

TRANSCFERENCE IN THE SCHOOL CONTEXT:
AN EXAMINATION OF SELF AND OBJECT REPRESENTATIONS



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2019

TRANSCERENCE IN THE SCHOOL CONTEXT:
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Thesis submitted to the
Institute for Graduate Studies in Social Sciences
in partial fulfillment of the requirements for the degree of

Master of Arts
in
Psychology

by
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Boğaziçi University

2019

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An Examination of Self and Object Representations

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ABSTRACT

Transference in the School Context:

An Examination of Self and Object Representations

This study aimed to investigate whether the term transference could be a useful concept to understand the relationship between a student and a teacher. Transference was examined in terms of the participants' object and self-with-other representations. One hundred twenty-five university students participated in the study. By means of a design with two sessions, their representations of eight targets and their self-representations with each of these targets were obtained: the mother, the father, the male and female teachers, the male and female friends and the male and female acquaintances. It was hypothesized that participants would describe their teachers and self-with-teachers most similar to their parents and self-with-parents, in comparison to other targets, and that there would be gender congruency in this transference. Similarity rates between specific pairs of representations were calculated to test the hypotheses. Additionally, the self-with-other representations were coded in agency and communion dimensions to examine them further. The findings briefly indicated that representation of the teacher (and the self-with-teacher) was related to those of the mother and the female friend, whereas self-with-teacher representations were found to be not as related to the self-with-parents as the self-with-friends. The main results, together with the subsidiary findings are discussed in the light of the psychoanalytic and the social-cognitive theories. Finally, it is attempted to interpret the results in the context of Turkey.

ÖZET

Okul Bağlamında Aktarım:

Benlik ve Nesne Temsillerinin İncelenmesi

Bu çalışmada, öğrenci ile öğretmen arasındaki ilişkinin dinamiklerini anlamak için aktarım kavramının yol gösterici olup olamayacağı araştırıldı. Aktarım, katılımcıların nesne ve ötekiyleyken-benlik temsilleri üzerinden değerlendirildi. Çalışmaya, 125 üniversite öğrencisi katıldı. İki oturumlu bir araştırma deseni ile katılımcıların hayatlarındaki sekiz kişiyle ilgili (Anne, baba, erkek ve kadın öğretmenler, erkek ve kadın arkadaşlar ve erkek ve kadın tanıdıklar) ve bu kişilerleyleyken kendileriyle ilgili temsilleri çıkarıldı. Katılımcıların öğretmen ve öğretmenleyleyken-ben temsillerinin ebeveyn ve ebeveynleyleyken-ben temsilleri ile yüksek bir benzerlik göstereceği ve bu esnada nesneler arasında cinsiyetle uyumlu bir aktarım olacağı varsayımlarında bulunuldu. Bu varsayımları test etmek için ilgili nesne temsili çiftleri arasındaki benzerlik puanları hesaplandı. Ek olarak, ötekiyleyken-ben temsilleri, eylemlilik ve bir arada olma boyutlarında kodlanarak daha detaylı bir incelemeye tabi tutuldu. Araştırma bulgularına göre, öğretmen (ve öğretmenleyleyken-ben) temsillerinin anne ve kadın arkadaş temsilleri ile ilişki olduğu, ancak öğretmenleyleyken-ben temsillerinin ebeveynlere, arkadaşleyleyken-ben temsilleri kadar yakın olmadığı görülmüştür. Araştırmanın temel ve yan bulguları, psikanalitik ve sosyal-bilişsel teoriler ışığında tartışıldı. Son olarak, bu bulgular Türkiye bağlamında anlamlandırılmaya çalışıldı.

ACKNOWLEDGEMENTS

I am grateful to my advisor, Güler Okman Fişek, beyond words, for her support and encouragement since the day I knocked her door. I feel that she has given me what I needed all the while. I consider myself quite lucky to have her as my advisor with me during the uphill journey of the thesis.

I would like to thank Alev Çavdar Sideris for her presence, even in the toughest times. It meant a lot to me that she has always been there to assist me. I would also like to thank Adil Sarıbay for his contributions to this study.

I am grateful to Serra Müderrisoğlu for the two years she had supervised us as beginning psychotherapists. Her commitment, support and growing challenges made this learning process a holdable and enjoyable one.

There are people that contributed to this thesis significantly in the background. First of all, I thank Melike Hocaoglu and Merve Özel for helping me with the arduous tasks of this work. I am also thankful to Ahmet Korkusuz, Halil Suat Saraç, Ece Sevinç, and Özge Pazar for they have been there to contribute to this work when I needed them so much. I am pleased to know you and work with you all.

My colleagues at Medipol University has created an environment for me that writing this thesis could not have been easier. I thank them all for providing such an understanding and joyful atmosphere: Aysu Mutlutürk, Figen Eroğlu, Elçin Tunçkol, Nağme Gör, Ecehan Fındık, Hande Gündoğan, Neslihan Sayraç and last but not least, Gökhan Malkoç.

I want to spare a few words for my classmates. I enjoyed the company of Can Baycan and Anıl Sübeten, also my ex-flatmates, with whom I shared the most intimate memories during this process. Begüm Coşgun and Metin Koçyiğit have

always been the best friends whose company definitely will reach beyond the university years. Lastly, Özlem Çekiç has been the best supervision-partner one could ask for.

Special thanks to Milena Ploner. The warmth, support and fun she brought into my life all this time is going to stay as a color of this thesis raising a smile.

Finally, the deepest gratitude is spared for my family. Your presence behind my back definitely made all these possible.



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ABBREVIATIONS

F. Ac. : Female Acquaintance

F. Fr. : Female Friend

F. Tc. : Female Teacher

M. Ac. : Male Acquaintance

M. Fr. : Male Friend

M. Tc. : Male Teacher

S-w-F. : Self with Father

S-w-F. Ac. : Self with Female Acquaintance

S-w-F. Fr. : Self with Female Friend

S-w-F. Tc. : Self with Female Teacher

S-w-M. : Self with Mother

S-w-M. Ac. : Self with Male Acquaintance

S-w-M. Fr. : Self with Male Friend

S-w-M. Tc. : Self with Male Teacher

CHAPTER 1

INTRODUCTION

Relationships are one of the hardest and of the most crucial occupations of a human's life. One is born into them. One forms and destroys them. One brings their countless complexities into them and faces complexities of others. Philosophers, writers, and psychologists have been thinking and theorizing about relationships from different angles for centuries. They came up with countless useful concepts. One of them, the clinical term transference was introduced by psychoanalysis and it provides a great insight into understanding the sophistication of human relationships.

Since the presentation of the term by Freud (1895/1955), it has been a central component of the analytic process. More recently, it is also incorporated into modern psychotherapeutic methods, especially into psychodynamically-informed psychotherapy. Most of today's psychotherapists would agree upon its simplest definition, as the client's projected and/or co-constructed feelings or thoughts towards the therapeutic agent.

It occurs in almost all human interactions, including the ones in workplaces, schools or friendships, even though it is more easily discernible in the therapeutic setting. The present study aims to show that transference is a useful term to understand the dynamics between a student and a teacher. Transference in this relationship is examined in terms of the students' mental representations of significant and non-significant people in their lives.

1.1. Transference: Definitions and approaches

Transference, just like other key psychoanalytic ideas, was initially presented or 'discovered' by Sigmund Freud (1895/1955), in his paper on hysteria. His first

exploration regarding the term was the falseness/inappropriateness of the patient's feelings towards the physician. Only in ten years, this "inevitable necessity" (Freud, 1905/1953, p. 116) was already placed at the center of the analysis room (Robertson, 1999). The idea of transference continued its journey in his later work. When he came to conceptualize transference as stereotype plates carrying erotic impulses (Freud, 1912/1958), that originally belong to one's relationship to parents and are evoked again in psychoanalytic treatment (Freud, 1917/1966), the term gained a shape that is still relevant today. Contemporary analysts would agree with Greenson's (1965) definition that says "transference is the experiencing of feelings, drives, attitudes, fantasies, and defenses toward a person in the present which are inappropriate to the person and are a repetition, a displacement of reaction originating in regard to significant persons of early childhood" (p. 156).

Following Freud's initial presentation, the term has had differing definitions that evolved around certain paradigmatic shifts in psychoanalysis. Transference of defense (Freud, 1937/1966), neurotic trends (Horney, 1939), projective identification (Klein, 1952), idealizing and mirroring transferences (Kohut, 1971) and borderline transferences (Kernberg, 1976) have been concepts that give a new shape to the term transference, while at the same time broadening psychoanalytic theory in distinctive directions. It is possible to discuss these different approaches over their answers to two main questions: To what extent is transference an internal/phantasy-driven or external/reality-based process, and what is the content that is 'actually transferred'?

Understanding the first issue requires examining the difference between classical and relational approaches of psychoanalysis. At as early as 1905, in his analysis of Dora, Freud (1905/1963) distinguished between two types of transference: One that is exclusively a projection of antecedent feelings upon the

analyst, and one that is an amalgam of the patient's projections and the actual influence of the analyst in the present (Kulish, 1989). Freud (1905/1963) had emphasized the former as the point of interest of psychoanalysis and considered the latter as the noise in the process that analysts somehow had to deal with. The classical tradition, although it has been influenced by contemporary ideas and is no longer this strict, holds such a stance. It has considered transference as almost only a product of one person who is the analysand and the analyst has been imagined as a screen that is responsible to reflect back this production (Kalb, 2002). On the other hand, contemporary relational accounts of psychoanalysis handle the issue quite differently. According to them, transference and related processes are by necessity a co-creation of both parties, rather than constituting pure projections of the analysand (Aron & Lechich, 2012). This basic difference in approaches is only a part of the bigger theoretical discussions revolving around one-person (classical/Freudian) and two-person (relational) psychologies and the scope of this discussion goes beyond this study. It is only worth noting that, in this study, transference is considered to be a co-creation of the student and the teacher; however, it is examined by necessity through only one person, the student.

The second issue concerns the content of transference, what is actually transferred. Whereas Freud initially presented an image of people as having to find a way to make a compromise between their wishes and societal restrictions, each new wave in psychoanalysis brought a new dimension of human experience into the light. While Anna Freud (1937/1966) took a closer look at how defenses operate, Melanie Klein (1952) opened up a new line of thought by presenting the earliest images and experiences of a child in relation with the mother. Thus, all these theories had different propositions on transference as to what people brought from their past to

enact in the present. This 'transportee' was drives and ego-superego-id structures for Sigmund Freud (1912/1958). For Anna Freud (1937/1966), it was defensive mechanisms. Horney (1939) suggested that people develop 'neurotic trends' that forms the basis of their personality and these neurotic trends are reenacted continuously in new experiences. Later on, Klein (1952) proposed that archaic aggressive impulses are the crucial components of personality development and are ultimately enacted in the transferential relationship in analysis through projective identification and similar mechanisms. Fairbairn (1958) envisioned a linkage of internal object relations from the past to the present. Kohut (1971) emphasized idealizing and mirroring transferences as the central aspect of development and the psychotherapy process. These examples indicate that the content that is carried within the transference change as different theories of personality development are offered by subsequent theorists. In this study, even though transference effects are considered to comprise the entire physical and mental experience of the individual, it will be examined with regard to mental representations of the self and the others.

1.2. Transference in schools

According to Freud (1925), transference expands over all relations of an individual. This means that irrespective of his focus on transference in the analytic setting, he considered transference as an everyday phenomenon. In line with this thought, Lacan (1977) asserted that transference effects could fully occur without the presence of an analyst. However, this generalizability is not free of certain constraints of the objective world. Some settings trigger transference processes more easily than others. In the simplest terms, psychotherapy provides such a context. Boundaries provided by the therapist, the hierarchy and closeness present in the relationship

resemble the setting in which one connects to the parents (Westen, 1988). Thus, the therapeutic relationship coincides in psychological terms with one's relationship with their parents. Similarly, the school environment provides another fertile ground for parental transferences. A teacher is the first person a child encounters as an authority when they step into social life (Baron, 1960). Teachers replace parents for long periods of time. They form a teaching relationship on the surface but at deeper levels, those relationships carry a heavy emotional value for both sides. At times, these relationships become so conflicted that all kinds of intense emotions prevail in the interaction. There are times teachers are surprised by the emotions and actions a child presents since the child's experience in the school hardly justifies the presence of these. This is the point at which psychologists and pedagogues point to transference, as an illuminating concept (Robertson, 1999). It is often the case that these strong reactions have their roots in the internal worlds of both the student and teacher (Baron, 1960).

Freud (1914/1955) claimed that the relationship to a teacher is built upon the child's earliest prototypes, which are parents and siblings; parental imagos being more ready for use, due to their qualitative congruity with the school setting. Hence, this creates a situation in which students are ready to love or hate, respect or devalue the teacher almost irrespective of their actual experience. In return, teachers are burdened with a duty to endure those feelings whose existence they barely contributed to. Hargadon (1966) shares a similar observation, that college students sometimes behave as if the instructor were their parents or someone important to them and not only a teacher of sciences or history. A case presented by him set a good example: The boy, with a parent who was rather lazy about housework, discovered at a point that the only means of receiving the parent's

attention was to do housework for her. The boy would come home after school, clean the house, tidy around and be appreciated by the parent. Soon resentment took over the boy as the amount of housework he had to do to grab the attention of the parent increased in time, making the child unsatisfied with the pseudo-interest he got in return. A similar attitude is observed in this boy's school behavior. In a relatively crowded classroom, the teacher would not notice the boy until he started to clean the classroom to get praise from the teacher. Cleaning/tidying behavior that elicited positive feedback from the teacher soon became a source of resentment for the child again, as the amount of work required to grab the teacher's attention increased in time. The boy withdrew in the end, leaving the teacher puzzled as to the causes of this sudden development. This is one type of an interaction loop that happens in schools every day. Hargadon (1966) emphasizes at this point that sudden, strong reactions, as well as over compliance or defiance in schools are most of the time an indicator of transference. Moreover, transference not only entails a one to one relational connection, but it can also contain a general attitude towards institutions. At times, the emotional quality of a child's connection to parents as authority figures at home determines their overall attitude towards the school (Baron, 1960; Charalampous et al., 2016).

Furthermore, Heinrich (1995) examined relationships between female doctoral students and their female dissertation committee members by interviewing the former. Seventeen of twenty-two participants could point out the resemblance of parental and advisory relationships. Some of those, who refused such a connection in the beginning, could confirm it after the linkages in their reports were shown to them. Those students who brought forth intimate memories with their parents in the interview also described their male and female committee members as supportive. A

number of students mentioned that they intentionally refrained from having female advisors for they have had a troubled history with their mothers or other women of authority in their lives. She further proposed that power dynamics that emerged in interviews, as well as implications of merged attachments between female students and female committee members, were suggestive of maternal transferences in these relationships.

