

WHO WAS I, WHO WILL I BE? COMPARING SELF-ESTEEM MEMORIES  
AND POSSIBLE SELVES

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Approval of the Graduate School of Social Sciences

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

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## **ABSTRACT**

### **WHO WAS I, WHO WILL I BE? COMPARING SELF-ESTEEM MEMORIES AND POSSIBLE SELVES**

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The current study aimed to explore the potential link between self-esteem memories, and possible selves of college students, in terms of content similarities. 99 college students from Middle East Technical University, Ankara were individually interviewed. The students received open-ended questions about their positive and negative self-esteem memories, and hoped-for and feared possible selves. Findings revealed that, regardless of the emotional tone, self-esteem memories mostly discussed interpersonal relationships, and possible selves, independent from emotional valence, mostly included achievement related themes. The only gender difference observed was, females provided significantly a higher number of communal themes both for their positive self-esteem memories, and hoped-for possible selves, compared to males did. The results were discussed in light of the current literature, and limitations and suggestions for future studies were presented.

**Keywords:** Autobiographical memories, possible selves, interconnectedness, achievement, gender.

## ÖZ

### KİMDİM, KİM OLACAĞIM? KENDİNE GÜVEN İLE İLGİLİ ANILARIN VE OLASI BENLİKLERİN KARŞILAŞTIRILMASI

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Bu çalışmanın amacı üniversite öğrencilerinin benlik saygısına atıfta bulunan anıları ve olası benlikleri arasındaki ilişkiyi, içerdikleri tema bakımından incelemektir. Araştırma kapsamında Orta Doğu Teknik Üniversitesi'nde okuyan 99 üniversite öğrencisiyle yüz yüze görüşmeler yapılmış ve görüşmelerde verdikleri cevaplar içerik analizi yöntemiyle incelenmiştir. Bu görüşmelerde öğrencilere kendileri hakkında özellikle olumlu/olumsuz hissetmelerine yol açan anıları ve kendilerini özellikle olumlu/olumsuz hissettirmesini bekledikleri geleceğe yönelik olası benlikleri, açık uçlu sorular kullanılarak sorulmuştur. Sonuçlara göre, içerdikleri duygusal tondan bağımsız olarak, benlik saygısına atıfta bulunan anıların ilişkisel temalar etrafında şekillendiği ve yine duygusal tondan bağımsız olarak geleceğe yönelik benlik kurgularının başarı ile ilgili temalar barındığı bulunmuştur. Ayrıca cinsiyetin, öğrencileri kendileriyle ilgili olumlu hissettiren anı ve olası benliklere etkisinin olduğu bulunmuş olup; kadın öğrenciler erkek öğrencilere kıyasla hem olumlu anılarında, hem de olumlu olası benliklerinde, daha fazla ilişkisel temadan bahsetmiştir. Araştırma bulguları, alanyazından hareketle tartışılmış ve eksiklikler ile beraber öneriler belirtilmiştir.

**Anahtar Kelimeler:** Otobiyografik bellek, olası benlikler, ilişkisellik, başarı, toplumsal cinsiyet.



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## CHAPTER 1

### INTRODUCTION

#### 1.1. Overview

Autobiographical memory serves many functions in our personal lives. It helps us to remember the salient details of our personal or significant others' lives, as well as general world knowledge that mostly includes self-relevant knowledge. However, it has been long accepted that memories of our personal past do not constitute an exact replica of what has really happened (Pillemer, Ivcevic, Gooze & Collins, 2007), but instead we usually tend to remember and incorporate information that serves our present and anticipated future selves (Pillemer, 2003). As well as influencing future behaviors, the way people recall their memories also sets a framework for their current motives and goals (Pillemer, 2009). In these terms, autobiographical memory and the self are interrelated with and reconstruct each other (Conway, 2005; Fivush & Haden, 2003). Considering the components of the self, it is highly possible to encounter the reflection of one's self-esteem on individuals' autobiographical memories (Ivcevic, Pillemer & Brackett, 2010). A line of research investigated what individuals recalled when they experienced different levels of self-esteem or in other words, their *self-esteem memories*, in which *individuals felt good and bad about themselves* (Pillemer et al., 2007). The researchers revealed that, people remembered common themes when certain motives in their sense of self were primed, such as negative feelings that they experienced regarding their personal past, tapped into *interpersonal* problems; whereas positive ones were related with *achievement* stories.

The findings paved the way to explore the idea that, what if individuals tended to discuss same topics for their *anticipated future events*, in which they would experience high and low degrees of self-regard (Pillemer, Thomsen, Kuwabara, &

Ivcevic, 2013). The idea that anticipating future is not very different from recalling personal past drew strength from a body of research, which indicated that remembering autobiographical memories, and anticipating future events had common neurological characteristics (Schacter, Addis & Buckner, 2007). Self is likely to be *back to the future*, as indicated by Shao, Yao, Ceci & Wang (2010) claiming that the sense of self is broadened via imagining the self in the future. Other theorists suggest that imagining possible scenarios that might happen in the future, scaffolds one's identity (Demblon & D'Argembeau, 2016). Interpreting the self in future, Markus and Nurius (1986) were the first to conceptualize *possible selves*, which refers to the things people strive to follow or avoid about themselves.

Considering humans' ability of mental time travel, it is worthwhile to examine whether autobiographical memory and possible selves are represented in a similar vein. The main goal of this study was to investigate whether there were content similarities between personal past and anticipated future of college students.

## **1.2. Self in Autobiographical Memory**

Episodic memories were proposed to help the self-continuity in time (Addis & Tippett, 2008; Prebble, Addis & Tippett, 2013; Tulving, 2005), suggesting that these were the memories, which led people to be aware of the active self that has been experienced (Vandekerckhove, 2009). On the other hand, Conway (2005) shed light on the other functions of episodic memory, as a tool to search for information about one's self progress in time, or as a source to revisit and learn from the past, in order to achieve one's goals.

No matter which role that memory plays on self, there is a rooted unity among autobiographical memory researchers that states a strong relationship between self and autobiographical memory (Conway, Pleydell-Pearce, 2000; McLean, 2005). Researchers have long discussed why autobiographical memory is strongly related with one's sense of self, and one of the answers is provided with a theoretical



perspective, which claims it serves functions, such as *self*, *social* and *directive* functions (Bluck, Alea, Habermas & Rubin, 2005; Pillemer, 1992). By means of a *directive function*, it is highly likely for someone to revisit memories of personal past, which may be helpful to deal with a problem, or modify present or future behaviors (Bluck, et al., 2005). Shaping behaviors does not have to be necessarily conscious, such that Pezdek and Salim (2011) contended that a related component in self-concept is activated in case a distinct autobiographical memory is recalled; and in turn leading to subsequent behaviors. When we consider *self function*, autobiographical memory leads to a sort of coherence between the self that has been existing, and the self which is being approached (Barclay, 1996; Bluck, et al., 2005). Finally, autobiographical memories (AMs) help forming social interactions, and people are prone to recount their memories in their interactions with others (Cohen, 1998).

Building on the theories about the functions of AMs, a body of research investigated which functions play role in the self, varied by different event types. Stressing the role of AMs influencing the task performance of college students, Selimbegovic, Régner, Sanitioso and Huguet (2011) found that, students who were primed to think that *achievement* was likely to get, via remembering specific memories, scored higher compared to students who led to think that *achievement* was unlikely, via being primed with specific memory prompts. Indicating the directive role of AMs facilitating decision making process, Kuwabara and Pillemer (2010) conducted a study to see whether activating certain memories elicited future behaviors in college students. They found that students, who provided memories, in which they associated themselves with their school, were more likely to give financial aid to their college, compared to a control group. As well as the directive function of AMs, a study conducted by Waters, Bauer and Fivush (2014) sought after the relative strength of event types on playing roles in all three functions that were proposed, with a sample of college students. They discovered that, *single events*, which were experienced one point at a time, contributed to *self function*, and *recurring events* were more related with *social function*. In addition, they found that *directive function* weakly appeared

in all event types, in opposition to what Pillemer (2003) contended by drawing attention to single events, which had a strong potential to direct behavior (Waters et al., 2014).

Overall, AMs serve a function for reflecting on our present and future selves, by referring to our past selves in order to navigate our present and future selves, as indicated by the literature on functions of autobiographical research. Yet, this specific literature usually focused on functions of AMs by naming which functions are used in what kind of situations, but did not investigate whether individuals use similar themes or narrative styles while remembering personal past and projecting on future possible selves. In those terms, it is important to examine this potential link. Especially in terms of the themes used in AMs, memory researchers extensively used two main themes that individuals usually reminisce about: their *personal achievements* and *interpersonal relationships*, and these were examined within *positive*, and *negative self-esteem memories* (Pillemer et al., 2007).

### **1.2.1. Self-Esteem Memories**

Autobiographical memory research has drew on multiple memory prompts, so as to lead people to share self-evaluative information, depending on the main research question. One of the research questions in the current literature is what people remember when they are asked the times *they felt especially good or bad about themselves*, or in other words, in their *self-esteem memories* (Pillemer, et al., 2007), or the *memories of positive and negative self-regard* (Pillemer et al., 2013).

A line of research has unraveled that the contents appeared in these memories of individuals were specific and common among the individuals. Pillemer et al. (2007) conducted four studies, in order to investigate the themes appeared in these memories of college students and adults. The coding was administered, by primarily taking into consider two themes; '*achievement*' and '*interpersonal relationships*'. Majority of college students and adults provided *achievement* related themes for their memories

of positive self-regard; and included *interpersonal relationship* themes in their memories of negative self-regard. The gender difference was only seen for negative memory. Female students were more likely to talk about *interpersonal relationships*, than males were. However, male students were more inclined to express *achievement* themes, again in their negative memory. What was also highlighted by these studies was that, content similarities were not influenced by time prompts, which tracked different life periods of individuals.

The study by Ivcevic et al. (2010) echoed the findings of abovementioned study, with a sample of preadolescents. The researchers asked about positive and negative self-esteem memories, which had been experienced in the previous year. Coding was the same as employed in previous literature (Pillemer et. al., 2007). Again, positive memories tapped into *achievement* themes and, negative memories mostly contained *interpersonal* themes. It was also found that, in both positive and negative self-esteem memories, females were more likely than males to include *interpersonal* themes. As for the achievement content, the only gender difference was observed in negative memories, males discussing more *achievement* themes than females did. However, the relative plurality of males over females on achievement content was not observed, in their positive memories. Overall, the study suggested that, the pattern, which was found in self-esteem memories, in terms of the content, was apparent in different developmental stages.

There are also cross-cultural differences in these kinds of memories, as indicated by previous literature. In other words, cultural context is also presented as an important factor in self-esteem memories. For instance, a cross-cultural study investigated whether these content similarities/differences in these memories were valid across three countries; Croatia, China and the U.S (Ivcevic, et al., 2008). College students from each culture were requested to provide remote and recent self-esteem memories. The authors revealed that the abovementioned pattern about content differences in positive and negative self-esteem memories were present, however more underlined for remote memories. In remote memories, within-culture

differences in contents of these memories were in tune with what the researchers hypothesized; positive memories were mostly related with *achievement*, and negative memories were about *connectedness*. However, no significant cross-cultural differences were found in the contents of remote memories, in contrast to what was hypothesized.

As a proof that, AMs consist motivation and goals of individuals (Conway, Singer & Tagini, 2004) that are capable of influencing their future behavior (Bluck et al., 2005), an experimental study by Biondolillo and Pillemer (2015) showed that, college students who were asked to recall memories, in which they felt themselves, positively, associated with sport related activities, reported higher levels of subsequent exercising, compared to a group of participants who did not report any memory. When it comes to the intentions to involve in physical exercise in the future, students who were in the positive condition reported higher levels of intention in both pre- and post-test sessions, compared to the control group. By revealing these, the study scaffolds the idea that, both positive and negative personal past experiences have a potential to influence the current and future behaviors and intentions of individuals.

However, when we look at the Turkish literature about self-esteem memories, we see that there is no study, which probed self-esteem memories of Turkish samples, to this date. In the current study, we aimed not only to investigate the link between past and future, but also assess the contents that appear in these self-esteem memories.

### **1.2.2. Why Self-Esteem Memories?**

One of the roles of AM takes in one's self is that it mirrors one's self-esteem (Ivcevic et al., 2010). Even though the name itself may sound as a metric to assess self-esteem of individuals, Pillemer et al. (2007) clarified this issue, and explained how self-esteem memories should be evaluated in the current literature; past episodes, in which individuals experience low/high self-esteem, conspicuously. The authors

paved the way for studying ‘*self-esteem memories*’ which were different from investigating ‘*emotionally positive and negative memories*’, or in other words, ‘*happy and sad memories*’. It has multiple reasons why self-esteem memories differ from other types of AMs; maybe most importantly, they are consisted of information, which stress out individuals’ objectives and motivation underlying their behavior (Ivcevic et al., 2008). The novelty of studying self-esteem memories, is also pertaining to a contrasting idea that self-esteem must be understood as a separable construct, rather than a unidimensional concept (Elliot & Mapes, 2005; Pillemer et al., 2007). Dividing the concept into two parts, as positive and negative self-esteem, is thought to help understanding the nature of this construct (Elliot & Mapes, 2005). Investigating the contents in these memories may lead us to comprehend under which circumstances people experience positive and negative feelings about one’s sense of self (Ivcevic et al., 2008).

The contents that are likely to help understanding feelings toward self, are appeared consistent and common among individuals, as shown by a line of research, which discussed above. When it comes to the reasons, why positive and negative self-esteem memories tapped into *achievement* and *interpersonal themes*, sequentially, a body of research provided a couple of elaboration, related with the views about central motives and values of individuals (Pillemer et al., 2007). Framing the motives that central to self-concept, Deci and Ryan (2000), contended that, *agency* and *interconnectedness* are two basic needs to ensure elevated self-esteem. Given the idea that, these two motives are grounded in self-esteem, the themes ‘*agency*’ and ‘*interconnectedness*’ are thought to involve in self-esteem memories, too (Pillemer et al., 2007).

When we look under the hood to understand why these two themes specifically linked to two separate self-esteem memories, several theories regarding the self, provide us some explanations. A well rooted notion by Baumeister and Leary (1995) claims that, exclusion from a social group is a great menace to self-worth of individuals who are viewed, as striving to keep away from positions that are highly

likely to cause negative self-worth (Elliot & Mapes, 2005). According to a line of thought, people try to avoid conflicts with significant others, in order to hinder its adverse effects on their self-esteem (Brown, Silvia, Myin-Germeys, & Kwapil, 2007; Ivcevic et al., 2010).

What about social acceptance? Should not it cause positive self-esteem? A prominent study by Leary, Tambor, Terdal & Downs (1995), discovered that exclusion deteriorated self-worth of individuals, however, inclusion did not influence it. In order to explain what may contribute to positive self-esteem; Elliot, McGregor and Thrash (2002) proposed that, individual success was a powerful way to keep the integrity of positive views toward the self. *Achievement* and *agency* are predominantly seen as legitimate reasons for someone to be proud of oneself (Goetz, Frenzel, Stoeger, & Hall, 2010), thus leading to elevated self-esteem (Sutin & Robins, 2005). Taking into consider the view that, AMs give individuals clues about what needs to be approached or kept away currently and in the future (Bluck & Gluck, 2004), people are expected to depict their objectives that they strive to achieve in their memories of positive self-regard, and discuss most unfavorable situations that can harm their views about their sense of self, thus; which need to be kept away, in their memories of negative self-regard (Ivcevic et al., 2010).

As mentioned before, the motives and goals affecting the content of AMs, were also studied to see whether they also influenced the content of future thoughts of individuals. The study by Pillemer et al. (2013), which involved American and Danish college students, investigated whether the phenomenon appeared in self-esteem memories, in terms of the contents, were also valid in possible episodic scenarios in which, *participants would feel especially good or bad about themselves* in the future, given the idea that future thinking requires a synthesis of personal past episodes (Addis, Wong & Schacter, 2008). The results replicated the previous literature, both cultural groups provided *achievement* dominated memories of positive self-worth and, *interpersonal* related memories of negative self-worth. However, the pattern involved in the episodic future cases was not the same with that

of personal past events. Only in the American sample, the researchers found a dominance of *achievement* related reports in positive future cases over negative ones. Interestingly, there was no significant relationship between *interconnected* themes and negative future cases, in either group of participants.

