person-centered definition of authenticity, as three components of authenticity: self-alienation, acceptance of external influence, authentic life.

Self-alienation refers to the inherent conflict between an individual's inner self and their life experiences. The more significant the disparity between one's authentic self and their experiences, the greater the sense of disconnection from oneself, leading to the development of a maladaptive identity.

Acceptance of external influence involves the extent to which one accepts the influence of other people and the belief that one must conform to the expectations of others. In the acceptance of external influence, the person acts according to the expectations of others, not according to their own desires and wishes.

Authentic living, in most instances, involves staying true to one's core identity and living in alignment with personal values and beliefs (Wood et al., 2008).

Schlegel, Vess, and Arndt's (2012) conducted a study with university students, they determined that individuals who have a strong sense of authenticity are more proficient in defining their beliefs and finding meaning in life.

Scharf and Myseless (2010) found that authentic emotions play a crucial role in the well-being and socio-emotional behaviors of young adults. The study also suggested that some young adults may need to experience self-alienation as they deviate from societal expectations in order to embark on a journey of self-discovery.

1.5.5. Alienation, Perceived Parenting Attitudes, False Self and Authenticity

The idea of "two different selves" (real and false) is formulated as one functioning as a "proxy" for the other (Jaeggi, 2014). In other words, while the individual should act in accordance with the "true self", which is the source of his/her authentic feelings and thoughts, a non-authentic self acts as a proxy for the true self. In this case, the activation of a surrogate self can be seen as the psychic formulation of "individual alienation". This psychic phenomenon may be the source of alienation (psychogenic alienation) or it may be the individual reflection of objective alienation resulting from social conditions (sociogenic alienation). Because, as Srole (1956) points out, malintegrative social processes that disrupt the integration of the individual into society activate psychopathological processes that lead to alienation from oneself and others.

Horney (1950) proposed that the false self develops as a result of feelings of alienation and a need for validation from others. Individuals who experience alienation may adopt a false self to gain acceptance and avoid rejection, leading to a disconnection from their true feelings and desires. The false self is developed in early childhood as a way of coping with negative experiences, such as abuse, neglect, or inconsistent parenting. Children who experience these types of negative experiences may learn to suppress their true feelings and needs in order to avoid further pain or rejection. This can lead to the development of a false self, which is a personality that is not authentic (Horney, 1950).

Wolff (1977) also argues that parents who do not allow their children to express themselves, especially in the early developmental stages, can contribute to the development of a false self in their children. He suggested that this happens because children who are not allowed to express themselves learn to suppress their true feelings and thoughts.

Gilbert and Miles (2002) conducted a study to investigate the association between perceived parenting styles and the false self in a sample of adults. They found that individuals who reported experiencing controlling and critical parenting styles were more likely to develop a false self as a coping mechanism to meet their parents' expectations and to avoid rejection or disapproval.

Hanley and Abell (2002) found that individuals who reported higher levels of alienation also displayed higher levels of the false self. This suggests that alienation may be linked to the development of the false self. The false self can be a coping

mechanism for dealing with feelings of alienation. By pretending to be someone they're not, people who feel alienated may be able to fit in and avoid conflict. However, the false self can also lead to increased psychological distress. This is because the false self is not authentic and can lead to feelings of emptiness, anxiety, and depression.

In summary, Object Relations Theory can help to explain alienation by providing a framework for understanding how the false self develops and how it can impact our relationships with others and our sense of self. In this sense, alienation can be understood as the result of a disrupted or incomplete development of the true self. When the true self is not adequately nurtured and validated during early childhood by the primary caregiver, the false self becomes the primary defense mechanism as a way of coping with pain and uncertainty, but it also creates a barrier between the true self and the world. This barrier can make it difficult to connect with one's true self and others, to feel authentic, and to experience a sense of belonging which may reinforce the experience of alienation.

1.6. Research Questions and Hypotheses

In accordance with this framework outlined above, the research questions are the followings:

Q1: How is the relationship between perceived parenting attitudes in childhood (emotional warmth, overprotection, rejection) and alienation?

Q2: How is the relationship between perceived parenting attitudes in childhood and the development of false self and authenticity?

Q3: How is the relationship between alienation, false self perception, and authenticity?

Q: How is the relationship between the subdimensions of alienation, false self perception, and authenticity scale?

Q4: To what extent does false self mediate the relationship between perceived parenting attitudes and alienation?

Q5: To what extent does authenticity mediate the relationship between perceived parenting attitudes and alienation?

Based on the research questions of the current study the following hypotheses will be tested:

H1: Significant differences are expected across participants' age, work status, marital status, educational level, and income level in terms of alienation, false self-

perception, and authenticity levels.

H2: Significant differences are expected across educational levels and socioeconomic levels of parents regarding parental attitudes (emotional warmth, overprotection, and rejection).

H3: A significant negative correlation is expected between perceived emotionally warm parenting and false self perception, as well as alienation. Conversely, a significant positive relationship is expected between emotionally warm parenting and authenticity.

H4: A significant positive correlation is expected between perceived overprotective parenting and false self perception, as well as alienation. Conversely, a significant negative relationship is expected between perceived overprotective parenting and authenticity.

H5: A significant positive correlation is expected between perceived rejecting parenting and false self perception, as well as alienation. Conversely, a significant negative relationship is expected between perceived rejecting parenting and authenticity.

H6: A significant positive correlation is expected between alienation and false self perception, while authenticity negatively correlated with alienation and false self perception.

H7: Perceived parenting attitudes (emotional warmth, overprotection, and rejection) is expected to have direct effects on alienation, and these effects will be mediated by false self perception.

H8: Perceived parenting attitudes (emotional warmth, overprotection, and rejection) is expected to have direct effects on alienation, and these effects will be mediated by authenticity.

In conclusion, this paper emphasizes the role of perceived parental attitudes, false self, and authenticity in the experience of alienation. The research questions and hypotheses formulated in this study will guide the investigation into the relationships between perceived parenting attitudes, alienation, and the development of false self and true self. By addressing the gaps in the existing literature and exploring the psychological dimensions of alienation, this study aims to contribute valuable insights to our understanding of the individual's relationship with society and oneself.

CHAPTER 2: METHOD

2.1. Design of the Study

The overall design of this study is quantitative and cross-sectional. The research model aims to examine the relationships between perceived parental attitudes, false self perception, authenticity as a true self perception, and alienation. Additionally, the study intends to assess the strength of these relationships. Data will be collected through self-report scales, and participants over the age of 18 will be recruited for the study. The data collection will be conducted using online data collection tools.

2.2. Participants

The sample of the present study consist of 220 participants who live in Turkey. 145 (65.9 %) females and 75 (34.1 %) males volunteered to participate in the study ages of which ranged from 18 to 62. Mean age of all participants is 29.86 *(SD =* 10.99). Age of female participants ranged from 18 to 62, with an average of 29.83 (*SD* = 11.32); Age of male participants ranged from 18 to 58, with an average of 29.92 (*SD* = 10.41). University students and people from various professional groups (e.g., workers, tradesmen, housewives, dentists, engineers, teachers, lawyers etc.) were included. 103 participants (46.8 %) are workers, while 117 participants (53.2 %) are not working.

2.3. Data Collection Procedure

Following an ethical evaluation and approval of the instruments of the current thesis by the Ethics Committee in Izmir University of Economics, combination of instruments including consent form and demographical information form were created as survey on online survey website (Google Forms). In order to collect data, convenience sampling method was used; participants were asked to participate by clicking survey link delivered via email and social media applications such as WhatsApp, Facebook, and Instagram. Before completing the questionnaire, brief explanation of the study and informed consent form presented to participants. They were informed that their participation is voluntary, and they have right to leave the study whenever they want to leave. After accepting informed consent form by clicking 'Yes', participants could complete the questionnaire. Participants are identified only by number code; no personal information was asked from participants. Various scales

in the questionnaire were administered in a randomized order to each participant due to eliminate potential bias caused by presenting the scales to participants in a predetermined order. Participants were informed that administration process will take approximately 20 minutes and were emphasized the importance of their sincere responses.

2.4. Instruments

In line with the aim of the study, the following instruments administered to collect data from participants: Informed Consent (See Appendix C), Demographical Information Form (See Appendix D), Perceived Parenting Attitudes in Childhood (See Appendix E), Perception of The False Self Scale (See Appendix F), The Authenticity Scale (See Appendix G), and Dean's Alienation Scale (See Appendix H).

2.4.1. Demographical Information Questionnaire

Demographic information was created by the researcher of the current study and consists of general information related to the participants' gender, age, marital status, Income level, education level, work status, maternal and paternal education levels (See Appendix C).

2.4.2. Perceived Parenting Attitudes in Childhood, S-EMBU-C (Egna Minnen Barndoms Uppfostran for Children; My memories of upbringing)

Child Form of Perceived Parenting Attitudes Scale is one of the most widely used self-report scale aimed at assessing how adults perceive their parents' behaviors and attitudes towards them during childhood. The original form of scale, which was developed by Perris et al. (1980), consisted of 81 items and 14 sub-dimensions. However, due to its time-consuming nature and difficulties in comprehension, some of the items were revised and shortened to 64 items by Arrindell et al. (1983). After that it was reduced to 27 items (Winefield et al., 1994), and then the final form with 23 items was created (Arrindell et al., 1999). The new form of scale referred to as Short-EMBU-C (S-EMBU-C) includes three sub-dimensions on emotional warmth, overprotection, and rejection. While there are 7 of the 23 items in the emotional warmth sub-dimension (2, 6, 9, 12, 14, 19, 23) for both mother and father, there are 9 items in overprotection dimension (3, 5, 8, 10, 11, 17, 18, 20, 22) and there are 7 items in rejection dimension (1, 4, 7, 13, 15, 16, 21) in total. Each scale items were scored

separately for mother and father on a 4-point Likert-type scale (1= Never; 2 = Sometimes; 3 = Often; 4 = Most of the time). Only item 17 is reverse coded (1=4, 2=3, 3=2, 4=1) and a high score on each subscale indicates the perception of parental attitude represented by that factor. The emotional warmth factor includes accepting, caring, respectful, and supportive parental attitudes. On the other hand, the rejection factor includes abusive, judgmental, critical, and humiliating parental attitudes. The third factor, overprotection, includes items corresponding to the anxious approach towards the safety of the children, interference, and rigid rules.

Turkish adaptation and standardization study of the scale was conducted by Dirik et al. (2015). The three sub-dimensions (overprotection, rejection, emotional warmth) in the original studies of Perceived Parenting Attitudes in Childhood indicate sufficient internal consistency with Cronbach's alphas ranging between samples. In the Turkish adaptation of the scale, The Cronbach Alpha values for mother's emotional warmth, overprotection, and rejection are 0.75, 0.72, and 0.64, respectively. The internal consistency coefficients for father's emotional warmth, overprotection, and rejection are 0.79, 0.73, and 0.71, respectively (Dirik et al., 2015). As a result of these analyses, the Turkish version of the EMBU is a reliable and valid instrument for use in research studies.

2.4.3. The Perception of False Self Scale (POFSS)

The Perception of False Self Scale (POFSS), developed by Weir and Jose (2010), is a self-report scale used to evaluate the extent to which an individual experiences a sense of being false or phony. It is a self-report scale consisted of 16 items and two sub-dimensions: False self and Social concern. The false self dimension includes 11 of 20 items (1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12) while the social concern dimension includes 5 items (8, 13, 14, 15, 16). Items are scored on a 5-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 strongly agree) and item 1, item7, and item 12 were reverse coded. The scores on the scale, which are calculated as the total score, range from 16 to 80 points, with higher scores indicating a higher level of false self-perception. In the original version of the scale, internal reliability coefficient was found to be 0.84 for false self factor, and 0.60 for social concern factor. The test-retest reliability of POFSS scores over 10 weeks period was determined to be very high at 0.84.

The Turkish adaptation and validity study of POFSS was conducted by Akın et

al. (2013). The language equivalence study revealed a high correlation (0.83) between the Turkish and English forms of the POFSS. In the Turkish version of the scale, the overall internal consistency coefficient was 0.75. Moreover, the test-retest reliability coefficients were found to be 0.84 for the overall scale, 0.74 for the false self factor, and 0.73 for the social concern factor.