In Charalampous and colleagues' (2016) study, the teacher-student relationship was examined in the light of affiliation and control dimensions of interpersonal theory (Kiesler, 1996). Students also filled an inventory for parent-child attachment producing scores for trust, communication, and alienation. It was found that students with parental attachment scores that are both high in communication and trust perceived their teachers as friendly and dominant; whereas students with attachment scores that are high in alienation perceived their teachers as dominant and hostile. In Ryan and Grolnick's (1986) study (as cited in Ryan, Stiller, & Lynch, 94), it was found that classmates' perceptions of the same teacher varied markedly, and this is regarded as an indication that children have some kind of existing templates that frame this perception. In addition, Charalampous and colleagues (2016) report studies showing reflections of attachment relationships onto the school setting. Securely attached children show more adaptive emotional regulation skills and they are more able to deal with tasks exceeding their capacities (Davis, 2003). Whereas, insecurely attached students exhibit clinging, defiant, unfriendly or dependent attitudes towards their teachers which in return receives reactions from teachers that reinforce these maladaptive relational patterns (Pianta, 1999). Furthermore, Duchesne and Larose (2007) reported that there was a positive

connection between students' attachment to parents and their perceptions of teacher support.

Even though there were many studies investigating the quality of the teacher-student relationship and linking it with parental attachment history, there has been almost no study other than that of Ryan et al. (1994) that focused on representational processes, to our record. Ryan and colleagues (1994) measured students' representations of their parents, teachers, and friends with the Inventory of Adolescent Attachment (Greenberg, 1982) together with measures of school functioning and academic success. Parent and teacher representations were significantly related to one another; whereas, representations of friends were separated from these adult relationships. Moreover, parent and teacher representations, but not friend representations were predictive of school functioning outcomes.

1.3. Gender in transference

One of the discussion topics around the transference phenomenon covers the question to what extent real characteristics of an individual affect intrapsychic processes of the other. Gender is one of the most salient of these characteristics. Freud (1932) realized at one point that, as a male analyst, he could touch the psychic material of his patients that were related to their fathers more easily than the material concerning their mothers. From that date on, the possibility and the frequency of cross-gender transferences (e.g. maternal transference towards a male analyst/therapist) have been discussed in length. Freud (1932) concluded that the actual gender of the analyst may hinder or encourage the occurrence of certain transferences, despite the fact that maternal transference with male analysts or

paternal transferences with female ones do actually occur in practice. Raphling and Chused (1986) found in their study that there occurred robust, complete cross-gender transferences in all of the four dyads; however, the gender of the analyst still influenced the transference processes excessively.

The different conceptualizations of classical and relational accounts of psychoanalysis, as explained above, also apply to the concept of gender. Classical psychoanalysts have been convinced that the gender does not impose a big impact on the development of transference since they also have held the position that transference was basically a reproduction of earlier schemas (Kalb, 2002). However, relational psychoanalysts have maintained that, along with other characteristics of the analyst that shape the transference response of the client, the sex of both parties influence the mutual foundations of transference. Nowadays, psychoanalysts agree to a large extent that gender has an impact on the sequence and the content of transference reactions (Kulish, 1989). The gender of the analyst is assumed to be more prominent for the psychic world of the client at the beginning of the process, as well as towards the end (Kalb, 2002). By the time the analysis deepens, the real gender steps back opening up space for psychic material to build a world of its own.

These considerations are important for this study with regard to how parental relationships influence teachers of different genders. The atmosphere of a psychoanalytic work is quite different from that of the school, in the way that it allows much more fantasy and imagination to reshape the perception at the time. There has been no prior study on what role the gender would play in transference in the school. Thus, without a clear reference point, it is expected that the sex of the teacher would primarily induce a transference relating to the same-sex parent.

1.4. Self and object representations

Transference entails the whole relational experience of an individual from fantasy to reality, from cognitive to affective, from mental to experiential, from conscious to unconscious. Hence, the changes that occur in transference may be framed from a number of perspectives. The term mental representations, as one of these frames, is a useful one to organize different aspects of transference and to transform it into a measurable form. It refers to the cognitive-affective schemas about the person's self as well as the objects in the environment that are constructed with earlier experience and that shape and are reshaped by current experience (Blatt, Auerbach, & Levy, 1997; Westen, 1991a). This term also constitutes the link between psychoanalytic thinking and social-cognitive empirical studies; a link that is highly valued for the research purposes of this research.

1.4.1. Clinical/psychoanalytic perspective

Object relations theory placed great importance on the development of internal objects in psychic development (Kernberg, 1976). It was proposed that internalized images of one's self in relationship with the parents constituted the basis on which the later psychological development is built upon. These images formed the cognitive-affective schemas of the self and others that became the basis of the child's later relational experience, as the fundamental structures that organize one's perception, affection, and action (Blatt et al., 1997). They further determine whether these processes are going to be adaptive or maladaptive; in the latter case, psychopathology is what follows. In short, mental representations, besides indicating one's psychological developmental level, also regulate how the fundamental processes, such as impulses, drives, and affects will be processed in the mind (Blatt

et al., 1997).

Sullivan' (1953) conceptualizations clearly exhibit the link representational processes with transference. He preferred to use the term personification in place of representation. According to him, the driving force for the child's construction of personifications is the child's need for closeness and security. The personifications are an end product of the structure-creating process of the child that evolves around interactions around these basic needs. Later on, the personifications come together to constitute "dynamisms" that become the basis of general relational patterns of the individual. Since dynamisms are foundations of the individual's relatedness to others, it inherently implies that some part of the external reality will be 'distorted' to match these existing dynamisms. According to Sullivan (1953), this process, called parataxic distortion by him, is the explanation of transference in therapeutic and everyday relationships.

This representational capacity of human beings is explained in depth by further research. After his extensive studies with infants, Stern (1985) explained in detail how the infant's self develops from experiences with primary caretakers. Once the infant develops the capacity to distinguish different objects, they also have a sense of experiencing the self distinctly with each object. The child, who is capable of differentiating object A from object B also realizes at a point that their very being with object A and object B is different as well. As experiences with a particular object accumulate, the child collects the invariances or similarities of these experiences. Thus, the child is capable of creating constructs from the regularities of experiences with people around them. The repetition of a relational pattern with an object is reflected as a constructed knowledge of the regularities of their relational experience; in other words, representations of interactions that are generalized (RIG)

(Stern, 1985). These regularities constitute different images of the self. As a result, the infant comes to have several senses of self, slightly different from one another, that are triggered by the presence of their significant others. Thanks to this mechanism, the infant, and later the adult individual, learns to adapt “the self”, as a reaction to changing conditions (Ogilvie & Rose, 1995).

Building on Stern’s (1985) findings, Beebe and her colleagues (Beebe & Lachmann, 1988; Beebe et al., 2010) contribute significantly to research on representations. Their extensive work with infants indicates that, prior to the formation of representations, there exists a capacity to create pre-symbolic forms of these representations (Beebe & Lachmann, 1988). The affective and behavioral components of the mutual regulation between the child and the mother constitute early interaction structures. That is to say that, the child internalizes the patterns of their affective regulatory interactions that they will remember and expect again in the future. These patterns are internalized in a pre-symbolic form that records the affective, temporal and spatial characteristics of the interaction. This implies that the child already in the first half of the first year starts to organize his/her world by capturing the stability and change and by making connections between them. Hence, the child has an expectation of how an interaction is most likely to develop. They can perceive the difference between the expected and the experienced interactions to slightly update their repertoire. By the end of the first year, these internalized structures of early interactions constitute generalized prototypes (Beebe & Lachmann, 1988), that stand for what Stern (1985) called RIG’s (representations of interactions that are generalized). These two lines of research indicate that infants are capable of creating prototypes/representations of their interactions with primary caregivers, as well as representations for their self and of their significant others.

This formation becomes the basis on which the later relationships are built upon, being influenced by and influencing these representations continuously (Blatt, Auerbach, & Levy, 1997).

1.4.2. Social-cognitive perspective

One of the meaningful links between social-cognitive and clinical-psychoanalytic traditions of psychology is the idea that people possess and continuously process representations for living and nonliving objects and associational networks make meaning out of these representations (Westen, 1988). The same issues summarized above for the psychoanalytic approach to mental representations are studied under the themes of social cognition, social motivation and interpersonal processes, both from constructivist and information-processing accounts of social-cognitive psychology (Barone, 1997). Thus, schemas (Taylor & Cracker, 1980), implicit theories (Schneider, 1973), scripts (Schank & Abelson, 1977) and prototypes (Cantor & Mischel, 1979) are all concepts related to mental representations and their role on memory, perception, and cognition are demonstrated by research.

The work of Baldwin (1992) indicated that individuals have relational schemas that are activated in different circumstances. These schemas include a self-schema, how the individual view himself/herself in a given relationship, a schema for the other, how the individual perceives the interaction partner, and a relational script, standing for the expected patterns of the relational field. All these schemas are interconnected to one another and the activation of one triggers the other one. For instance, people's self-evaluations change with respect to the characteristics of the interaction partner (Barone, 1997).

Person-schemas or prototypes for other people are used by people to perceive

the world so that their perception matches their implicit personality theories (Schneider, 1973). People have general sets of knowledge about what types of features go together in others or what they may expect to see in a person within a certain role. According to these sets of information, they attend to certain information and not the other; they construe the information in line with their expectations and they remember the content that is going to further support their mini-theories (Baldwin, 1992). This proposes that once an individual decides that the new person encountered belongs to a certain category, this new person is going to be perceived in the light of expectations of that category. Furthermore, having more common features with the prototype of the category increases the chances that one will put the new person into the basket of that category to approach them as someone with those prototypical features (Cantor & Mischel, 1979).

Not only the perception of others is influenced by internal and external cues, but also the self-perception is. A unitary concept of the self has been invalidated (Markus & Nurius, 1986) and the idea that various self-concepts co-exist together prevail in social-cognition research these days. According to this perspective, conditions of the environment make certain aspects of the self more accessible than others (Markus & Wurf, 1987). Thus, self-representations are thought to be continuously changing, dynamic constructs. Ogilvie and Ashmore (1991), having adopted a relational position, showed that there exists a complex map of self-with-other representations in an individual's mind, that has overlapping connections to significant people in their life. Even though characteristics of these different selves are not completely independent from each other, they also showed that it is possible to refer to different selves such as the "self-with-mother" or "self-with-boss" separately.

The social-cognitive perspective on self and other representations also throw new light on clinical transference. Within this framework, transference is conceptualized with regard to person schemas, schema-triggered affect, interpersonal expectancies and scripts (Westen, 1988), as well as if-then models and social construct activation (Andersen & Przybylinski, 2012). In short, activation of certain cognitive-affective constructs, such as schemas or expectancies are accounted for transference processes. When a new stimulus triggers the existing schemas, affective connections or expectations originally pertaining to an earlier figure and when the person experiences the new object under the light of these activations, the situation calls for the clinical term transference. However, the significant difference of the social-cognitive approach in comparison to the clinical approach is worth mentioning at this point. When it is explained as schema/construct activation, transference does not get restricted to the relationships with family figures, as clinicians mostly focus on, but also comprises the whole of significant relationships (Andersen & Przybylinski, 2012). Transference occurs in a broader span of human relationships, according to this approach. From one perspective, this does not contradict the psychoanalytic contention that everyday transferences do occur; from another, it opposes the idea that parental figures generate the primary constructs to be transferred. Another difference between these approaches is that social-cognitive psychologists regard this process as a purely cognitive one. Thus, the fact that perception is distorted does not necessarily indicate that defenses or neurosis is involved in the process (Andersen & Przybylinski, 2012). Although these controversies are results of deep-seated discrepancies between these traditions, concurrent propositions regarding transference continue to be a bridge between them.

At this point, the work of Andersen and her colleagues (Andersen & Baum,

1994; Andersen & Saribay, 2005; Andersen & Przybylinski, 2012) stands promising, as they have shown repeatedly that transference occurs in their experimental designs. They came up with a social-cognitive model of transference (Andersen & Berk, 1998b), according to which the mental representations of significant others are kept in memory to be transferred onto new interactions that evoke these significant others. According to their transference model, any kind of resemblance of a new person to a significant other can trigger mental representations of the significant other in memory, leading to a projection of this representation onto the new person. They have done several experiments built upon a basic experimental paradigm (Andersen & Przybylinski, 2012). A design with two sessions is applied in which the first one is used for collecting the descriptors for significant others of the participants. Between the two sessions, the researchers create adjectives of imaginary people that will be introduced to the participants in the second session as a novel stimulus. Descriptors for significant others of participants that were obtained in the first session are used to create those imaginary people to resemble those significant others. When participants arrive for the second session, these descriptors of an imaginary person are introduced to the experimental group; whereas the control group is presented with descriptors of an irrelevant person that is another person's significant other. Afterward, relevant constructs of the experiment are assessed to capture the changes that presentation of an imaginary person resembling one's significant other produce in participants.

It has been found after several studies that, once representations in memory are activated, this has emotional and motivational impacts on how the new person is perceived (Andersen & Baum, 1994). Participants, who are under the influence of transference, basically go beyond the information available about the new person and suppose that they have characteristics that actually belong to their significant others

(Andersen & Berk, 1998b). In several experiments, transference effects are shown in various phenomena, such as representation (of significant others) consistent change in the evaluation of the new person, facial affect, schema-triggered motivation and expectations (Andersen & Berk, 1998a). The most relevant of these effects for this study was to show, in Hinkley and Andersen's (1996) study that the self-concept (Markus & Nurius, 1986) of participants also changed in the direction of their self-with-significant-other (Ogilvie & Ashmore, 1991). This implied that not only do transference influences the perception of others, but it also creates a change in people's self-perceptions.

1.4.3. Agency and communion

An agency-communion framework was preferred (Bakan, 1966; Pincus, 2005) in this study to further analyze the self-representations of participants. Agency and communion are introduced by Bakan (1966) in his seminal work as two essential dimensions of human existence. Agency refers to the condition of being a differentiated person and to strivings for assertion, competence, power, and mastery. Communion refers to the condition of being part of an entity and to strivings for intimacy, cooperation, and union (Diehl, Owen, & Youngblade, 2004; Pincus & Hopwood, 2012). Both of the concepts, agency, and communion are used to define two broad styles of people's relation to themselves and their social environment.

Bakan (1966) proposed that the main task of a human being was to deal with the inherent tension that this duality creates. In this sense, they also refer to basic needs and motivations that are to be satisfied for a fulfilling life. This kind of a duality as a basic structure of human psychology is proposed by other authors with different names (Luyten, 2017; Pincus & Hopwood, 2012) that is to say as self-

definition and relatedness (Blatt & Luyten, 2009), affiliation and power motivations (McAdams, 1985); autonomy and sociotropy (Beck, 1983) and needs of relatedness and autonomy (Ryan & Deci, 2000). Thus, these basic dimensions, although often named differently are proposed to stand for universal needs, motivations and styles of human relatedness, as well as fundamental dimensions of personality (Diehl, Owen, & Youngblade, 2004; Blatt & Luyten, 2009). From infancy to old age, a human being has to deal with the tasks of differentiation and relatedness in a meaningful and healthy way. The successful negotiation of agency and communion leads to a healthy adaptation in life, whereas problems in this negotiation end up with the psychopathology of varying degrees (Blatt & Luyten, 2009; Pincus & Hopwood, 2012).