There could be some explanations to better understand why the hypothesized results regarding the negative future events were not found in the abovementioned study. One possible explanation could be the choice of future event prompt that the researchers used, by asking one single event to participants. It is well known that imagined future cases are less detailed compared to the personal past episodes (Anderson & Dewhurst, 2009). The single event question may have led to a confined nature in answers of participants, who were asked to elaborate on future cases. Even though, we know that this assumption can not surpass the scope of a speculation, we aimed to test whether participants would have had a broadened chance to elaborate on by thinking the future in a more general fashion, or in our study, by evaluating their *future possible selves*.

### **1.3. Possible Selves**

Similar to how AMs add to one's sense of self, anticipating possible future scenarios are important to one's self (Berntsen & Bohn, 2010), as such self and identity are considered to be supported by this imaginary mechanism (D'Argembeau, Lardi & Van der Linden, 2012). In their introductory article, Markus and Nurius (1986) first conceptualized *possible selves* as individuals' *hopes, fears and objectives* pertaining to their future self. They convey information about individuals' aspirations and plans, in order to approach to what they imagine becoming or not becoming. Regarding their functions, Markus and Nurius (1986) proposed that there were two main functions that these selves served; first, they had a strong potential to influence future behavior, and second they provide knowledge about the current position of the self. A crucial aspect that Markus and Nurius (1986) contended regarding possible selves, manifested a theoretical link between past and future. That is, these selves initially

stemmed from the self-concept in the past, prior experiences of individuals, and they yielded to a projection of the self into future.

Previous literature provided a framework of possible selves by suggesting three interconnected components. *Hoped-for possible selves* mention the selves that individuals hope to attain; secondly, *expected possible selves* discuss individuals' expectations about what to become and, finally, *feared possible selves* are the concerned selves that individuals fear becoming (Oyserman & Markus, 1990). Although hoped-for possible selves and expected possible selves include a conceptual distinction, they usually tap into the same overarching concept. Expected possible selves are the initially conceptualized and used terminology a decade ago, and hoped-for possible selves appear in the literature within the last decade. Since the way the questions were asked to our participants are in line with the concept of hoped-for possible selves, we preferred to use that terminology, yet expected possible selves were also mentioned in this study.

Several lines of research has provided insight to the contents appeared in these possible selves of different samples, to date. Investigating the contents appeared in possible selves of high school students, the study by Knox, Funk, Elliott and Bush (2000) revealed that occupation and relationship with others were most frequently mentioned themes for hoped for possible selves, provided by both male and female students. The results were also in tune with what Zhu & Tse (2016) and Zhu, Tse, Cheung & Oyserman (2014) found in their studies by revealing that, adolescents reported educational and occupational selves that they hoped to attain. However, themes most frequently appeared in the feared possible selves were more diverse; varying in a broad range, from risky behaviors to unfavorable personality characteristics.

In contrast to the previous literature (Zhu & Tse, 2016; Zhu et al., 2014), Knox et al. (2000) found that, the nature of contents appeared in feared possible selves of adolescents were more restricted. They found that, female students most frequently



concerned about *interconnectedness*, whereas male students mostly dreaded occupational problems. In those terms, we understand that both male and female adolescents strive to approach success; however when it comes to their concerns, female adolescents seem more likely to discuss *interpersonal* problems; whereas males seem to mention *achievement* related concerns. Yet, some authors discussed that the contents of fears pertaining to future exist in a broader range, in this developmental period. These results were partially supported, by the study of Segal, DeMeis, Wood, and Smith (2001), which found that the contents appeared in the imagined future cases of male and female college students were akin to each others'; however, one difference was observed in the *interpersonal relationships* theme, that is, female students reported more concerns about loss of significant relationships, than male students did. The study by Anthis, Dunkel and Anderson (2004) lend support for the previous results. They only examined '*interconnectedness*' theme in both hoped for and feared possible selves of college students. The study found no significant differences in discussing *interpersonal relationships* in hoped-for possible selves; whereas for feared possible selves, female students were more likely to report *interpersonal relationships*, than male students did. Together these studies suggested that positive future selves of male and female college students were similar to those of each other, that is both male and female college students emphasized on future *achievement* (Rasmussen & Berntsen, 2013); however about their fears, females seemed to be more concerned with *interpersonal relationships*, compared to males.

Examining the contents only in hoped-for possible selves, the study by Whitty (2002) investigated the themes in these selves, reported by late adolescents and adults. In all three studies which, involved different methods to assess hoped-for possible selves, a same pattern was observed, that is, occupation was most frequently reported in hoped-for possible selves and, relationships with romantic partners and materialistic goals were the second, and latter two's ratings were similar to each other, among overall participants.

Some studies not only examined the contents of possible selves, but also investigated the contents depending on the temporal distance. Similar to the examination of recent and remote self-esteem memories (Ivcevic et al., 2008), which were discussed before, the study by Brown and Diekmann (2010) assessed college students' near (next year) and remote (10 to 15 years) possible selves. In doing so, they aimed to see whether contents appeared in these selves varied, not only by gender but, by also pinpointed life periods. They revealed that, gender differences received greater support in students' narratives about the remote future than next year. Pertaining to similarities in these themes, for the remote future, male and female students, again, reported occupation related selves in a similar degree; however, female students provided more family related selves than males did.

According to a line of research, individuals were prone to discuss different themes for their possible selves, depending on the temporal distance. In order to unravel this issue, a recent study by Hamilton and Cole (2017) compared the current, near and distant future selves of college students, by asking their '*I am..*' and '*I will be..*' statements (Rathbone, Moulin & Conway, 2008). According to the results, current self-views were mostly about personality characteristics and family related descriptions. As for the near future selves, participants expected to approach to selves related with career/occupation. Finally, the distant future selves were mostly about parenthood and career. The study supports the idea that, the contents of possible selves are in relation with the different conditions that specific life periods lay down for individuals.

There are also some cross-cultural research, which assessed the contents appear in possible selves of individuals. Similar to the issue with cultural context influencing the content of self-esteem memories (Ivcevic et al., 2008), the study by Rathbone, Salgado, Akan, Havelka and Berntsen (2016) showed the importance of cultural orientation on individuals' future plans and fears by including college students from Serbia, Turkey and, U.K. Rather simply being asked about their possible selves, participants received '*I will be..*' sentence completion prompts (Rathbone et al.,

2008). According to their findings, self-enhancement was most frequently mentioned content across all cultural groups. This was followed by, in the exact order, career related selves and becoming a parent, again, in each culture. Turkish participants included more individual oriented aspirations than *interconnected* ones in their statements, however the difference turned out to be non-significant. Yet, self-enhancement was the most frequently provided theme appeared in the statements of Turkish participants, who were expected to engage in more interconnected aspirations. However, according to the researchers; the results, which were in contrast with their hypotheses, should have been interpreted by taking the change in cultural orientation that has begun to occur in Turkey, into consideration (İmamoğlu, 2003; Rathbone et al., 2016).

Regarding the possible selves of Turkish samples, only a couple of researches were conducted, and only in the field of educational sciences. A body of research, probed *expected/feared teacher possible selves* of Turkish senior students, who studied in teaching departments, so as to assess anticipation of occupation related areas, such as professionalism or poor teaching techniques (Dalioglu & Adiguzel, 2015; 2016; 2017). Given that the investigated selves included expectations and fears related with one specific occupation, the studies did not aim to frame a broader context of possible selves of Turkish youth. Thus, one of the goals of this current study was to shed more light on the context of possible selves of Turkish youth.

In addition to our ambition to reveal the most frequently topics that Turkish youth would discuss for their future possible selves, we also aimed to test the potential link between remembering AMs and imagining potential future cases that individuals would consider themselves to be involved. One of the underpinning reasons why we conducted this research was the evidence showing that they trigger the same neurological mechanisms (Schacter et al., 2007). The current study aims to figure out whether the overlapping neurological mechanisms between these two processes are also reflected in individuals' narratives about their past and future selves.

## CHAPTER 2

### SIMILARITIES BETWEEN THINKING OF PAST AND FUTURE

#### 2.1. Neurological Similarities Between Thinking of Past and Future

In the current literature, there are some studies, which used neuroimaging techniques and revealed confirmatory findings that scaffolds the idea of a theoretical link between recalling past, and imagining future. For instance, the study by Schacter et al. (2007) indicated that remembering past experiences and anticipating future events had overlapping neurological and cognitive characteristics. When participants recalled their past experiences and projected on future events, similar cognitive mechanisms were employed, and the same brain regions were activated (Addis et al., 2008). The researchers proposed that episodic memory is the main memory system that enables our capability to imagine future scenarios or experiences, to be actualized. A mass body of research supported this view, by involving participants who had memory distortions. Impairment in imagining oneself in the future was seen in patients, who experienced distortions in episodic memory (Conway, Loveday & Cole, 2016; Race, Keane & Verfaellie, 2011; Rosenbaum et al., 2005; Tulving, 1985). It seems this link is peculiar to autobiographical thinking, as supported by Szpunar, Watson and McDermott (2007), who revealed that the overlapping brain regions were not as strongly activated when imagining possible future events that may occur to someone, compared to imagining one's own self as projected in the future. This line of research showed that, the neurological association between recalling past and projection on future was beyond a general, coincidental mechanism, but highly interrelates with autobiographical knowledge.

In order to understand why these two concepts have a shared mechanism, the *constructive episodic simulation hypothesis* provides some explanations (Schacter &

Addis, 2007). According to this line of view, *episodic future thinking*, which defined as the capability to anticipate possible cases involving one's self in the future (Atance & O'Neill, 2001), was not independent from the system that led an individual to draw on and use details about one's autobiographical memories. Moreover, they suggested that one of the functions of autobiographical memory was to convey the stocked information, to be used in future episodic thinking.

Considering the idea, which proposes that overlapping brain regions that thinking about past and future events involving oneself activates, subsequently serve self-referential mechanisms for individuals (Gusnard, Akbudak, Shulman, & Raichle, 2001), and it is comprehensible why the process of recalling and anticipating benefit from autobiographical knowledge (Addis et al., 2008). Taking the common neurological, and theoretical bases that these two mechanisms share into consideration, anticipating future autobiographical events might be serving to function similarly to what recalling memories of personal past experiences does, that is, contributing to the continuity of self and goal setting. Building on the shared neurological similarities and common functions that AMs and imagining future cases play in one's self, we expect that these commonalities would influence the contents of individuals' narratives regarding their past and future selves.

## **2.2. Content Similarities Between Self-Esteem Memories and Possible Selves**

Given the literature findings about self-esteem memories and possible selves, which were mentioned above; our ambition has been to point out the content similarities between these two concepts. We know there is a great deal of research findings stressing that *achievement* is the predominantly mentioned theme in positive self-esteem memories, and *interconnectedness* is the dominant topic in negative self-esteem memories, provided by both college students (Ivcevic et al., 2008; Pillemer et al., 2007; Pillemer et al.; 2013), middle adults (Pillemer et al., 2007), and by preadolescents (Ivcevic et al., 2010). Moreover, it was revealed that, this pattern of the results did not change as a factor of age prompts; that is, researchers obtained the

same results, regardless of whether participants recalled memories from the times when they were aged between eight to 18, or 10 to 15, or 34 to 44 (Pillemer et al., 2007). When we probe the themes appeared in the possible selves literature, we see a couple of similarities, and yet some differences between self-esteem literature, in terms of the content. Given that the literature is not as much clear as self-esteem literature is, we try to include a short history of what previous studies found in investigating possible selves contents.

In a similar vein with the self-esteem memories of males and females, it was revealed that, when male and female college students imagined themselves in the future, their future selves were very similar to each other (Segal et al., 2001). Both male and female students reported similar degrees of occupation related selves in their expected future selves (Brown and Diekmann, 2010). Females scored higher compared to males on *interconnectedness* theme, such as; becoming a parent, either in expected possible selves (Brown & Diekmann, 2010) or in feared possible selves (Anthis et al., 2004). Another study by Hamilton and Cole (2017) highlighted the importance of different time perspectives in investigating these selves; they found that both male and female college students mostly discussed career and occupation, for their expected, near future selves; and focus on *interpersonal relationships* such as parenthood, in their expected, distant future selves. Supporting these findings, a body of researches also revealed that in their positive future selves; adolescents (Whitty, 2002; Zhu et al., 2014; Zhu & Tse, 2016) and young adults (Whitty, 2002) mostly include *achievement* related themes such as; succeeding in their school and career. In contrast to the expectations, when we consider the most unfavorable selves; *interpersonal relationships*, especially which involved romantic affairs and loneliness, were the main content of feared possible selves of students who were aged between 14 to 18 (Sica, 2009). Nevertheless, when we review the general framework of contents appeared in feared future selves, provided by the findings of other studies, findings are diverse, varied by gender, and especially by adolescent participants (Zhu et al., 2014; Zhu & Tse, 2016), however this pattern is mostly valid

for adolescents rather than college students (Lips, 2004). Thus, we expect a more unified version of contents appeared in possible selves of college students.

In sum, this line of research led us consider a possible relation, which stresses that *positive self-esteem memories* and *hoped-for possible selves* of college students mostly discuss about *achievement* themes; on the other hand, *negative self-esteem memories* and *feared possible selves* provided by college students mostly include *interpersonal* themes. Yet autobiographical memories and possible selves, in tune with the themes they include, have not been examined in relation to each other in the previous literature.

## CHAPTER 3

### THE FACTORS THAT MAY AFFECT THE CONTENT OF MEMORIES AND POSSIBLE SELVES

#### 3.1. The Role of Gender

As we saw that there were some gender differences in the contents appeared both in self-esteem memories, and possible selves; this section aims to include what might cause these differences. In previous literature, females provided a higher number of self-descriptions which tap into *interconnectedness* (Gabriel & Gardner, 1999); whereas, males were more engaged in self-descriptions, which mention about *agency* or *independence* (Olver, Aries & Batgos, 1989).

It is worthwhile to examine what contributes to gender differences and similarities in the contents provided for their memories and future selves. A special area in memory research have long investigated the different patterns appear in memory conversation that takes place between parents and children (Buckner & Fivush, 2000; Fivush, Berlin, Sales, Mennuti-Washburn & Cassidy, 2003; Haden, Haine & Fivush, 1997; Reese, Haden & Fivush, 1993; Sales, Fivush & Peterson, 2003; Wang & Fivush, 2005). The pattern of the dialogues shapes the children's orientation of remembering and discussing their memories at young ages (Fivush, Haden & Adam, 1995), and the narrative style first adopted from family conversation, has long lasting influence through the adulthood (Fivush & Buckner, 2003).

This line of research also suggested that, both parents were more likely to discuss autobiographical memories by using a gendered perspective with their children, from very early ages (Buckner & Fivush, 2000). For example, both parents were found to put greater emphasis on *communal* themes, during memory conversation with their



daughters (Buckner & Fivush, 2000; Zaman & Fivush, 2013); whereas, with their sons, they were more likely to include *agentic* themes, such as *achievement* (Fiese & Skillman, 2000). As it was suggested before, this early conversation pattern leads individuals to narrate their memories in accordance with the gendered perspective, which was first introduced via parent-child conversation, such that late adolescent girls were observed to be more prone to provide *communal* themes while narrating their autobiographical memories (McLean & Breen, 2009), whereas, boys being more self-oriented while reporting their memories (Thorne & McLean, 2002). This gender normative way of conversing memories was thought to influence the themes appeared in individuals' autobiographical memories, in a congruent way with societal expectations based on gender roles (Root & Denham, 2010). According to this view, the reflection of societal expectation on memory narratives, facilitates and finds female expression of communal content well, more than it would do for males (Root & Denham, 2010).

This reflection of gender socialization rules not only appear in individuals' AMs, but also present in individuals' goals and plans for the future (Greene & DeBacker, 2004). These goals and plans are very gender congruent, since children begin observing differences between parents, who engage in different activities, plans, or occupations, and receive information about how males and females should be (Endendijk, Groeneveld & Mesman, 2018). Females, who are described as being more *interpersonal* oriented, are indeed the most responsible parents in terms of child raising, compared to males (Huerta et al., 2013). They are also less attributed to *agentic* features compared to males, since they have less options to hold jobs, which requires assertion, such as leadership (Eagly & Sczesny, 2009).