2.4.4. The Authenticity Scale

The Authenticity Scale, developed by Wood and colleagues (2008), measures dispositional authenticity. The scale comprises of 12 items and includes three sub-dimensions: Self-alienation, Acceptance of external influences, and Authentic living, each consisting of four items. Participants rate their level of agreement on a 7-point Likert scale ranging from 1 (does not describe me at all) to 7 (completely describes me). Each sub-dimension, Self-alienation (2, 7, 10, 12), The acceptance of external influences (3, 4, 5, 6) and the Authentic living (1, 8, 9, 11) are composed with four items. The scores for each sub-dimension are calculated by summing the corresponding items, and the overall authenticity score is obtained by subtracting the scores of Self-alienation and Acceptance of external influences from Authentic living. A high score on Authentic Living and low scores on the other two sub-dimensions indicate that an individual possesses authenticity traits. The scale does not include any reverse coded items. In the original development study, the Cronbach's alpha internal consistency coefficients for the overall scale were α = .78. The Cronbach's alpha coefficients for Self-alienation, Acceptance of external influences, and Authentic living were found to be .78, .78, and .69, respectively. Test-retest reliability was assessed by repeating the test twice with a two-week interval, and the reliability coefficients ranged between .85 and .91.

The Authenticity Scale has been standardized into Turkish by Ilhan and Ozdemir (2012), and psychometric studies indicate that the Turkish version has the same structure as the original form. In the adaptation study, the Cronbach's alpha internal consistency coefficients for the Turkish version were found to be 0.79 for Self-Alienation, 0.67 for Acceptance of External Influences, and 0.62 for Authentic Living.

2.4.5. Dean's Alienation Scale

Dean's Alienation Scale, developed by Dean (1961), consist of 24 items divided into 3 sub-dimensions: powerlessness, normlessness, and social isolation. The

powerlessness and social isolation sub-dimensions each include 9 items, while the normlessness sub-dimension consists of 5 items. The scale is designed in a 5-point Likert-style format, and ratings for each statement are presented in five response options (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 strongly agree). There are 5 reverse-coded items (1, 2, 3, 4, 6), where higher scores indicate higher levels of alienation. In the original study, the internal reliability coefficient for the overall scale was found to be 0.78. The reliability coefficients for each subscale, powerlessness, normlessness, and social isolation, were determined to be 0.78, 0.73, and 0.84, respectively.

The Turkish standardization study was conducted by Güğerçin and Aksay (2017). During the pre-test phase of the study, two statements related to religious beliefs were found to be incomprehensible to participants and were excluded from the analysis. Participants expressed concerns about these questions as they questioned their individual religious and political preferences. Factor analysis results indicated that the alienation scale is a three-factor scale with internal consistency in the Turkish context. However, items with low factor loadings or items that belonged to multiple factors simultaneously (overlapping) were identified and excluded from the analysis. Ultimately, 20 scale items were included in the analysis. The Cronbach's alpha internal consistency coefficients for the Turkish version of the scale were found to be 0.88. Cronbach's alfa coefficient for Powerlessness, normlessness, and social isolation was 0.86, 0.84, and 0.88, respectively.

2.5. Data Analysis Procedure

Statistical Analysis Statistical Package for Social Sciences (SPSS), version 25 was used for the statistical analysis in this study and various statistical techniques were employed, including descriptive analysis, correlation analysis, t-test, ANOVA, and serial mediation analysis using Model 4 of PROCESS, version 4.2 by Andrew F. Hayes (2022). For the preliminary analysis, data were checked for missing values, normal distribution, and homogeneity assumption. Firstly, no missing value was found. 2 participants under the age of 18 were excluded because of the criteria for participants to be over 18 years old. After that, the variables were checked for normality and descriptive statistics were used while investigating the skewness and kurtosis values of the data. The skewness and kurtosis values should be in the range of +1.5 and -1.5 a to be considered normally distributed (Tabachnick and Fidell, 2013). In this study,

all scales exhibited skewness and kurtosis levels within this range, suggesting a normal distribution of the data.

Mean, standard deviation, percentage analysis, and frequency values were studied for descriptive statistics. Pearson Correlation Coefficient Analysis was used to examine the relationship between study variables and subscales. This analysis allows for the examination of the strength and direction of the associations between variables. To examine the effects of demographic variables on study variables independent sample t-test, and one-way independent ANOVA were conducted. These tests allow for comparisons between groups based on different demographic characteristics. Finally, a mediation analysis was performed to investigate whether false self perception, and authenticity separately mediated the relationship between perceived parenting attitudes and alienation. This analysis helps to understand the underlying mechanisms and pathways through which the variables of interest are related.

CHAPTER 3: RESULTS

In this chapter the statistical analysis and the results of the data are expressed to investigate the research questions. Demographical variables, descriptive statistics about the variables, the correlations between study variables, regression and mediation analysis are presented in the rest of the chapter.

3.1. Results of the Sample Characteristics

The frequency and percentage values regarding the socio-demographic information of the participants are presented in Table 1.

Table 1. Demographic Characteristics of the Participants

Variables	Participants	
	N	*%*
Gender		
Female	145	65.9
Male	75	34.1
Other	0	0
Age		
18-25	116	52.7
26-40	58	26.4
41-65	46	20.9
Work Status		
Working	103	46.8
Not Working	117	53.2
Education Level		
Elementary School	5	2.3
Middle School	4	1.8
High School Degree	31	14.1
Bachelor's Degree	160	72.7
Master's Degree	16	7.3
PhD	3	1.4
PhD +	1	0.5
Income Level		
Low	51	23.2
Middle	127	57.7
High	42	19.1
Marital Status		
Married	71	32.3
Single	96	43.6
In a relationship	46	20.9
Divorced	7	3.2

Table 1. (continued) Demographic Characteristics of the Participants

Mother's Education Level		
Not Literate	21	9.5
Elementary School	70	31.8
Middle School	17	7.7
High School degree	45	20.5
Bachelor's degree	59	26.8
Master's degree	7	3.2
PhD +	1	0.5
Father's Education Level		
Not Literate	3	1.4
Elementary School	56	25.5
Middle School	28	12.7
High School degree	51	23.2
Bachelor's degree	74	33.6
Master's degree	6	2.7
PhD +	2	1.0
Parents' Income Level		
Low	38	17.3
Middle	122	55.5
High	60	27.2
Total	220	100

N number, *%* percentage

3.2. Results of the Descriptive Statistics

The mean, standard deviation, minimum and maximum values of the scores obtained from the scales assessing maternal and paternal perceived parenting attitudes and overall scores for both parents, false self perception, and authenticity including their subscales scores are presented in Table 2.

Table 2. Descriptive Statistics for Main Variables of the Study

Variables	*N*	Mean	*SD*	Min-Max
Perceived Parenting Attitudes				
Maternal Emotional Warmth	220	20.10	4.42	7-28
Paternal Emotional Warmth	220	18.30	5.32	7-31
Maternal Overprotection	220	21.27	5.60	10-36
Paternal Overprotection	220	20.42	5.87	9-36
Maternal Rejection	220	10.48	3.70	7-27
Paternal Rejection	220	11.23	4.68	7-28
Overall Emotional Warmth	220	19.20	4.39	7-28

Table 2. (continued) Descriptive Statistics for Main Variables of the Study

	Overall Overprotection	220	20.85	5.25	10-35
	Overall Rejection	220	10.86	3.80	7-27
False Self Perception					
	False Self	220	24.85	6.99	14-46
	Social Concern	220	12.98	3.54	5-22
	Overall False Self	220	37.83	9.43	20-64
Authenticity					
	Authentic Living	220	21.18	5.58	4-28
	Self-Alienation	220	12.96	6.56	4-28
	Acceptance of External Influences	220	12.59	6.20	4-28
	Overall Authenticity	220	6.17	0.99	3.16-7.94
Alienation					
	Social Isolation	220	29.25	4.33	17-41
	Powerlessness	220	20.66	3.84	6-29
	Normlessness	220	16.14	3.41	5-23
	Overall Alienation	220	66.05	8.83	40-85

3.3. Results of the Group Differences

In this section, the effects of the demographic information obtained from participants (i.e., age, marital status, work status, education level of parents etc.) on the values of the scales, along with the significant results of the research hypotheses analysis, are reported. Regarding educational level, participants were categorized into three groups: low (not literate, elementary school), medium (middle school, high school), and high (bachelor's degree, master's degree, PhD+). Participants' ages were also divided into three ranges: 18-25 years, 26-40 years, and 41-65 years in accordance with the stages of adult development.

3.3.1. Comparison of Alienation, False Self Perception, and Authenticity by Different Age Ranges

A one-way independent ANOVA was conducted to examine the effects of different age ranges (18-25, 26-40, and 41-65) on false self perception, authenticity, and alienation. Levene's test was performed to assess the homogeneity of variances among the age groups. The results revealed that the variances for false self perception

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($F_{(2, 217)} = 1.24$, $p > .05$), authenticity ($F_{(2, 217)} = .14$, $p > .05$), and alienation scores ($F_{(2, 217)} = 3.19$, $p > .05$) were equal.

According to the results of the one-way ANOVA, there was a significant difference of different age ranges on authenticity ($F_{(2, 217)} = 13.26$, $p < .001$, $\eta^2 = .11$) and alienation levels ($F_{(2, 217)} = 8.85$, $p < .05$, $\eta^2 = .07$). However, there was no significant difference of age ranges on false self perception scores ($F_{(2, 217)} = 1.51$, $p > .05$), as presented in Table 3.

Post-hoc procedures using the Tukey HSD test were conducted to examine differences between the age groups. The follow-up comparisons indicated that participants aged 18-25 (M = 68.34, SD = 7.85) years had significantly higher alienation scores compared to those aged 26-40 years (M = 63.57, SD = 8.74) and 41-65 years (M = 63.41, SD = 9.83), $p < .05$. Additionally, in terms of authenticity scores, participants aged 18-25 (M = 33.72, SD = 12.37) years differed significantly from those aged 26-40 years (M = 42.17, SD = 11.21) and 41-65 years (M = 41.78, SD = 11.50), $p < .05$. However, there were no significant differences between the 26-40 years and 41-65 years age groups in alienation scores (MD = .16, $p > .05$) and authenticity scores (MD = .39, $p > .05$). These findings suggest that different age ranges have a significant difference on authenticity and alienation levels, while false self perception scores do not differ significantly among the age groups.

Table 3. Summary of One-way ANOVA for Comparison of Alienation, False Self Perception, and Authenticity by Different Age Ranges

Variables	Age Ranges	N	Mean	SD	SS	F	p	η^2
Alienation	18-25	116	68.34	7.85				
	26-40	58	63.56	8.74	1287.76	8.85	.000***	.07
	41-65	46	63.41	9.83				
	Total	220	66.05	8.83	17075.34			
Authenticity	18-25	116	33.72	12.38				
	26-40	58	42.17	11.21	3759.64	13.26	.002**	.11
	41-65	46	41.78	11.51				
	Total	220	37.63	12.55	34522.91			

Table 3. (Continued) Summary of One-way ANOVA for Comparison of Alienation, False Self Perception, and Authenticity by Different Age Ranges

False Self Perception	18-25	116	38.84	9.70			
	26-40	58	37.05	9.45	267.86	1.51	.223
	41-65	46	36.26	8.58			
	Total	220	37,83	9,43	19496.78		

***p <.001, **p<.01, *p<.05

3.3.2. Comparison of Alienation, False Self Perception, and Authenticity by Marital Status

A one-way independent ANOVA was conducted to examine the effects of marital status (married, single, have a relationship, divorced) on alienation, authenticity, and false self perception. Levene's test was first performed to assess the equality of variances among the four groups (married, single, in a relationship, and divorced). The results indicated that the variances for alienation (F (3, 216) = 2.26, p > .05), authenticity (F (3, 216) = .92, p > .05), and false self perception (F (3, 216) = 1.79, p > .05) were equal, meeting the assumption of homogeneity of variance.