Currently, agency and communion are used extensively in research, especially those that relate to the Contemporary Integrative Interpersonal Theory (CIIT) (Pincus, 2005). Agency and communion are a central part of CIIT, such that they are the essential meta-concepts of personality and parts of a system to understand the interpersonal situation (Pincus & Hopwood, 2012). Moreover, research has shown that agency and communion are linked to multiple psychological concepts, including self-concept, cognitive styles, gender socialization, etc. (Diehl, Owen, & Youngblade, 2004). CIIT and the agency-communion framework are also applied to the classroom setting, to describe students' perception of their teachers' interpersonal behavior (Wubbels, et al. 2012). A model called the teacher interpersonal circle (Wubbels et al., 2012) is built based on two dimensions of control (agency) and affiliation (communion), resulting with eight possible behavioral tendencies out of four poles (control [low and high] x affiliation [low and high]). Subsequent research showed the efficacy of conceptualizing the student's

perception of the teacher behavior on the basis of agency and communion (Charalampous et al., 2016).

1.5. Present study

This study aims to fill the following gaps in the field. First of all, the literature at the junction of pedagogy and psychoanalysis mentions the existence of transference and countertransference in the school setting, yet there were not more than a couple of articles that studied this issue in experimental designs. In this regard, showing that parental transferences occur between students and their teachers with an empirical design is needed to support these claims. Secondly, social-cognitive studies of transference (Westen, 1988; Andersen & Saribay, 2005) have of utmost importance as they attempt to explain transference phenomena systematically. Increasing the studies that bridge social cognition and psychoanalysis would benefit both sides and this study aims to add to this link. Moreover, the new method applied in this study may bring a new perspective to the studies on transference and mental representations.

After the discussions presented above, transference is conceptualized in this study as biased perception of others, due to pre-formed cognitive and affective relational templates. Even though, transference comprises the whole physical and mental experience of the individual; for the research purposes, it is examined in regard to similarities/differences in the conscious aspect of one's mental representations of the self and significant others. The method that is developed with an inspiration of the work of Ogilvie and Ashmore (1991) presents us data that include all the descriptors one use to describe others and themselves. A descriptor-

based similarity approach and the agency-communion framework are applied to the data to analyze these self and other representations of students.

This research aims to primarily show the existence of parental transferences in the student-teacher relationships in schools. To this end, it is expected to demonstrate that

1. One perceives their teachers more similarly to their parents than other people in their lives.
2. One's self-perception with teachers (self-with-teacher) is more similar to self-with-parents than self-with-any others.
3. There is a gender congruency between the objects of transference.

There are no expectations regarding agency and communion analyses of the mental representations, and this aspect of the study is exploratory.

CHAPTER 2

METHOD

2.1. Participants

A total of 167 students from Istanbul Medipol University participated in the first session of the study, whereas only 152 of them attended the second one. Sixteen participants were excluded due to missing data. Eleven participants were excluded because they wrote down a friend's name for the section devoted to acquaintances. Thus, the statistical analyses were performed with a total of 125 participants. Of the remaining participants, 106 were from the Department of Psychology, and 19 were from the Department of Political Sciences. The mean age of the participants from the Psychology was 20.92 ($SD = 1.22$), and of the participants from the Political Sciences, it was 21.11 ($SD = 1.41$). Finally, 45 participants were male, and 80 of them were female.

The announcement of this study was placed on the faculty board, where students could write their names. In exchange for their participation, they were given credits for a department course for which they were registered.

2.2. Materials

There were no standardized measures or questionnaires used in this study. The data was obtained with the following forms that were adapted from previous studies.

2.2.1. The Self-with-Other Questionnaire

This form was used in the first session of this study, to obtain descriptors participants would utilize to describe others and their self with those others (see Appendix A).

Originally, the form was a part of a series of experiments Ogilvie and Ashmore (1991) conducted to examine the representations of self-with-other. This form, as it is used in this study, was translated to Turkish and converted into a self-administered format by Mitrani (1999). Because the purposes of this study are not identical with the previous ones, some changes were applied to the form, such as determining which significant other the participants will work on, in advance. In this study, the others/targets were limited to eight people from one's life, the mother, the father, a male teacher, a female teacher, a male friend, a female friend, a male acquaintance and a female acquaintance. When the questionnaire is administered, participants are expected to write down as many words as they wish that describes these people and their self with them.

2.2.2. The Representations of the Self and Other Form

This form was used in the second session of this study, to obtain participants' descriptive judgements of the others (eight targets) and their self-with-those others through identical tables (see Appendix B). It was developed for this study with the inspiration of the Self-with-Other Matrices that were used by Ogilvie and Ashmore (1991).

The form contains 2 tables, one with descriptors of others and one with descriptors of self-with-others. Thus, the form presents 16 identical tables to be filled for eight targets. When it is administered, one is expected to rate each word for the relevant target whether it defines this person (or their self-with-them) or not.

2.3. Procedure

2.3.1. First session

Participants came to the classrooms in groups of 15 or less. Upon their arrival, they were given a piece of paper with participant numbers on it, that they were supposed to bring to the second session. The purpose of these numbers was to protect the privacy of participants, as well as to ensure that participants will receive the correct forms in the next session. Following this, consent forms were distributed and signed (Appendix C). The Self-with-Other Questionnaire (SOQ) was administered after the researcher read the instructions on the questionnaire aloud.

Initially, participants were to think of who from their life they wanted to choose for the eight assigned categories: the mother, the father, a male teacher, a female teacher, a male friend, a female friend, a male acquaintance and a female acquaintance. There were a few rules for how to choose these people. They could choose a teacher from the primary school years to the university. The friend category was for any friends or it could also be a romantic partner. But in this case, they were expected to indicate that this person under the friend category was a partner. For the acquaintance role, they were given the freedom to choose anyone from their life but a teacher or a friend. They were also expected to note down from where they knew those acquaintances.

Once they designated people for each category, they were asked to write down the initials of their names in the box assigned for the relevant role. After everyone chose the targets and noted the initials, they were asked to think of their relationship with those people one by one. For the purposes of giving an example, a participant might start with a male friend. Then she was supposed to think of memories or visualize her relationship with him. She would first try to describe him

and write the descriptors in the space provided for those words. Then she would think of her own experience with him and write words that would describe her self-with-him. She could write as many words as she would like to for both of the tasks. When she was done with this task, she had to apply the same procedure for the remaining seven targets. Participants were given a limited time of 30 minutes to complete this task, whereas latecomers were tolerated until they finish in their own pace. In the end, the time and the place of the second session were arranged with the participants.

2.3.2. Between sessions

The SOQ that was filled in the first session had to be transformed into the Representations of the Self and Other Form (RSOF) that was to be used in the second session. The descriptors that participants listed for 8 targets were all put in a single table. Target descriptors and self-with-other descriptors were clustered separately. In short, all the words that were listed for describing the targets were grouped in a table and the words that were listed for describing the self-with-them were in another table. Those two tables comprised a single page of the RSOF. Each page was replicated for the different targets. An example of how an SOQ was transformed into an RSOF is presented in the Appendices (see Appendix D and E respectively). This procedure was administered by the researcher, along with four undergraduate assistants.

2.3.3. Second session

Upon their arrival, participants were given the RSOF corresponding to the participant number they had held. Thus, each participant received the individualized form that

was prepared for them. The researcher read the instructions aloud (see Appendix F). They were expected to visualize their experience with these people again and work on them one by one. To illustrate with an example, a participant might start with the mother's tables. He was to imagine his experience with his mother and decide whether target descriptors on the form were valid for his mother or not. He would write 1 next to the descriptor item if it defines the mother and write 0 if it does not. Afterwards, he would continue with descriptors of self-with-other to state whether they described his self-experience with his mother or not. Once he completed this task, he would continue to apply the same procedure for the remaining seven targets. Participants had 20 minutes to complete this task and latecomers were given extra time until they were done in their own pace again. After they were done, participants were debriefed and thanked for their contributions.

2.4. Data preparation

The data of this study in the end comprised participants' judgements on two identical tables for eight targets. The raw data were transformed to calculate the similarity rates for each pair of targets. For instance, the similarity rate of the mother and the female teacher, or the similarity rate between the self-with-father and the self-with-male friend were calculated in this way. In order to get these scores, the number of mutually descriptive words for the pair of targets was divided by the total number of descriptors that the participant in question had on the respective table. Thus, the similarity rate has become a central measure of analysis in this study.

Secondly, the self-with-other descriptors were coded to add a deeper dimension to the data. Words were assigned into the categories of agency or communion (Bakan, 1966), in order to obtain agency and communion scores of the

participants' self-with-each target. In addition, affect as a new category was also included because it was observed that some words would only fit in this one.

Coders consisted of three undergraduate students, one from Istanbul Medipol University, two from Boğaziçi University. They were trained by the researcher separately until it is ensured that the framework was clear for everyone. They rated each of 958 words that were the total of all descriptors of participants' self-with-others. The raters had to first decide whether a descriptor referred to an agentic or communion-related motive. Descriptors that contained a clear affective message were classified as the affect category and descriptors that did not fit into any of these categories were tagged as not-categorizable. Thus, there were four categories that a descriptor could be placed in. Besides deciding in which category the descriptors belonged, the raters also had to assign a value on them that reflects their agentic, communal or affective direction. For instance, the word "clever" was classified as positive agentic, the word "silent" was classified as negative communal, and the word "happy" was classified as positive affect. An excerpt from the coding is shared in Appendix G.

The codings of two raters (the primary raters) were used to produce the final list of codes that were to specify the value of those 958 words. The disagreements were solved by taking into account the codes of the third rater (the supplementary rater); as the code chosen by two out of three raters were declared to be valid. In cases where all three raters had different preferences, the researcher decided which value to use. The agreement rates of this procedure are shared below in the results section.

Lastly, a note on the word choices should be mentioned for clarity. During the analyses, each target was regarded as separate entities, that is to say, for example,

particular scores of the mother and the father were not united to obtain an average score for parents. However, to make it easier to address them together, the male and female members of target categories are referred jointly in this paper. For instance, ‘the representations of teachers’ are used to indicate the representations of the male and female teacher and ‘the self-with-friends’ are used to indicate the self-with-male friend and self-with-female friend.



CHAPTER 3

RESULTS

The analyses were performed broadly under two themes, the representations of the other and the representations of the self-with-other. The data for each theme came from the Representations of the Self and Other Form (see Appendix B), the left- and right-hand tables respectively. Similarity rates were calculated for specific pairs of targets as explained in the method section: Male and female teachers' similarity with non-teacher targets, and the mother and the father's similarity with non-parent targets. It was assumed that a possible transference relationship between teachers and parents would be best examined, not only by testing the teachers' resemblances to the other targets but also by taking into account the relationships between parents and other targets.

Considering that gender constitutes an important aspect of the theoretical discussion, it was deemed beneficial to analyze male and female participants separately for certain tests to see whether they diverge from each other. Thus, in these cases, the same analyses were applied three times with the total sample, as well as with the male and female samples.

Hence, the analysis of object representations consisted of testing the similarity of the male teacher (1), the female teacher (2), the mother (3) and the father (4) with other targets, for the total sample, the male and the female samples sequentially.

The analysis of self-representations consisted of testing the similarity of the self-with-male teacher (1), the self-with-female teacher (2), the self-with-mother (3) and the self-with-father (4) with the self-with-other targets, for the total sample, the

male and the female samples sequentially. In addition, agency, communion and affect scores of the participants were subjected to additional analyses to study self-representations further. The main results will follow a brief explanation of descriptive statistics. At the end of each section of the main results, there is a section-summary, to sum up the findings.

3.1. Descriptive statistics

3.1.1. Participants

One hundred twenty-five university students participated in this study, of which 45 were males and 80 were females. Participants' ages ranged between 18 and 24, with a mean of 20.94 ($SD = 1.25$). Out of 125 participants, 106 were students from the Department of Psychology and 19 were students from the Department of Political Sciences. All of the participants from Political Sciences were males. Thus, the remaining 26 males were psychology students. All the female participants were psychology students.

Participants listed 31.72 words on average ($SD = 8.68$) as descriptors of others, ranging from 13 to 64 words; whereas, 20.25 words on average ($SD = 6.78$) were listed as descriptors of self-with-others by participants with a range from 6 to 49.

Participants were asked to report from where they knew their acquaintances. Out of all the male acquaintances, 31 were participants' relatives and 94 were people they slightly knew (e.g. neighbor, family friend). Out of all the female acquaintances, 34 were participants' relatives, 91 were people they slightly knew. There were no significant differences in the dependent variables between those groups of acquaintances. Thus, they were included in the analyses as a whole.

Participants could choose their partners for the friend category. Thus, 20 out of 125 male friends and 8 out of 125 female friends were partners of participants. There were no significant differences in the dependent variables between these partners and the rest of the category of friends. Thus, they were included in the analyses as a whole as well.

3.1.2. Interrater Reliability

A total of 958 self-with-other descriptors that were used by participants were coded in agency, communion or affect dimensions. Each descriptor was supposed to have a value of either high (1) or low (-1) on only one of these dimensions unless the descriptor was found to be uncategorizable.

Cohen's κ was run to determine if there was an agreement between the two primary raters (Rater 1 and Rater 2), as well as with the supplementary rater (Rater 3). There was a moderate agreement between the judgements of the primary raters on which category to put the words into, $\kappa = .45, p < .001$. The agreements between Rater 1 and Rater 3 ($\kappa = .43, p < .001$) and Rater 2 and Rater 3 ($\kappa = .38, p < .001$) were about similar strengths.

Once the raters decided which category to put the descriptors into, they were supposed to give a value of either 1 or -1 to the descriptor for the particular category they were placed at. Interrater reliability for this was calculated to be $\kappa = .92, p < .001$ for agency, $\kappa = .97, p < .001$ for communion and $\kappa = 1, p < .05$ for affect dimension.

The resolution of rating disagreements was explained in the method section. The specific numbers of this procedure are as follows. There were disagreements between two primary raters on 311 of 958 words, resulting in an agreement rate of

68%. 168 of these 311 words were concluded by the ratings of Rater 3. On the remaining 143 words, there was a complete disagreement between three raters and the researcher concluded the final ratings. Thus, 815 words were agreed between three raters with this method, resulting in a final agreement rate of 85%.

Whereas raters were expected to place the descriptors into 4 distinct categories, most of the words (827 on average, out of 958 words) were concentrated on the agency and the communion dimensions. This creates a prevalence problem for Cohen's κ score, according to Hallgren (2012) and is reported to deflate κ value from its actual value. However, statistical analyses needed to adjust Cohen's κ to overcome this problem were not accessible to the researcher.

3.2. The representations of others

The teachers' and parents' similarity rates with different targets were examined separately, in order to test the hypotheses. Assumptions of statistical tests were met unless specifically stated otherwise.

3.2.1. Teachers' resemblance to others

Initially, a series of 3x2x2 mixed multi-factorial analysis of variance (ANOVA) was performed on the scores of teachers' similarity with other targets. The male and female teachers were analyzed separately, whose similarity rates with others constituted the dependent variables. Two within-subject variables, the type of relation (parents, friends, acquaintances) and the target gender, as well as a between-subject variable, the participant gender comprised the factors.

When the male teacher's resemblance to the others was examined, there was a significant within-group difference for the type of relation, $F(2, 246) = 5.28, p =$

.006. LSD post hoc tests indicated that both parents ($M = .42$, $SD = .20$) and friends ($M = .42$, $SD = .20$) resembled the male teacher more than acquaintances ($M = .39$, $SD = .20$). There was also a significant effect of the target gender, where females ($M = .43$, $SD = .20$) resembled the male teacher more than males ($M = .43$, $SD = .20$), $F(1, 123) = 4.35$, $p = .039$. There was no interaction effect of the participant gender with any of the variables.