By means of observing how one's parents live in congruent with the traditional gender roles, inside and outside home, may affect individual's way of living, experiencing and dreaming, as we mentioned before. Most of the time, children are more influenced by the same-sex parent's behaviors (Perry & Bussey, 1979). Boys and girls may differentiate their behaviors, activities or plans, in a congruent way

with their early and long lasting observations of their same sex parent's behavior patterns. In this gender normative context, male and female adults are likely to form their expectations and dreams or in other words, possible selves, in line with those gender norms (Lips, 2004). For example, one study found that, females were low in providing academic possible selves regarding STEM (Science, Technology, Engineering, and Mathematics) related departments, since, majoring on these areas would create discrepant self-views in terms of effeminateness (Lips, 1993). All in all, gender was proposed to be one of the indicators of which goals to be pursued or abandoned (Lips, 2004), and was identified as one of the main motivations of individuals to follow goals, in a way they can meet the criteria of gender role expectations (Eagly, 1987; Lips, 2007).

As well as gender, there are some other constructs, that are likely to influence possible selves, such as individuals' sociocultural environment (Markus & Nurius, 1986). Thus, possible selves are considered to acknowledge not only individuals' current and future self-views (Markus & Nurius, 1986); but also constrain and rules that the social context put for self-formation of individuals (Elder, 1980). In those terms, next, the cultural perspective that is highly likely to influence possible selves and autobiographical memories of Turkish youth is discussed.

### **3.2. The Role of Culture**

Even though, Turkish culture is accepted to have an orientation, which attaches great importance on *interpersonal values* or *connectedness* (İmamoğlu, 1987; İmamoğlu & Karakitapoğlu-Aygün, 1999, Kağıtçıbaşı, 1970), the research by İmamoğlu and Karakitapoğlu-Aygün (1999) revealed that both self-related and other-related values were salient for Turkish participants. This was in tune with the idea of an ongoing change in cultural context that had been taking place in Turkey (İmamoğlu & Karakitapoğlu-Aygün, 2004), which lead people to engage in higher levels of *individualistic values*, as well as keeping their *collectivistic features* (İmamoğlu, 1987, 1998; İmamoğlu & Karakitapoğlu-Aygün, 1999); similar to the change in

young females' orientation on *achievement* domain by shrinking the gap between themselves, and males (Greene, 1990; Greene & DeBacker, 2004; Wigfield & Eccles, 2002), as well as keeping their high levels of *interpersonal* orientation (Greene & Wheatley, 1992; Greene & DeBacker, 2004). This line of thinking received support from the research by Karakitapoğlu-Aygün (2004), which found that Turkish college students provided higher levels of both self-focused and relational descriptions to discuss their self; and both male and female college students depicted great influence of *individualism* and *relatedness* in their self-evaluations (İmamoğlu, 1998).

Even though women showed tendency to engage in high levels of *interconnectedness* (Gabriel & Gardner, 1999), a line of research showed that, the level of *independence* that Turkish women showed in their self-evaluations and attitudes increased, as their education and SES level elevated (Başaran, 1992; Erkut, 1984; İmamoğlu & Karakitapoğlu-Aygün, 1999). Interestingly, there are some studies investigating gender differences in Turkish cultural orientation, which showed contrasting and novel results, by revealing that women showed greater amounts of self-related thoughts such as personal feelings (Karakitapoğlu-Aygün, 2004), and paid less importance to *interpersonal values*, compared to males (Karakitapoğlu-Aygün & İmamoğlu, 2002). However, these studies involved women with higher education and SES level, compared to general population in Turkey.

To sum up, given the last changes in Turkish cultural context (İmamoğlu & Karakitapoğlu-Aygün 2004), we forecast that both male and female Turkish students provide similar levels of *interpersonal* and *achievement* themes for their memories and possible selves.

### **3.3. Current Study**

One may argue that there is a relationship between AMs, specifically self-esteem memories, and future possible selves, given the three interrelated components

between each other that we discussed above. The main findings of the related literature about this field could be summarized as follows; first, there are some content similarities between memories of the specific past episodes, and future scenarios regarding one's self. Second, self-esteem memories and possible selves share a directive role; they have a high potential to influence the future behavior of an individual. Finally, these overlapping points surpass the scope of a simple coincidence; thinking of past, and anticipating future activate the same brain regions; thus both facilitated by the same system.

In light of the literature, the goal of the current study was to investigate one of these overlapping points among all three common components between past and future. We aimed to investigate the content similarities between self-esteem memories, and possible selves. Based on our goal, the hypotheses of the current study are as follows;

1. We expected that both positive self-esteem memories, and hoped-for possible selves would include higher levels of achievement related themes.
2. On the contrary, we expected that both negative self-esteem memories, and feared possible selves would tapped into higher levels of interpersonal related themes.

We did not produce hypotheses regarding the gender differences in the contents of past and future narratives of college students. The current literature has provided a diverse set of findings on gender differences in this area, especially for possible selves. Thus, we aimed to see gender differences, only for exploratory reasons, and did not provide any hypotheses for this issue.

This study has a unique potential to shed light on the current debate about the association between thinking of past and simulating future. In this study, we only probe content similarities, which are only one single part of the overlap between these two concepts. However, autobiographical memories and possible selves were not investigated together to the best of our knowledge, based on the contents they

included. Moreover, to the best of our knowledge, the link between these specific memories, and possible selves has not been investigated in Turkish youth, before. We also aimed to discover Turkish youth's possible selves; what they imagine about themselves that would make them feel good or bad and, their memories of self-regard; what they likely to recall in case that they felt good or bad about themselves.

## CHAPTER 4

### METHOD

#### 4.1. Participants

101 undergraduate students from Middle East Technical University, Ankara participated in the study. They received extra credit in their classes, in return to their participation. Due to some limitations occurred during interviews, the data of two participants (one male and one female student) was excluded from the analyses, and there were a total of 99 participants included in all analyses.

The age range of the students was between 19 to 25. Mean age of the students was 21.2 ( $SD = 1.30$ ). There were 50 female ( $M = 20.76$  years old,  $SD = 1.12$ ) and 49 male ( $M = 21.69$  years old,  $SD = 1.31$ ) students. The analyses regarding the students' family background showed that 4% of the mothers completed graduate school, 26.3% of the mothers were college graduates, 28.3% of them were high school graduates, 19,2% of them completed primary school, and 2% of them did not attend any school. 12,1% of the fathers completed graduate school, 40,4% of them were college graduates, 22.2% of them were high school graduates, and 10.1% of them got a primary school degree.

#### 4.2. Measures

##### 4.2.1. Demographic Form

Demographic form consisted of questions, which asked age and gender of the participants, family background, which were educational level of both parents, and the frequency of sharing childhood experiences with both mother and father. Except

gender of the participants, these questions were asked either with the aim of examining demographic information of participants, or with exploratory reasons, which were not included in any of the hypotheses.

#### **4.2.2. Interview**

After participants completed the demographic form, the researcher conducted a semi-structured, face to face interview in order to assess a *memory of positive self-regard* (which has been used interchangeably with positive self-esteem memory), in which participants felt especially good about themselves; and a *memory of negative self-regard* (which has been used interchangeably with negative self-esteem memory), in which participants felt especially bad about themselves (Pillemer et al., 2013). In addition, the researcher asked two open-ended questions to assess *hoped-for possible self*, in which participants would feel especially good about themselves in the future; and *feared possible self*, in which participants would feel especially bad about themselves in the future. Yet, these possible self questions were not exactly asked as given in the literature (Oyserman, Bybee, Terry & Hart-Johnson, 2004; Oyserman & Markus, 1990; Oyserman & Saltz, 1993), instead, with the wording we specifically planned to add a possible self that they would especially feel good or bad about themselves. By asking possible selves and autobiographical memories underlying the same themes, feeling especially good, or bad about self, we expected to set an equivalent conceptual framework to participants. The content of the possible selves involved not only general descriptions of participants' future selves, but comprised a broad set of future possibilities such as; forecasted or planned events, and imagined life episodes, as they together represent individuals' personal future (D'argembeau & Mathy, 2011). In accordance with this objective, we did not clarify a set of time, in which they would specifically consider, rather, we asked possible selves questions simply by using the frame 'future', as some possible selves questionnaires did, in the previous literature (Oyserman & Fryberg, 2006). The set of questions about memories, and possible selves were counterbalanced (Pillemer et al., 2013), but not

within themselves, as used with emotionally positive and negative memories, in the previous literature (Berntsen & Rubin, 2002).

The current literature provided some exemplary studies, which drew on interview method, so as to probe possible selves of individuals; yet any study used interview method to investigate self-esteem memories, to date. Some studies assessed plausible possible selves (Whitty, 2002), career related selves (Ozaki, 2016; Richardson & Eccles, 2007), hoped for and feared selves (Frazier, 2012) via semi-structured interviews; and others conducted group interviews to assess career selves (Stevenson, 2012); or to investigate future musical selves (Creech et al., 2013) of different subgroups of participants. The authors generated different sets of possible selves questions from each others', based on their own research question, as we did by changing the wording of the possible selves questions, in order to assess salient future selves, in which participants would experience distinct levels of self-regard (Pillemer et al., 2007). To the best of our knowledge, no study drew on interview technique to assess self-esteem memories, and this study adopted written self-esteem memory questions (Ivcevic & Pillemer, 2008; Pillemer et al., 2007; 2013) to be used as verbal questions during interview.

The interviews took approximately 20 minutes to complete, and were audio-recorded. All the interviews were conducted by the researcher, and were transcribed verbatim by the researcher, and a group of lab assistants, who were trained by the main researcher. After the audio-recording was started, the aim of the study was explained to the participant, and verbal consent of the participant was obtained, in addition to the informed consent form. Furthermore, the researcher specified that participation for the study was voluntary, and the participants had the right to end the study whenever they wanted.



#### 4.2.2.1. Coding Schemes for the Interview

Coding was administered by following the instructions clarified by Oyserman et al. (2004). Based on the instructions, participants' answers to memory and possible selves questions were coded for six main contents which were *achievement*, *interpersonal relationships*, *personality traits*, *physical/health related*, *material/lifestyles*, and *negative/non-normative, risky behaviors*. The frequency of each theme in each memory and possible self question was summed to be included in the analyses. However, for the sake of the hypotheses, '*achievement*' and '*interpersonal relationships*' themes were mainly focused, and other themes were aggregated for only exploratory reasons.

*Achievement*: This theme was described as any personal achievement that participants had experienced, and stated in their narratives, in the literature (Oyserman & Markus, 1990; Oyserman & Saltz, 1993). Some examples were as follows: 'I have always dreamed to be a diplomat, I dreamed this even before I started college. I would be happy if I achieve this goal' (an answer to an hoped-for possible self question). '... and then I made my presentation. A couple of days later, (he) came to the classroom and said that I was chosen to be one of the students who is going to give a presentation' (an answer to a positive self-esteem memory).

*Interpersonal Relationships*: This theme was described as any interpersonal relationship that was important to the self of the participants mentioned to experience and stated in their narratives, in the literature (Oyserman & Markus, 1990; Oyserman & Saltz, 1993). Some examples were as follows: 'Our cousins live near our neighborhood in Tarsus and one of my cousin visited Tarsus that day. (He/She) told me that (he/she) was going to go to a different place but then I figured it out that (he/she) was actually going to see my cousins. I felt offended, indeed, I felt bad about myself..' (an answer to a negative self-esteem memory). 'I want to be as strong as my mom is. When I have my own children, I would like to see them thinking that

their mother is a very strong person' (an answer to an hoped-for possible self question).

*Personality Traits:* This theme included any statements that tapped into participants' personality attributions about themselves in their narratives (Oyserman & Markus, 1990; Oyserman & Saltz, 1993). Some examples were as follows: 'I rarely become aggressive. I am afraid that I might get more aggressive as life keeps getting more stressful. I am one of the types who easily pisses off and cools down; I want to be able to control this' (an answer to a feared possible self question). 'I want to be stable in terms of the decisions that I make. I keep trying to discipline the way I live my life and, always thinking the quality of time that I currently experience' (an answer to an hoped-for possible self question).

*Physical/Health Related:* This theme included any statements that tapped into participants' physical traits, or health related attributions about themselves in their narratives (Oyserman & Markus, 1990). Some examples were as follows: 'When I was 6 months old, my eyes had been infected and it had been unnoticed for a long time. Together with wrong treatment, it caused me a permanent damage in my eyes, and we waited for a cornea transfer for nearly 5-6 years' (an answer to a negative self-esteem memory). 'I want to change many things in my life...especially physically,.. I would like to undergo a nose remodeling' (an answer to an hoped-for possible self question).

*Material/Lifestyles:* This theme included any statements that included participants' attributions about their material gains, or life-style related issues about themselves in their narratives (Oyserman & Markus, 1990; Oyserman & Saltz, 1993). Some examples were as follows: 'I want to live in abroad, especially in Germany, for at least 10 years. So as to do this, money must not be an issue,.. this is what I focus on' (an answer to an hoped-for possible self question). 'I was a student of a boarding school, a half hour distant from our place. Only on weekends, I used to visit our

house. On weekdays I was living in a dorm, for not involving in a long commute' (an answer to a negative self-esteem memory).

*Negative:* This theme included any statements that tapped into participants' emotionally negative attributions or wording about themselves, even if they were asked about what they dreamed of being in the future, in their narratives (Oyserman & Markus, 1990; Oyserman & Saltz, 1993). Some examples were as follows: 'I am not going to be happily ever after' (Negative theme was only coded for hoped-for possible self answers, by following the coding instructions by Oyserman et al. (2004).

*Non-normative/Risky Behaviors:* This theme included any statements that included participants' experiences of risky behaviors or habits, such as using drugs or smoking, in their narratives (Oyserman & Markus, 1990; Oyserman & Saltz, 1993). Some examples were as follows: 'I was smoking those times..(high school)' (an answer to a negative self esteem memory).

#### **4.2.2.2. Interrater Reliability on Coding**

The researcher, as the main coder, and a second coder who was an undergraduate psychology student, participated in the coding process. The second coder, who was blind to the hypotheses of the current study, coded %20 of the data. For the dichotomous '*achievement*' and '*interpersonal relationship*' themes, we investigated interrater reliability between the two coders, by using Cohen's  $\kappa$  measure. Results showed that, there was a satisfactory agreement between the two coders ( $\kappa = .733$  for the achievement theme in positive self-esteem memory,  $p < .001$ ;  $\kappa = .828$  for the interpersonal relationship theme in positive self-esteem memory,  $p < .001$ ;  $\kappa = .800$  for the achievement theme in negative self-esteem memory,  $p < .001$ ;  $\kappa = 1.00$  for the interpersonal relationship theme in negative self-esteem memory,  $p < .001$ ;  $\kappa = 1.00$  for the achievement theme in hoped-for possible self,  $p < .001$ ;  $\kappa = 1.00$  for the interpersonal theme in hoped-for possible self,  $p < .001$ ;  $\kappa = .667$  for the achievement

theme in feared possible self,  $p = .002$ , and;  $\kappa = .643$  for the interpersonal theme in feared possible self,  $p = .002$ ). We also obtained Pearson correlation coefficients, between continuous ‘achievement’ and ‘interpersonal relationship’ themes appeared in self-esteem memories and possible selves, in order to further assess the interrater reliability. Results showed that, there was a strong agreement between the two coders on achievement themes in positive self-esteem memories ( $r = .496$ ,  $p = .026$ ), on interpersonal themes in positive self-esteem memories ( $r = .961$ ,  $p < .001$ ), on achievement themes in negative self-esteem memories ( $r = .949$ ,  $p < .001$ ), on interpersonal themes in negative self-esteem memories ( $r = .914$ ,  $p < .001$ ), on achievement themes in hoped-for possible selves ( $r = .809$ ,  $p < .001$ ), on interpersonal themes in hoped-for possible selves ( $r = .941$ ,  $p < .001$ ), on achievement themes in feared possible selves ( $r = .977$ ,  $p < .001$ ), and on interpersonal themes in feared possible selves ( $r = .841$ ,  $p < .001$ ).

### **4.3. Procedure**

After receiving necessary permission from the Human Subjects Ethical Review Board at METU, participants were reached via SONA-Systems, which is usually used by researchers to collect data online ([www.sona-systems.com](http://www.sona-systems.com)). Students who viewed the study information, and agreed to participate in the study, joined in a time-slot, opened by the researcher. The study was planned to be a 40 minute lab study, and participants were invited to the lab, in order to complete their participation, and receive their course credit.