According to the results of the one-way independent ANOVA, a significant difference of marital status was observed on alienation, F (3, 216) = 6.73, p < .001, η^2 = .09, and authenticity, F (3, 213) = 5.23, p < .01, η^2 = .07. However, there was no significant difference of marital status on false self perception, F (3, 216) = 1.25, p > .05. (As shown in Table 4)

Post-hoc procedures using the Tukey HSD test were conducted to examine differences between the groups. The follow-up comparisons revealed that single participants (M = 68.55, SD = 7.26) exhibited significantly higher levels of alienation compared to married participants (M = 63.14, SD = 9.25). However, no significant differences were found between the other group comparisons. Regarding authenticity, married participants (M = 41.45, SD = 11.18) had significantly higher scores compared to single participants (M = 36.18, SD = 12.60) and participants in a relationship (M = 33.67, SD = 13.24). However, no significant differences were observed among the other group comparisons. In terms of false self perception, no significant differences were found between any of the group comparisons. These findings indicate that marital status is associated with differences in alienation and authenticity levels, but not false self perception.

Table 4. Summary of One-way ANOVA for Comparison of Alienation, False Self Perception, and Authenticity by Marital Status

Variables	Marital Status	N	Mean	SD	SS	F	p	η^2
Alienation	Married	71	63.14	9,25				
	Single	96	68.55	7.26				
	In a Relationship	46	66.26	9.39	1460,14	6.73	.00**	.09
	Divorced	7	60.00	10.39				
	Total	220	66.05	8.83	17075.34			
Authenticity	Married	71	41.45	11.18				
	Single	96	36.17	12.60				
	In a Relationship	46	33.67	13.24	2339.23	5.23	.00**	.07
	Divorced	7	45.00	8.74				
	Total	220	37.63	12.55	34522.91			
False Self Perception	Married	71	37.06	9,23				
	Single	96	38.07	9.21				
	In a Relationship	46	39.30	10.60	331,34	1.25	.29	
	Divorced	7	32.71	3.59				
	Total	220	37.83	9.43	19496,78			

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

3.3.3. Comparison of Alienation, False Self Perception, and Authenticity by Work Status

An independent samples t-test was conducted to examine the effect of work status (working vs. not working) on alienation, false self perception, and authenticity. The results revealed a statistically significant difference in alienation between participants who were not working (M = 67.72, SD = 9.30) and those who were working (M = 64.17, SD = 8.07), t (218) = -3.03, $p < .01$, $d = .41$, with the former group reporting higher levels of alienation. Additionally, participants who were working (M = 41.19, SD = 11.76) demonstrated higher authenticity scores compared to those who were not working (M = 36.51, SD = 8.52), t (218) = 4.08, $p < .001$, $d =$

.55. Lastly, false self perception scores were found to be higher for participants who were not working (M = 38.99, SE = 10.07) compared to those who were working (M = 36.51, SE = 8.52), t (218) = -1.98, $p < .05$, $d = .27$. (As given in Table 5)

Confidence intervals were calculated using the Bias-Corrected and Accelerated (BCa) method. For alienation, the 95% CI ranged from -5.861 to -1.244. For authenticity, the 95% CI ranged from 3.460 to 9.920. Finally, for false self perception, the 95% CI ranged from -4.947 to -0.007.

Table 5. Summary of independent t-test for comparison of Alienation, False Self Perception, and Authenticity by Work Status

Variables	Work Status	N	Mean	SD	SE	df	t	p	d
Alienation	Working	103	64.17	9.30	.92	218	-3.03	.003**	.41
	Not Working	117	67.72	8.07	.75				
Authenticity	Working	103	41.19	11.76	1.16	218	4.08	.000***	.55
	Not Working	117	34.50	12.44	1.15				
False Self Perception	Working	117	36.51	8.52	.84	218	-1.98	.049*	.27
	Not Working	103	38.99	10.07	.93				

***p <.001, **p<.01, *p<.05

3.3.4. Comparison of Perceived Maternal Parenting Attitudes by Education Level of Mother

A one-way independent ANOVA was conducted to examine the effect of education level of mother on perceived maternal parenting attitudes (emotional warmth, overprotection, and rejection). Levene's test was utilized to assess the homogeneity of variances across the three groups. The analysis revealed that the variances for the three levels of education were equal in terms of emotional warmth mother, F (2, 217) = 1.70, $p > .05$; overprotective mother F (2, 217) = 1.51, $p > .05$; and rejecting mother, F (2, 217) = 1.62, $p > .05$, supporting the assumption of homogeneity of variances.

The results of the one-way independent ANOVA indicated a significant difference of maternal educational level on emotional warmth mother scores, $F(2, 217) = 3.18$, $p < .05$, $\eta^2 = .03$. However, there was no significant difference of maternal education on false perceived overprotective mother, ($F(2, 217) = .11$, $p > .05$), and perceived rejecting mother ($F(3, 217) = .04$, $p > .05$). (As shown in Figure 1.)

Post-hoc comparisons were conducted using the Tukey HSD test to further explore these differences. The follow-up comparisons revealed a significant difference in perceived emotionally warm parenting between the low education level of mothers ($M = 19.23$, $SD = 4.09$) and the high education level of mothers ($M = 20.90$, $SD = 4.13$). However, no significant differences were found between the low education level of mothers ($M = 19.23$, $SD = 4.09$) and the medium education level of mothers ($M = 20.52$, $SD = 5.01$), or between the medium education level of mothers and the high education level of mothers ($M = 20.90$, $SD = 4.13$).
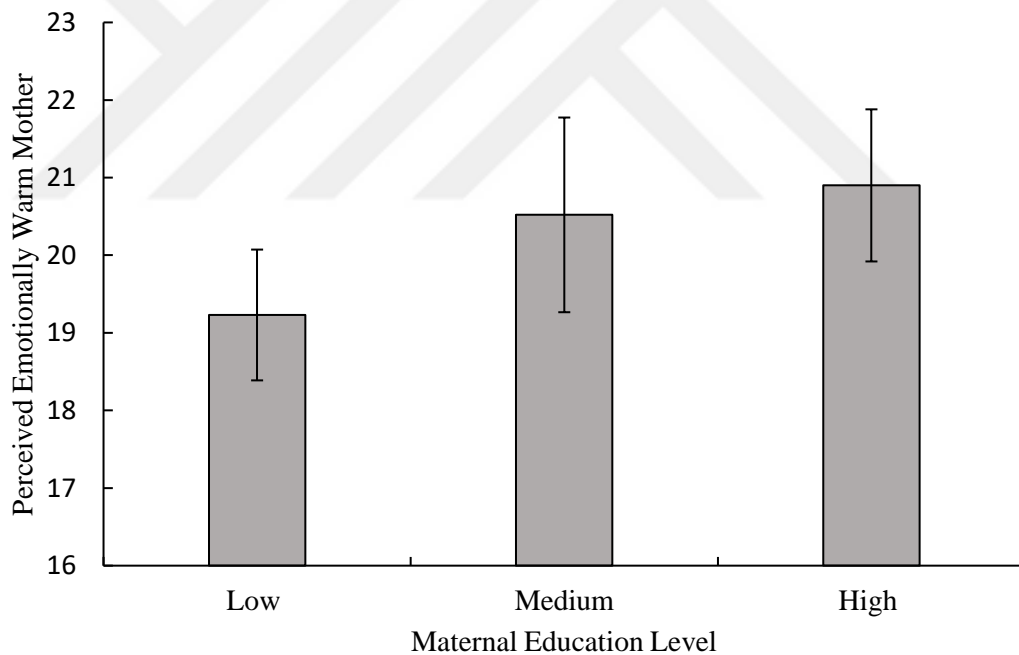
Figure 1. Mean (with 95%CI) Emotionally Warm Mother by Maternal Education Level.

3.3.5. Comparison of Perceived Paternal Parenting Attitudes by Education Level of Father

A one-way independent ANOVA was conducted to examine the effect of paternal education level on perceived parental parenting attitudes. Levene's test was performed to assess the homogeneity of variances across the three groups. The analysis revealed that the variances for the three levels of education were equal in terms of emotional warmth mother, $F(2, 217) = .34$, $p > .05$; overprotective mother $F(2, 217) = 1.38$, $p > .05$; and rejecting mother, $F(2, 217) = 1.07$, $p > .05$, supporting the assumption of homogeneity of variances.

The results of the one-way independent ANOVA indicated that paternal educational level had no significant difference on perceived emotionally warm father scores, $(F(2, 217) = .43, p > .05)$ perceived overprotective father scores, $(F(2, 217) = 1.16, p > .05)$, and perceived rejecting father scores $(F(3, 217) = .74, p > .05)$.

3.4. Results of Correlation Analysis

Pearson Correlation analysis was conducted to investigate the relationships between the study variables: Perceived Parenting Attitudes Scale (Emotional Warmth, Overprotection, Rejection), Alienation Scale, False Self Perception Scale, and Authenticity Scale. The correlation coefficient results of the Pearson correlation analysis are given in Table 6. The results of Pearson Correlation analysis indicated that there are significant correlations between each scale.

The Pearson Correlation results of perceived parenting attitudes, presented in Table 6, indicated a significant negative relationship between the overall emotional warmth parenting attitudes and the overall overprotective parenting attitudes for both mother and father ($r = -.27, p < .01$). Additionally, there was also a significant negative relationship between the overall emotionally warm parenting attitudes and the overall rejecting parenting attitudes ($r = -.59, p < .01$). On the other hand, there was a significant positive relationship between the overall overprotective parenting attitudes and the overall rejecting parenting attitudes ($r = .58, p < .01$).

The results of Pearson Correlation showed that there are statistically significant correlations between perceived parenting attitudes and alienation, false self perception, and authenticity. Alienation was a positively associated with overall overprotective parenting attitudes ($r = .23, p < .01$) and overall rejecting parenting attitudes ($r = .20, p < .01$) but there was no significant relationship between alienation and overall

emotionally warm parenting attitudes ($r = -.13$, $p = .06$). However, alienation was negatively correlated with paternal emotional warmth ($r = -.15$, $p < .05$). Furthermore, false self perception was statistically positively correlated with overall overprotective parenting attitudes ($r = .28$, $p < .01$) and overall rejecting parenting attitudes ($r = .22$, $p < .05$) but there was no significant relationship between false self perception and overall emotional warmth parenting attitudes ($r = -.10$, $p = .14$). On the other hand, authenticity was negatively associated with overall overprotective parenting attitudes ($r = -.24$, $p < .01$) and overall rejecting parenting attitudes ($r = -.22$, $p < .01$) but there was no significant correlation between authenticity and overall emotionally warm parenting attitudes ($r = .11$, $p = .12$).

According to the results of correlation analysis, there were statistically correlations between alienation, false self perception, authenticity. While there was a positive and moderate relationship between alienation and false self perception ($r = .34$, $p < .01$), there was negative and moderate relationship between alienation and authenticity ($r = -.40$, $p < .01$). Lastly, there was negative and strong association between false self perception and authenticity ($r = -.65$, $p < .01$).