When the female teacher's resemblance to the others was examined, there was a significant difference between the types of relation, $F(2, 246) = 9.42$, $p < .001$. LSD post hoc tests indicated that both parents ($M = .42$, $SD = .19$) and friends ($M = .41$, $SD = .18$) resembled the female teacher more than acquaintances ($M = .39$, $SD = .19$). A significant effect of the target gender was also found, such that females ($M = .42$, $SD = .18$) resembled the female teacher more than males ($M = .40$, $SD = .19$), $F(1, 123) = 20.2$, $p < .001$. The participant gender did not interact with other variables meaningfully.

In order to further differentiate the results obtained from male and female participants, analyses were run separately for those samples. The teachers' resemblance to other targets, for both samples, were subjected to one-way within-subject ANOVAs with 6 levels: The mother (1), the father (2), the male friend (3), the female friend (4), the male acquaintance (5) and the female acquaintance (6).

For male participants ($N = 45$), the targets' similarity with the male teacher's did not differ from each other, $F(5, 220) = 1.23$, $p = .30$. However, the targets had different similarity rates with the female teacher, $F(5, 220) = 3.22$, $p = .008$. The results of LSD post hoc tests are illustrated in Table 1.

Table 1. ANOVA Post-hoc Comparisons of the Female Teacher's Similarity Rates with Other Targets for Male Participants

Group	n	Mean	SD	Multiple Comparisons (LSD)					
				Father	Mother	M. Fr.	F. Fr.	M. Ac.	F. Ac.
Father	45	.406	.20						
Mother	45	.432	.21	.32					
M. Fr.	45	.407	.20	.98	.27				
F. Fr.	45	.450	.20	.10	.29	.04*			
M. Ac.	45	.367	.20	.16	.01*	.11	<.001*		
F. Ac.	45	.398	.22	.75	.07	.70	.03*	.14	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

The same analyses were applied to the sample of female participants ($N = 80$). As concerned the male teacher's resemblance to the others, Mauchly's test revealed the violation of sphericity assumption ($\chi^2(14) = 28.8, p = .011$). Thereby, Greenhouse-Geisser estimates of sphericity were used for correcting the degrees of freedom ($\varepsilon = 0.87$). The male teacher had significantly different similarity rates from other targets, $F(4.34, 342) = 3.60, p = .005$. The results of LSD post hoc tests are shown in Table 2.

Table 2. ANOVA Post-hoc Comparisons of the Male Teacher's Similarity Rates with Other Targets for Female Participants

Group	n	Mean	SD	Multiple Comparisons (LSD)					
				Father	Mother	M. Fr.	F. Fr.	M. Ac.	F. Ac.
Father	80	.414	.19						
Mother	80	.420	.17	.71					
M. Fr.	80	.390	.17	.13	.05*				
F. Fr.	80	.425	.18	.54	.69	.03*			
M. Ac.	80	.370	.18	.009**	.001**	.18	<.001**		
F. Ac.	80	.408	.18	.73	.41	.30	.23	.009**	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

As concerned the female teacher, its similarity rates with other targets significantly varied as well, $F(5, 395) = 6.12, p < .001$. Table 3 illustrates the results of LSD post hoc tests.

Table 3. ANOVA Post-hoc Comparisons of the Female Teacher's Similarity Rates with Other Targets for Female Participants

Group	n	Mean	SD	Multiple Comparisons (LSD)					
				Father	Mother	M. Fr.	F. Fr.	M. Ac.	F. Ac.
Father	80	.411	.20						
Mother	80	.443	.20	.08					
M. Fr.	80	.394	.19	.27	.001**				
F. Fr.	80	.432	.20	.23	.41	.01**			
M. Ac.	80	.366	.20	.01**	.001**	.09	<.001**		
F. Ac.	80	.416	.19	.80	.07	.14	.27	.003**	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

3.2.2. Parents' resemblance to others

Another perspective on our hypotheses required testing the parents' resemblance to the others, as mentioned above. Thus, the mother's and the father's similarity rates

with other targets were separately subjected to 3x2x2 mixed multi-factorial ANOVAs with three independent variables: The type of relation (teachers, friends and acquaintances), the target gender and the participant gender. Firstly, the mother's similarity rates were examined. Mauchly's test indicated that the assumption of sphericity was violated for the variable of the type of relation ($\chi^2(2) = 8.58, p = .014$); therefore, degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity ($\epsilon = 0.94$). There was a significant difference between levels of the type of relation, $F(1.87, 230) = 5.90, p = .004$. LSD post hoc tests showed that friends resembled the mother more than acquaintances (see Table 4). There was a significant effect of the target gender as well, $F(1, 123) = 25.5, p < .001$; where females ($M = .44, SD = .20$) were perceived more similar to the mother than males ($M = .40, SD = .18$). The gender of the participant did not have an interaction effect with any of the variables.

Table 4. ANOVA Post-hoc Comparisons of the Mother's Similarity Rates with Other Targets

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)		
				Teachers	Friends	Acquaintances
Teachers	125	.425	.19			
Friends	125	.440	.18	.10		
Acquaintances	125	.404	.20	.11	<.001**	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

The father's resemblance to the others was analyzed subsequently. Because the assumption of sphericity was violated for the variable of the type of relation ($\chi^2(2) = 11.28, p = .004$), Greenhouse-Geisser estimates of sphericity were used for correction ($\epsilon = 0.92$). A significant difference between the types of relation was found, $F(1.84, 226) = 4.90, p = .010$. LSD post hoc tests indicated that both teachers ($M = .41, SD = .20$) and friends ($M = .41, SD = .19$) resembled the father more than acquaintances ($M = .38, SD = .20$). A significant difference of the participant gender was also found, such that females ($M = .41, SD = .20$) resembled the father more

than males ($M = .39$, $SD = .19$), $F(1, 123) = 7.88$, $p = .006$. No interaction effects of the participant gender were detected with any of the variables.

In order to further differentiate the results obtained from male and female participants, analyses were run separately for those samples. The parents' resemblance to other targets, for both samples, were subjected to one-way within-subject ANOVAs with 6 levels: The male teacher (1), the female teacher (2), the male friend (3), the female friend (4), the male acquaintance (5) and the female acquaintance (6).

For male participants, the mother's similarity with other targets varied significantly, $F(4.18, 183.9) = 2.76$, $p = .027$. Because the sphericity assumption was found to be violated ($\chi^2(14) = 25.7$, $p = .028$), Greenhouse-Geisser estimates of sphericity were used for correcting the degrees of freedom ($\epsilon = 0.84$). LSD post hoc tests indicated that the female friend resembled the mother more than everyone else but the female teacher (see Table 5). However, the father's resemblance to the other targets did not show enough variance to differ from each other, $F(5, 220) = 2.03$, $p = .076$.

Table 5. ANOVA Post-hoc Comparisons of the Mother's Similarity Rates with Other Targets for Male Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				M. Tc.	F. Tc.	M. Fr.	F. Fr.	M. Ac.	F. Ac.
M. Tc.	45	.402	.19						
F. Tc.	45	.423	.21	.36					
M. Fr.	45	.408	.20	.77	.59				
F. Fr.	45	.467	.21	.007**	.08	.01**			
M. Ac.	45	.393	.20	.65	.22	.54	<.001**		
F. Ac.	45	.412	.22	.65	.66	.81	.02*	.37	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

For female participants, the similarity of the mother to the others changed between conditions, $F(5, 395) = 5.78$, $p < .001$. The results of the LSD post hoc tests are shown in Table 6. The father's similarity with the others also varied between conditions, $F(5, 395) = 2.68$, $p = .021$, in that the male acquaintance had a lower similarity than everyone else (see Table 7).

Table 6. ANOVA Post-hoc Comparisons of the Mother's Similarity Rates with Other Targets for Female Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				M. Tc.	F. Tc.	M. Fr.	F. Fr.	M. Ac.	F. Ac.
M. Tc.	80	.420	.17						
F. Tc.	80	.443	.20	.14					
M. Fr.	80	.415	.17	.78	.11				
F. Fr.	80	.467	.17	.003**	.12	.002**			
M. Ac.	80	.383	.19	.05*	.002**	.06	<.001**		
F. Ac.	80	.426	.19	.76	.33	.53	.008**	.006**	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

Table 7. ANOVA Post-hoc Comparisons of the Father's Similarity Rates with Other Targets for Female Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				M. Tc.	F. Tc.	M. Fr.	F. Fr.	M. Ac.	F. Ac.
M. Tc.	80	.416	.19						
F. Tc.	80	.412	.20	.83					
M. Fr.	80	.410	.18	.78	.92				
F. Fr.	80	.420	.19	.71	.57	.48			
M. Ac.	80	.372	.20	.02*	.03*	.01*	.001**		
F. Ac.	80	.403	.20	.46	.58	.59	.21	.03*	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

3.2.3. Section summary

As concerns the representation of the male teacher, the male teacher resembled the parents and the friends more than he resembled the acquaintances. Also, the female targets had higher similarity with the male teacher than the male targets. When separately examined, the male and female participants revealed different pictures. For the male participants, there was no significant difference in the resemblances of the male teacher with other targets. However, for the female participants, the male teacher's similarity with all the other non-teacher targets was higher than that with the male acquaintance. The mother and the female friend also resembled the male teacher more than the male friend.

As concerns the female teacher, the parents and the friends resembled her more than the acquaintances. Also, the female targets had higher similarity rates with the female teacher than the male targets. The separate analyses of the male and the female participants were supportive of this finding overall.

As concerns the representation of the mother, the friends resembled the mother significantly more than the acquaintances, with the teachers' similarity rate with the mother being between these two. The female targets had higher resemblance

with the mother than the male targets. Separate analyses of male and female participants were mostly in line with this finding and with each other, as the female friend, the female teacher and the female acquaintance ranked the top 3 in non-parent targets' resemblance with the mother.

The representation of the father resembled the teachers' and the friends' representations more than that of the acquaintances. Beside this, the female targets had higher similarity rates with the father than the male targets. The analyses of the male and female participants showed a similar trend, such that the father's similarity with other targets was quite balanced for both. The only exception was that the male acquaintance had a quite low similarity with the father for female participants, but not for the male participants.

3.3. The representations of self-with-other

Participants' self-with-other representations were analyzed in the next step. The first series of analyses focused on the self-with-teachers and the second on the self-with-parents. The same analyses were applied to the male and female participants, after the total sample at times, to further differentiate the effects. Following this, the agency, communion and affect scores of the self-experience with each target were analyzed. Assumptions of statistical tests were met unless specifically stated otherwise.

3.3.1. Self-with-teachers

Initially, a series of 3x2x2 mixed multi-factorial ANOVAs were performed to test the hypotheses. Two within-subject variables, the type of relation (parents, friends,

acquaintances) and the target gender, as well as one between-subject variable, the participant gender comprised the factors.

When the participants' self-representations when with the male teacher were examined, there was a significant effect of the type of relation, $F(1.80, 222) = 3.73$, $p = .030$, but not of the target gender or any interactions of the participant gender. It is noteworthy that Box's M test that measures the homogeneity of variance-covariance matrices was significant, $F(21, 31277) = 1.99$, $p = .05$; but it did not create a serious concern for our analysis, as we had only one dependent variable and the significance level did not exceed the foremost critical level of .01. Besides, Mauchly's test revealed the violation of sphericity assumption ($\chi^2(2) = 14.1$, $p = .001$). Greenhouse-Geisser estimates of sphericity were used for correction ($\epsilon = 0.90$). LSD post hoc tests showed that participants' self-perceptions when they are with acquaintances ($M = .36$, $SD = .22$) had a significantly lower similarity with the dependent variable than when they are with parents ($M = .39$, $SD = .22$) or friends ($M = .39$, $SD = .22$).

When the participants' self-representations when with the female teacher were examined, Greenhouse-Geisser estimates of sphericity were used ($\epsilon = 0.92$), for the sphericity assumption was violated ($\chi^2(2) = 11.12$, $p = .004$). There were main effects for both the type of relation, $F(2, 246) = 6.71$, $p = .001$, and the target gender, $F(1, 123) = 8.71$, $p = .004$. The participant gender did not have any significant interactions with other variables. Participants' sense of self with teachers had more in common with their self-experience with females ($M = .40$, $SD = .23$) than males ($M = .38$, $SD = .23$). LSD post hoc tests for the variable of the type of relation indicated that the self-with-parents ($M = .40$, $SD = .23$) and the self-with-

friends ($M = .40$, $SD = .23$) both had a higher resemblance to the self-with-female teacher than the self-with-acquaintances ($M = .36$, $SD = .23$).

As a next step, male and female participants' self-representations were examined separately to further investigate the issue. The similarity rates of their self-with-male teacher and self-with-female teacher were subjected to one-way ANOVAs with six levels that were composed of the self-with-father (1), the self-with-mother (2), the self-with-male friend (3), the self-with-female friend (4), the self-with-male acquaintance (5), and the self-with-female acquaintance (6).

Starting with male participants, their results did not indicate any significant difference in the self-with-male teacher's resemblance with other self-representations. When it came to the self-with-female teacher, Mauchly's test indicated that the sphericity assumption was violated ($\chi^2(14) = 27.9$, $p = .015$). Thus, Greenhouse-Geisser estimates of sphericity were used to correct degrees freedom ($\epsilon = 0.79$). ANOVA results indicated a marginal significance, $F(3.94, 174) = 2.43$, $p = .051$. It was observed with LSD post hoc tests that the self-with-mother resembled the self-with-female teacher more than any other self-representations but the self-with-female friend (see Table 8).

Table 8. ANOVA Post-hoc Comparisons of the Self-with-Female Teacher's Similarity Rates with Other Self-Representations for Male Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				S-w-F.	S-w-M.	S-w-M.Fr.	S-w-F.Fr.	S-w-M.Ac.	S-w-F.Ac.
S-w-F.	45	.378	.22						
S-w-M.	45	.437	.24	.03*					
S-w-M. Fr.	45	.379	.26	.99	.004**				
S-w-F. Fr.	45	.413	.25	.26	.32	.17			
S-w-M. Ac.	45	.364	.23	.65	.005**	.58	.02*		
S-w-F. Ac.	45	.381	.25	.90	.02*	.91	.26	.48	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

The similarity of female participants' self-with-male teacher varied between self-representations with other targets, $F(4.30, 340) = 2.93$, $p = .018$. It must be noted that Greenhouse-Geisser estimates of sphericity were used to correct degrees

of freedom ($\epsilon = 0.86$), because of the violation of the sphericity assumption ($\chi^2(14) = 35.1, p = .001$). The results of LSD post hoc tests are illustrated in Table 9.

Table 9. ANOVA Post-hoc Comparisons of the Self-with-Male Teacher's Similarity Rates with Other Self-Representations for Female Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				S-w-F.	S-w-M.	S-w-M.Fr.	S-w-F.Fr.	S-w-M.Ac.	S-w-F.Ac.
S-w-F.	80	.364	.21						
S-w-M.	80	.375	.21	.57					
S-w-M. Fr.	80	.371	.19	.68	.79				
S-w-F. Fr.	80	.389	.22	.16	.24	.22			
S-w-M. Ac.	80	.337	.20	.17	.04*	.07	.005**		
S-w-F. Ac.	80	.337	.21	.18	.03*	.07	.003**	.98	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

When it came to the self-with-female teacher, Mauchly's test revealed that the sphericity assumption was violated ($\chi^2(14) = 45.0, p < .001$). In order to correct this, Greenhouse-Geisser estimates of sphericity were used ($\epsilon = 0.83$). ANOVA results showed that female participants' self-with-female teacher had significantly different similarity rates with other self-representations, $F(4.15, 328) = 3.39, p = .009$. The results of LSD post hoc tests are illustrated in Table 10.