After their arrival in the lab, participants were asked to read, and if agreed, fill out the informed consent form. After receiving their consent, participants were given demographic forms to be filled out. Next, recorder was turned on, and an additional verbal consent was obtained from the participants. During this step, the researcher explained participants that questions did not have any potential to create unrest, however if they were to feel it, they were free to drop out the interview anytime they wanted. In addition, they were assured that their answers would not have been shared

with anyone except the researchers, in order to be used in scientific research. Finally, the researcher clarified that, during interview, there would not be any questions, which would reveal their identity. As soon as interview ended, the participants were thanked, and the recorder was turned off. The researcher highlighted the contact information that participants would use in order to ask additional questions.

## CHAPTER 5

### RESULTS

#### 5.1. Preview of the Data

Before the main statistical analyses, we transformed raw scores of ‘*achievement*’, and ‘*interpersonal*’ themes in positive and negative self-esteem memories, and hoped-for and feared possible selves into z scores, so as to observe the univariate outliers, by following the instructions of Tabachnick and Fidell (2013). Two outliers, which were 3.79 and 4.75, were observed in the scores of *achievement* themes in positive self-esteem memories. One outlier, which scored 6.60, was obtained in the scores of *interpersonal* themes in positive self-esteem memories. One outlier, which was 3.50, was obtained in the scores of *achievement* themes in negative self-esteem memories. One outlier, which was 3.70, was seen in the scores of *interpersonal* themes in negative self-esteem memories. No outliers were observed in the scores of *achievement* themes in hoped-for possible selves. One outlier, 3.90, was observed in the scores of *interpersonal* themes in hoped-for possible selves. One outlier, which was 4.02, was obtained in the scores of *achievement* themes in feared possible selves. Finally, two outliers, which were 3.55 and 3.94, were observed in the scores of *interpersonal* themes in feared possible selves.

We did not further process these univariate outliers in our data, given the fact that they characterize the features of the target population. According to Tabachnick and Fidell (2013) if these cases, which tap into outlier scores are relative to the population characteristics, that is, in relation with other cases, should be kept in the analyses. To clarify, excluding outliers in the literature has usually been allocated to correct simple errors, such as entering data wrongly. Yet, in the current study, we conducted interviews by giving each participant the same instruction, which clarified

that the interview was expected to take approximately 20 minutes to complete. Yet, narrative style of individuals are different from each other's, which autobiographical memory research acknowledges, and that individual difference was exactly what we aimed to measure. Some individuals are more prone to recall many details and to be more elaborative while recalling and conversing their memories; whereas some of them recall or narrate less detail. In light of the literature, and in tune with the previous research, we decided not to exclude univariate outliers from the data of the current study (Wang, 2001; Sahin-Acar and Leichtman, 2015).

## **5.2. Data Analyses**

All the statistical analyses were performed by using SPSS 23.0. In the following sections, the results were broken down into four main parts; the first comprising descriptive analyses, the latter two including the findings of chi-square tests, and the last part comprising the results of mixed ANOVA tests.

For each answer, and for each participant, the frequencies of contents, which were *achievement*, *interpersonal relationships*, *personality traits*, *physical/health related*, *lifestyle/material* and *negative/non-normative, risky behaviors* were calculated. However, taking the hypotheses of the study into consideration, only '*achievement*' and '*interpersonal relationships*' themes were included in the main statistical analyses. The preference of this specific coding system is in congruent with the directives of previous literature about coding self-esteem memories (Ivcevic et al., 2008; Pillemer et al., 2007), and possible selves (Oyserman, Fryberg, 2006), which only focused on '*achievement*', and '*interpersonal*' themes. The answers of memory and possible selves questions had a possibility to include both '*achievement*' and '*interpersonal relationships*' themes, same as Pillemer et al. (2007) did for coding the themes appeared in self-esteem memories of participants.

In order to employ chi-square tests, the continuous variables '*achievement*' and '*interpersonal relationships*' were transformed to be dichotomous (0 vs. 1) for four

answers; a memory of positive self-regard, a memory of negative self-regard, hoped-for, and feared possible selves. If the answer was labeled as ‘0’, it means that the theme did not exist in the answer; and if it was ‘1’, it means that the theme appeared in the answer at least for once.

### 5.2.1. Descriptive Analysis

All data were coded by using the aforementioned coding schemes. The number of participants using each theme, for memories and possible selves were presented in Figure 1, 2, 3, and 4.

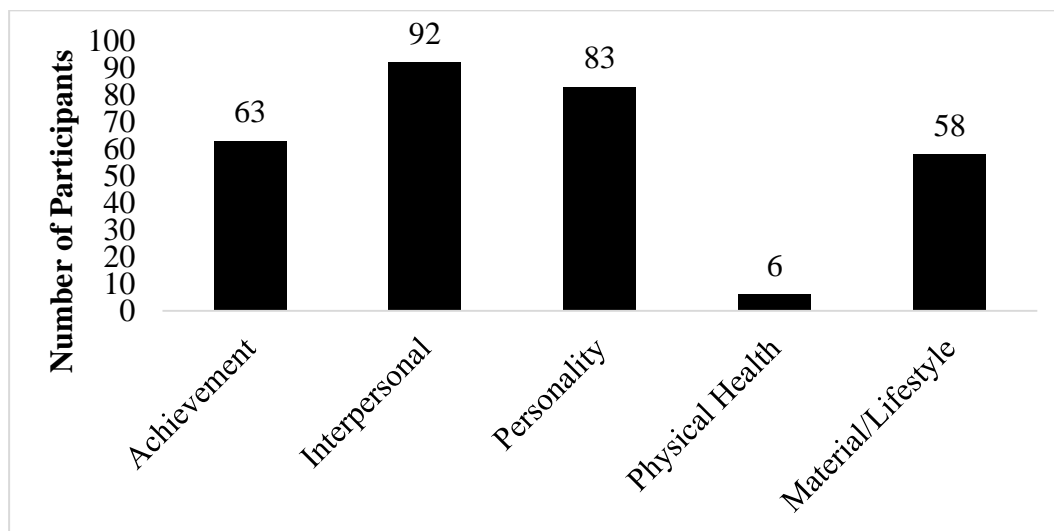


Figure 1. Number of participants providing each theme for positive memories



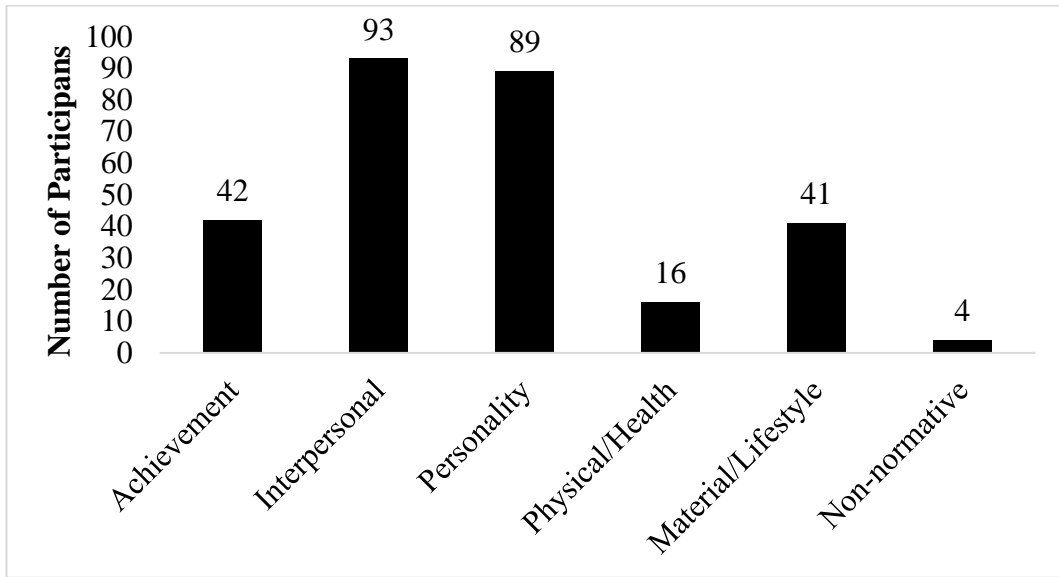


Figure 2. Number of participants providing each theme for negative memories

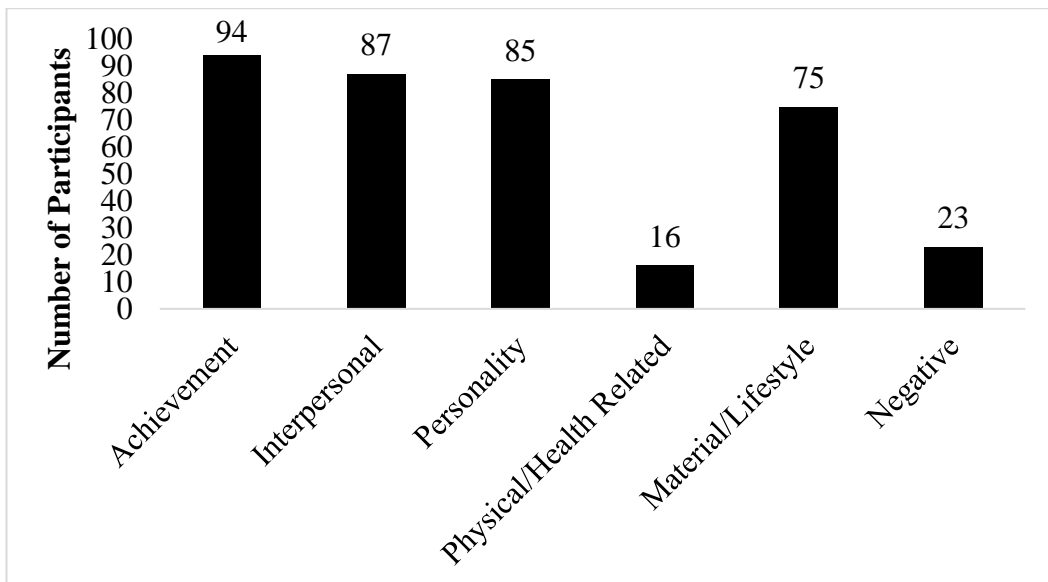


Figure 3. Number of participants providing each theme for hoped-for possible selves

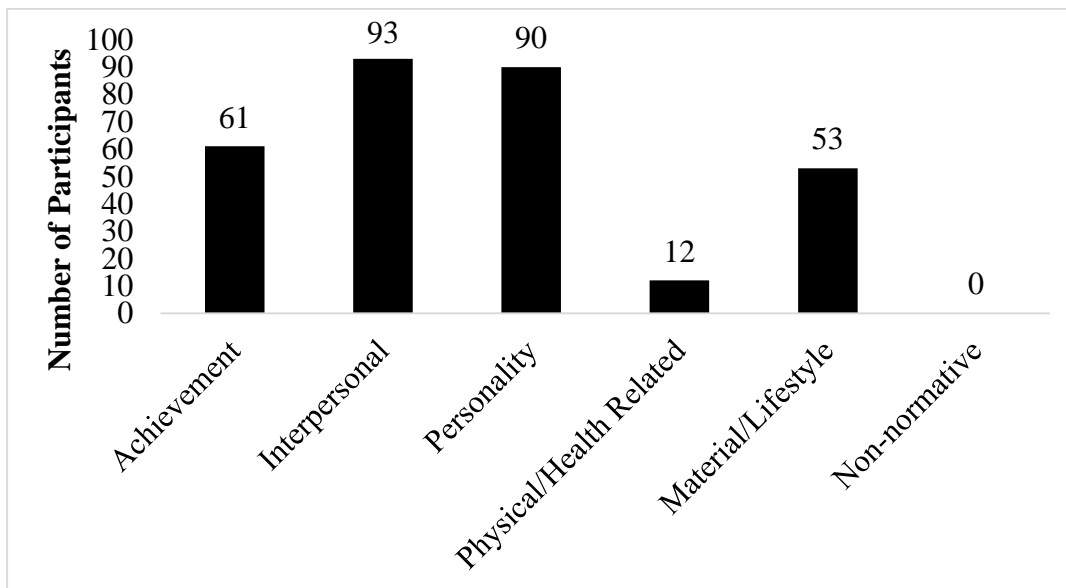


Figure 4. Number of participants providing each theme for feared possible selves

### 5.2.2. The Frequency of ‘Achievement’ and ‘Interpersonal Relationships’ Themes, According to Gender

We aimed to see whether there were significant differences in the frequencies of ‘achievement’ and ‘interpersonal relationships’ themes in the memories of positive/negative self-regard and the hoped-for/feared possible selves answers, separately for males and females.

According to the Chi-Square Goodness of fit test results, females included significantly more interpersonal related themes in their positive self-esteem memories,  $\chi^2(1, N = 99) = 46.08, p < .001$ , however there was no significant difference for the frequency of achievement related themes,  $\chi^2(1, N = 99) = .32, p = .57$ . For their negative self-esteem memories, they provided significantly less number of achievement themes,  $\chi^2(1, N = 99) = 9.68, p < .001$ , and significantly more

interpersonal related themes,  $\chi^2(1, N = 99) = 46.08, p < .001$ . For their hoped-for possible self, females anticipated significantly more achievement themes,  $\chi^2(1, N = 99) = 46.08, p < .001$ , and significantly more interpersonal related themes,  $\chi^2(1, N = 99) = 35.28, p < .001$ . For their feared possible self, they anticipated significantly more interpersonal related themes,  $\chi^2(1, N = 99) = 42.32, p < .001$ , however there was no significant difference for the frequency of achievement related themes,  $\chi^2(1, N = 99) = 2.88, p = .09$ , (see Table 1).

Table 1

*Findings of the Chi-Square goodness of fit analysis*

	<b>Positive Self-Esteem Memories</b>	<b>Hoped-for Possible Selves</b>	<b>Negative Self-Esteem Memories</b>	<b>Feared Possible Selves</b>
<b>Females</b>	Achievement (N=27, 54%) Interpersonal (N=49, 98%)* $\uparrow$	Achievement (N=49, 98%)* $\uparrow$ Interpersonal (N=46, 92%)* $\uparrow$	Achievement (N=14, 28%)* $\downarrow$ Interpersonal (N=49, 98%)* $\uparrow$	Achievement (N=31, 62%) Interpersonal (N=48, 96%)* $\uparrow$
<b>Males</b>	Achievement (N=36, 74%)* $\uparrow$ Interpersonal (N=43, 88%)* $\uparrow$	Achievement (N=45, 92%)* $\uparrow$ Interpersonal (N=41, 84%)* $\uparrow$	Achievement (N=28, 57%) Interpersonal (N=44, 90%)* $\uparrow$	Achievement (N=30, 61%) Interpersonal (N=45, 92%)* $\uparrow$

\*  $p \leq .001$

Males included significantly more achievement themes,  $\chi^2(1, N = 99) = 10.80, p \leq .001$ , and significantly more interpersonal relationship themes,  $\chi^2(1, N = 99) = 27.94, p < .001$ , in their positive self-esteem memories. For their negative self-esteem memories, they provided significantly more interpersonal related themes,  $\chi^2(1, N = 99) = 31.04, p < .001$ , whereas there was no significant difference for the frequency of achievement themes,  $\chi^2(1, N = 99) = 1, p = .32$ . For their hoped-for possible self, they anticipated significantly more achievement themes,  $\chi^2(1, N = 99) = 34.31, p < .001$ , and significantly more interpersonal related themes,  $\chi^2(1, N = 99) = 22.23, p < .001$ .

.001. For their feared possible selves, males anticipated significantly more interpersonal related themes,  $\chi^2(1, N = 99) = 34.31, p < .001$ , whereas there was no significant difference for the frequency of achievement related themes,  $\chi^2(1, N = 99) = 2.47, p = .12$ , (see Table 1).

### **5.2.3. The Relationship Between Providing ‘Achievement’ and ‘Interpersonal Relationship’ Themes and Gender**

In order to see whether there was a significant relationship between including ‘achievement’ and ‘interpersonal’ related themes, in both memories and possible selves, and gender of the participants, a total of eight Chi-Square test of independence analyses were performed. According to the results, there was a significant relationship between providing achievement theme for positive self-esteem memory and gender of the participants,  $\chi^2(1, N = 99) = 4.05, p = .04$ . Rate of males who provided achievement theme (73,5%) was significantly higher than females who did (54,0%).

There was a significant relationship between including interpersonal related theme in positive self-esteem memory and gender of the participants,  $\chi^2(1, N = 99) = 3.95, p = .047$ . Females who provided interpersonal related theme (98,0%) was significantly higher than the rate of males who did (87.8%).