Table 6. Correlation Analysis of Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Maternal Emotional Warmth	1											
2. Paternal Emotional Warmth	.62**	1										
3. Maternal Overprotection	-.12	-.16*	1									
4. Paternal Overprotection	-.26**	-.32**	.67**	1								
5. Maternal Rejection	-.50**	-.42**	.53**	.47**	1							
6. Paternal Rejection	-.39**	-.54**	.32**	.50**	.63**	1						
7. Overall Emotional Warmth	.88**	.92**	-.16*	-.33**	-50**	-.53**	1					
8. Overall Overprotection	-.21**	-.27**	.91**	.92**	.55**	.45**	-.27**	1				
9. Overall Rejection	-.50**	-.56**	.48**	.58**	.88**	.90**	-.59**	.58**	1			
10. Alienation	-.07	-.15*	.20**	.22**	.16*	.20**	-.13	.23**	.20**	1		
11. False Self Perception	-.06	-.12	.25**	.27**	.18**	.24**	-.10	.28**	.22*	.34**	1	
12. Authenticity	.06	.12	-.20**	-.24**	-.17**	-.25*	.11	-.24**	-.22**	-.40**	-.65**	1

**p < .01, *p < .005 (Two-tailed); N = 220

3.5. Results of Mediation Analysis

A serial mediation analysis was utilized to investigate whether false self perception and Authenticity mediate the relationship between perceived parenting attitudes and alienation by using model 4 (Baron and Kenny, 1986) for PROCESS macro 4.2 (Hayes, 2022). Perceived parenting attitudes consist of the three factors which includes perceived rejecting parenting, perceived overprotective parenting, and perceived emotionally warm parenting. In this analysis, perceived parenting attitudes was a predictor variable, while false self perception and Authenticity was used separately as a mediator variable. In order to test hypotheses, several models were designed. Firstly, in model 1, perceived overprotective parenting was used as a predictor variable, and alienation was used as an outcome variable, while false self perception and Authenticity were included as a separated mediator variables. Additionally, in model 2, perceived rejecting parenting was included as a predictor variable, and the mediators and outcome were the same as in model 1. Lastly, perceived emotionally warm parenting was used as the predictor variable while alienation was used the outcome variable, false self perception and authenticity was included as the mediator variable, but necessary conditions were not satisfied because the regression analysis between emotionally warm parenting and alienation was not found significant $F(1,218) = 3.72, p = .55$. In other words, emotionally warm parenting had no direct effect on alienation. Therefore, there was no ground for mediation for this model. As suggested by Andrew Hayes, bootstrapping procedures with 5,000 resamples was used and the significance of the models was evaluated over 95% confidence intervals.

3.5.1 Model 1: The mediating Role of False Self Perception in the Relationship between Perceived Overprotective, and Rejecting Parenting Attitudes and Alienation

A serial mediation analysis was performed to examine the mediating role of False Self Perception in the relationship between perceived overprotective parenting and alienation. The mediation model is given in Figure 2.

According to the results of analysis, the model significantly predicted and explained %13 of the variance in alienation, $R^2 = .13, F(2, 217) = 16.91, p < .001$. Perceived overprotective parenting positively predicted (a path) false self perception, $\beta = .28, t(218) = 4.34, p < .001, \%95$ CI [.28, .74]. Perceived overprotective parenting predicted 7% of the variance in false self perception. Moreover, False self perception

positively predicted (b path) alienation, $\beta = .30$, t (218) = 4.51, $p < .001$, %95 CI [.16, .40]. Perceived overprotective parenting, $\beta = .15$, t (218) = 2.25, $p < .05$, %95 CI [.03, .47] also positively predicted alienation. Both the total effect of perceived overprotective parenting on alienation (c path), $\beta = .23$, t (218) = 3.52, $p < .01$, %95 CI [.17, .61] and direct effect of perceived overprotective parenting on alienation (c' path), $\beta = .15$, t (218) = 2.25, $p < .05$, %95 CI [.03, .47] were significant. Therefore, we can conclude that false self perception partially mediated the relationship between perceived overprotective parenting and alienation. The indirect effect of perceived rejecting parenting through false self perception on alienation was also found significant $\beta = .08$, %95 CI [.06, .24]. The results of analysis indicated that false self perception have significant mediating role in relation between perceived overprotective parenting and alienation.
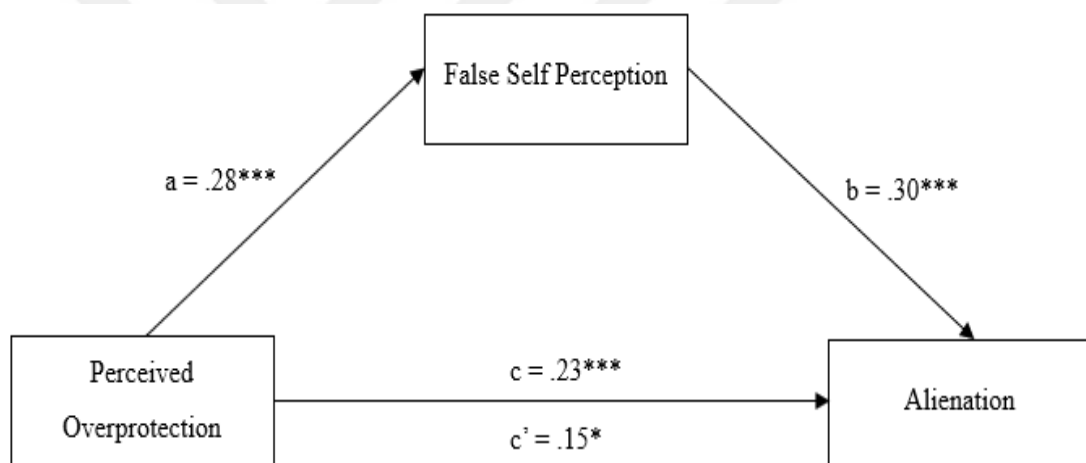
Note: *** p < .001; ** p < .01; * p < .05.

Figure 2. Indirect Effect of Perceived Overprotective Parenting on Alienation through the serial mediation of False Self Perception

Another serial mediation analysis was conducted to investigate the mediating role of False Self Perception in the relationship between perceived rejecting parenting and alienation. The mediation model is shown in Figure 3.

According the results of analysis, perceived rejecting parenting positively predicted (a path) false self perception, $\beta = .19$, t (218) = 2.85, $p < .01$, %95 CI [4.16, 22.78]. Perceived rejecting parenting predicted 4% of the variance in false self perception. Furthermore, false self perception positively predicted (b path) alienation, $\beta = .31$, t (218) = 4.82, $p < .001$, %95 CI [.17, .41], and perceived rejecting parenting

positively predicted alienation, $\beta = .15$, $t(218) = 2.41$, $p < .05$, %95 CI [1.86, 18.67]. the model significantly predicted and explained %14 of the variance in alienation, $R^2 = .14$, $F(2, 217) = 17.32$, $p < .001$. The total effect of perceived rejecting parenting on alienation (c path) was statistically significant, $\beta = .21$, $t(218) = 3.22$, $p < .001$, %95 CI [5.50, 22.84]. In addition to this, the direct effect of perceived rejecting parenting on alienation (c' path), $\beta = .15$, $t(218) = 2.41$, $p < .05$, 95% CI [1.86, 22.84] was also significant. Indirect effect of perceived rejecting parenting through false self perception on alienation was also found significant $\beta = .06$, $p < .05$, 95% CI [.02, .11]. Therefore, we can conclude that Authenticity partially mediated the relationship between perceived rejecting parenting and alienation. These results demonstrated that, false self perception have a significant intervening role in relation between perceived rejecting parenting and alienation.

Note: *** p < .001; ** p < .01; * p < .05.

Figure 3. Indirect Effect of Perceived Rejecting Parenting on Alienation through the serial mediation of False Self Perception

3.5.2. Model 2: The mediating Role of Authenticity in the Relationship between Perceived Overprotective, and Rejecting Parenting Attitudes and Alienation

A serial mediation analysis was performed to investigate the mediating role of Authenticity in the relationship between perceived overprotective parenting and alienation. The mediation model is given in Figure 4.

The results of the analysis indicated that perceived overprotective parenting negatively predicted (a path) authenticity, $\beta = -.24$, $t(218) = -3.65$, $p < .001$, %95 CI [-.88, -.26]. Perceived overprotective parenting predicted 6% of the variance in

authenticity. Moreover, authenticity negatively predicted (b path) alienation, $\beta = -.37$, t (218) = -5.77, $p < .001$, %95 CI [-.35, -.17]. Perceived overprotective parenting, $\beta = .14$, t (218) = 2.28, $p < .05$, %95 CI [.03, .45] also positively predicted alienation. The model significantly predicted and explained %18 of the variance in alienation, $R^2 = .18$, F (2, 217) = 23.78, $p < .001$. The total effect of perceived overprotective parenting on alienation (c path), $\beta = .23$, t (218) = 3.52, $p < .001$, %95 CI [.17, .61] was statistically significant. Additionally, the direct effect of perceived overprotective parenting on alienation (c' path), $\beta = .14$, t (218) = 2.28, $p < .05$, %95 CI [.03, .45] were significant. Therefore, we can conclude that authenticity partially mediated the relationship between perceived overprotective parenting and alienation. The indirect effect of perceived rejecting parenting through authenticity on alienation was also found significant $\beta = .09$, %95 CI [.03, .15]. The results of analysis showed that authenticity has significant mediating role in relation between perceived overprotective parenting and alienation.
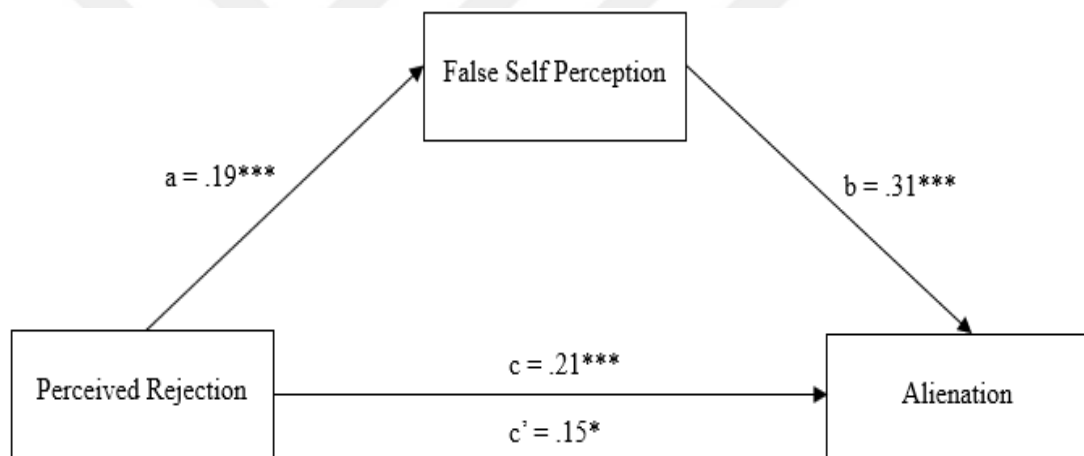

Note: *** p < .001; ** p < .01; * p < .05.

Figure 4. Indirect Effect of Perceived Overprotective Parenting on Alienation through the serial mediation of Authenticity

Another serial mediation analysis was utilized to investigate the mediating role of Authenticity in the relationship between perceived rejecting parenting and alienation. The mediation model is shown in Figure 5.

According to the results of the analysis, perceived rejecting parenting negatively predicted (a path) Authenticity, $\beta = -.20$, t (218) = -3.08, $p < .001$, %95 CI [-31.66, -6.95]. Perceived rejecting parenting predicted 4% of the variance in authenticity.