Table 10. ANOVA Post-hoc Comparisons of the Self-with-Female Teacher's Similarity Rates with Other Self-Representations for Female Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				S-w-F.	S-w-M.	S-w-M.Fr.	S-w-F.Mr.	S-w-M.Ac.	S-w-F.Ac.
S-w-F.	80	.389	.22						
S-w-M.	80	.401	.22	.54					
S-w-M. Fr.	80	.398	.20	.59	.86				
S-w-F. Fr.	80	.399	.21	.57	.90	.94			
S-w-M. Ac.	80	.342	.22	.03*	.005**	.006**	.002**		
S-w-F. Ac.	80	.365	.22	.28	.06	.10	.07	.20	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

3.3.2. Self-with-parents

Followingly, participants' representations of the self-with-mother and the self-with-father were analyzed to examine their resemblances with the non-parent targets. A series of similar 3x2x2 Mixed ANOVAs were performed, with the type of relation (teachers, friends, acquaintances), the target gender, and the participant gender as independent variables. When the self-with-mother was concerned, a significant effect

of the type of relation was found, $F(2, 246) = 25.0, p < .001$, in that the self-with-friends ($M = .52, SD = .21$) resembled it more than the self-with-teachers ($M = .41, SD = .23$) or the self-with-acquaintances ($M = .43, SD = .23$). There was no main effect for the target gender or any interactions with other variables. Similarly, when the self-with-father was concerned, the type of relation created a significant difference, $F(2, 246) = 8.89, p < .001$. According to LSD post hoc tests, participants self-experience with the father was found to be more similar to that with friends ($M = .44, SD = .21$) than teachers ($M = .38, SD = .22$) or acquaintances ($M = .39, SD = .21$). There was again no significant main effect for the target gender or any interaction effects of the participant gender.

As a next step, male and female participants' self-representations were examined separately to further investigate the issue. The similarity rates of their self-with-father and self-with-mother were subjected to one-way ANOVAs with six levels that were composed of the self-with-male teacher (1), the self-with-female teacher (2), the self-with-male friend (3), the self-with-female friend (4), the self-with-male acquaintance (5), and the self-with-female acquaintance (6).

For male participants, the self-with-mother's similarity rates varied between conditions, $F(3.78, 166) = 3.80, p = .007$. Violation of the sphericity assumption ($\chi^2(14) = 39.9, p < .001$) was corrected using Greenhouse-Geisser estimates of sphericity ($\epsilon = 0.76$). Their self-representations with both friends had a higher resemblance with the self-with-mother than other targets (see Table 11). No significant differences could be detected for the self-with-father's similarity rates with other self-representations.

For female participants, the similarity of the self-with-mother significantly varied between conditions, $F(4.45, 352) = 13.4, p < .001$.

Table 11. ANOVA Post-hoc Comparisons of the Self-with-Mother's Similarity Rates with Other Self-Representations for Male Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				S-w-M.Tc.	S-w-F.Tc.	S-w-M.Fr.	S-w-F.Fr.	S-w-M.Ac.	S-w-F.Ac.
S-w-M. Tc.	45	.440	.23						
S-w-F. Tc.	45	.434	.24	.83					
S-w-M. Fr.	45	.518	.21	.012*	.014*				
S-w-F. Fr.	45	.522	.22	.02*	.018*	.86			
S-w-M. Ac.	45	.445	.23	.89	.77	.009**	.004**		
S-w-F. Ac.	45	.445	.24	.88	.73	<.001**	.012*	.99	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

Violation of the sphericity assumption ($\chi^2(14) = 24.5, p = .04$) was corrected using Greenhouse-Geisser estimates of sphericity ($\varepsilon = 0.89$). Their self-experience with the mother resembled their self-with-friends more than other self-representations (see Table 12).

Table 12. ANOVA Post-hoc Comparisons of the Self-with-Mother's Similarity Rates with Other Self-Representations for Female Participants

Group	<i>n</i>	Mean	<i>SD</i>	Multiple Comparisons (LSD)					
				S-w-M.Tc.	S-w-F.Tc.	S-w-M.Fr.	S-w-F.Fr.	S-w-M.Ac.	S-w-F.Ac.
S-w-M. Tc.	80	.383	.21						
S-w-F. Tc.	80	.410	.22	.21					
S-w-M. Fr.	80	.497	.19	<.001**	<.001**				
S-w-F. Fr.	80	.534	.20	<.001**	<.001**	.05*			
S-w-M. Ac.	80	.399	.22	.52	.67	<.001**	<.001**		
S-w-F. Ac.	80	.434	.23	.05*	.33	.014*	<.001**	.11	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

Besides, the similarity of the self-with-father with other self-representations significantly differed from each other, $F(4.25, 335) = 6.33, p < .001$. Violation of the sphericity assumption ($\chi^2(14) = 40.5, p < .001$) was corrected using Greenhouse-Geisser estimates of sphericity ($\varepsilon = 0.85$). LSD post hoc tests indicated that female participants' self-experience with father had higher similarity rates with the self-with-friends than other selves (see Table 13).

3.3.3. Section summary

The self-with-male teacher was found to be more similar to the self-with-parents and self-with-friends than the self-with-acquaintances. When male and female samples were separately analyzed, there was a distinction, such that male participants' data

did not indicate any significant difference. However, the female participants' self-with-male teacher resembled the self-with-mother and the self-with-female friend more than self-with-male and the self-with-female acquaintances.

Table 13. ANOVA Post-hoc Comparisons of the Self-with-Father's Similarity Rates with Other Self-Representations for Female Participants

Group	n	Mean	SD	Multiple Comparisons (LSD)					
				S-w-M.Tc.	S-w-F.Tc.	S-w-M.Fr.	S-w-F.Fr.	S-w-M.Ac.	S-w-F.Ac.
S-w-M. Tc.	80	.362	.21						
S-w-F. Tc.	80	.386	.22	.29					
S-w-M. Fr.	80	.436	.19	.001**	.003**				
S-w-F. Fr.	80	.458	.21	<.001**	<.001**	.13			
S-w-M. Ac.	80	.385	.21	.34	.97	.014*	<.001**		
S-w-F. Ac.	80	.393	.20	.19	.74	.02	.001**	.66	

Note: * $p < .05$; ** $p < .01$; see Abbreviations section for shortenings

The self-with-female teacher was found to be more similar to the self-with-parents and self-with-friends than the self-with-acquaintances. Moreover, participants' self-experience with female targets, in general, resembled the self-with-female teacher more than that with male targets. The separate analysis of male and female participants revealed some differences in their results. In comparison to the female participants, the male participants' self-with-mother ranked the highest in terms of the self-with-female teacher's resemblance with other self-experiences.

The representation of the self-with-mother had a higher resemblance with the self-with-friends, in comparison to the self-with-teachers and the self-with-acquaintances. This result was consistently shown by the data of male and female participants as well.

The self-with-father representation also had a higher resemblance with the self-with-friends, in comparison to the self-with-teachers and the self-with-acquaintances. However, the male and female participants had different trends this time when subjected to separate analyses. Whereas the female participants' scores were in line with the total sample, the male participants' data did not indicate any significant effects.

3.4. Agency, communion, and affect

Participants' agency, communion, and affect scores for their self-experience with all the targets were computed as explained in the method section. To examine to which extent the parents' scores predicted those of teachers, a series of three-step hierarchical multiple regression analyses were performed. The agency, communion and affect scores of the self-with-male teacher and the self-with-female teacher constituted the dependent variables of the six separate analyses.

All the regression equations had 3 steps. In the first step, the participant gender was entered to control for any gender differences that might be present. The scores of the four non-parent targets, friends and acquaintances, were included in the second stage. Finally, the scores of the mother and the father were entered into the regression model in the third stage, so that their contribution could be measured after each other variable was controlled.

3.4.1. Agency

Intercorrelations between predictor and dependent variables are illustrated in Table 14.

Table 14. Descriptive Statistics and Intercorrelations between the Agency Scores of the Self with Each Target and Gender ($N = 125$)

Variable	1	2	3	4	5	6	7	8	9
1. Agency with Male Teacher	-	-	-	-	-	-	-	-	-
2. Agency with Female Teacher	.49**	-	-	-	-	-	-	-	-
3. Agency with Mother	.49**	.48**	-	-	-	-	-	-	-
4. Agency with Father	.40**	.43**	.56**	-	-	-	-	-	-
5. Agency with Male Friend	.42**	.47**	.59**	.59**	-	-	-	-	-
6. Agency with Female Friend	.47**	.49**	.60**	.48**	.59**	-	-	-	-
7. Agency with Male Acquaintance	.47**	.43**	.51**	.54**	.56**	.64**	-	-	-
8. Agency with Female Acquaintance	.44**	.46**	.58**	.52**	.50**	.56**	.63**	-	-
9. Gender	.13	-.07	-.03	.002	.10	-.05	.10	.09	-
Mean	.14	.14	.17	.15	.18	.18	.12	.14	-
SD	.17	.17	.15	.15	.14	.16	.16	.15	-

Note: $p < .05^*$; $p < .01^{**}$

The 3-step hierarchical multiple regression for the agency with male teacher revealed that the participant gender failed to contribute significantly to the model, at stage one, while explaining 2% of the variance in the dependent variable. Including the scores of the non-parent targets in the second stage explained 20% of the variance and the change it triggered in R^2 was significant, $F(4, 119) = 12.62, p < .001$. Finally, introducing the scores with the parents explained an additional 3% of the variance, while the change in R^2 was only marginally significant, $F(2, 117) = 2.59, p = .076$. The results of this hierarchical regression model are indicated in Table 15.

Table 15. Summary of Hierarchical Regression Analysis with Agency of the Self-with-Male Teacher as the Dependent Variable, Participants' Agency Scores with the Non-Teacher Targets and the Participant Gender as Predictors ($N = 125$)

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Gender	.04	.03	.13	.03	.03	.10	.04	.03	.12
Agency with Male Friend				.15	.12	.12	.04	.13	.02
Agency with Female Friend				.24	.12	.22*	.18	.12	.16
Agency with Male Acquaintance				.17	.11	.17	.16	.11	.16
Agency with Female Acquaintance				.15	.12	.14	.07	.12	.06
Agency with Mother							.25	.12	.22*
Agency with Father							.07	.12	.06
R^2			.02			.31			.34
F for change in R^2			2.01			12.6**			2.59

Note: $p < .05^*$; $p < .01^{**}$

Furthermore, participants' agency of the self-with-female teacher was examined. The 3-step hierarchical multiple regression showed that the participant gender failed to contribute significantly to the model, at stage one, while explaining 1% of the variance in the dependent variable. Including the scores of the non-parent targets in the second stage explained 33% of the variance and the change it triggered in R^2 was significant, $F(4, 119) = 14.62, p < .001$. Finally, introducing the scores of the parents explained an additional 2% of the variance, failing to further contribute to

a significant change in R^2 . The results of this hierarchical regression model are shown in Table 16.

Table 16. Summary of Hierarchical Regression Analysis with Agency of the Self-with-Female Teacher as the Dependent Variable; Participants' Agency Scores with the Non-Teacher Targets and the Participant Gender as Predictors ($N = 125$)

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Gender	-.03	.03	-.08	-.04	.03	-.11	-.04	.03	-.10
Agency with Male Friend				.28	.12	.24*	.21	.13	.17
Agency with Female Friend				.21	.11	.20	.17	.12	.16
Agency with Male Acquaintance				.05	.11	.05	.04	.11	.03
Agency with Female Acquaintance				.23	.11	.21	.17	.12	.15
Agency with Mother							.16	.12	.14
Agency with Father							.08	.12	.07
R^2			.01			.33			.35
F for change in R^2			.74			14.62**			1.34

Note: $p < .05^*$; $p < .01^{**}$

3.4.2. Communion

Intercorrelations between predictor and dependent variables are illustrated in Table 17. The 3-step hierarchical multiple regression analysis for the participants' communion with male teacher revealed that the participant gender failed to contribute significantly to the model, at stage one, while explaining 1% of the variance in the dependent variable.

Table 17. Descriptive Statistics and Intercorrelations between the Communion Scores of the Self with Each Target and Gender ($N = 125$)

Variable	1	2	3	4	5	6	7	8	9
1. Agency with Male Teacher	-	-	-	-	-	-	-	-	-
2. Agency with Female Teacher	.58**	-	-	-	-	-	-	-	-
3. Agency with Mother	.55**	.54**	-	-	-	-	-	-	-
4. Agency with Father	.43**	.43**	.65**	-	-	-	-	-	-
5. Agency with Male Friend	.64**	.58**	.74**	.55**	-	-	-	-	-
6. Agency with Female Friend	.59**	.54**	.78**	.60**	.73**	-	-	-	-
7. Agency with Male Acquaintance	.56**	.40**	.68**	.54**	.60**	.72**	-	-	-
8. Agency with Female Acquaintance	.52**	.59**	.72**	.53**	.65**	.67**	.65**	-	-
9. Gender	.10	-.03	-.01	-.005	.11	-.02	.12	-.02	-
Mean	.14	.15	.20	.15	.19	.20	.15	.16	-
SD	.14	.13	.13	.14	.14	.13	.15	.15	-

Note: $p < .05^*$; $p < .01^{**}$

Including the scores of the self-with-non-parent targets in the second stage explained 45% of the variance and the change it constituted in R^2 was significant, $F(4, 119) = 25.0, p < .001$. Finally, introducing the communion scores of the self-with-parents explained an additional 1% of the variance, while this step failed to contribute significantly to the variance in the model. The results of this hierarchical regression model are shown in Table 18.

Table 18. Summary of Hierarchical Regression Analysis with Communion of the Self-with-Male Teacher as the Dependent Variable; Participants' Communion Scores with the Non-Teacher Targets and the Participant Gender as Predictors ($N = 125$)

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Gender	.03	.03	.10	.01	.02	.04	.01	.02	.04
Agency with Male Friend				.43	.12	.38*	.44	.13	.38*
Agency with Female Friend				.16	.13	.14	.16	.14	.15
Agency with Male Acquaintance				.18	.10	.18	.18	.10	.19
Agency with Female Acquaintance				.07	.10	.07	.07	.10	.07
Agency with Mother							-.05	.15	-.04
Agency with Father							.02	.10	.02
R^2			.01			.46			.46
F for change in R^2			1.18			25.0**			.06

Note: $p < .05^*$; $p < .01^{**}$

Furthermore, the communion of the self-with-female teacher was examined. The 3-step hierarchical multiple regression showed that the participant gender failed to contribute significantly to the model, at stage one, while explaining 1% of the variance in the dependent variable. Including the scores of the participants' communion with the non-parent targets in the second stage explained 43% of the variance and this change in R^2 was significant, $F(4, 119) = 22.33, p < .001$. Finally, introducing the scores of the communion-with-parents explained an additional 1% of the variance, failing to further contribute a significant change in R^2 . The results of this hierarchical regression model are shown in Table 19.