In addition, there was a significant association between providing achievement related theme in negative self-esteem memory and gender of the participants,  $\chi^2(1, N = 99) = 8.61, p = .003$ . The percentage of males who included achievement theme (57,1%) was significantly higher than the percentage of females who did (28.0%). There was no significant relationship between interpersonal related theme in negative self-esteem memory and gender of the participants,  $\chi^2(1, N = 99) = 2.93, p = .09$ .

When it comes to the interactions between including achievement, and interpersonal related themes in hoped-for and feared possible selves, and gender of the

participants, all the relationships turned out to be non-significant for both males and females. No significant relationship was found between including achievement ( $\chi^2(1, N = 99) = 1.96, p = .16$ ), and interpersonal related theme ( $\chi^2(1, N = 99) = 1.61, p = .20$ ) in hoped-for possible selves, and gender of the participant. Furthermore, there was no significant relationship between including achievement related theme ( $\chi^2(1, N = 99) = .01, p = .94$ ), and interpersonal related theme ( $\chi^2(1, N = 99) = .75, p = .39$ ) in feared possible selves, and gender of the participants.

#### **5.2.4. Do Memories and Possible Selves Overlap in relation to ‘Achievement’ and ‘Interpersonal’ Related Themes Across Gender?**

In order to understand whether male and female students significantly differ in providing ‘*achievement*’ and ‘*interpersonal*’ related themes for their memories and possible selves, four Mixed ANOVA design were employed. All variables were used as continuous ones, a total of coded themes. This method has been widely used in research that concerned narratives, conversations, and semi-structured interviews (Şahin-Acar & Leichtman, 2015; Wang & Leichtman, 2000; Wang & Peterson, 2014; Wang, Shao & Li, 2010).

To test the first hypothesis, a 2 (achievement themes in positive self-esteem memories, achievement themes in hoped-for possible selves) X 2 (male, female) Mixed design ANOVA was performed, in order to see if there was a significant difference between positive self-esteem memories and hoped-for possible selves on reporting achievement themes, differ by male and female students. Gender of the participants was between effect and providing achievement themes was within effect. According to the results, there was a significant main effect of positive self-esteem memories, and hoped-for possible selves on providing achievement themes,  $F(1, 97) = 51.11, p < .05, \eta_p^2 = .35$ . Overall, reports of achievement themes for hoped-for possible selves ( $M = 10.62, SD = 6.66$ ) were significantly higher than the reports of achievement themes for positive self-esteem memories ( $M = 4.44, SD = 6.22$ ). However, there was no significant main effect of gender on reporting achievement

themes,  $F(1,97) = 240.49$ ,  $p = .77$ ,  $\eta_p^2 = .001$ . Also, there was no significant interaction between gender of the participants, and positive self-esteem memories/hoped-for possible selves on reporting achievement related themes,  $F(1,97) = .99$ ,  $p = .32$ ,  $\eta_p^2 = .01$ .

Second of all, a 2 (providing interpersonal themes in positive self-esteem memories, interpersonal themes in hoped-for possible selves) X 2 (male, female) Mixed design ANOVA was conducted. Results revealed that, there was a significant main effect of positive self-esteem memories and hoped-for possible selves on providing interpersonal related themes, by participants,  $F(1, 97) = 6.54$ ,  $p < .05$ ,  $\eta_p^2 = .06$ . Overall, reports of interpersonal related themes for positive self-esteem memories ( $M = 9.03$ ,  $SD = 11.21$ ) were significantly higher than reports of interpersonal themes for hoped-for possible selves ( $M = 6.48$ ,  $SD = 6.80$ ). There was no significant interaction between gender of the participants, and positive self-esteem memories/hoped-for possible selves on reporting interpersonal related themes,  $F(1, 97) = 1.03$ ,  $p = .31$ ,  $\eta_p^2 = .01$ . However, there was a significant main effect of gender on providing interpersonal related themes,  $F(1, 97) = 6.33$ ,  $p < .05$ ,  $\eta_p^2 = .06$ . Overall, reports of the interpersonal related themes of female students ( $M = 9.67$ ,  $SD = 1.08$ ) were significantly higher than those of male students ( $M = 5.81$ ,  $SD = 1.09$ ). An independent samples t-test revealed that, there was a significant difference in reports of the interpersonal related themes for positive self-esteem memories for male and female students,  $t(97) = -2.20$ ,  $p = .03$ , 95%CI [-9.25, -.48]. Female students ( $M = 11.44$ ,  $SD = 13.87$ ) provided significantly higher levels of interpersonal related themes than those of male students ( $M = 6.57$ ,  $SD = 6.91$ ), for positive self-esteem memories. It was also revealed that, there was a significant difference in reports of interpersonal related themes for hoped-for possible selves for male and female students,  $t(97) = -2.13$ ,  $p = .036$ , 95%CI [-5.53, -.19]. Female students ( $M = 7.90$ ,  $SD = 7.82$ ) included significantly higher levels of interpersonal related themes compared to male students ( $M = 5.04$ ,  $SD = 5.27$ ), in their hoped-for possible selves.

Third of all, 2 (reporting achievement themes in negative self-esteem memories, reporting achievement themes in feared possible selves) X 2 (male, female) mixed design ANOVA was performed. Results revealed that there was a significant main effect of negative self-esteem memories and feared possible selves on reporting achievement themes,  $F(1, 97) = 8.60, p = .004, \eta_p^2 = .08$ . Overall, the reports of achievement themes for feared possible selves ( $M = 3.51, SD = 4.36$ ) were significantly higher than reports of achievement themes for negative self-esteem memories ( $M = 2.04, SD = 3.41$ ). There was no significant main effect of gender on providing achievement themes for negative self-esteem memories, and feared possible selves,  $F(1, 97) = 2.38, p = .126, \eta_p^2 = .02$ . Moreover, there was no significant interaction between gender of the participants, and negative self-esteem memories/feared possible selves on reporting achievement themes,  $F(1, 97) = .64, p = .43, \eta_p^2 = .007$ .

Finally, a 2 (including interpersonal themes in negative self-esteem memories, including interpersonal themes in feared possible selves) X 2 (male, female) mixed design ANOVA was performed. Results revealed that there was a significant main effect of negative self-esteem memories and feared possible selves on providing interpersonal related themes,  $F(1, 97) = 5.99, p = .02, \eta_p^2 = .06$ . Reports of interpersonal related themes for negative self-esteem memories ( $M = 10.55, SD = 8.50$ ) were significantly higher than reports of interpersonal related themes ( $M = 8.51, SD = 7.74$ ) for feared possible selves. There was no significant main effect of gender on providing interpersonal themes for negative self-esteem memories, and feared possible selves,  $F(1, 97) = 2.41, p = .12, \eta_p^2 = .02$ . Finally, there was no significant interaction between gender, and negative self-esteem memories/feared possible selves on reporting interpersonal themes,  $F(1, 97) = .04, p = .85, \eta_p^2 = 0$ .

## CHAPTER 6

### DISCUSSION

The main aim of the current study was to investigate the content similarities, especially *achievement* and *interpersonal relationships* contents, between self-esteem memories and possible selves of Turkish college students. To the best of our knowledge, this is the first study, which probes the association between self-esteem memories, and possible selves, in terms of content. Another goal of this study was to reveal the themes appeared in self-esteem memories, and possible selves of Turkish college students. We think that, it is highly important to discover what Turkish youth remember and imagine about themselves. In the following parts, results are discussed, in relation with the previous literature. Following that, limitations and contributions of the study are included, as well as our suggestions for the future research on this issue.

#### **6.1. Findings About the Themes Appeared in Self Esteem Memories, and Possible Selves of Males and Females, Based on Chi-Square Results**

##### **6.1.1. Male Students**

Similar to what we hypothesized, the positive self-esteem memories, and hoped-for possible selves of males were similar to each other, in terms of the content. However, we expected that, this dyad would only have included higher levels of *achievement* themes. As well as high amounts of *achievement* content, we also found that both positive self-esteem memories, and hoped-for possible selves of males significantly involved high levels of *interpersonal* themes, too. About why we observed high levels of both themes in this association, we assume that changing cultural context in Turkey might have contributed to these values that male participants discussed at a



higher rate. Presence of both *communal* and *agentic* themes in positive selves of Turkish males is in line with the literature finding, which revealed that both of these values were predominantly discussed by Turkish participants (Imamoglu & Karakitapoğlu-Aygün, 1999).

What we also observed was, significantly more males than females reported *achievement* themes for their positive and negative self-esteem memories. This is in line with the idea of a family reminiscing style (Buckner & Fivush, 2000), in which parents were more likely to discuss *agentic* values with their sons, more than they do with their daughters, during memory conversation (Fiese & Skillman, 2000). In this way, discussing their *achievement* related memories, may have been facilitated by their previous experiences with parent led memory conversation (Fivush & Buckner, 2003), in which they first prompted to tell more *achievement* related narratives. This dominance of males over females in memory narratives, in terms of *achievement* content, was not apparent either in hoped-for, or feared possible selves. We understand why similar number of males and females were concerned about *achievement* for their future selves, given that, both male and female college students similarly consider *achievement* related topics while projection on their future (Brown & Diekmann, 2010). In light of these results, one might speculate that attaining high education level encourage both male and female students to project on future success.

In line with our hypotheses, both negative self-esteem memories, and feared possible selves of males significantly included higher levels of *interpersonal* themes. These results echoed the previous literature, which revealed that negative self-esteem memories were mostly about interpersonal relationships for college students (Ivcevic et al., 2008; Pillemer et al., 2007; Pillemer et al; 2013), which reflected on individuals' future efforts about avoiding interpersonal problems that had a possible effect on their self-esteem (Baumeister & Leary, 1995), as we expected.

### 6.1.2. Female Students

On the contrary to what we hypothesized about the dyad of positive self-esteem memories, and hoped-for possible selves, involving higher levels of *achievement* themes, female students reported significantly more *interpersonal* themes for their positive memories. This is comprehensible given that they are often described as having more communal values, compared to males (Gabriel & Gardner, 1999). Supporting this, we observed a significantly higher number of females than males, reported *interpersonal* themes for their positive self-esteem memories. However, this dominance of females over males, in terms of *interpersonal* themes, was not observed in either of negative self-esteem memories, hoped-for or feared possible selves. When we look at the content of their hoped-for possible selves; similar to the high proportions of *achievement*, and *interpersonal* themes appeared in hoped-for possible selves of males, they reported significantly more *achievement*, and more *interpersonal* relationship themes. We expected a high level of achievement related plans for their hoped-for possible selves, given that college students are most likely achievement oriented in their future self (Brown & Diekmann, 2010); however high levels of *interpersonal* themes was not something we forecasted. This reflection of both themes together in hoped-for possible selves of females could be the duality of *interconnected* and *autonomous* related values, which was salient in Turkish participants (Imamoğlu & Karakitapoğlu-Aygün, 1999), as we also observed for males.

In line with our hypotheses about the dyad of negative self-esteem memories, and feared possible selves, including higher amounts of *interpersonal* themes, females provided significantly more *interpersonal* themes for their feared possible selves, and discussed significantly high levels of *interpersonal* and less number of *achievement* themes for their negative self-esteem memories. This was again in congruent with previous literature, which revealed that college students provided *interpersonal* concerns for their memories, in which they felt most unfavorable about themselves (Ivcevic et al., 2008; Pillemer et al., 2007; Pillemer et al; 2013), given the threat of

social exclusion (Baumeister & Leary, 1995). This concern must have been reflected in their future strivings, or in their feared possible selves, so as to eliminate possible, negative influences of societal regulations on their self-esteem, as we expected

## **6.2. Findings of the Comparison Between Positive Self Esteem Memories and Hoped-For Possible Selves, Based on Mixed ANOVA Results**

### **6.2.1. Achievement Theme**

In tune with our hypothesis, there was a significant main effect of positive memories, and hoped-for possible selves on reporting *achievement* themes. In overall sample, the level of *achievement* themes in hoped-for possible selves was higher than that of positive self-esteem memories. It was, indeed, in line with the finding that anticipation of future events that relates to one's self are more goal oriented, or in other words, more likely to represent present objectives of young adults about what to approach and avoid, compared to memories of personal past events (Cole & Berntsen, 2016). It is understandable that, young people, especially college students may be highly likely to ascribe themselves a number of *achievement* related values and goals, because these aspects were found to function as self-descriptive mechanisms of college students, when think about their future (D'argembeau, Renaud & Van Der Linden, 2011). Moreover, university students predominantly focus on succeeding in their education and career (Kroger, 2003). This tendency may have led them to anticipate success for their future self. However, we did not find any significant main effect of gender and an interaction between gender and memories/possible selves, on providing *achievement* themes. It is in tune with the previous literature, which asserted that, gender differences in achievement related domains have attenuated (Wigfield & Eccles, 2002), and both male and female college students expected similar degrees of achievement, such as occupation, from their future (Brown & Diekman, 2010).

### 6.2.2. Interpersonal Theme

There was a significant main effect of positive memories/hoped-for possible selves, on reporting *interpersonal* related themes. The amount of *interpersonal relationship* theme was higher in positive self-esteem memories, than that of hoped-for possible selves, in overall sample. Our participants predominantly discussed *interpersonal* related themes for their positive self-esteem memories, which was in tune with the findings that showed college students, who provided positive memories with high levels of interpersonal relationships were also high in nostalgia, which in turn; predicted higher self-esteem (Austin & Costabile, 2017). In the previous literature, nostalgic content was proposed to involve higher amounts of *communion* themes (Sedikides et al., 2015); thus, nostalgic memories were contended to elevate self-worth (Vess, Arndt, Routledge, Sedikides & Wildschut, 2012). Our participants might have included significantly higher levels of *interpersonal* themes in their positive self-esteem memories, because this content was likely to create a feeling of nostalgia and in turn, elevated self-esteem, especially of females.

We also observed a significant gender difference, which pointed out that females provided more *interpersonal* themes, than males, both for their positive self-esteem memories, and hoped-for possible selves. It is interesting that, even though we found that males and females were similar to each other in *achievement* related future efforts, which is congruent with the previous literature (Brown & Diekmann, 2010; Greene, 1990; Segal et al., 2001; Zhu et al., 2014; Zhu & Tse, 2016); they differentiated from each other on *interpersonal* orientation, such that females providing more *interpersonal* related content in their positive AMs, and future plans, which was also supported by the previous research (Brown & Diekmann, 2010; Ivcevic et al., 2010). To understand this gendered way of discussing their memories and possible selves, females should be evaluated in the family context, in which memory conversations first occur, as we mentioned before. Given that, family reminiscing style is not independent of gender stereotypes (Gryzman, Merrill & Fivush, 2016), both parents discuss higher levels of *communal* themes with their

daughters, more than they do with their sons (Zaman & Fivush, 2013). In return, females, beginning from childhood and through their lifespans, were found to discuss more *interpersonal* related memories, compared to males (Grysmann & Hudson, 2013). This memory conversation between parents and children is highly likely to form a gendered fashion in conversing one's memories, which is also in congruent with traditional gender norms that foster females to be more relationship oriented than males (Root & Denham, 2010).

Moreover, females would have prioritized their engagement in *interpersonal relationships*, when discussing about their positive selves, regardless it is a memory or possible self, because these values perfectly match with society's expectations for women to have predominantly *interpersonal* related values (Eagly, Wood & Diekmann, 2000), which also provides reward for the individual who fits those expectations (Diekmann & Eagly, 2008). These, together constitute an overarching reason, why female students, compared to males, included significantly higher amounts of *interpersonal* related themes when thought about their most favorable selves both in past and future.

### **6.3. Findings of the Comparison Between Negative Self Esteem Memories and Feared Possible Selves, Based on Mixed ANOVA Results**

#### **6.3.1. Achievement Theme**

We observed a significant main effect of negative self-esteem memories, and feared possible selves on providing *achievement* themes. In overall sample, the rate of *achievement* themes was higher in feared possible selves, than that of negative self-esteem memories. It is again, in tune with the idea that, college students put great emphasis on success in professional domains, such as school and career (Kroger, 2003); thus may strive to avoid future cases, which might put themselves to an unsuccessful position. Moreover, it was also in line with the finding of the study by Rasmussen and Berntsen (2013), which showed that achievement themes, such as

occupation and school related issues were most frequently mentioned categories in negative future scenarios of college students. We did not observe further main effect or interaction of gender with memories/possible selves on providing *achievement* related themes, since both male and female college students seemed to be equally concerned with their future achievement.