Moreover, authenticity negatively predicted (b path) alienation, $\beta = -.37$, $t\,(218) = -5.92$, $p < .001$, %95 CI [-.35, -.18]. Perceived rejecting parenting, $\beta = .14$, $t\,(218) = 2.18$, $p < .05$, %95 CI [.88, 17.36] also positively predicted alienation. The model significantly predicted and explained %18 of the variance in alienation, $R^2 = .18$, $F\,(2, 217) = 23.53$, $p < .001$. The total effect of perceived rejecting parenting on alienation (c path), $\beta = .21$, $t\,(218) = 3.22$, $p < .001$, %95 CI [5.50, 22.84] was statistically significant. Additionally, the direct effect of perceived rejecting parenting on alienation (c' path), $\beta = .14$, $t\,(218) = 2.18$, $p < .05$, %95 CI [.88, 17.36] were significant. Therefore, we can conclude that Authenticity partially mediated the relationship between perceived rejecting parenting and alienation. The indirect effect of perceived rejecting parenting through authenticity on alienation was also found significant $\beta = .08$, %95 CI [.02, .14]. The results of analysis showed that Authenticity has a significant mediating role in relation between perceived rejecting parenting and alienation.
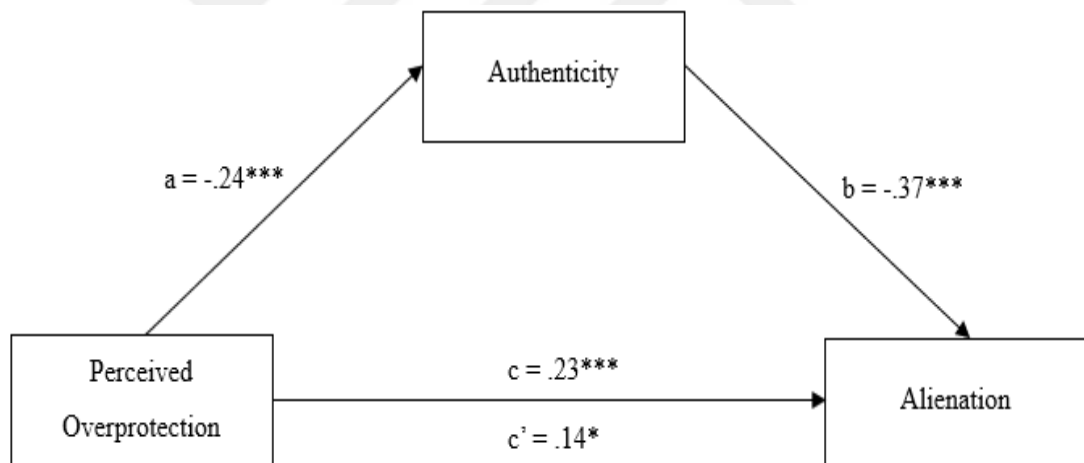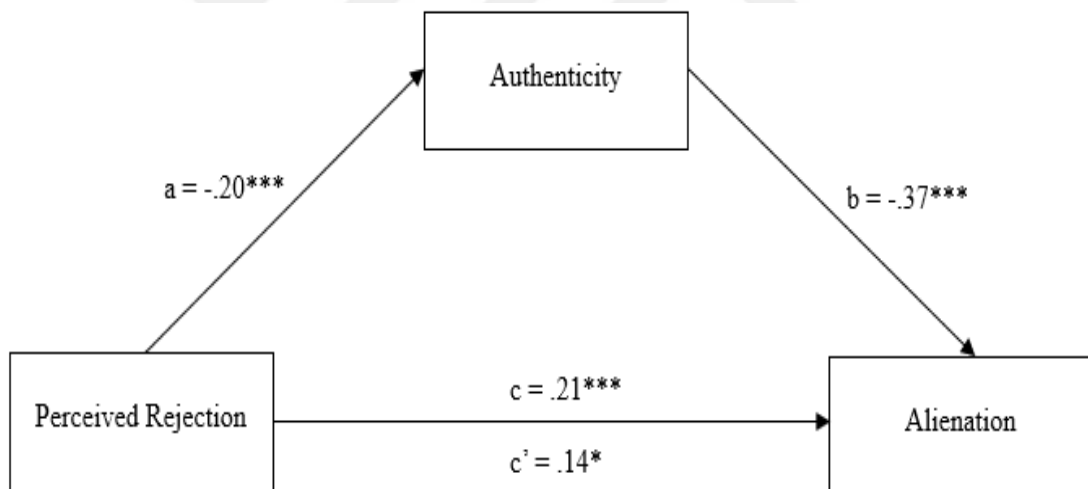

Note: *** p < .001; ** p < .01; * p < .05.

Figure 5. Indirect Effect of Perceived Rejecting Parenting on Alienation through the serial mediation of Authenticity

3.6. Summary of Results

In summary, the findings from the study examined the effects of demographic variables, such as age range, marital status, work status, and parental education level, on various psychological constructs including alienation, false self perception, authenticity, perceived parenting attitudes, and their correlations. Findings of group

differences showed that there is a significant difference between age ranges (18-25, 26-40, and 41-65) on authenticity and alienation levels, but not on false self perception. Marital status (married, single, in a relationship, divorced) had a significant difference on alienation and authenticity levels, but not on false self perception. Work status (working vs. not working) had a significant effect on alienation, authenticity, and false self perception. There is significant difference between education level of mother (low, medium, high) on perceived emotionally warm mother scores, while education level of father had no significant difference on perceived paternal parenting attitudes.

The finding from correlation analysis indicated that Significant correlations were found between perceived parenting attitudes, alienation, false self perception, and authenticity. Negative correlations were observed between emotional warmth parenting attitudes and overprotective or rejecting parenting attitudes. Alienation was positively associated with overprotective and rejecting parenting attitudes but negatively associated with paternal emotional warmth. False self perception was positively correlated with overprotective and rejecting parenting attitudes. Authenticity was negatively correlated with overprotective and rejecting parenting attitudes. Alienation and false self perception showed a positive moderate correlation, while alienation and authenticity showed a negative moderate correlation. False self perception and authenticity had a negative strong correlation. The study highlights the importance of considering these factors when examining individual experiences and psychological well-being.

The findings from serial mediation analysis suggested that false self-perception and authenticity play significant role in mediating the relationship between perceived parenting attitudes and alienation. False self-perception mediates the effects of perceived overprotective and rejecting parenting on alienation, while authenticity mediates the effects of perceived overprotective and rejecting parenting on alienation as well. These findings provide insights into the complex mechanisms underlying the relationship between parenting attitudes, self-perception, and alienation.

CHAPTER 4: DISCUSSION

In the current study, the aim was to investigate the relationship between perceived parenting attitudes and alienation with the mediating role of false self perception and authenticity. In this chapter, the hypotheses and research questions of the thesis are fundamentally discussed and interpreted within the framework of relevant literature. Following the sequence of the results chapter. Firstly, the results of the group comparisons, considering variables such as gender, age, marital status, and work status, will be discussed regarding alienation, false self-perception, and authenticity. Besides, comparison of education level of parents will be discussed in accordance with perceived parenting attitudes. Secondly, the results of correlation analyses of study variables will be discussed regarding the relations of the study variables with each other. Finally, the findings concerning the mediator role of false self perception on the relationship between perceived parenting attitudes and alienation, additionally, the mediator role of authenticity on the relationship between perceived parenting attitudes will be discussed. The limitations of the present study, and recommendations for the future research will be identified in this chapter.

4.1. Discussion on the Comparison of Alienation, False Self Perception, and Authenticity by Demographic Variables.

Alienation, false self-perception, and authenticity were compared across different levels of gender, age, marital status, and work status. Additionally, the education levels of both mothers and fathers were compared in relation to perceived emotionally warm, overprotective, and rejecting parenting attitudes, using ANOVA and t-test analysis. In this section, the effect of demographic variables on alienation, false self perception, authenticity and the effect of educational level on perceived parenting attitudes for both mother and father will be discussed.

4.1.1. Comparison of Alienation, False Self Perception, and Authenticity by Different Age Ranges

The present study aimed to examine the differences between distinct age ranges on false self perception, authenticity, and alienation. Consistent with our hypotheses, the findings of the present study revealed that different age ranges had a significant effect on authenticity and alienation levels, while false self perception scores do not

differ significantly among the age groups. Rogers (1959) argued that people are naturally authentic at an early age, and later authenticity decreases according to the expectations of the environment. In contrast, the findings of the current study showed that young adults aged 18-25 demonstrating higher alienation and lower authenticity compared to older adults. The higher alienation scores among participants aged 18-25 years is consistent with the findings of previous research, which has shown that young adults are more likely to experience higher levels of detachment and estrangement from themselves and others compared to older adults (Harter, 2002; Twenge and Campbell, 2009). This may be due to a number of factors, these factors may include the increased social and economic pressures that young adults face, as well as the challenges of navigating the transition to adulthood. Additionally, the rise of social media may also play a role, as it can create a sense of disconnection from the real world. The lower authenticity scores among participants aged 18-25 years is also consistent with previous research, which has shown that young adults are more likely to experience feelings of inauthenticity than older adults (Harter, 2002). This may be due to the fact that young adults are still in the process of developing their identities, and they may be more susceptible to the influence of others and may struggle with a sense of self-acceptance and genuine expression of their true selves (Kernis, 2003). Interestingly, there were no significant differences in false self perception scores across the age groups. This suggests that young adults are no more likely than older adults to engage in false self perception as it suggests that the factors that contribute to alienation and inauthenticity may be different from the factors that contribute to false self perception. Another explanation may be considered that the tendency to present a false self-image is a way of coping with difficult or challenging situations (Winnicott, 1975). For example, people may present a false self-image in order to fit in with a group, to avoid conflict, or to protect themselves from rejection. If this is the case, then it is possible that the tendency to present a false self-image would be relatively stable across the lifespan, as people would continue to use this coping mechanism in response to difficult or challenging situations. On the other hand, no significant differences were found between the 26-40 and 41-65 age groups in terms of both alienation and authenticity scores. This suggests that individuals in these age ranges may share similar levels of these psychological constructs. It is possible that by mid-adulthood, individuals have developed a relatively stable sense of self and have achieved a balance between authenticity and social integration.

4.1.2. Comparison of Alienation, False Self Perception, and Authenticity by Marital Status

The current study investigated the effects of marital status on alienation, authenticity, and false self perception. The findings of the current study suggest that marital status is associated with differences in alienation and authenticity levels, but not false self perception. The higher levels of alienation among single participants are consistent with the findings of previous research, which has shown that single people are more likely to experience feelings of alienation than married people (Twenge, Campbell and Foster, 2003). This may be due to a number of factors, such as the fact that single people may feel more isolated and disconnected from others, and they may also have less social support.

The higher levels of authenticity among married participants are also consistent with the findings of previous research, which has shown that married people are more likely to experience feelings of authenticity than single people (Kernis and Goldman, 2006; Brunell et al., 2010). This may be due to the fact that married people have a more stable and supportive social network, which can help them to feel more connected to themselves and others which can help them to feel more connected to their true selves. Additionally, married people may be more likely to have shared values and goals, which can help them to feel more authentic in their relationships.

The finding that there was no significant effect of marital status on false self perception is somewhat surprising, given that previous research has suggested that people who are more alienated may be more likely to engage in false self presentation (Leary and Kowalski, 1990). However, it is possible that the measure of false self perception used in the present study was not sensitive enough to detect these differences. Another possibility is that the relationship between marital status and false self perception is more complex than what was found in the present study. For example, it is possible that the effect of marital status on false self perception depends on other factors, such as the quality of the marital relationship or the individual's personality. Because a study conducted by Samuk (2022) in his master's thesis found that false self-perception accounted for 17% of marital satisfaction and had a significant negative effect on the explained variance. This suggests that individuals with higher levels of false self-perception tend to experience lower levels of marital satisfaction.

In the conducted study, a notable distinction was observed between married

couples and singles. However, it is worth noting that certain influential factors, such as parenthood status and cultural attitudes towards marriage, were not considered in the current research. For future investigations, it is highly recommended to explore the impact of these variables to gain a more comprehensive understanding of their potential contributions to the observed differences.

4.1.3. Comparison of Alienation, False Self Perception, and Authenticity by Work Status

The present study investigated the effects of work status on alienation, false self perception, and authenticity. The results of the independent samples t-test revealed significant differences between participants who were working and those who were not working in terms of alienation, authenticity, and false self perception. Participants who were not working reported significantly higher levels of alienation than those who were working. This result aligns with previous research suggesting that employment status plays a crucial role in individuals' sense of belonging and social integration (Schneider, Hitlan and Radhakrishnan, 2000). Being engaged in work provides opportunities for social interactions, a sense of purpose, and a structured routine, which can contribute to lower levels of alienation. Consistently, as shown the research of Jahoda (1982) and Warr, Jackson and Banks (2010) individuals who are not employed may experience feelings of disconnection, isolation, leading to higher levels of alienation, powerlessness, and meaninglessness. Because unemployment can disrupt people's sense of identity and purpose. When people are not working, they may feel like they are not contributing to society or making a difference in the world. Considering the economic circumstances of the country in which the participants live today, another possible explanation would be that unemployment can make people feel like they are not in control of their lives. When people are not working, they may feel like they are at the mercy of the economy or other factors beyond their control. This can lead to feelings of powerlessness and meaninglessness.

The present study also found that participants who were working had significantly higher levels of authenticity than those who were not working. This finding is consistent with previous research, which has shown that work can provide a sense of purpose and meaning, which can lead to greater authenticity (Kasser and Ryan, 1993). This finding is also consistent with the concept of 'Work as a Calling', which refers to work you do because you enjoy it and think it matters. People who

experience work as a calling believe they're contributing to something beyond themselves. When people find work that they are passionate about, it can help them to feel more authentic and truer to themselves.