Table 19. Summary of Hierarchical Regression Analysis with Communion of the Self-with-Female Teacher as the Dependent Variable; Participants' Communion Scores with the Non-Teacher Targets and the Participant Gender as Predictors ($N = 125$)

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Gender	-.01	.02	-.03	-.01	.02	-.04	-.01	.02	-.03
Agency with Male Friend				.32	.12	.30*	.30	.12	.29*
Agency with Female Friend				.17	.12	.17	.14	.13	.14
Agency with Male Acquaintance				-.11	.10	-.13	-.13	.10	-.14
Agency with Female Acquaintance				.31	.09	.36*	.30	.10	.34*
Agency with Mother							.04	.14	.04
Agency with Father							.05	.09	.06
R^2			.001			.43			.43
<i>F</i> for change in R^2			.10			22.3**			.27

Note: $p < .05^*$; $p < .01^{**}$

3.4.3. Affect

Intercorrelations between predictor and dependent variables are illustrated in Table 20. The 3-step hierarchical multiple regression analysis for the affective quality with the self-with-male teacher revealed that the participant gender failed to contribute significantly to the model, at stage one, while explaining 1% of the variance in the dependent variable.

Table 20. Descriptive Statistics and Intercorrelations between the Affective Quality Scores of the Self with Each Target and Gender ($N = 125$)

Variable	1	2	3	4	5	6	7	8	9
1. Agency with Male Teacher	-	-	-	-	-	-	-	-	-
2. Agency with Female Teacher	.42**	-	-	-	-	-	-	-	-
3. Agency with Mother	.40**	.45**	-	-	-	-	-	-	-
4. Agency with Father	.34**	.47**	.48**	-	-	-	-	-	-
5. Agency with Male Friend	.44**	.40**	.77**	.52**	-	-	-	-	-
6. Agency with Female Friend	.33**	.32**	.59**	.41**	.59**	-	-	-	-
7. Agency with Male Acquaintance	.45**	.31**	.48**	.50**	.51**	.53**	-	-	-
8. Agency with Female Acquaintance	.42**	.46**	.51**	.56**	.56**	.43**	.59**	-	-
9. Gender	.09	-.06	.05	.09	.13	-.005	.08	.15	-
Mean	.04	.04	.07	.05	.07	.07	.04	.05	-
SD	.08	.09	.07	.08	.07	.07	.08	.09	-

Note: $p < .05^*$; $p < .01^{**}$

Including the scores of the participants' affective load with non-parent targets in the second stage explained 27% of the variance and this change in R^2 was significant, F

(4, 119) = 10.9, $p < .001$. Finally, introducing the scores of the parents explained an additional 1% of the variance, failing to further contribute a significant change in R^2 .

The results of this hierarchical regression model are shown in Table 21.

Table 21. Summary of Hierarchical Regression Analysis with Affect of the Self-with-Male Teacher as the Dependent Variable; Participants' Affective Quality with the Non-Teacher Targets and the Participant Gender as Predictors ($N = 125$)

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Gender	.02	.02	.09	.003	.01	.02	.004	.01	.02
Agency with Male Friend				.29	.13	.24*	.24	.16	.20
Agency with Female Friend				.005	.12	.004	-.01	.13	-.008
Agency with Male Acquaintance				.23	.10	.23*	.23	.11	.23*
Agency with Female Acquaintance				.14	.10	.15	.13	.10	.14
Agency with Mother							.07	.15	.06
Agency with Father							.02	.10	.02
R^2			.01			.27			.28
F for change in R^2			.98			10.9**			.13

Note: $p < .05^*$; $p < .01^{**}$

Furthermore, the affective quality of the self-with-female teacher was examined. The 3-step hierarchical multiple regression showed that the participant gender failed to contribute significantly to the model, at stage one, while explaining 1% of the variance in the dependent variable. Including the scores of the self-with-non-parent targets in the second stage explained 26% of the variance and this change in R^2 was significant, $F(4, 119) = 10.4$, $p < .001$. Finally, introducing the scores of the parents explained an additional 7% of the variance and the change it triggered in R^2 was significant, $F(2, 117) = 5.67$, $p = .004$. The results of this hierarchical regression model are indicated in Table 22.

3.4.4. Additional findings

Even though they were not directly related to the hypotheses, a series of additional analyses were administered to see how the agency, communion, and affect scores were distributed across targets. For this purpose, a series of 4x2x2 Mixed ANOVAs

were performed. Two within-subject factors, the type of relation (parents, teachers, friends, acquaintances) and the target gender, and one between-subject factor, the participant gender comprised the factors. Agency, communion and affective quality scores constituted the dependent variables of the successive analyses.

Table 22. Summary of Hierarchical Regression Analysis with Affect of the Self-with-Female Teacher as the Dependent Variable; Participants' Affective Quality with the Non-Teacher Targets and the Participant Gender as Predictors ($N = 125$)

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Gender	-.01	.02	-.06	-.02	.02	-.13	-.02	.02	-.12
Agency with Male Friend				.26	.15	.19	-.004	.18	-.003
Agency with Female Friend				.10	.14	.07	.01	.14	.01
Agency with Male Acquaintance				-.02	.12	-.02	-.08	.11	-.07
Agency with Female Acquaintance				.36	.11	.35*	.26	.11	.25*
Agency with Mother							.29	.16	.23
Agency with Father							.29	.11	.26*
R^2			.003			.26			.33
F for change in R^2			.39			10.39**			5.66*

Note: $p < .05^*$; $p < .01^{**}$

When the agency scores were concerned, Box's M test that measures the homogeneity of variance-covariance matrices was significant, $F(36, 28880) = 1.59$, $p = .013$; however, no measures were taken for it did not exceed the foremost critical level of .01. Furthermore, Greenhouse-Geisser correction for sphericity was used to correct degrees of freedom ($\epsilon = 0.92$), as the sphericity assumption was violated ($\chi^2(5) = 14.4$, $p = .013$). There was a main effect for the type of relation, $F(2.77, 341) = 8.25$, $p < .001$, according to which agency scores of the self-with-parents ($M = .16$, $SD = .15$) and the self-with-friends ($M = .18$, $SD = .15$) were significantly higher than those of the self-with-teachers ($M = .14$, $SD = .17$) and the self-with acquaintances ($M = .13$, $SD = .16$). The main effects for other factors were not significant; however, there was an interaction effect between the target gender and the participant gender, $F(3, 123) = 5.32$, $p = .008$. This interaction implied that

participants had higher agency scores of the self when they were with the same-gender others.

When the communion scores were concerned, there was a main effect for the target gender, $F(1, 123) = 13.1, p < .001$, in that communion scores of the self-with-females ($M = .18, SD = .14$) were higher than the self-with-males ($M = .15, SD = .14$). After the Greenhouse-Geisser correction for sphericity was applied ($\epsilon = 0.89$) due to the violation of sphericity assumption ($\chi^2(5) = 22.4, p < .001$), a significant main effect for the type of relation was also present, $F(2.68, 330) = 15.7, p < .001$. LSD post hoc tests indicated that communion scores of the self-with-friends ($M = .20, SD = .13$) were higher than other three conditions. In addition, communion scores of the self-with-parents ($M = .17, SD = .14$) were also significantly higher than those of the self-with-teachers ($M = .14, SD = .14$) and the self-with-acquaintances ($M = .15, SD = .15$). In addition, there was a significant interaction effect between the type of relation and the target gender, $F(2.88, 354) = 3.93, p < .010$, that is to say that the difference of communion scores between genders of a category were only higher for parents and not for others. This meant that communion of the self-with-mother ($M = .20, SD = .13$) was higher than the self-with-father ($M = .15, SD = .14$), as opposed to more balanced distributions of other categories (e.g. the self-with-male teacher [$M = .14, SD = .14$]; the self-with-female teacher [$M = .15, SD = .13$]). There was another interaction effect between the participant gender and the target gender, $F(1, 123) = 6.46, p = .012$. This interaction implied that, whereas the male participants' communion of the self-with-males ($M = .17, SD = .14$) and self-with-females ($M = .18, SD = .14$) were more balanced, the female participants felt more communion with female others ($M = .18, SD = .13$) than male others ($M = .15, SD = .14$).

The affective quality of participants' self across different targets was examined finally. The Mauchly's test revealed that the sphericity assumption was violated ($\chi^2(5) = 24.9, p < .001$). Hence, the Greenhouse-Geisser correction of sphericity was used to correct degrees of freedom ($\varepsilon = 0.89$). There was a main effect for the type of relation, $F(2.68, 329) = 13.28, p = .010$. LSD post hoc tests showed that affect positivity-negativity value of the self-with-friends ($M = .073, SD = .07$) was higher than other three; and also affectivity score of the self-with-parents ($M = .059, SD = .08$) was higher than the remaining two, the self-with-teachers ($M = .040, SD = .09$) and the self-with-acquaintances ($M = .046, SD = .09$). The only other significant effect of this analysis was the interaction between the type of relation and the target gender, $F(2.84, 349) = 3.77, p = .011$. This interaction implied that the female members of two categories of relation, the parent and the acquaintance but the male members of the other categories, the teacher and the friend had higher affectivity values (more positive) than their counterparts.

3.4.5. Section summary

The agency, communion and affect scores were analyzed using two statistical methods. Multiple regression analyses were performed to see if the parents' scores predict those of the teachers after other variables were controlled. The results revealed that the agency of the self-with-mother was a significant predictor of the agency with the male teacher; however, the change in R^2 was only marginally significant. The regression models for the agency of the self-with-female teacher, the communion of the self-with-male teacher, the communion of the self-with-female teacher and the affective quality of the self-with-male teacher did not indicate any additional contributions of the parent scores. The affective quality of the self-with-

female teacher, on the other hand, was predicted by the self-with-father, in addition to being predicted by the self-with-female acquaintance.

The ANOVA results for additional analyses indicated that the participants' agency when they were with the parents or the friends were higher than when they were with the teachers or the acquaintances. The communion scores when with the friends were the highest, while those with the parents exceeded the scores of the teachers and acquaintances. Besides, participants reported having higher communion with the female than the male targets. The analysis of the affective quality scores revealed a very similar dynamic to the communion scores, according to which the self-with-friends had the highest affective positivity, and that of the self-with-parents were above the participants' affective quality with teachers or acquaintances. There were meaningful interaction effects in all three analyses, that were explained in depth above.

CHAPTER 4

DISCUSSION

This study aimed to examine Turkish university students' mental representations of the self and of others to test the existence of parental transferences in the student-teacher relationship. It was hypothesized that students would perceive their teachers as more similar to their parents, in comparison to friends and acquaintances (1), and that the same difference would hold for the self-representations (self-with-other) (2). Lastly, it was expected that there would be a gender congruent transference from father and mother to male and female teachers respectively (3). In order to test these hypotheses, participants evaluated eight targets from their lives on tailor-made tables of descriptors that were identical across targets. The evaluations of the targets presented us with lists of common descriptors which were used to create similarity rates for each target pair. In this way, the similarity rates, based on the number of common descriptors were calculated. Thus, a possible transference relationship between parents and teachers was examined from two perspectives, one centering on the teachers by analyzing their similarity with non-teacher others and the other centering on the parents by analyzing their similarity with non-parent others. This procedure explains how the object-representations were analyzed. The same steps were taken to calculate similarity rates for the participants' self-representations as well. Thus, the same analyses were applied to the similarity rates of both object-representations and self-representations. Lastly, descriptors of the self-representations were coded using agency and communion dimensions, producing agency, communion and affect scores of the participants' self-with-each target. These scores were used to examine self-representations additionally.

A considerable number of consistent findings emerged as answers to the hypotheses mentioned above. Both in object-representations, and self-representations, the male and female teachers had higher similarity rates with both the mother and the female friend. This was the main result of the analyses. The mother and the female friend emerged as two targets that resembled the male and female teachers the most, without differentiating them by gender. Secondly, there was a high resemblance between representations of the mother and the female friend. This finding was consistently present for both male and female participants. This pair was found to be the one most closely related to each other among all other pairs examined. Thirdly, representations of both self-with-mother and self-with-father were highly related to the self-with-friends. Thus, teachers were somewhat out of the picture, when it comes to self-representations. Lastly, agency and communion analyses indicated that parents did not have an additional contribution to the agency/communion of the self-with-teachers once the contributions of other self-with-other targets were controlled. Beside this, it was found that students did not feel particularly effective (agency) or related (communion) when with teachers.

According to these results reported above, the first two hypotheses were only partially confirmed, and the third hypothesis was rejected. The discussion will start with an interpretation of the main results. It will be followed by sharing and interpreting the subsidiary results that emerged. Lastly, an effort will be made to situate these results in the context of Turkey, to further our understanding of them.

4.1. Interpretation of findings

The most central finding of this study was that representations of teachers, as well as the self-representations when with teachers resembled those of/with the mother and

the female friend the most. This finding has several implications. In order to start with the target gender: Two targets that were highly related to the representations of/with teachers were the mother and the female friend, two significant female figures from participants' lives, regardless of the participant gender. This presents a quite interesting image of transference in the classroom. This outcome is contrary to the literature which has suggested that both paternal and maternal transferences were possible in the school-setting (Heinrich, 1995; Robertson, 1999). Surprisingly, even the male teacher was represented more closely to the female significant others of students. It should be reminded at this point again that participants could list teachers from their whole school career; so, 'teachers' do not necessarily stand for university professors.

Two possible explanations can be offered to explain this phenomenon. This pattern may be a culture-specific tendency, according to which teaching in Turkish culture is symbolized with feminine gender roles. It is in fact documented that teaching is primarily considered as a "woman's job" not only in Turkey, but also in other parts of the world, including the western countries (Çermik, Doğan, & Şahin, 2010). The roots of such symbolism in Turkey goes beyond this documentation. During the modernization process of the Republic of Turkey in the early 20th century, teaching has been the first field of official labor for women (Gökçimen, 2008). For instance, out of 18 first-ever women deputies of the Parliament in 1935, 13 were teachers. In addition, the image of woman teachers has been regarded as a key figure in the modernization process of the late Ottoman and early Republican periods (Gökçimen, 2008). This is reflected in the literary texts, as well as in everyday language, and this phenomenon might possibly have left its mark on people's and particularly students' internal representations. However, this

proposition has no research basis and should be investigated by further studies for corroboration. Secondly, a particular instruction of this study might have been a reason for this gender pattern. Participants were specifically instructed to choose a teacher that they had a close relationship with. Upon reflection, it is also possible now that this might have primed participants to choose teachers whom they were emotionally closer, that would more resemble their relationship to the mother or the females with whom they can form closer bonds (Fişek, 2018). Perhaps, those teachers who would elicit paternal transferences of the hierarchical kind were also present in the participants' environment, but they might have been filtered out with the instruction of this study. Those cultural suggestions will be discussed more in depth below. At the moment, it is only suggested not to neglect this instruction point while interpreting this finding.

Another gender finding that was shown by the main results concerned the teachers. The results indicated that the same kinds of transferences were present for both the male and female teachers. Considering that they did not differ in terms of their relation to other targets, it is concluded that they could be represented close to each other in the students' mind without gender acting as a differentiating factor. This implies that the concept of 'teachership' may be more salient than the teachers' gender in determining the students' relation to and representations of them. The implication of this is that students could be in classrooms with 'teachers' first and foremost before being specifically with 'men or women'. Because there has been no previous study about gender differences in transference at school, this study presents an intriguing finding that needs to be further examined.