### **6.3.2. Interpersonal Theme**

In line with our hypotheses, there was a significant main effect of narrating negative memories/ feared possible selves on providing *interpersonal* related themes. In overall sample, the rate of *interpersonal* themes was higher in negative self-esteem memories, than that of feared possible selves. Our participants might have recollected negative self-esteem memories with higher amounts of *interpersonal* problems, which were incongruent with the dominant values of *connectedness* that Turkish cultural context heavily focused on (İmamoğlu & Karakitapoğlu-Aygün, 1999). These incongruent personal past episodes might especially be stressful for them, since these episodes, in which they felt negative about themselves, were likely to deteriorate their self-esteem (Baumeister & Leary, 1995). The current literature also provided similar results; Rasmussen and Berntsen (2013) found that college students mostly talked about familiar people passing away, in their emotionally negative memories. Investigating the memories and future selves of college students, D'argembeau and Van Der Linden (2005) revealed that the most frequently discussed topics for negative distant and recent memories were family members, who underwent fatal incidents, disagreements with significant others, and break ups; which were also in congruent with our finding of high amounts of *communal* themes in negative self-esteem memories. However, we did not find any significant main effect or interaction of gender with memories/possible selves on reporting *interpersonal* related themes. It was quite interesting that both males and females were concerned about interpersonal problems to similar degrees, when consider their most unfavorable selves; whereas when it comes to their plausible selves, females included significantly higher amounts of *interpersonal* themes, both in their positive

self-esteem memories, and in hoped-for possible selves, more than males did. We assumed that, this relative dominance of *interpersonal* themes provided for positive selves compared to unpleasant ones, by females, could be the influence of meeting the expectations of the society on gender normative acts (Eagly, et al., 2000). The more gender norm related content, such as interpersonal relationships, women provided for their future selves that they would like to attain, or were proud to experience in the past, the more rewarding it would be for themselves (Diekman & Eagly, 2008). Considering possible non-normative scenarios for females, female college students experienced difficulty in feeling equally positive when anticipated holding a powerful position in achievement related fields, compared to males (Lips, 2000), since they perceived those roles that could be attained would contrast with effeminateness that society's gender expectations prescribed (Lips, 2007). The reason why male and female students equally mentioned interpersonal problems for their negative selves would be the threat of exclusion from the society, which in turn, may influence self-esteem of both males and females, in a negative way (Baumeister & Leary, 1995). Moreover, *interpersonal* related selves may be equally important to both males and females, especially considering negative past and future cases; given the finding that male and female college students considered their possible selves, regardless of their content, equally connected to 'family' category (Brown & Diekman, 2010). Considering these values, both male and female students may have wanted to avoid interpersonal problems, which were likely to create contrast with *communal motives* that Turkish cultural context heavily puts emphasis on (İmamoğlu & Karakitapoğlu-Aygün, 1999, Kağıtçıbaşı, 1970).

#### **6.4. Conclusion**

Our findings showed that, regardless of their emotional tone, self-esteem memories were mostly about *interconnectedness*, and possible selves were mainly about *achievement* themes in overall sample. Males provided significantly more *achievement*, and more *interpersonal* themes for their positive self-esteem memories, and hoped-for possible selves. They also reported significantly more *interpersonal*

related themes both for their negative self-esteem memories, and feared possible selves, which were congruent with our hypotheses. On the other hand, females provided significantly more *interpersonal* themes for their positive self-esteem memories, in contrast to what we hypothesized. They discussed significantly higher levels of *achievement*, and *interpersonal* themes for their hoped-for possible selves, as males did. Finally, in line with our hypotheses, they provided significantly more *interpersonal* themes both for their negative self-esteem memories, and feared possible selves, as males did. The only gender difference was that females mentioned significantly higher degrees of interpersonal relationships both for their positive self-esteem memories, and hoped-for possible selves, compared to males did.

In contrast to our hypotheses, we did not find content similarities between the dyads of past and future selves, based on their overlapping emotional valence. This suggests that, positive, and negative selves, moving between past and future, might be serving to different functions, both male, and female students may be engaged in planning of future activities to approach *success*, and avoid failures in *achievement* domains, while anticipating their future. On the other hand, while thinking about their past, both students might have taken strength of positive *interpersonal relationships* to enhance their positive views about themselves, and recall negative experiences with others, since they have the force to exclude themselves from the society.

## **6.5. Limitations and Future Research**

Maybe the main limitation of the current study is that, we did not provide time prompt for neither memories nor future possible selves. For self-esteem memories, this situation should not create an issue since, the contents in self-esteem memories seem independent from the temporal distance (Pillemer et al., 2007; Ivcevic et al., 2008). However, there are some studies showing that the contents appear in future scenarios of individuals may vary depending on the temporal distance (D'argembeau et al., 2011; Hamilton & Cole, 2017). Future studies should investigate the changing



nature of the contents appear in anticipated future events, depending on the temporal distance.

Moreover, we observed that the distribution of the themes in hoped-for, and feared possible selves did not yield significant results, according to chi-square analyses. One reason could be that we did not ask a single anticipated event, but rather we investigated students' future possible selves that they would have had elaborated on future possibilities, and came up with many different answers that tapped into several themes. Future studies may prefer to confine the nature of the answers by requesting participants to rank the most important future selves, and by doing so, they may lead participants to consider, and choose prioritized values to themselves.

The current study also discovered that participants provided higher levels of 'personality characteristics' theme, even more than 'achievement' theme they reported for some of their answers. Future studies might cover the appearance of personality characteristics in participants' narratives, along with other themes, too.

Another limitation of the current study is that, our participants were college students, who represent only a subgroup of Turkish youth. The dominance of achievement related thoughts appeared in future selves of our participants might have been resulted by the specific features of their class. These students naturally hoped for future achievement in school and career, facilitated by their their educational background, considering the fact that they are all undergraduates of Middle East Technical University, which has been known as one of the highest ranked colleges in Turkey. Taken together, future research should replicate our findings with different subgroups of Turkish population.

Finally, we expected that overlapping past and future selves in terms of their emotional valence would have similar contents. We did not find this connection rather, we found a main difference, which was due to the comparison between self-esteem memories, and possible selves, independent of their emotional tone. What

may contribute to the proposed association between past and future of individuals needs further research. Cultural orientation and gender are a couple of mechanisms that future studies should examine in relation to their influence on AMs and possible selves of individuals. Additionally, future studies might employ a methodology that uses content analysis, in order to investigate the variance of individuals' memories and possible selves.

### **6.7. Strengths and Contributions of the Current Study**

The current study is the first research, to the best of our knowledge, to explore the link between self-esteem memories, and possible selves of individuals, in terms of content similarities. Again, to the best of our knowledge, both Turkish and international literature did not investigate the association between these two concepts, before. Thus, the current study should fill a gap in the literature, and shed more light on what young people think, and imagine about themselves when experiencing episodes of low and high self-worth.

The current study also aimed to unravel the themes appearing in the past and future selves of Turkish college students. Face to face interview method was also an efficient way to receive salient answers from participants. This qualitative methodology that has not been used in the literature of self-esteem memories will help with revealing the association between the self and autobiographical memories.

Finally, it is highly important to understand what Turkish college students hope and fear pertaining to their future, and what they recall in their most favorable and unpleasant memories about themselves. By doing so, we may be one step closer to figure out what discourages youth from approaching their dreams, or what previous experiences influence their current and future goals and behaviors.

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## APPENDICES

### APPENDIX A: DEMOGRAPHIC QUESTIONNAIRE

Yaşınız: \_\_\_\_\_ Cinsiyetiniz: \_\_\_\_\_

Yaşadığınız şehir: \_\_\_\_\_

En iyi biçimde hatırlayabildiğiniz kadarıyla, çocukluğunuz esnasında anne ve/veya babanızla deneyimlerinizi ne sıklıkta paylaştınız?

Anne:

1 2 3 4 5 6 7  
Neredeyse hiç Çok sık

Baba:

1 2 3 4 5 6 7  
Neredeyse hiç Çok sık

Annenizin ulaştığı en yüksek eğitim seviyesi nedir? \_\_\_\_\_

Babanızın ulaştığı en yüksek eğitim seviyesi nedir? \_\_\_\_\_

## APPENDIX B: INTERVIEW QUESTIONS

Sizinle yaklaşık 20-30 dakika sürecek bir görüşme yapacağız. Bu görüşme size soracağım otobiyografik anılar ve olası benlikler ile ilgili sorulardan oluşacak. Bu sırada görüşme ses kayıt cihazıyla kaydedilecek. Burada verdiğiniz cevaplar yalnızca araştırma amacıyla kullanılacak ve kimseyle paylaşılmayacak. Başlayabilir miyiz, onaylıyor musunuz?

### Otobiyografik Anılar

1. Şimdi sizden geçmişte herhangi bir zamanda yaşadığınız, kendinizle ilgili özellikle iyi hissettiğiniz bir anınızı düşünmenizi istiyoruz. Bu olay geçmişte herhangi bir zamanda olmuş olabilir. Neler yaşanmıştı? Mümkün olan en ayrıntılı biçimde anlatmanızı istiyoruz.

2. Şimdi sizden geçmişte herhangi bir zamanda yaşadığınız, kendinizle ilgili özellikle kötü hissettiğiniz bir anınızı düşünmenizi istiyoruz. Bu olay geçmişte herhangi bir zamanda olmuş olabilir. Neler yaşanmıştı? Mümkün olan en ayrıntılı biçimde anlatmanızı istiyoruz.

### Olası Benlikler

1. Gelecekle ilgili her birimizin aklında nasıl olmak istediğimize dair bir düşüncesi ve öngörüsü vardır. Şimdi sizden gelecekte olmayı umduğunuz, kendinizle ilgili sizi özellikle iyi hissettirecek beklentilere dair düşünmenizi istiyoruz. Gelecekte nasıl biri olmayı umuyorsunuz? Mümkün olan en ayrıntılı biçimde anlatmanızı istiyoruz.

2. Gelecekle ilgili her birimizin aklında öyle olmayı önlemek istediğimize dair belirli imajlar ve düşünceler vardır. Şimdi sizden gelecekte nasıl olmayı önlemek istediğinize dair, kendinizle ilgili sizi özellikle kötü hissettirecek özelliklere dair düşünmenizi istiyoruz. Gelecekte nasıl biri olmaktan endişe duyuyorsunuz? Mümkün olan en ayrıntılı biçimde anlatmanızı istiyoruz.

## APPENDIX C: INFORMED CONSENT FORM

Bu araştırma, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü'nde Yar. Doç. Dr. Başak Sahin-Acar danışmanlığında, Psk. Ceren Arslan tarafından yürütülmektedir. Çalışmaya 19-25 yaş arası üniversite öğrencileri katılım gösterecektir. Araştırmanın amacı, katılımcıların otobiyografik anıları ve olası benlikleri hakkında bilgi toplamaktır. Çalışmaya katılım gönüllülük esasında olmalıdır. Anketlerde ve görüşme esnasında sizden kimlik belirleyici herhangi bir bilgi istenmemektedir. Cevaplarınız gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler yalnızca bilimsel yayımlarda kullanılacaktır.

Çalışma, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakmakta serbestsiniz. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Çalışma hakkında daha fazla bilgi almak için Yard. Doç. Dr. Başak Şahin-Acar (basaks@metu.edu.tr) ile iletişim kurabilirsiniz.

*“Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.”*

İsim Soyad

Tarih

İmza

## **APPENDIX D: DEBRIEFING FORM**

Bu çalışma daha önce de belirtildiği gibi Orta Doğu Teknik Üniversitesi Psikoloji Bölümü'nde Yar. Doç. Dr. Başak Şahin-Acar danışmanlığında, Psk. Ceren Arslan tarafından yürütülmektedir.

Çalışmanın amacı, üniversite öğrencilerinin otobiyografik anıları ve olası benlikleriyle ilgili bilgi toplamaktır. Bu çalışmayla otobiyografik anıların ve olası benliklerin içeriğindeki benzerlikler ve farklılıklar incelenecektir.

Bu çalışmadan alınacak ilk verilerin Mayıs 2018 sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sonuçlarını öğrenmek ya da bu araştırma hakkında daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz. Bu araştırmaya katıldığınız için çok teşekkür ederiz.

Sorularınız için bize ulaşabilirsiniz:

Yar. Doç. Dr. Başak Şahin-Acar (basaks@metu.edu.tr)

Psk. Ceren Arslan (cerenarslan1@hotmail.com)

## APPENDIX E: METU ETHICS COMMITTEE APPROVAL

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APPLIED ETHICS RESEARCH CENTER



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05 NİSAN 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Başak Şahin ACAR

Danışmanlığını yaptığınız yüksek lisans öğrencisi Ceren ARSLAN'ın "*Aile İçinde Benlik Üzerinden Olası Benliğe ve Anılara Kültürlerarası Bir Yaklaşım; Amerikalı ve Türk Öğrencilerin Anılarının ve Olası Benliklerinin İncelenmesi*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-SOS-103 protokol numarası ile 19.04.2018 - 30.09.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Doç. Dr. Emre SELÇUK

Üye

Dr. Öğr. Üyesi Pınar KAYGAN

Üye

## APPENDIX F: TURKISH SUMMARY / TÜRKÇE ÖZET

### Giriş

#### Otobiyografik Bellek Kapsamında Benlik

Epizodik belleğin benlik kavramında oynadığı pek çok rolünün olduğu ilgili alanyazında kabul edilmiştir (Addis & Tippett, 2008; Prebble, Addis & Tippett, 2013; Tulving, 2005). Örneğin, epizodik bellek sayesinde kişiler geçmiş deneyimlerini hatırlayıp onlardan bilgi sağlayarak hedeflerini gerçekleştirme yolunda ilerleme sağlayabilirler (Conway, 2005).

Epizodik bellek haricinde, otobiyografik belleğin de bireylerin benlik kurgusuyla yakın ilişkili olduğu kabul edilmektedir (Conway & Pleydell-Pearce, 2000; McLean, 2005). Bu ilişkiyi açıklayan belki de en önemli nedenlerden biri, otobiyografik belleğin benlik kurgusunda oynadığı rollerdir (Bluck, Alea, Habermas & Rubin, 2005; Pillemer, 1992). Bu roller sayesinde, bireyler geçmiş deneyimlerini hatırlayıp onlardan bilgi sağlayarak, amaçlarına ulaşmalarını sağlayacak olan davranış değişimlerini sağlayabilirler (Bluck ve ark., 2005). Ayrıca bu roller bireylerin zaman içinde deneyimledikleri farklı benlik kurguları arasında uyum sağlayıp (Barclay, 1996; Bluck ve ark., 2005), anı paylaşımı sırasında kişiler arası iletişimde kolaylaştırıcı bir rol oynamaktadırlar (Cohen, 1998).

Otobiyografik bellek araştırmaları, belleğin benlik kurgusunda oynadığı rolleri araştırmasının yanı sıra, anıların içeriğine yönelik araştırmalar da yürütmektedir. Bu araştırmalarda ortaya çıkan iki ana tema; 'başarı' ve 'kişiler arası ilişkiler' olmakta ve özellikle bireylerin benlik saygısına vurgu yapan anılarında ortaya çıkmaktadır (Pillemer, Ivcevic, Gooze & Collins, 2007).

## **Benlik Saygısına Atıfta Bulunan Anılar**

Otobiyografik bellek arařtırmalarının yoęunlařtıęı alanlardan biri, bireylerin kendileri hakkında zellikle iyi ve kt hissettikleri anıların ierięinde neler hatırlıyor olduklarıdır (Ivcevic, Pillemer & Brackett, 2010; Pillemer ve ark., 2007; Pillemer, Thomsen, Kuwabara & Ivcevic, 2013). Bu alanda yapılan alıřmalar bireylerin benlik saygısına atıfta bulunan anılarında ortak bazı spesifik temaların ortaya ıktıęını gstermiřtir. rneęin, bireyler kendileri hakkında zellikle iyi hissettikleri anılarında veya bařka bir deyiřle olumlu benlik saygısı ile ilgili anılarında, bařarı ile ilgili temalara yer verirken; kendileri hakkında zellikle kt hissettikleri olumsuz benlik saygısı ile ilgili anılarında daha ok kiřiler arası iliřki temasına yer vermektedir (Pillemer ve ark., 2007; Pillemer ve ark., 2013). Bu anıların ierięinde bazı cinsiyet farklılıklarının olduęu da ortaya konmuřtur. rneęin, olumsuz benlik saygısı ile ilgili anıların ierięine bakıldıęında kadınlar erkeklere kıyasla, daha ok kiřiler arası iliřkiler temasından bahsederken, erkekler daha ok bařarı ile ilgili temalara yer vermiřtir (Pillemer ve ark., 2007). Bir dięer arařtırma ise, kadınların hem olumlu hem de olumsuz benlik saygısı ile ilgili anılarında erkeklere gre daha ok kiřiler arası iliřki temasına yer verdięi, erkeklerin ise yalnızca olumsuz benlik saygısı ile ilgili anılarında daha ok bařarı ile ilgili temalara yer verdięini gstermiřtir (Ivcevic ve ark., 2010).