Finally, the present study found that participants who were not working had significantly higher levels of false self perception than those who were working. Finally, the present study found that participants who were not working had significantly higher levels of false self perception than those who were working, although the effect size was relatively small. The higher scores among individuals who were not working may be attributed to various factors, such as a lack of confidence, a loss of identity associated with unemployment, or the perceived need to present oneself in a certain way to mitigate the stigma or negative perceptions surrounding unemployment. However, further research is needed to better understand the relationship between work status and false self perception.

In conclusion, the study findings revealed significant differences in alienation and authenticity based on age ranges, marital status, and employment status. However, it is crucial to acknowledge that these variables act as confounding factors, as they tend to be interconnected. For instance, early adulthood is often associated with higher rates of unemployment and being single, whereas in older adulthood, there is an increased likelihood of being married and employed. Therefore, it is essential to consider the interdependency of these variables and avoid treating them in isolation during the analysis.

4.1.4. Comparison of Perceived Maternal Parenting Attitudes by Education Level of Mother

The findings of the present study investigated the impact of maternal educational level on perceived maternal parenting attitudes, specifically emotional warmth, overprotection, and rejection. Significant difference was expected across educational level of mother on perceived parenting attitudes for mother. Findings confirmed as expected for mother, only perceived emotional warmth parenting found significant. The results of the one-way independent ANOVA indicated a significant effect of maternal educational level on emotional warmth mother scores, suggesting that higher maternal educational attainment is associated with higher perceived emotional warmth from the mother. However, no significant effects were found for false perceived overprotection and perceived rejection. The finding regarding the positive association

between maternal educational level and perceived emotional warmth is consistent with previous research highlighting the role of education in parenting practices and parent-child relationships. Several studies have suggested that higher levels of education are associated with more positive parenting behaviors, including increased emotional warmth and responsiveness (Conger et al., 2010; McLoyd, 1998; Bradley and Corwyn, 2002). These findings may be attributed to the fact that higher education provides individuals with better access to knowledge, resources, and skills about child development and parenting, which may contribute to their ability to engage in positive parenting practices and may lead them to be more emotionally warm. In addition to this, mothers with higher levels of education may have more resources available to them, such as financial resources or social support. These resources may allow them to provide their children with a more stimulating and supportive environment, which may contribute to their children's emotional well-being. However, it is noteworthy that no significant differences were observed in false perceived overprotection and perceived rejection among different maternal educational levels. This suggests that maternal educational level may have a limited impact on these specific parenting attitudes. This finding is somewhat surprising, given that previous research has shown that maternal overprotection and rejection can have negative consequences for children's development (Maccoby and Martin, 1983; Rutter, 1995). It is possible that factors other than maternal education, such as cultural norms, social support, and individual differences, may play a more significant role in shaping perceptions of overprotection and rejection.

4.1.5. Comparison of Perceived Paternal Parenting Attitudes by Education Level of Father

The present study aimed to investigate the impact of paternal education level on perceived parental parenting attitudes, specifically emotional warmth, overprotection, and rejection. Significant difference was expected across educational level of father on perceived parenting attitudes for father. The results of the one-way independent ANOVA indicated that paternal educational level did not have a significant effect on perceived emotionally warm father scores, perceived overprotective father scores, and perceived rejecting father scores. This finding suggests that paternal educational level is not associated with these parenting behaviors. This finding is somewhat surprising, given that previous research has shown that paternal education is associated with more

positive parenting behaviors, such as warmth and responsiveness (Bradley and Corwyn, 2002; Bakiler, 2022). One possible explanation for this finding is that the present study only looked at fathers' educational level, and it is possible that other factors, such as personality, cultural influences, socioeconomic status, and personal values may interact with paternal education level to shape parenting practices. Future research should consider incorporating a broader range of variables to provide a more comprehensive understanding of the complex factors that influence parenting attitudes.

4.2. Discussion of Findings for Correlation Analysis of the Study Variables

The current study employed correlation analysis to explore the relationships between the study variables, including different dimensions of perceived parenting attitudes (i.e., emotional warmth, overprotection, and rejection), alienation, false self perception, and authenticity. The correlation analysis were conducted separately for each dimension of parenting attitudes. In this section, the obtained findings will be discussed in relation to the proposed hypotheses regarding the associations between each dimension of parenting attitudes and the study variables.

4.2.1. Relationship between Perceived Emotionally Warm Parenting and Alienation, False Self Perception, and Authenticity

The present study aimed to investigate the relationships between perceived emotionally warm parenting and the psychological outcomes of alienation, false self-perception, and authenticity. A significant negative correlation is expected between perceived emotionally warm parenting and false self perception, as well as alienation. Conversely, a significant positive relationship is expected between emotionally warm parenting and authenticity.

Firstly, a significant negative correlation was found between parental emotional warmth and parental overprotection, as well as parental rejection. These results align with previous research emphasizing the importance of emotional warmth in fostering positive parent-child relationships and reducing maladaptive parenting behaviors (Belsky, 1984; Rothrauff et al., 2009). They suggest that higher levels of emotional warmth in parenting are associated with lower levels of overprotection and rejection, indicating a more nurturing and supportive parent-child dynamic.

Secondly, the hypothesis suggested a significant relationship between emotional

warmth parenting attitudes and the variables of alienation, false self perception, and authenticity. However, the findings did not support this hypothesis entirely. Specifically, no significant relationship was found between emotional warmth parenting attitudes and alienation, false self perception, or authenticity, except for a negative correlation between paternal emotional warmth and alienation. However, there was a negative correlation between alienation and paternal emotional warmth. This finding highlights the significance of paternal warmth in fostering a sense of connectedness and belongingness in individuals. These findings diverge from previous studies that have reported positive associations between emotional warmth parenting and psychological well-being in children (Gecas and Schwalbe, 1986; Steinberg, 2001). The lack of significant associations in the present study might be attributed to various factors such as the specific sample characteristics or the complexity of the parent-child relationship, which could involve additional influential factors not considered in this study.

4.2.2. Relationship between Perceived Overprotective and Rejecting Parenting Attitudes and Alienation, False Self Perception, and Authenticity

In the current study, the relationships between perceived overprotective and rejecting parenting attitudes and the variables of alienation, false self perception, and authenticity were examined. The correlation results provide valuable insights into these associations and will now be discussed in relation to the proposed hypotheses and relevant literature.

The findings revealed a significant positive relationship between overall overprotective parenting attitudes and overall rejecting parenting attitudes. This result aligns with previous research highlighting the interrelated nature of overprotection and rejection in parenting styles (Darling and Steinberg, 1993; Barber, 1996; Barber and Harmon, 2002; Rohner and Britner, 2002). The positive association between overprotective and rejecting parenting suggests that parents who display higher levels of overprotection are also more likely to exhibit rejecting behaviors towards their children.

The hypotheses suggested a significant relationship between perceived overprotective and rejecting parenting attitudes and alienation, false self perception, and authenticity. As expected, false self perception and alienation showed statistically significant positive correlations with overall overprotective parenting attitudes and

overall rejecting parenting attitudes, while the correlation analysis revealed that authenticity was negatively associated with both overall overprotective parenting attitudes and overall rejecting parenting attitudes. These findings suggest that higher levels of perceived overprotection and rejection in parenting are associated with a greater tendency to adopt a false self perception and higher-level experience of alienation and lower levels of authenticity in individuals. As Winnicott (1960), Horney (1950), and Masterson (1993) argues that false self arises from a combination of alienation and the desire for external validation. Winnicott (1967) believed that the false self develops in response to a lack of parental mirroring. when parents are unable to provide adequate mirroring, the child may develop a false self in order to cope with the lack of parental acceptance. This false self typically emerges during early childhood as a coping mechanism in response to adverse experiences like abuse, neglect, or inconsistent parenting. These findings are consistent with theoretical perspectives suggesting that overprotective and rejecting parenting may limit children's opportunities for autonomous exploration and self-expression, potentially leading to the development of a distorted self-perception. Moreover, overprotective and rejecting parenting can hinder children's ability to develop a genuine and authentic sense of self. These findings underscore the detrimental effects of overprotective and rejecting parenting on individuals' psychological well-being, particularly in terms of increased feelings of alienation, distorted self-perception, and compromised authenticity.

4.2.3. Relationship between Alienation, False Self Perception, and Authenticity

In the present study, the relationships between alienation, false self perception, and authenticity were examined. The results of the correlation analysis revealed significant relationships among the variables of alienation, false self perception, and authenticity. These findings shed light on the complex interplay between these constructs and provide valuable insights into their associations. the results showed that there was a positive and moderate relationship between alienation and false self perception. On the other hand, alienation and false self perception was negatively correlation with authenticity. This finding aligns with previous research that emphasizes the role of alienation in shaping self-perception and the tendency to adopt inauthentic personas (Pines and Aronson, 1988; Tatzel, 2003). Alienation, characterized by feelings of isolation and disconnection, disrupts the individual's

ability to express their true self and engage in genuine, meaningful interactions (Cohen and Sherman, 2014). This finding resonates with the psychoanalytic concept of false self as a defense mechanism that hinders the individual's access to their authentic emotions and desires (Winnicott, 1975; Rohner, 2004).

4.3. Discussion of Findings for Mediating Role of False Self Perception and authenticity in the Relationship between Perceived Parenting Attitudes and Alienation

A serial mediation analyses were conducted to examine the mediating role of false self perception and authenticity in the Relationship between perceived parenting attitudes and alienation. In the analysis, although perceived parental attitudes of both mother and father had significant direct and indirect effect on alienation, the means of the perceived mother attitude and perceived father attitude scores were used as total. Perceived overprotective parenting and rejecting parenting attitudes were included as independent variables in the research models. However, perceived emotionally warm parenting attitudes were not included in the research models due to the lack of a predictive role in relation to alienation. As a result, the criterion for conducting mediation analysis with perceived emotionally warm parenting was not met. Thus, 2 research models were constructed and performed to examine false self perception and authenticity as a separate mediator. Results are discussed in the light of the relevant literature.

4.3.1. The Mediating Role of False Self Perception in the Relationship between Perceived Overprotective and Rejecting Parenting Attitudes and Alienation

The present study aimed to investigate the mediating role of False Self Perception in the relationship between perceived overprotective parenting and alienation, as well as the relationship between perceived rejecting parenting and alienation. The results provided valuable insights into the underlying mechanisms linking these variables. Perceived overprotective and rejecting parenting attitudes is expected to have direct effects on alienation, and these effects will be mediated by false self perception.

In the second serial mediation analysis, the results revealed that perceived overprotective parenting positively predicted false self perception, which, in turn, positively predicted alienation. Additionally, perceived overprotective parenting had a

direct positive effect on alienation. These findings suggest that false self perception partially mediated the relationship between perceived overprotective parenting and alienation. This suggests that individuals who perceived higher levels of overprotection and rejection from their parents were more likely to develop a false self. Moreover, false self perception was found to be a significant predictor of alienation, indicating that individuals with a false self were more susceptible to experiencing feelings of alienation. As expected, false self perception played a significant mediating role in the relationship between perceived rejecting parenting and alienation. These findings align with previous literature highlighting the adverse effects of overprotective parenting on individuals' psychological well-being and social functioning (Barber, 1996; Rohner and Khaleque, 2002; Rohner, 2004). Positive family climate characteristics (high intra-family relationality and cognitive harmony, low intergenerational authority) significantly predicted false self in a negative direction. According to this finding, having a positive family atmosphere suggests that individuals can reveal their real characteristics as part of their self. Akpınar (2021) also suggested that Positive family climate characteristics (high intra-family relationality and cognitive harmony, low intergenerational authority) significantly predicted false self in a negative direction. According to this finding, having a positive family atmosphere suggests that individuals can reveal their real characteristics as part of their self. Furthermore, Ekşi, Kardaş and İnci (2018) found that as negative attachment to parents increased, individuals' social appearance anxiety and false self-perceptions increased; individuals with increased social appearance anxiety had increased false self-perceptions. Harter et al. (1997) stated that adolescents with parents who have a high degree of control show a high degree of false self behaviors. According to Harter et. al. (1996) and Fegley (1998), family dynamics play an important role in false self behaviors. From this point of view, it can be said that the parents of children who show false self behaviors are very controlling, show little emotional acceptance, do not support their behaviors that will enable them to be independent people, and do not show warmth and understanding. These inferences explain the relationship between false self perception and perceived parental attitudes in this study.