Apart from the gender aspect, this finding has implications for specific people that are involved in this transference relationship. How could one interpret the

togetherness of the mother and the female friend in resembling one's self and object representations when with the teacher? In understanding this, we could turn our eyes towards another consistent finding of this study, that the representations of mothers and female friends were very much related to each other. This finding is in line with studies indicating that there is an overlap of representations of the mother and close friends in this society (Çavdar, 2003; Fişek, 2018) and that parental, especially the maternal attachments have a generalizable influence on peer attachments universally (Schneider, Atkinson, & Tardiff, 2001). Although our data are not sufficient to claim that the representations pertaining to the friends are indeed also a derivative of parental representations, the literature justifies this assumption, especially in this age group where friends begin to replace the significant role of the parents in the individual's socialization. Only if this assumption holds true, we could also name this pattern of results in our study a maternal transference. Following this, a new space for attachment-related discussions emerges. Several reports have shown that there is a consistency between attachment patterns to parents and to teachers (Pianta, 1999; Bergin & Bergin, 2009). It is shown that, from toddlerhood on, insecurely attached children also develop insecure attachment relationships with their teachers (DeMulder, Denham, Schmidt, & Mitchell, 2000; as cited in Bergin & Bergin, 2009). Thus, a student's relationship to a teacher may also be conceptualized from an attachment perspective that brings the mother attachment to the front of the discussion. However, it should not be forgotten that reenactment of the primary attachment relationship in new ones is not identical to our similarity rate-based analysis, although some kind of correspondence can still be expected.

This outcome that the mother and the female friend were mainly related to the teachers also may throw new light on the theoretical discussions on transference. As

mentioned in the literature review, clinical/psychoanalytical and social-cognitive approaches differ in their conceptualization of transference (Westen, 1988). One of the disagreement points was the object of transference. Our result, at first glance, does not clearly support a psychoanalytical understanding of transference, for the primacy of parental figures is not present in the data (Freud, 1912/1958). On the contrary, the friends, especially the female friend is involved centrally in the process. This finding seems to be more in line with the social-cognitive model of transference (Andersen & Baum, 1994) that claims that transference applies to each significant relationship and not only the ones with parental figures (Andersen & Przybylinski, 2012). However, the nature of the data should also be taken into account in this discussion. When transference is operationalized as and measured with the similarity of conscious descriptors presented by participants, this might have already generated a conception of transference that is more in line with the theories of social psychology. In contrast, a psychoanalytical transference, if it is present in the student-teacher relationship, could only be detected with a method that goes well beyond the surface by analyzing hidden themes. Keeping this point in mind, we should still consider that everyday transferences might be qualitatively different from those in clinical settings. The affective density and the relational investment present in psychotherapy surpass those in everyday interactions, that the teacher-student interaction is an example of. Thus, it is likely that different settings of psychotherapy and everyday experience might need different theories to explain the processes involved. The results of this study, although they contribute to the discussion, cannot offer a solution to this debate. In this regard, it is deemed fruitful to design studies specifically aimed at testing the psychoanalytical and social-cognitive approaches to the everyday transference.

In addition, the main findings of this study are contrary to what Ryan et al. (1994) found in their research. They showed that mental representations of parents predicted both those of teachers and friends, whereas the representations of parents and teachers were related more strongly to each other. Their conclusion was that the friends were positioned apart from the adult representations. This kind of clustering of adults was not replicated in this study. Friends were at least as related to parents as teachers were. One reason for this discrepancy could be the samples. Their study was conducted in the middle-school, whereas this one worked with university students. Indeed, a critical point for research on transference in schools would be the age of samples for a few reasons. Teachers for a child population is ‘the other generation’, an adult just like the parents. This kind of a setting would make parental transferences more reachable understandably. Whereas, in our sample, what Ryan and colleagues (1994) called ‘adult representations’ does not exclude the friends of university students. So, friends could be expected to be more involved within these adult representations. Besides, for research purposes, the child population would be more inclined to reflect their psychological world, contrary to university students whose defenses are already built strongly that the material that leaks out is in constant unconscious control. Hence, it would be more difficult to detect the presence of any transferences in older than a younger population.

One intriguing aspect of this study was that both the self-representations and the representations of the others were examined at the same time. According to Ogilvie and Ashmore (1991), the self-with-other concept already comprises the perception of the other, with its relational emphasis. From the perspective of relational psychoanalysis, the perception of the other must necessarily have significant connections with the self-representations, as long as it is not possible to

think of the other independent of the self (Mitchell, 2000). Thus, expectably those representations in this study were mostly in line with each other. However, they also revealed some thought-provoking discrepancies. For instance, the perception of the male teacher was more similar to the female figures in one's life and this finding was discussed above. Yet, such a connection was not present for the self-with-male teacher. Participants self-experience when they are with the male teacher did not indicate any difference for the target gender. Another example is set by the distinction between the perception of the father and of the self-with-father. Whilst the perception of the father is more or less equally related to the perceptions of friends and teachers; the self-with-father is clearly closer to the self-with-friends. These differences, both may be fruitfully meaningful in themselves, illustrate that mental representations of specific individuals may not have a one to one correspondence with one's self-representation with that individual.

At this point, one is faced with a dilemma about the primacy of these two concepts, whether the self-representations-with-others or the representations of others are more central in depicting the reality of the relational field. Mitchell's (2000) perspective might offer a satisfactory solution at this point. According to him, one carries within their self-representation also the identifications with the other and the identification with the way the other relates to them. Within this framework, the individual forms a representation of herself with her relationship to the parents, as well as with the parents' relationship to her. Mitchell (2000) concludes that, as a result, the individual sometimes feels like her mother's daughter relating to her mother and sometimes feels like her mother relating to her daughter. This is in line with the contemporary conceptualizations of mental representations (Stern, 1985; Beebe & Lachmann, 1988). Furthermore, the relational perspective asserts that there

is no such thing as an object representation in isolation (Mitchell, 2000; Aron & Lechich, 2012). Thus, could one claim the primacy of the self-with-other representations in ‘representing the relationship’, because it also contains the representation of the other? These considerations and the results of this study open up an exciting space for further research.

As concerns the agency and communion of participants’ self-with-teachers, there are several noteworthy findings. First of all, the self-with-parents failed to predict the participants’ agency and communion with the teachers, except for the marginally significant relationship between the self-with-mother and -male teacher in terms of agency scores. The representations of friends were found to be more effective in predicting those scores with teachers in general. This confirms the central role of friendships in this age once again. However, the finding that the relation between the agency with the mother and with the male teacher was still marginally significant hints at another direction, that a special connection between self-with-parents and self-with-teachers might be present for the agency, but not for the communion. In other words, participants’ agentic, rather than the communal feelings/behaviours with teachers could be more inclined to be influenced by those with the parents. This suggestion is in line with the hierarchical link of these adult representations.

Additionally, the results showing with whom participants would experience the highest agency or communion might present us an approximate picture of each target in students’ mind. It was shown that the agency of the individuals was higher when they were with parents or friends, in comparison to when they were with teachers or acquaintances. Although it is acceptable that students do not feel as active or assertive with their teachers as when they are with their closer significant others,

this still implies that students may not particularly feel very agentic, self-confident, or assertive in their relation to the teachers. With regard to the previous research on how the agency/control dimension of the student-teacher relationship may influence the academic outcome (Thijs, Koomen, Roorda, & ten Hagen, 2011), these results may have further implications for research on educational sciences. Where communion is concerned, it was shown that participants felt themselves the closest and the most related when they were with their friends. Parents followed friends in this dimension. Self-with-teacher was the lowest in terms of the mean scores of closeness. This result underlines the central role of the friendship in this age group (Çavdar, 2003), and that teachers may not be in the closest circle of relationships for these university students. When the agency and communion findings are evaluated together, an image of how the students are positioned in the classroom vis-à-vis the teacher may also appear: Low in agency and low in communion.

Lastly, these results provide further support for the theories of multiple selves (Stern, 1985; Markus & Nurius, 1986; Beebe & Lachmann, 1988; Ogilvie & Ashmore, 1991). Although it has not been a central purpose of this study, the results hint in the direction of the main propositions of these theories. The average percentage of common descriptors for each target pairs that were involved in the analyses was nearly 40%. This meant that the participants defined the targets using 4 common words in average out of every new 10 words. On the other hand, the average percentage of common descriptors for the self-with-other representations was almost the same, about 40% again. This implies that participants' self-perception varied as much as their perception of others, or in other words, the participants defined themselves as (in)consistently as defining two separate individuals. The equality of these rates is especially intriguing, while these results powerfully support

the notion of multiplicity in self-definitions. The results almost echo William James's (1890/1950) famous words: "A man has as many social selves as there are individuals who recognize him" (p. 184).

4.2. Contextualization

Interpretation of the results has been attempted above in the light of the literature on transference and mental representations. However, those universal considerations do not fit the realities of the local at all times (Fişek, 2009). It is considered that the contextualization of these findings is necessary to make appropriate meaning from them. A culturally-sensitive approach, based on Roland's (1988) work on Asian cultures and further developed by Fişek (2002) for Turkish society, will be applied to the findings. Considerations of our results under this approach will follow a brief introduction to the basic concepts of this framework. A specific emphasis will be placed on teachers, since there has been no prior research that integrates teachers with the theories of the self in Turkey. Although the perception of the other is a significant aspect of the issue, the discussion will generally follow the self-representational processes.

The individualistic bias of the main-stream psychology theories (Roland, 1996; as cited in Fişek, 2009), and in our case, of the self-theories has been emphasized over the years, and this realization has led to developing culturally sensitive approaches. As an American psychoanalyst who also had practiced in India and Japan, Alan Roland (1988) proposed, in comparison to the individualized self of westerners, a new self-concept that is suited for the citizens of those Asian nations: The familial self. According to him, Indian and Japanese individuals interact with their environment in a significantly different manner internally and externally than

their counterparts in the West. In simplest terms, as a result of the mothering practices and of the structural and emotional positioning of each member of the society, the familial self develops with themes of symbiosis-reciprocity and structural hierarchy. Thus, the individual has a self-representation fundamentally different from those with individualized selves, where the we-self-regard, socially contextual ego ideals and qualitatively distinct versions of superego prevail in self-organization.

It is realized that this theory of the self-development fits better into the context of Turkey (Fişek, 2002). As a result of the natural integration of traditional ways of relating that promote a familial self and westernization influences that promote an individualized self, the individualizing familial self (Fişek, 2018) emerged as characterizing the self-structures and relational dynamics of current Turkish citizens. Expectably multiple demographic and individual factors differentiate individuals from this prototypical picture; however, it is still possible to propose a common image. The individualizing familial self (Fişek, 2018) is characterized by above-mentioned concepts of Roland (1988) in which closeness with others is ensured by dependence and loyalty. The prototypical individualizing familial self has a symbiotic-reciprocal relationship with the mother and a relationship characterized by structural hierarchy with the father. Thus, the self-with-mother is represented in highly affective terms, whereas the self-with-father is represented in a distant, hierarchical form (Fişek, 2002). In addition, Sunar's study (2002; as cited in Sefer, 2006) demonstrated that, in Turkey, adolescents feel closer to their mothers, in comparison to their fathers, as well as that the mothers are imagined to be more affectionate than fathers.

Building over these ideas, Sefer (2006) has presented a picture of parental representations of Turkish university students. According to her study, the maternal representations consisted of themes of closeness, such as emotional expression and support, love and understanding; whereas, the paternal representations were laden with authority and respect themes. In addition, Çavdar (2003) proposed a network of self-with-other representations for Turkish university students in her study that examined self-with-sibling representations. She demonstrated that family members of these students are still in the very center of their representational network, next to the same-sex peers who are situated in the center as it is developmentally expected at this age. However, it was found again that the self-with-father stayed out of this network of close relationships.

When it comes to this study, there are several findings that support the concept of individualizing familial self. Most importantly, the central role of the mother is evident in all representations, pointing to a symbiotic-reciprocal relationship of participants with the mother. Furthermore, the similarity between the mother and the female friend, as well as the resemblance of the self-with-parents and the self-with-friends suggest that the parents and friends cluster together in the center of the representational network of relationships. This can be an example of ‘extended family’ structure, that is prevalent in Turkey, that accounts for regarding non-kin others as close as a family member at times (Fişek, 2010). The role of friendships in this age group, as well as their central role in the representational worlds of Turkish university students, were also demonstrated by previous studies (Çavdar, 2003). It should be reminded at this point that there is a practice of calling close friends *kanka* (*kan kardeş*) in Turkey, that can be roughly translated as the brother from blood. What is implied by this is that, although friendships have a significant role in

adolescents' social worlds universally, the socializing culture in Turkey especially may be leading adolescents to take their close friends into the heart of their relational and representational worlds.

Furthermore, it was shown by our analyses that the communion of the self-with-mother was higher than with the father. This outcome is consistent with that of Sefer (2006) who found that mothers were described more with closeness-related words, whereas words that imply separation were used for fathers. Another finding of this study that replicated previous work on individualizing familial self is that female participants, in comparison to their male counterparts, reported having more communion with their same-sex friends. Similarly, Sinan (1998) showed that symbiosis-reciprocity component of the same-sex relationships of females was more robustly present than those of males.

Lastly, our results are suggestive of a distinction between male and female participants' self-with-father representations. It was mentioned before that self-with-parents were highly related to the self-with-friends. Nonetheless, there appeared a distinction in self-with-father representations of male and female participants, when they were examined distinctly. Whereas females' self-with-father was also closely related to the self-with-friends, the same relation was not present for the male participants. Thus, the self-with-father representation of females seems to be more 'friendly' than that of males. This conclusion is line with Sefer's (2006) study that showed that the paternal representations of females were emotionally closer and less hierarchically structured than those of males.

After sharing our findings that supported the notion of individualizing familial self, where can we locate the self-with-teacher in this picture? The main finding of this study was the higher resemblance of teachers with the mother and the

female friend, in comparison to other targets. Do teachers belong in the close-relationships network of representations in this case? A closer examination of the findings hardly says so. The data were analyzed from two perspectives, one that centered on teachers and the other that centered on parents. When the participants' representations of the self when with the teachers were examined, they were found to be related to the self-with-mother and the self-with-female friend. However, when the self-with-parents were concerned, they were shown to be more related to the self-with-friends than self-with-teachers. This means that the similarity between the parents and the friends are stronger than the similarity between the parents and the teachers. Furthermore, communion scores when with the teacher were found to be lower than with parents or friends. When these are considered all together, although teachers are perceived similar to the mothers and female friends, this is thought to be a reflection of these representations' central role in participants' representational world, especially the one of the mother. As a result, the self-with-teacher is proposed to be situated slightly out of the close relationships circle of the representational networks of the participants.

4.3. Limitations

One of the main limitations of this study was methodological: Failing to frame better how the participants were supposed to choose the targets from their lives.

Participants were set free in their choices as long as the target fitted in the category.

This led to having a variety of acquaintances, from relatives to the very distant

figures, as well as a mixture of teachers possibly from primary schools to

universities. All these create noise that blurs the results, and these should have been

controlled in a better fashion. Similarly, this study failed to control the closeness of

targets to the participants, even though it is a strong predictor of transference-related processes.