Bu alanda yapılan alıřmaların bir dięer arařtırma sorusu ise, sz konusu anıların ierięinin anıların yakın veya uzak gemiře ait olmasından etkilenip etkilenmedięidir. Ivcevic ve ark. (2008) yrttę alıřmaya gre, bireylerin kendileri hakkında iyi hissettikleri anıların daha ok bařarı ile iliřkili olduęu; kt hissettikleri anıların ise daha ok kiřiler arası iliřkiler teması barındırdıęı bilgisi desteklenmiřtir. Fakat ierik anlamındaki bu rntnn yakın gemiře kıyasla uzak gemiře ait anılarda daha belirgin olduęu ortaya konmuřtur.

Bu anılarda ortaya ıkan ierięin arařtırılmasının nemi, arařtırmacılar tarafından da iddia edildięi zere, otobiyografik anılarda ortaya ıkan ierięin anlařılmasıyla,



bireylerin hangi kořullarda kendileri hakkında 6zellikle iyi veya k6t6 hissettiklerinin anlařılabileceęi savıdır (Ivcevic ve ark., 2008). Otobiyografik bellek alıřmaları y6r6ten arařtırmacılar neden 6zellikle bu iki temanın, bireylerin kendileri hakkında iyi ve k6t6 hissettikleri anılarında ortaya ıktıęı ile ilgili eřitli aıklamalar getirmiřlerdir. Bu aıklamalardan en ok kabul g6reni, bu iki temanın bireylerin temel ihtiyaları olduęu ve bu temel ihtiyaların karřılanmasının bireylerin benlik saygısına katkıda bulunan asıl s6reler olduęu y6n6ndedir (Deci & Ryan, 2000). Bu iliřkiden hareketle, benlik saygısına katkıda bulunan bu iki temanın, benlik saygısı ile ilgili anılarda da ortaya ıkacaęı 6ne s6r6lm6řt6r (Pillemer ve ark., 2007).

İlgili literat6rde, bireylerin motivasyonlarının ve amalarının otobiyografik anılarının ierięine olan etkisine benzer bir biimde, bu motivasyon ve amaların bireylerin gelecek kurgularının ierięine bir etkisi olup olmadıęı arařtırılmıřtır (Pillemer ve ark., 2013). Arařtırmaya g6re, bireyler kendilerini iyi hissettiren anılarında bařarı; k6t6 hissettiren anılarında ise kiřiler arası iliřkiler temasına yer vermiřtir. Fakat gelecekte kendileri hakkında iyi ve k6t6 hissettirmesini bekledikleri olası senaryoların ierięine bakıldıęında, bařarı ve kiřiler arası iliřki temalarında beklenen iliřki bulunamamıřtır.

Gelecek kurgularında tema bakımından beklenen iliřkinin bulunamamasının bir nedeni, arařtırmacıların katılımcılara yalnızca bir seferlik meydana gelebilecek olası senaryoları sormuř olmaları d6ř6n6lebilir. Literat6rde, bireylerin otobiyografik anılarına kıyasla kendileri ile ilgili gelecek kurgularının ok daha az detay ierdięi kabul g6rm6ř bir bulgudur (Anderson & Dewhurst, 2009). Bu nedenle katılımcılar, tek seferlik meydana gelebilecek olası durumlardan bahsederken, kendileri ile ilgili gelecek kurgularında yeterince ayrıntı sunamamıř olabilirler. Bu nedenle, mevcut alıřmanın bir amacı, katılımcıların gelecek kurgularını ayrıntılandırabilecekleri olası benliklerini arařtırmaktır.

## **Olası Benlikler**

Otobiyografik belleğin benlik kavramına olan katkısına benzer bir biçimde, gelecek kurgularının da benlik kapsamında önemli bir rol oynadığı öne sürülmüştür (Berntsen & Bohn, 2010). Bu olası gelecek kurguları literatürde, Markus ve Nurius (1986) tarafından olası benlikler adı altında kavramsallaştırılmış ve bireylerin gelecek kurgularında görülen umutları, korkuları ve amaçlarını ifade etmesinde kullanılmıştır. Markus ve Nurius (1986)'a göre, olası benliklerin bir işlevi, geçmişte deneyimlenen ve gelecekte deneyimlenmesi düşünülen benlik kurguları arasında bir köprü oluşturmaktır. Diğer bir deyişle, olası benlikler bireylerin kendileriyle ilgili geçmiş deneyimlerinden yola çıkarak yine kendileriyle ilgili geleceğe yönelik öngörülerde bulunmalarıyla ortaya çıkmaktadır.

Olası benlikleri araştıran çalışmalar, farklı yaş gruplarından insanların olası benliklerinin içeriğini araştırmış ve bazı spesifik temaların ortaya çıktığını göstermiştir. Örneğin ergenlerin olası benlikleri araştırıldığında, eğitim (Zhu & Tse, 2016; Zhu, Tse, Cheung & Oyserman, 2014), meslek (Knox, Funk, Elliott & Bush, 2000; Zhu & Tse, 2016; Zhu ve ark., 2014) ve kişiler arası ilişki (Knox ve ark., 2000) temalarının hedeflenen veya başka bir deyişle olumlu olası benliklerde ortaya çıktığı, istenmeyen veya başka bir deyişle olumsuz olası benliklerinin ise çok sayıda farklı tema içerdiği bulunmuştur (Zhu & Tse, 2016; Zhu ve ark., 2014).

Üniversite öğrencileriyle yapılan çalışmalar ise, kadın ve erkek öğrencilerin olumlu olası benliklerinin birbirine çok benzer ve başarı odaklı olduğu; olumsuz benliklerinin ise tema bakımından cinsiyet farklılığı gösterdiği bulunmuştur (Segal, DeMeis, Wood ve Smith, 2001). Kadın öğrenciler erkek öğrencilere göre, olumsuz olası benliklerinde daha çok kişiler arası ilişki teması içeren endişeler öne sürmüştür. Özetle, kadın ve erkek üniversite öğrencileri olumlu olası benliklerinden bahsederken daha çok başarıya odaklanırken (Rasmussen & Berntsen, 2013), olumsuz olası benlikleri incelendiğinde iki grup arasında farklılaşmalar gözlemlenmiştir. Fakat, araştırmaların öne sürdüğü ortak nokta, olumsuz olası

benliklerinde kadın öğrencilerin erkek öğrencilere göre daha çok kişiler arası ilişkiler temasına yer verdiği yönündedir (Segal ve ark., 2001; Anthis, Dunkel ve Anderson, 2004).

Türk literatüründe, olası benlikleri araştıran çalışmalara bakıldığında, yalnızca üniversite öğrenimine devam etmekte olan öğretmen adaylarının meslekle ilgili olası benliklerinin incelendiği görülmektedir (Daloğlu & Adıgüzel, 2015; 2016; 2017). Bu nedenle çalışmanın bir diğer amacı, üniversite öğrencilerinin olası benliklerini daha geniş bir kapsamda araştırmaktır.

### **Çalışmanın Amacı ve Hipotezler**

İlgili literatür, geçmişini hatırlama ve geleceği düşünme arasında bazı benzerlikler olduğunu ortaya koymuştur. Bunlardan ilki, iki süreç arasında içerik yönünden benzerlik olduğu yönündedir. İkincisi ise, bu iki sürecin bireylerin gelecek davranışlarını şekillendiren yönlendirici bir rolünün olmasıdır. Bu benzerliklerden bir diğeri ise, geçmişini hatırlama ve geleceği öngörme sırasında aynı beyin bölgelerinin aktive olduğu bulgusudur (Schacter, Addis & Buckner, 2007).

Bu bulgulardan hareketle, çalışmanın amacı benlik saygısıyla ilgili anıların ve olası benliklerin arasında içerik yönünden benzerlik olup olmadığını araştırmaktır. Çalışmanın hipotezleri aşağıda yer almaktadır:

*Hipotez 1:* Katılımcıların kendileriyle ilgili özellikle iyi hissettikleri olumlu anılarında ve olumlu (umut edilen) olası benliklerinde anlamlı olarak daha çok başarı ile ilgili temaya yer vermesi beklenmektedir.

*Hipotez 2:* Katılımcıların kendileriyle ilgili özellikle kötü hissettikleri olumsuz anılarında ve olumsuz (istenmeyen) olası benliklerinde anlamlı olarak daha çok kişiler arası ilişki temasına yer vermeleri beklenmektedir.

İlgili literatür, benlik saygısıyla ilgili anı ve olası benliklerde birbirinden farklı pek çok cinsiyet farklılığı ortaya koymuştur. Bu nedenle çalışma, cinsiyet farklılığıyla

ilgili herhangi bir hipotez geliřtirmemiř olup, bu farklılıklar yalnızca keřfe dayalı amaçlar dođrultusunda incelenmiřtir.

## **Yöntem**

### **Örnekleme**

Çalıřmaya Orta Dođu Teknik Üniversitesi'nde lisans öğrenimine devam eden 101 öğrenci katılmıřtır. Görüşmeler sırasında yařanan aksaklıklar nedeniyle bir kadın ve bir erkek öğrenci olmak üzere 2 katılımcının verisi analizlere dahil edilmemiřtir. Bu nedenle, analizler 99 öğrenciyle gerçekteřtirilmiřtir.

Katılımcıların yař aralıđı 19-25 olarak belirlenmiřtir. Çalıřmaya 50 kadın ve 49 erkek öğrenci katılmıřtır. Katılımcıların yař ortalaması ise 21.2'dir.

### **Veri Toplama Araçları**

#### *Demografik Form*

Bu formda katılımcılara yaşı, cinsiyeti, ebeveynlerinin eğitim düzeyi ve çocukken deneyimlerini ebeveynleriyle ne sıklıkla paylařtıđı sorulmuřtur. Yalnızca katılımcıların cinsiyet bilgisi analizlere dahil edilmiř olup, diđer sorular yalnızca keřfe dayalı amaçlar dođrultusunda yöneltilmiřtir.

#### *Görüşme*

Arařtırmacı her bir katılımcıyla yarı yapılandırılmıř, yüz yüze görüşmeler düzenlemiřtir. Bu görüşmelerde katılımcılara kendilerini özellikle iyi ve kötü hissettiren anıları ve kendilerini gelecekte özellikle iyi ve kötü hissettirmesini beledikleri olası benlikleri hakkında açık uçlu sorular yöneltilmiřtir. Anı ve olası benlik sorularının sıralaması literatürde de belirtildiđi üzere dengelenmiř olup (Pillemer ve ark., 2013); kendi içlerindeki sıralama, olumlu soruların her seferinde olumsuz sorulardan önce gelmesiyle sabitlenmiřtir (Berntsen & Rubin, 2002).

Görüşmeler ortalama 20 dakika sürmüştür. Her bir görüşme ses kayıt aleti yardımıyla kayıt altına alınmıştır. Daha sonra her bir ses kaydı dinlenilerek görüşmeler yazılı hale getirilmiştir. Ses kayıt cihazı açıldığında görüşme başlamış kabul edilmektedir. Sorular yöneltmeden önce, yazılı onay formuna ek olarak katılımcılardan araştırmaya katılmayı onayladıklarına dair sözlü onay alınmıştır. Daha sonra araştırmanın amacı açıklanmış ve katılımcılara istedikleri zaman çalışmaya katılmaktan vazgeçme haklarının olduğu söylenmiştir. Katılımcı onay verdiği takdirde sorular yöneltilmeye başlamıştır.

#### *Görüşmeler İçin Kodlama Şeması*

Katılımcıların görüşme sırasında verdikleri cevaplar, Oyserman, Bybee, Terry ve Hart-Johnson (2004) tarafından olası benlikler için geliştirilen kodlama şeması dikkate alınarak kodlanmıştır. Bu kodlama şemasına göre, olası benlikler için toplam altı kategori öne sürülmüştür. Bu temalar; başarı, kişiler arası ilişkiler, kişilik özellikleri, fiziksel görünüm/sağlık, materyal/hayat tarzı, negatif ve norm dışı/risk içeren davranışlar olmak üzere kavramsallaştırılmıştır. Katılımcıların cevaplarında her temadan kaç tane olduğu incelenmiş ve bu temaların frekansları dikkate alınmıştır. Fakat çalışmanın hipotezleri dikkate alınarak yalnızca ‘başarı’ ve ‘kişiler arası ilişkiler’ temalarının frekansları analizlere dahil edilmiştir. Diğer temaların da her bir cevapta toplam kaç tane olduğu incelenmiş ancak analizlere dahil edilmemiştir.

#### **Veri Toplama İşlemi**

Çalışmanın gerçekleştirilebilmesi için *ODTÜ İnsan Araştırmaları Etik Kurulu*’ndan gerekli olan izin alınmıştır. Katılımcılara online SONA sistemi üzerinden ulaşılmıştır ([www.sona-systems.com](http://www.sona-systems.com)). Araştırmanın amacını görüntüleyen ve katılmayı kabul eden öğrenciler uygun oldukları tarihleri kendileri belirlemiş ve o tarihte laboratuvara davet edilmiştir. Öğrencilere katılımları karşılığında ekstra ders puanı verilmiştir.

## Bulgular

Ki-kare analizleri yürütülmeden önce, sürekli değişkenler kategorik değişkenler haline getirilmiştir. ANOVA testleri için ise sürekli değişkenler kullanılmıştır.

### 1. Kadın ve Erkek Öğrencilerin Anı ve Olası Benliklerinde Görülen ‘Başarı’ ve ‘Kişiler Arası İlişki’ Temalarının Frekansları

Kadın ve erkek öğrencilerin anı ve olası benliklerinde ‘başarı’ ve ‘kişiler arası ilişkiler’ temalarında frekans farklılığı olup olmadığı ki-kare testiyle incelenmiştir. Sonuçlara göre, kadın öğrenciler olumlu benlik saygısı ile ilgili anılarında daha çok ‘kişiler arası ilişki’ temasına yer verirken ( $\chi^2(1, N = 99) = 46.08, p < .001$ ), olumsuz benlik saygısı ile ilgili anılarında ise daha az ‘başarı’ temasına ( $\chi^2(1, N = 99) = 9.68, p < .001$ ) ve daha çok ‘kişiler arası ilişki’ temasına ( $\chi^2(1, N = 99) = 46.08, p < .001$ ) yer vermiştir. Olumlu olası benliklerine bakıldığında ise, kadın öğrencilerin hem ‘başarı’ ( $\chi^2(1, N = 99) = 46.08, p < .001$ ) hem de ‘kişiler arası ilişkiler’ ( $\chi^2(1, N = 99) = 35.28, p < .001$ ) temalarına daha çok yer verdiği görülmüştür. Son olarak, kadın öğrencilerin olumsuz olası benliklerine bakıldığında ise, daha çok ‘kişiler arası ilişkiler’ temasına ( $\chi^2(1, N = 99) = 42.32, p < .001$ ) yer verdiği görülmüştür.

Erkek öğrencilerin olumlu benlik saygısı ile ilgili anılarına bakıldığında ise, hem ‘başarı’ ( $\chi^2(1, N = 99) = 10.80, p \leq .001$ ) hem de ‘kişiler arası ilişkiler’ ( $\chi^2(1, N = 99) = 27.94, p < .001$ ) temalarına daha çok yer verdiği gözlemlenmiştir. Olumsuz benlik saygısı ile ilgili anılarına bakıldığında ise, daha çok ‘kişiler arası ilişkiler’ temasına ( $\chi^2(1, N = 99) = 31.04, p < .001$ ) yer verdikleri bulunmuştur. Olumlu benlik saygısı ile ilgili anılarının içeriğine benzer bir biçimde, erkek öğrenciler olumlu olası benliklerinde hem ‘başarı’ ( $\chi^2(1, N = 99) = 34.31, p < .001$ ) hem de ‘kişiler arası ilişkiler’ ( $\chi^2(1, N = 99) = 22.23, p < .001$ ) temalarına daha çok yer vermiştir. Son olarak olumsuz olası benlikleri incelendiğinde, olumsuz benlik saygısı ile ilgili anılarının içeriğine benzer bir biçimde, erkek öğrencilerin daha çok ‘kişiler arası ilişkiler’ temasına ( $\chi^2(1, N = 99) = 34.31, p < .001$ ) yer verdiği gözlemlenmiştir.