The findings of the present study also showed that false self perception was significantly associated with alienation. As suggests that people who have a false self may be more likely to experience alienation because people with a false self may feel

disconnected from their true selves and from others. They may also feel like they are not living their own lives but are instead living a life that is dictated by others. Consequently, this sense of disconnection initially leads to alienation from oneself, followed by alienation from family and the surrounding environment, ultimately resulting in a broader sense of alienation from society.

4.3.2. The Mediating Role of Authenticity in the Relationship between Perceived Overprotective and Rejecting Parenting Attitudes and Alienation

The present study aimed to examine the mediating role of authenticity in the relationship between perceived overprotective parenting and alienation, as well as perceived rejecting parenting and alienation. Authenticity is expected to mediate the relationship between perceived overprotective and rejecting parenting, alienation.

In the second serial mediation analysis, perceived overprotective and rejecting parenting negatively predicted authenticity, which, in turn, positively predicted alienation. Additionally, perceived overprotective and rejecting parenting had a direct positive effect on alienation. As expected, these findings suggest that authenticity mediated the relationship between perceived overprotective parenting and alienation. This indicates that individuals who perceive higher levels of overprotection and rejection from their parents are more likely to experience lower levels of authenticity. This finding aligns with previous research suggesting that overprotective parenting can hinder the development of a sense of self and personal autonomy (Darling and Steinberg, 1993). The negative effect of overprotective parenting on authenticity further contributes to the understanding of how parenting styles influence the psychological well-being of individuals. Moreover, authenticity was found to have a negative relationship with alienation. Individuals with lower levels of authenticity are more likely to experience feelings of alienation. This finding is consistent with previous studies that have emphasized the importance of authenticity in promoting a sense of belongingness and connectedness (Wood et al., 2008). Additionally, Sarıçam (2015) suggested that statistically significant relationship between authenticity, happiness and life satisfaction. Besides, the authenticity plays a role as predictive factor of happiness.

The negative impact of low authenticity on alienation highlights the significance of fostering a genuine and true sense of self in order to mitigate feelings of social disconnection and estrangement. Furthermore, the analysis revealed that perceived

overprotective parenting had a positive direct effect on alienation, indicating that higher levels of perceived overprotection from parents are associated with increased feelings of alienation. This finding aligns with previous research suggesting that overprotective individuals may struggle with independence and forming meaningful social connections (Lereya, Samara and Wolke, 2013). The direct effect of overprotective parenting on alienation emphasizes the potential detrimental consequences of parental overprotection on individuals' emotional well-being.

The analysis also demonstrated that authenticity partially mediated the relationship between perceived overprotective and rejecting parenting, and alienation. This means that the negative impact of overprotective and rejecting parenting on alienation is, at least in part, explained by the reduction in authenticity experienced by individuals. Consistently, Ryan and Deci (2000) argue that parenting styles that are supportive of authenticity, such as authoritative parenting, promote the development of authenticity in children. This is because authoritative parenting provides children with the opportunity to explore their own interests and values, and to make their own decisions. In contrast, parenting styles that are not supportive of authenticity, such as authoritarian parenting, can undermine the development of authenticity in children. This finding provides empirical evidence supporting the theoretical perspective that authenticity plays a mediating role in the relationship between parenting styles and psychological outcomes. Furthermore, authenticity was found to have a negative relationship with alienation, suggesting that individuals with lower levels of authenticity are more likely to experience higher levels of alienation. This finding supports the idea that a genuine and authentic sense of self is crucial for experiencing a sense of belongingness and connectedness with others (Wood et al., 2008).

Overall, regarding the psychoanalytic point of view, these findings are consistent with psychoanalytic perspective, when individuals experience feelings of alienation, they may construct a false self in an attempt to seek acceptance and avoid rejection (Winnicott 1965; 1975), which ultimately results in a disconnection from their true feelings and desires. The false self acts as a facade, covering up the individual's genuine thoughts, feelings, and desires (Jaeggi, 2014). This conflict between the false self and authenticity reflects the internal conflict between compliance to social expectations and expressing one's true self. As Winnicott (2018) expressed '*Life is lived through the compliant false self, and the result clinically is a sense of unreality.*' To be alienated from oneself means to be spiritually divided; it means to be divided

into at least two parts that are alien to each other (Petrovic, 1967). While one of these represents the individual as authentic, the other causes the experience of alienation.

The results of this study provide empirical evidence supporting the relationships between alienation, false self perception, and authenticity. These findings contribute to the existing literature and enrich our understanding of the psychological and psychoanalytic aspects of these constructs. They highlight the importance of considering the impact of alienation and the development of false self on individuals' authentic experiences and overall well-being.

4.4. Clinical Implications

The findings of the present study have important implications for clinical practice, providing valuable insights for psychotherapists working with clients struggling with issues related to their sense of self, identity, and feelings of disconnection from themselves and others. Understanding these complex dynamics can inform therapeutic approaches aimed at fostering authenticity, reducing false self perception, and addressing feelings of alienation.

In therapy sessions, therapists may explore the client's past experiences with their parents and how these experiences might have influenced the development of their false self perception and feelings of alienation. This process helps the client gain insight into their current challenges and patterns of relating to others.

A central focus for therapists, particularly when working with young adults, is to facilitate the development of a more authentic sense of self. This can be achieved through various therapeutic interventions, such as exploring the client's core values, assisting in setting healthy boundaries, and encouraging genuine expression of emotions. By creating a safe and empathetic space, where clients feel heard and understood, they can reconnect with their true selves and cultivate self-compassion.

In conclusion, the therapeutic journey aims to empower clients to gain a deeper understanding of their false self perception, fostering a more authentic and connected sense of self. This process contributes to overall psychological well-being, healthier relationships, and meaningful connections with themselves and others.

4.5. Limitations and Further Suggestions

This current study has some limitations. In this section, the limitations of this research will be discussed. First of all, the main limitation of this study was sample

size so that sample size may have caused a reduction in the power of the results. The lack of a balanced distribution between sample characteristics of participants such as age, marital status and work status, education level etc. cause a potential limitation of generalizability. In order to minimize the effects of demographic variables on dependent variables. it is advisable to maintain equal distribution of these demographic variables or include them as covariates in future studies. By doing so, more meaningful and accurate results can be obtained.

Secondly, Second, the data of the present study were collected online, participants were reached through email groups and social media platforms. Using online surveys can be accompanied by some negative effects, including potential distractions arising from the length of the survey, misunderstood questions, the possibility of seeking assistance from others while answering questions, and technical issues arising from complications with electronic devices such as phones or computers.

Third additional limitation of the study is the reliance on self-report measures. The data collected solely relies on participants' responses, which participants read the questions and selected the most appropriate response for them. The analysis of the data operated under the assumption that participants provided accurate and internally consistent answers to the questions. Consequently, this poses a limitation to the study's findings. Therefore, for the future studies, qualitative research methods like interview can be used.

Furthermore, the perceived parental attitudes scale, specifically the child form, relies on participants' recollection of childhood memories. This aspect introduces potential difficulties in accurately recalling and evaluating past experiences. In addition to this, some of the scales included some sensitive questions pertaining to participants' experiences of parental behaviors, some individuals may have encountered difficulty in responding accurately, which may have led them to give biased answers.

Another limitation of the study is that the total score of dimensions of perceived parenting attitudes was used. Contributions can be made in future studies by considering mother and father separately. the subscales oaf alienation, false self perception, and authenticity were not used in this study. These subscales could provide more comprehensive results in future studies.

Last limitation is that the study focused solely on parental education level and did not consider other important variables that may influence parenting attitudes, such

as maternal education level, parental personality traits, or family dynamics. Future research should aim to incorporate a more comprehensive set of variables to obtain a more comprehensive understanding of the factors influencing parenting attitudes.

CHAPTER 5: CONCLUSION

The present study examined the mediating roles of false self perception and authenticity in the relationship between perceived parenting attitudes and alienation. The results of the study showed that There were significant differences across participants' age, work status, and marital status, but not educational level or income level, in terms of alienation, false self-perception, and authenticity levels.

All subdimensions of perceived parenting attitudes (emotional warmth, overprotection, and rejection) had significant relationships with alienation, false self perception, and authenticity.

Perceived parental overprotection and rejection had direct effects on alienation, while perceived parental emotional warmth did not. These effects were mediated by false self-perception and authenticity.

The study's findings suggest that perceived negative parenting attitudes, such as overprotection and rejection, can lead to the development of a false self-perception and a decrease in authenticity. These factors, in turn, can contribute to feelings of alienation.

The findings of the present study provide support for the theoretical model proposed by Winnicott (1965, 1975), which suggests that a false self can develop in response to overprotective or rejecting parenting.

The present study has several limitations. First, the sample was relatively small, which may have limited the generalizability of the findings. Second, the study relied on online self-report measures, which can be subject to bias. Third, the study did not examine the role of other factors, such as personality traits or attachment style, in the relationship between perceived parenting attitudes and alienation.

Despite these limitations, the present study provides valuable insights into the relationship between perceived parenting attitudes, false self perception, authenticity, and alienation. The findings of the study suggest that interventions aimed at reducing perceived negative parenting attitudes, increasing authenticity, and helping individuals to develop a more accurate and integrated sense of self may be effective in reducing alienation.

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APPENDICES

Appendix A. Ethics Committee Approval

SAYI : B.30.2.İEÜ.0.05.05-020-*260*   25.01.2023

KONU : Etik Kurul Kararı hk.

Sayın Prof. Dr. Falih Köksal ve Gülşah Sak,

"Algılanan Ebeveyn Tutumları ve Yabancılaşma İlişkisinde Sahte Benlik ve Gerçek/Otantik Benliğin Aracı Rolü" başlıklı projenizin etik uygunluğu konusundaki başvurunuz sonuçlanmıştır.

Etik Kurulumuz 25.01.2023 tarihinde sizin başvurunuzun da içinde bulunduğu bir gündemle toplanmış ve Etik Kurul üyeleri projeleri incelemiştir.

Sonuçta 25.01.2023 tarihinde "Algılanan Ebeveyn Tutumları ve Yabancılaşma İlişkisinde Sahte Benlik ve Gerçek/Otantik Benliğin Aracı Rolü" konulu projenizin etik açıdan uygun olduğuna oy birliğiyle karar verilmiştir.

Gereği için bilgilerinize sunarım.

Saygılarımla,

Prof. Dr. Murat Bengisu
Etik Kurul Başkanı

Appendix B. Informed Consent Form

Sayın Katılımcı,

Bu çalışma, İzmir Ekonomi Üniversitesi Klinik Psikoloji Yüksek Lisans programı öğrencisi Gülşah Sak tarafından yürütülen ve Prof. Dr. Falih Köksal danışmanlığında sürdürülen bir tez çalışmasıdır. Çalışma kapsamında algılanan ebeveyn tutumları ile yabancılaşma arasındaki ilişkide sahte benlik ve otantik benlik algılarının aracı rolüne ilişkin bilgi toplamak amaçlanmıştır.

Bu çalışmada sizden, ekte sunulacak olan ölçekleri eksiksiz olarak doldurmanız beklenmektedir. Çalışma toplamda 6 bölümden oluşmakta ve yaklaşık olarak 30 dakika sürmektedir. Çalışmaya katılabilmeniz için 18 yaş ve üstü olmanız gerekmektedir.

Katılımınız araştırma hipotezinin test edilmesi ve yukarıda açıklanan amaçlar doğrultusunda literatüre sağlayacağı katkılar ve klinik uygulamalar bakımından oldukça önemlidir. Bu sebeple, soruların samimi bir şekilde ve eksiksiz doldurulması büyük önem arz etmektedir. Ölçekleri doldururken sizi tam olarak yansıtmadığını düşündüğünüz durumlarda size en yakın yanıtı işaretleyiniz.