Secondly, any research on transference and mental representations would benefit from a more comprehensive approach to understand the nuances included. The mental representations and transference processes have both unconscious and conscious aspects. According to Westen (1991b), a self-system includes a self-schema (with conscious and unconscious components), bodily/kinesthetic representations (mostly unconscious), emotional representations (mostly unconscious) and auditory/visual representations (mostly unconscious). Thus, this study only worked with conscious self-schemas. It is evident that unconscious and conscious representations may contradict each other at times, and that the conscious ones may be defensive manifestations of the unconscious structures (Westen, 1991b). The positivity inclination of representations in this study is suggestive of such a defensive compromise. All in all, our method could only inspect a minor part of the whole picture. Even though that minor part was meaningful in itself, a deeper analysis may present more rewarding results.

Thirdly, the findings of this study pertaining to agency and communion themes should be handled cautiously. The low interrater reliability suggests that it might not have been a particularly good idea to categorize all the words in the agency and communion dimensions since the raters also reported having a hard time deciding which dimensions the descriptors should have belonged to. Thus, it is doubtful that what is reported as agency and communion scores reflect the true scores that a standardized measure would give.

4.4. Implications for future research

The relevant ideas for further studies were suggested above, while the results were being discussed. In addition to those, two more points can add up to our findings.

This study presented intriguing results in terms of the gender aspect. Yet, the participant gender, as it relates to the transference, could not be analyzed in depth, because the sample size did not allow separate analyses to be conducted confidently for men and women. Further studies may focus on gender with stronger sample sizes to examine how processes of transference and mental representations change with it.

Secondly, transference, like other fundamental relational processes is a two-sided phenomenon. This study had to examine this concept from only one perspective, one of the students; whereas, it would be very fruitful for future studies to study the representational topics from a relational perspective.

APPENDIX A

THE SELF-WITH-OTHER QUESTIONNAIRE

1. The aim of this session is to create lists of descriptors that you use to define others and yourself when in interaction with them. We would like you to work on 8 specific individuals on the attached list: Your mother, your father, one of your male friends, one of your female friends, one of your male teachers, one of your female teachers, one of your male acquaintances, and one of your female acquaintances. There is a section that is reserved for each individual on the list. The letters ‘M’ and ‘F’ next to the roles stand for ‘Male’ and ‘Female’.

2. First of all, we would like you to specify individuals from your life, that fit in these roles and that you either have a close or a unique relationship with. Apart from your mother and your father, you can choose the individuals as you like. Once you designate a person from your life, write the initial of his/her name in the section reserved for him/her (Write ‘A’ for ‘Ayşe’). This is only to make it easier for you to recognize this individual when you see the initial again.

	Friend, F A	Descriptors
	This person ...	

Note: You can choose your partner for the friend role if you like. In this case, you should indicate somewhere in the section that this person is your partner.

	Friend, F A, Partner	Descriptors
	This person ...	

Note: You are supposed to write from where you know the person in the acquaintance role (for instance: neighbor).

	Acquaintance, F B, Neighbor	Descriptors
	This person ...	

See next page...

3. Now, you are supposed to describe these individuals and yourself with them. First of all, you are expected to think of how these individuals are and then to describe them in the descriptors column. You can use adjectives or different word groups while describing (For instance: stubborn, accommodating, unreliable, anxious, etc.)

	Friend, F A	Descriptors
	This person ...	clever, sensitive, attending details,
		fussy, living intense

4. Lastly, you are expected to think of how you would describe yourself with this person by thinking about the times you have been together. How do feel and perceive yourself with this person? (For instance: Happy, uneasy, understanding, childish). You are supposed to write your answer in the "I with this person" rows.

	I with this person ...	joyful, interested, valuable,
		messy, free

5. In the end, the information you provide about this individual will look like this:

	Friend, F A	Descriptors
	This person ...	clever, sensitive, attending details,
		fussy, living intense
	I with this person ...	joyful, interested, valuable,
		messy, free

We are going to apply the same for each individual on your list now unless there is a point that is not understood.

See next page...

Participant Number:

PERSON LIST

Gender:

Age:

1	Mother	Descriptors
	This person ...	
	I with this person ...	

2	Friend, F	Descriptors
	This person ...	
	I with this person ...	

3	Teacher, M	Descriptors
	This person ...	
	I with this person ...	

4	Acquaintance, F	Descriptors
	This person ...	
	I with this person ...	

5	Father	Descriptors
	This person ...	
	I with this person ...	

6	Friend, M	Descriptors
	This person ...	
	I with this person ...	

7	Teacher, F	Descriptors
	This person ...	
	I with this person ...	

8	Acquaintance, M	Descriptors
	This person ...	
	I with this person ...	

APPENDIX B

THE REPRESENTATIONS OF THE SELF AND OTHER FORM

Participant Number:

MOTHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY MOTHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH MY MOTHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

FRIEND:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY FRIEND	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH MY FRIEND	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

TEACHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY TEACHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH MY TEACHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

ACQUAINTANCE:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	THIS PERSON	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH THIS PERSON	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

FATHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY FATHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH MY FATHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

FRIEND:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY FRIEND	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH MY FRIEND	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

TEACHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY TEACHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH MY TEACHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

ACQUAINTANCE:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	THIS PERSON	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		
5		
10		
15		

	I WITH THIS PERSON	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		
5		
10		
15		

APPENDIX C
CONSENT FORM

Supporting Institutions: Boğaziçi University

Istanbul Medipol University

The Research Name: The University Students' Perceptions of the Self and Others

Name of the Researcher: M. Dorukhan Açıl

E-mail address: ...

Phone: ...

Dear Participant,

This research project is being conducted by M. Dorukhan Açıl, a student of the Clinical Psychology Master's Program at Boğaziçi University, under the supervision of Prof. Güler Okman Fişek and Assoc. Prof. Serra Müderrisoğlu. The aim of this study is to specify and examine how participants perceive specific individuals from their lives and themselves with these individuals.

Our study consists of two sessions. The first one will last 4 minutes and the second one will last 30 minutes. In these sessions, what is expected from you is to reflect upon your perception about people in your life and yourself, and write down this perception.

Any data belonging to you within the scope of the study will be kept completely confidential and will not be used for any purpose other than this study. In exchange of your participation, 2 credits will be given to be used in a psychology course you are registered.

The study is carried out with the approval of the Ethics Committees of Boğaziçi University and Istanbul Medipol University. The study is voluntary. After you participated, you can withdraw at any point. This will not have any sanctions on the courses you registered.

If you would like to learn more about the research project, please contact:

The researcher: M. Dorukhan Açıl

Mail

Phone

Co-Advisors:

Prof. Güler Okman Fişek, Department of Psychology, Boğaziçi University
(*Phone, Address*)

Assoc. Prof. Serra Müderrisoğlu, Department of Psychology, Boğaziçi University
(*Phone, Address*)

I, (name of the participant), read the text above and completely understood the extent and the aim of this study, as well as my responsibilities as a participant. I was offered a space to ask questions about the study. I understood that I could leave this study at any point without any sanctions in return.

I accept to participate in this study.

Participant name and surname:

Signature:

Date (day/month/year):/...../.....



APPENDIX D

AN EXAMPLE OF THE SOQ FILLED BY PARTICIPANTS

Participant Number: 00

PERSON LIST

Gender: F

Age: 19

1	Mother	Descriptors
	This person ...	Perfectionist, fussy, emotional, attentive to details,
		Sometimes selfish
	I with this person ...	Happy, tired, misjudged, uneasy

2	Friend, F Y	Descriptors
	This person ...	Full of love, clever, sensitive, accommodating
		caring
	I with this person ...	Cheerful, happy, valuable

3	Teacher, M M	Descriptors
	This person ...	Accommodating, warm-hearted, caring, silent,
		witty
	I with this person ...	Comfortable, unhurried, self-confident

4	Acquaintance, F S, family friend	Descriptors
	This person ...	Angry, stubborn, dominant
	I with this person ...	Uneasy, uncomfortable, anxious, under pressure

5	Father	Descriptors
	This person ...	Affectionate, encouraging, full of love,
		protective
	I with this person ...	Happy, valuable, special, loved, her words-cared

6	Friend, M B,Partner	Descriptors
	This person ...	Full of love, sensitive, clever,
		stubborn, proud, inattentive
	I with this person ...	Happy, peaceful, cheerful, special, valuable,
		angry, loved, desired

7	Teacher, F A	Descriptors
	This person ...	Clever, affectionate, encouraging
	I with this person ...	Self-confident, determined

8	Acquaintance, M R, Relative	Descriptors
	This person ...	Angry, depressive
	I with this person ...	Compassionate, thoughtful, cheerful

APPENDIX E

AN EXAMPLE OF THE RSOF FILLED BY PARTICIPANTS

Participant Number: 00

MOTHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY MOTHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH MY MOTHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

FRIEND:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY FRIEND	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH MY FRIEND	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

TEACHER:

“1” = Defines this person
 “0” = Doesn’t define this person

“1” = Defines this person
 “0” = Doesn’t define this person

	MY TEACHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH MY TEACHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

ACQUAINTANCE:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	THIS PERSON	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH THIS PERSON	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

FATHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY FATHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH MY FATHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

FRIEND:

“1” = Defines this person
 “0” = Doesn’t define this person

“1” = Defines this person
 “0” = Doesn’t define this person

	MY FRIEND	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH MY FRIEND	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

TEACHER:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	MY TEACHER	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH MY TEACHER	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

ACQUAINTANCE:

“1” = Defines this person

“0” = Doesn’t define this person

“1” = Defines this person

“0” = Doesn’t define this person

	THIS PERSON	DESCRIPTORS
	<i>1</i>	<i>Example</i>
1		Accommodating
		Affectionate
		Angry
		Attentive to details
5		Caring
		Clever
		Depressive
		Dominant
		Emotional
10		Encouraging
		Full of love
		Fussy
		Inattentive
		Perfectionist
15		Protective
		Proud
		Sensitive
		Silent
		Sometimes selfish
20		Stubborn
		Warm-hearted
22		Witty

	I WITH THIS PERSON	DESCRIPTORS
	<i>0</i>	<i>Example</i>
1		Angry
		Anxious
		Cheerful
		Comfortable
5		Compassionate
		Desired
		Determined
		Happy
		Her words-cared
10		Loved
		Misjudged
		Peaceful
		Self-confident
		Special
15		Thoughtful
		Tired
		Under pressure
		Uneasy
		Unhurried
20		Valuable

APPENDIX F

INSTRUCTION OF THE SECOND SESSION

In this session, we are going to continue to think about your perception of the 8 people you worked on, and of yourself with these people. Individual tables are prepared with the descriptors you provided in the first session. Thus, the words in everyone's form is their own words. Now, we are going to provide you two tables that replicated in each page. One of the tables is designed to determine your perception of the people in your life and the other one is designed to determine your perception of yourself in interaction with them.

We would like you to fill these tables for the 8 individuals you worked on in the previous session. Next to the roles, you can see the initials, that you provided in the first session. Hence, we would like you to work on the same individual that you listed before.

(The RSOF is distributed)

What is expected from you is to imagine these individuals or visualize a typical scene you have been with them. Please pay attention to how this person behaves, and how you regard him/her. By considering the descriptors on the left table one by one, evaluate each of them on whether they fit your perception of this person or not. If you think that these words describe this person, write 1; if you don't think that these words describe this person, write 0.

Afterwards, move on to the table on the right. This table is about how you feel and perceive yourself with this person. If these words describe your self with this person, write 0; if they do not describe it correctly, write 0.

Hence, you are expected to fill these 2 tables for each of 8 individuals. There is no category between 1 or 0. If you are unsure, please write down which ever you think is closer.

Please do not think about your answers in the first session. This is not a study of consistency.

We are going to spare 20 minutes for this section of the study. When you are done, please wait in silence till the time is over.

Is there anything that you want me to explain further?

You can start.

APPENDIX G

AN EXCERPT FROM THE CODING

I AM ...	AGENCY	COMMUNION	AFFECT	NO CATEGORY
Ignorant	-1			
Feeling his/her true friendship		1		
Boring	-1			
Friendly		1		
Candid		1		
Bored	-1			
Villain		-1		
Encouraged	1			
Brave	1			
Serious		-1		
Feeling sexual desire				0
Enthusiastic	1			
Generous		1		
Socializing quickly		1		
My mood changes quickly				0
Bored quickly	-1			
Getting angry quickly				0
Working	1			
Hard-working	1			
Feeling a need to work				0

APPENDIX H

AN EXCERPT FROM THE CODING

(TURKISH)

	AGENCY	COMMUNION	AFFECT	NO CATEGORY
Cahilim	-1			
Can dostluğunu hissederim		1		
Can sıkıcıyım	-1			
Cana yakınım		1		
Candanım		1		
Canı sıkılanım	-1			
Caniyim		-1		
Cesaretliyim	1			
Cesurum	1			
Ciddiyim		-1		
Cinsel istek hissederim				0
Coşkuluyum	1			
Cömertim		1		
Çabuk kaynaşırım		1		
Çabuk modum değişir				0
Çabuk sıkılırım	-1			
Çabuk sinirlenirim				0
Çalışanım	1			
Çalışkanım	1			
Çalışma ihtiyacı hissederim				0

APPENDIX I

ETHICS COMMITTEE APPROVAL

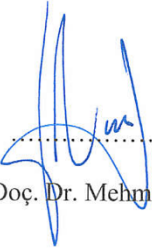
T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu

16 Mayıs 2018 - Sayı: 26

Muhammed Dorukhan Açıl
Psikoloji

Sayın Araştırmacı,

"Üniversite Bağlamında Aktarım İlişkisi" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2018/29 sayılı başvuru İNAREK/SBB Etik Alt Kurulu tarafından 16 Mayıs 2018 tarihli toplantıda incelenmiş ve uygun bulunmuştur.


Doç. Dr. Mehmet Yiğit Gürdal


Doç. Dr. Gül Sosay


Doç. Dr. Ebru Kaya


Dr. Öğr. Üyesi İnci Ayhan


Dr. Öğr. Üyesi Bengü Börkan

APPENDIX J

ETHICS COMMITTEE TITLE CHANGE APPROVAL

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu

Sayı: 2019- 31

28 Mart 2019

Dorukhan Açıl
Psikoloji

Sayın Araştırmacı,

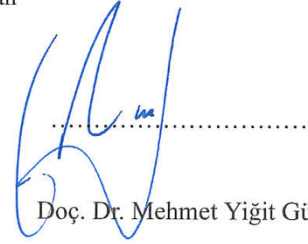
"Okul Bağlamında Aktarım: Öğrencilerin Benlik ve Nesne Temsillerinin İncelenmesi"
başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2017/55 sayılı başvuru komisyonumuz
tarafından 28 Mart 2019 tarihli toplantıda incelenmiş ve uygun bulunmuştur.



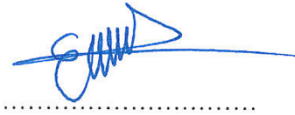
Dr. Öğr. Üyesi İnci Ayhan



Prof. Dr. Feyza Çorapçı



Doç. Dr. Mehmet Yiğit Gürdal



Doç. Dr. Ebru Kaya



Dr. Öğr. Üyesi Şebnem Yalçın

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