## 2. Cinsiyet ve ‘Başarı’, ‘Kişiler Arası İlişkiler’ Temalarından Bahsetme Arasındaki İlişki

Cinsiyet ve ‘başarı’, ‘kişiler arası ilişkiler’ temalarından bahsetme arasında ilişki olup olmadığı ki-kare testleriyle incelenmiştir. Sonuçlara göre, olumlu benlik saygısı ile ilgili anılarda ‘başarı’ temasından bahsetme ve cinsiyet arasında anlamlı bir ilişki bulunmuştur,  $\chi^2(1, N = 99) = 4.05, p = .04$ . ‘Başarı’ temasından bahseden erkeklerin oranı (73,5%), bahseden kadınların oranından (54,0%) anlamlı olarak daha yüksek çıkmıştır.

Olumlu benlik saygısı ile ilgili anılarda ‘kişiler arası ilişkiler’ temasından bahsetme ile katılımcının cinsiyeti arasında anlamlı bir ilişki gözlemlenmiştir,  $\chi^2(1, N = 99) = 3.95, p = .047$ . ‘Kişiler arası ilişkiler’ temasından bahseden kadınları oranı (98,0%), bahseden erkeklerin oranından (87,8%) anlamlı olarak daha yüksek bulunmuştur.

Olumsuz benlik saygısı ile ilgili anılarda ‘başarı’ temasından bahsetme ile katılımcı cinsiyeti arasında anlamlı bir ilişki gözlemlenmiştir,  $\chi^2(1, N = 99) = 8.61, p = .003$ . ‘Başarı’ temasından bahseden erkeklerin oranı (57,1%), bahseden kadınların oranından (28,0%) anlamlı olarak daha yüksek çıkmıştır.

Olumsuz benlik saygısı ile ilgili anılarda ‘kişiler arası ilişkiler’ temasından bahsetme ile katılımcı cinsiyeti arasında anlamlı bir ilişki bulunamamıştır,  $\chi^2(1, N = 99) = 2.93, p = .09$ . Ayrıca olumlu olası benliklerde ‘başarı’ ( $\chi^2(1, N = 99) = 1.96, p = .16$ ) ve ‘kişiler arası ilişkiler’ ( $\chi^2(1, N = 99) = 1.61, p = .20$ ) temalarından bahsetme ile cinsiyet arasında anlamlı bir ilişki bulunamamıştır. Son olarak, olumsuz olası benliklerde ‘başarı’ ( $\chi^2(1, N = 99) = .01, p = .94$ ) ve ‘kişiler arası ilişkiler’ ( $\chi^2(1, N = 99) = .75, p = .39$ ) temalarından bahsetme ile katılımcı cinsiyeti arasında anlamlı bir ilişki bulunamamıştır.

### 3. Kadın ve Erkek Öğrencilerin Anı ve Olası Benliklerinde Temaları Dahil Etme Örüntüleri

Kadın ve erkek öğrencilerin anı ve olası benliklerinde ‘başarı’ ve ‘kişiler arası ilişkiler’ temalarını dahil etmede farklılaşıp farklılaşmadığı karışık ölçümler için ANOVA analizi kullanılarak incelenmiştir.

İlk hipotezi test edebilmek için, 2(olumlu anılarda ‘başarı’ teması-olumlu olası benliklerde ‘başarı’ teması) X 2(kadın-erkek) karışık ölçümler için ANOVA analizi kullanılmıştır. Sonuçlara göre, ‘başarı’ temasını dahil etmede olumlu anı ve olası benliklerin etkisi bulunmuştur,  $F(1, 97) = 51.11, p < .05, \eta_p^2 = .35$ . Olumlu olası benliklerde ‘başarı’ temasını dahil etme oranı ( $M = 10.62, SD = 6.66$ ), olumlu anılarda ‘başarı’ temasını dahil etme oranına ( $M = 4.44, SD = 6.22$ ) göre daha yüksek bulunmuştur.

İkinci olarak, 2(olumlu anılarda ‘kişiler arası ilişkiler’ teması-olumlu olası benliklerde ‘kişiler arası ilişkiler’ teması) X 2(kadın-erkek) karışık ölçümler için ANOVA analizi kullanılmıştır. Sonuçlara göre, ‘kişiler arası ilişkiler’ temasını dahil etmede olumlu anı ve olası benliklerin etkisi bulunmuştur,  $F(1, 97) = 6.54, p < .05, \eta_p^2 = .06$ . Olumlu anılarda ‘kişiler arası ilişkiler’ temasını dahil etme oranı ( $M = 9.03, SD = 11.21$ ), olumlu olası benliklerde ‘kişiler arası ilişkiler’ temasını dahil etme oranına ( $M = 6.48, SD = 6.80$ ) göre daha yüksek bulunmuştur. Ayrıca ‘kişiler arası ilişkiler’ temasını dahil etmede cinsiyetin etkisi gözlemlenmiştir,  $F(1, 97) = 6.33, p < .05, \eta_p^2 = .06$ . Sonuçlara göre, kadınların ‘kişiler arası ilişkiler’ temasını dahil etme oranı ( $M = 9.67, SD = 1.08$ ), erkeklerin dahil etme oranına ( $M = 5.81, SD = 1.09$ ) göre anlamlı olarak daha yüksek çıkmıştır.

Üçüncü olarak, 2(olumsuz anılarda ‘başarı’ teması-olumsuz olası benliklerde ‘başarı’ teması) X 2(kadın-erkek) karışık ölçümler için ANOVA analizi kullanılmıştır. Sonuçlara göre, ‘başarı’ temasını dahil etmede olumsuz anı ve olası benliklerin etkisi gözlemlenmiştir,  $F(1, 97) = 8.60, p = .004, \eta_p^2 = .08$ . Olumsuz olası benliklerde ‘başarı’ temasını dahil etme oranı ( $M = 3.51, SD = 4.36$ ), olumsuz anılarda ‘başarı’



temasını dahil etme oranına ( $M = 2.04$ ,  $SD = 3.41$ ) göre anlamlı olarak daha yüksek bulunmuştur.

Son olarak 2(olumsuz anılarda ‘kişiler arası ilişkiler’ teması-olumsuz olası benliklerde ‘kişiler arası ilişkiler teması) X 2(kadın-erkek) karışık ölçümler için ANOVA analizi kullanılmıştır. Sonuçlara göre, ‘kişiler arası ilişkiler’ temasını dahil etmede olumsuz anı ve olası benliklerin etkisi gözlemlenmiştir,  $F(1, 97) = 5.99$ ,  $p = .02$ ,  $\eta_p^2 = .06$ . Olumsuz anılarda ‘kişiler arası ilişkiler’ temasını dahil etme oranı ( $M = 10.55$ ,  $SD = 8.50$ ), olumsuz olası benliklerde ‘kişiler arası ilişkiler’ temasını dahil etme oranından ( $M = 8.51$ ,  $SD = 7.74$ ) anlamlı olarak daha yüksek bulunmuştur.

## **Tartışma**

Bu çalışma benlik saygısı ile ilgili anılar ve olası benlikler arasında içerik yönünden benzerlik olup olmadığını araştıran ilk çalışma olma özelliğini taşımaktadır. Bu nedenle hem Türk hem de uluslararası literatüre katkı sunma amacı taşımaktadır. Ayrıca daha önce görüşme tekniğinin benlik saygısı ile ilgili anı literatüründe kullanılmadığı göz önünde bulundurulduğunda, bu yöntemin alana daha çok varyans açıklayarak katkı sunması beklenmektedir. Son olarak, Türk üniversite öğrencilerinin hangi koşullarda kendileriyle ilgili olumlu/olumsuz hissettiği ve gelecek planları ve kaygılarının araştırılması da büyük önem taşımaktadır.

### **1. Cinsiyete Göre Öğrencilerin Anı ve Olası Benliklerinden Bahsederken Kullandığı Temalar**

#### **1.1. Erkek Öğrenciler**

Erkek öğrenciler hem olumlu benlik saygısı ile ilgili anılarında ve hem de olumlu olası benliklerinde daha çok ‘başarı’ ve ‘kişiler arası ilişkiler’ temalarına yer vermiştir. Bu bulgu, Türkiye’de yaşayan genç erkek ve kadınların benliklerinden

bahsederken iki ana temayı da kullandıkları (İmamoglu & Karakitapoğlu-Aygün, 1999) sonucuyla tutarlı gözükmektedir.

Çalışmanın hipotezlerine uygun bir biçimde, erkek öğrenciler hem olumsuz benlik saygısı ile ilgili anılarında hem de olumsuz olası benliklerinde daha çok ‘kişiler arası ilişkiler’ temasına yer vermiştir. Bu bulgu, hem kadın hem de erkek öğrencilerin olumsuz benlik saygısı anılarında daha çok ‘kişiler arası ilişkiler’ temasına yer verdiği (Ivcevic ve ark., 2008; Pillemer ve ark., 2007; Pillemer ve ark., 2013) ve toplumsal ilişkilerden dışlanma endişesinin gelecek kaygılarına yansıdığı (Baumeister & Leary, 1995) bilgisiyle de tutarlıdır.

## **1.2. Kadın Öğrenciler**

Kadın öğrencilerin olumlu benlik saygısı ile ilgili anılarında, çalışmanın hipotezlerinin aksine, daha yüksek oranda ‘kişiler arası ilişkiler’ temasından bahsettiği bulunmuştur. Bu sonuç, kadınların aile içindeki sosyalizasyonu ile uyumlu gözükmektedir. Literatür, her iki ebeveynin de kız çocuklarıyla, erkek çocuklarına göre, anı paylaşımı sırasında daha çok ‘kişiler arası ilişkiler’ teması içeren konular konuştuğunu göstermektedir (Zaman & Fivush, 2013). Ebeveynlerin çocuklar için erken yaşta oluşturmaya başladığı bu ortamın, yetişkinlikte de anı paylaşımı sırasında gözlemlenen örüntülere katkısı olduğu bulunmuştur (Grysmen & Hudson, 2013). Olumlu olası benliklerine bakıldığında ise, kadın öğrenciler erkek öğrencilere benzer bir biçimde hem ‘başarı’ hem de ‘kişiler arası ilişkiler’ temalarını daha çok kullanmıştır. Bu da yine, Türkiye’de yaşayan genç erkek ve kadınların tema anlamındaki bu ikililiği benliklerini tanımlamada kullandıklarını göstermektedir. Olumsuz anı ve olası benliklerine bakıldığında ise, kadın öğrenciler, çalışmanın hipotezleriyle uyumlu bir biçimde daha çok ‘kişiler arası ilişkiler’ temasını kullanmıştır.

## **2. Olumlu Benlik Saygısı İle İlgili Anıların ve Olumlu Olası Benliklerin Tema Bakımından Karşılaştırılması**

### **2.1. ‘Başarı’ Teması**

Sonuçlara göre ‘başarı’ teması, olumlu benlik saygısı ile ilgili anılara kıyasla daha çok olumlu olası benliklerde ortaya çıkmıştır. Bu bulgu, üniversite öğrencilerinin geleceklerini düşünürken daha çok başarı odaklı hedefler belirlemesiyle (Kroger, 2003) tutarlıdır. Ayrıca, üniversite öğrencilerinin gelecek kurgularını araştıran çalışmalar göstermiştir ki hem kadın hem de erkek öğrenciler gelecekle ilgili mesleki başarı vb. içeren temaları daha çok kullanmaktadırlar (Brown & Diekman, 2010).

### **2.2. ‘Kişiler Arası İlişkiler’ Teması**

Hem kadın hem de erkek öğrenciler olumlu benlik saygısı ile ilgili anılarında, olumlu olası benliklerine göre daha çok ‘kişiler arası ilişkiler’ temasına yer vermiştir. Bu bulgu, otobiyografik anılarda daha yüksek miktarda ‘kişiler arası ilişki’ temasını kullanmanın, yüksek bir benlik saygısını yordamasıyla (Austin & Costabile, 2017) ilişkili gözükmektedir. Kadınların erkeklere oranla olumlu benlik saygısı ile ilgili anı ve olası benliklerinde daha yüksek oranda ‘kişiler arası ilişkiler’ temasına yer vermesi ise, ilişki olmanın kadınlar açısından toplumsal cinsiyete dayalı beklentileri karşıladığı için (Eagly, Wood & Diekman, 2000) daha ödüllendirici (Diekman & Eagly, 2008) olmasıyla ilişki olabilir.

### **3. Olumsuz Benlik Saygısı İle İlgili Anıların ve Olumsuz Olası Benliklerin Tema Bakımından Karşılaştırılması**

#### **3.1. ‘Başarı’ Teması**

Olumsuz benlik saygısı ile ilgili anılara kıyasla olumsuz olası benliklerde daha yüksek oranda ‘başarı’ temasının gözlemlenmesi, üniversite öğrencilerinin geleceğe yönelik ‘başarı’ ile ilgili hedeflere daha çok ağırlık vermesi (Kroger, 2003) ve üniversite öğrencilerinin olumsuz olarak nitelendirdikleri olası gelecek senaryolarında daha çok ‘başarı’ teması belirttiği ile ilgili literatür bulgusuyla (Rasmussen & Berntsen, 2013) ilişkili gözükmektedir.

#### **3.2. ‘Kişiler Arası İlişkiler’ Teması**

Olumsuz olası benliklere kıyasla, olumsuz benlik saygısı ile ilgili anılarda daha çok ‘kişiler arası ilişkiler’ temasının gözlemlenmesi, üniversite öğrencilerinin kendileriyle ilgili özellikle kötü hissettiği anılarında, sosyal ilişkilerinde dışlanma endişesi nedeniyle (Baumeister & Leary, 1995) daha çok ‘ilişkisel’ teması görülmesiyle ilişkili gözükmektedir. Ayrıca üniversite öğrencileriyle yapılan çalışmalar, katılımcıların hem olumsuz otobiyografik anılarında (Rasmussen & Berntsen, 2013), hem de olumsuz gelecek senaryolarında (D’argembeau & Van Der Linden, 2005) yüksek düzeyde ‘kişiler arası ilişkiler’ ile ilgili temalara yer verdiklerini göstermektedir.

### **Gelecek Çalışmalar İçin Öneriler**

Bu çalışmada, olası benlik sorularında herhangi bir zaman belirtilmemiş olup, yalnızca katılımcılardan geleceği düşünmeleri istenmiştir. İleriki çalışmalar katılımcılardan gelecekle ilgili spesifik bir zaman aralığını düşünmelerini isteyerek, katılımcıların cevap aralığını standart hale getirebilirler. Ayrıca, ‘başarı’ ve ‘kişiler arası ilişkiler’ temaları haricinde diğer temalara da odaklanılması, ileriki çalışmalar

için mevcut literatüre daha geniş bir biçimde katkı sunmalarını sağlayabilir. Son olarak, ileriki çalışmalar geçmişî hatırlama ve geleceđi düşünme arasındaki ilişkiyi incelerken, toplumsal cinsiyetin ve kültüre özgü özelliklerin de anı ve olası benliklerin içeriđini etkileyebileceđini göz önünde bulundurmalarıdır.

## APPENDIX G: TEZ İZİN FORMU / THESIS PERMISSION FORM

### ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics

Enformatik Enstitüsü / Graduate School of Informatics

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences

### YAZARIN / AUTHOR

Soyadı / Surname : Arslan  
Adı / Name : Ceren  
Bölümü / Department : Psychology

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : WHO WAS I, WHO WILL I BE? COMPARING SELF-ESTEEM MEMORIES AND POSSIBLE SELVES

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master  Doktora / PhD

1. Tezin tamamı dünya çapında erişime açılacaktır. / Release the entire work immediately for access worldwide.

2. Tez iki yıl süreyle erişime kapalı olacaktır. / Secure the entire work for patent and/or proprietary purposes for a period of **two year**. \*

3. Tez altı ay süreyle erişime kapalı olacaktır. / Secure the entire work for period of **six months**. \*

\* Enstitü Yönetim Kurulu Kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.

A copy of the Decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

Yazarın imzası / Signature .....

Tarih / Date .....