Çalışma kapsamında katılımcılardan elde edilen veriler isim kullanılmaksızın analizlere dahil edilecektir; yani çalışma sürecinde size bir katılımcı numarası verilecek ve isminiz araştırma raporunda yer almayacaktır.

Çalışmaya katılmanız tamamen kendi isteğinize bağlıdır. Katılımı reddetme ya da çalışma sürecinde herhangi bir zaman diliminde devam etmeme hakkına sahipsiniz.

Eğer görüşme esnasında katılımınıza ilişkin herhangi bir sorunuz olursa, araştırmacıyla   e-posta adresi üzerinden iletişime geçebilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılmayı kabul ediyorum ve verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

EVET ☐   HAYIR☐

Appendix C. Demographic Information Questionnaire

Yaş: _____

Cinsiyet: ☐ Kadın   ☐ Erkek   ☐ Diğer

Eğitim seviyesi:

☐ İlkokul

☐ Ortaokul

☐ Lise

☐ Üniversite

☐Yüksek Lisans

☐ Doktora +

Çalışıyor musunuz?

☐ Evet

☐ Hayır

Gelir düzeyi:

☐ Düşük

☐ Orta

☐Yüksek

Medeni durum:

☐ Evli

☐ Bekar

☐ İlişkisi var

☐ Boşanmış

Annenizin eğitim düzeyi:

☐ Okuryazar değil

☐ İlkokul mezunu

☐ Ortaokul mezunu

☐ Lise mezunu

☐ Üniversite mezunu

☐ Yüksek Lisans mezunu

☐ Doktora mezunu

☐ Doktora ve sonrası

Babanızın eğitim düzeyi:

☐ Okuryazar değil

☐ İlkokul mezunu

☐ Ortaokul mezunu

☐ Lise mezunu

☐ Üniversite mezunu

☐ Yüksek Lisans mezunu

☐ Doktora mezunu

☐ Doktora ve sonrası

Ailenizin Gelir Düzeyi:

☐ Düşük

☐ Orta

☐ Yüksek

Appendix D. Perceived Parenting Attitudes in Childhood, S-EMBU-C (Egna Minnen Barndoms Uppfostran for Children; My memories of upbringing)

Aşağıda çocukluğunuz ile ilgili bazı ifadeler yer almaktadır. Anketi doldurmadan önce aşağıdaki yönergeyi dikkatle okuyunuz.

Anketi doldururken, anne ve babanızın size karşı olan davranışlarını nasıl algıladığınızı hatırlamaya çalışmanız gerekmektedir. Anne ve babanızın çocukken size karşı davranışlarını tam anlamıyla hatırlamak güç olsa da her birimizin çocukluğumuzda anne ve babamızın kullandıkları kurallara ilişkin akılda kalan bazı anılarımız vardır.

Lütfen her ifadeyi dikkatli okuyarak anne ve babanızın size karşı göstermiş oldukları tavır ve davranışlara uygun olan seçeneği işaretleyiniz. Soruları anne ve babanız için ayrı ayrı cevaplayınız.

1. Anne ve babam, nedenini söylemeden bana kızarlardı ya da ters davranırlardı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

2. Anne ve babam beni överlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

3. Anne ve babamın yaptıklarım konusunda daha az endişeli olmasını isterdim.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

4. Anne ve babam bana hak ettiğimden daha fazla fiziksel ceza verirlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

5. Eve geldiğimde, anne ve babama ne yaptığımın hesabını vermek zorundaydım.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

6. Anne ve babam ergenliğimin uyarıcı, ilginç ve eğitici olması için çalışırlardı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

7. Anne ve babam, beni başkalarının önünde eleştirirlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

8. Anne ve babam, bana bir şey olur korkusuyla başka çocukların yapmasına izin verilen şeyleri yapmamı yasaklarlardı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

9. Anne ve babam, her şeyde en iyi olmam için beni teşvik ederlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

10. Anne ve babam davranışları ile, örneğin üzgün görünerek, onlara kötü davrandığım için kendimi suçlu hissetmeme neden olurlardı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

11. Anne ve babamın bana bir şey olacağına ilişkin endişeleri abartılıydı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

12. Benim için bir şeyler kötü gittiğinde, anne ve babamın beni rahatlatmaya ve yüreklendirmeye çalıştığını hissettim.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

13. Bana ailenin "yüz karası" ya da "günah keçisi" gibi davranılırdı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

14. Anne ve babam, sözleri ve hareketleriyle beni sevdiklerini gösterirlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

15. Anne ve babamın, erkek ya da kız kardeşimi(lerimi) beni sevdiklerinden daha çok sevdiklerini hissederdim.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

16. Anne ve babam, kendimden utanmama neden olurdu.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

17. Anne ve babam, pek fazla umursamadan istediğim yere gitmeme izin verirlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

18. Anne ve babamın, yaptığım her şeye karıştıklarını hissederdim.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

19. Anne ve babamla, aramda sıcaklık ve sevecenlik olduğunu hissederdim.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

20. Anne ve babam, yapabileceklerim ve yapamayacaklarımla ilgili kesin sınırlar koyar ve bunlara titizlikle uyarlardı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

21. Anne ve babam, küçük kabahatlerim için bile beni cezalandırırlardı.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

22. Anne ve babam, nasıl giyinmem ve görünmem gerektiği konusunda karar vermek isterlerdi.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

23. Yaptığım bir şeyde başarılı olduğumda, anne ve babamın benimle gurur duyduklarını hissederdim.

	Hiçbir zaman	Arada sırada	Sık sık	Her zaman
Anne	1	2	3	4
Baba	1	2	3	4

Appendix E. Perception of The False Self Scale (POFSS)

Lütfen aşağıda yer alan ifadeleri dikkatlice okuyunuz. Sizden istenilen bu ifadeleri okuduktan sonra kendinizi değerlendirmeniz ve sizin için en uygun seçeneği işaretlemenizdir. Her sorunun karşısında bulunan (1) Hiç Katılmıyorum (2) Katılmıyorum (3) Kararsızım (4) Katılıyorum ve (5) Tamamen Katılıyorum anlamına gelmektedir. Her ifade için size en çok uyan cevabı işaretleyiniz.

1. Başkalarının görüşünden farklı olsa bile ne düşündüğümü söylerim.	1	2	3	4	5
2. Görüşlerimi açıkça söyleyemem.	1	2	3	4	5
3. Farklı bir şekilde davranmak istesem de bunu çoğunlukla başaramam.	1	2	3	4	5
4. İnsanların beni gerçekte olduğum gibi görmelerine izin vermem.	1	2	3	4	5
5. Benim düşüncelerim başkaları için önemli değildir.	1	2	3	4	5
6. Diğer insanlar gibi görünerek gerçek benliğimi saklarım.	1	2	3	4	5
7. Gerçekten kim olduğumu gösteren şekilde hareket ederim.	1	2	3	4	5
8.Başkalarını üzeceğimi düşündüğümde, gerçek düşüncelerimi gizlerim.	1	2	3	4	5
9. Dışarıya söylediklerim, içimde düşündüklerimden farklıdır.	1	2	3	4	5
10. Bir şey düşünsem bile, farklı bir şey söylemeye eğilim gösteririm.	1	2	3	4	5
11.İnsanlar gerçekte nasıl bir insan olduğumu bilselerdi, benden hoşlanmazlardı.	1	2	3	4	5
12. Duygularım hakkında başkalarıyla açıkça konuşabilirim	1	2	3	4	5
13. Diğer insanların düşüncelerine katılmadığımda sessiz kalırım.	1	2	3	4	5
14. Diğer insanlardan farklı görünmeyi sevmem.	1	2	3	4	5
15. Diğer insanların nasıl hissettiğini düşünerek çok zaman harcarım	1	2	3	4	5
16. Başkalarının hissettikleri benim hislerimden daha önemlidir.	1	2	3	4	5

Appendix F. The Authenticity Scale

Lütfen aşağıda yer alan ifadeleri dikkatlice okuyunuz. Sizden istenilen aşağıdaki ifadeleri okuduktan kendinizi 1 ile 7 arasında derecelendirmeniz. (1) - beni hiç tanımlamıyor, (4) - beni orta düzeyde tanımlıyor, (7) - beni tamamen tanımlıyor. ifadelerin karşısındaki uygun rakamı sizin için en uygun seçeneği daire içine alarak işaretleyiniz.

Hiç			*Orta düzeyde*		*Tamamen*	
1	2	3	4	5	6	7

1. Bireyin kendisi olmasının popüler olmasından daha iyi olduğunu düşünüyorum.	1	2	3	4	5	6	7
2. Gerçekten içimde ne hissettiğimi bilmiyorum.	1	2	3	4	5	6	7
3. Başkalarının görüşlerinden çok fazla etkilenirim.	1	2	3	4	5	6	7
4. Genellikle başkalarının bana yapmamı söyledikleri şeyleri yaparım.	1	2	3	4	5	6	7
5. Her zaman başkalarının benden beklentilerini yerine getirmem gerektiğini hissederim.	1	2	3	4	5	6	7
6. Diğer insanlar (başkaları) beni çok etkiler.	1	2	3	4	5	6	7
7. Kendimi yeteri kadar tanımadığım hissine kapılıyorum.	1	2	3	4	5	6	7
8. Her zaman inandığım şeylere sadık kalırım.	1	2	3	4	5	6	7
9. Birçok ortamda olduğum gibi davranırım.	1	2	3	4	5	6	7
10. Kendimi gerçek benden uzak hissediyorum.	1	2	3	4	5	6	7
11. Değerlerime ve inançlarıma uygun olarak yaşarım.	1	2	3	4	5	6	7
12. Kendime yabancılaştığımı hissediyorum.	1	2	3	4	5	6	7

Appendix G. Dean's Alienation Scale

Lütfen aşağıda yer alan ifadeleri dikkatlice okuyunuz. Yan tarafta, aşağıdaki ifadelere katılma derecenizi belirleyen beş seçenek bulunmaktadır. Bu ifadelerin size ne kadar uygun olduğunu düşünerek her ifadeye ne derecede katıldığınızı, ilgili kutucuğu işaretleyerek belirtiniz.	Hiç katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Tamamen katılıyorum
1. İnsan, doğası gereği arkadaş canlısı ve yardımseverdir.					
2. Yaşadığımız dünya aslında dostane bir yerdir.					
3. Günümüzde gerçek arkadaşlar bulmak, geçmişe kıyasla çok daha kolaydır.					
4. Bir kişi arkadaş canlısı ise, her zaman arkadaş bulabilir.					
5. Bugünlerde insanları bir arada tutan bağların sayısı azalmıştır.					
6. Günümüzde insanlar nadiren yalnızlık hissediyorlar.					
7. Bazen kendimi dünyada tamamen yalnız hissediyorum.					
8. Arkadaşlarım, beni istediğim sıklıkta dışarı davet etmezler.					
9. Arkadaşlarımı istediğim sıklıkta ziyaret edemiyorum.					
10. Bugünün çocuklarının geleceği hakkında kaygılanıyorum.					
11. Bazen diğer insanların beni kullandığı duygusuna kapılıyorum.					
12. Küçük bir çocuğun yetiştirilmesinden sorumlu olmak endişe vericidir.					
13. Bugünlerde verilecek o kadar çok karar var ki bazen patlayacak gibi oluyorum.					
14. İnsanlar çarkların içerisine girmiş, düzenin birer parçası haline gelmiş durumdalar.					
15. Gelecek çok kasvetli görünüyor.					
16. Genelde hayatta ne elde ettiğin, nasıl elde ettiğinden daha önemlidir.					
17. İnsanların düşünceleri o kadar sık değişiyor ki günün birinde güveneceğimiz bir şey kalacak mı diye merak ediyorum.					
18. Her şey görecelidir ve yaşamın kesin kuralları yoktur.					
19. Sıklıkla hayatın gerçek anlamının ne olduğunu düşünüyorum.					
20. Bugünlerde birinin emin olabileceği bir şey varsa, o da hiçbir şeyden emin olamayacağıdır.					