

Parentification and attitudes toward gender roles as predictors of the imposter phenomenon

Sahtekar fenomeninin yordayıcıları olarak ebeveynleşme ve toplumsal cinsiyet rolleri tutumu

Ebru Poyrazoğlu Koç¹ 

Ahu Arıcıoğlu² 

¹ Independent Researcher, Kocaeli, Türkiye



² Prof. Dr, Pamukkale University Faculty of Education, Denizli, Türkiye

ROR



Corresponding Author:

Ebru Poyrazoğlu Koç

Citation:

Poyrazoğlu Koç, E. & Arıcıoğlu, A. (2026). Parentification and attitudes toward gender roles as predictors of the imposter phenomenon. *OPUS-Journal of Society Research*, 23, e1649375. <https://doi.org/10.26466/opusjsr.1649375>

Open Access Statement:

This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). This license permits unrestricted use, distribution, and reproduction in any medium, provided that the original author(s) and the source are properly credited. The original publication in *OPUS Journal of Society Research* must be cited in accordance with accepted academic practice.

Review Note:

Evaluated by Double-Blind Peer Review

Ethics Reporting:

To report potential ethical concerns, contact: editorialoffice@opusjournal.net

Similarity screening was conducted via intihal.net.



Abstract

This study examines the predictive roles of parentification and gender roles on the imposter phenomenon. The relational survey model was employed in the research. The sample of the study consists of 521 participants, with 345 being female and 176 being male. Data were collected using a Demographic Information Form, Clance's Impostor Phenomenon Scale, Parentification Inventory, and Gender Roles Attitude Scale. Initially, the findings were analyzed to determine whether dependent and independent variables differed according to demographic variables using paired samples t-tests and one-way analysis of variance (ANOVA). Post-Hoc tests were applied to identify the sources of differences where significant variances were found. In the subsequent phase, simple and multiple regression analyses were conducted to examine the relationship between the imposter phenomenon and attitudes towards parentification and gender roles. The results indicated that the imposter phenomenon and the sub-dimensions of parentification, namely sibling-focused parentification, parent-focused parentification, and perceived benefit/adaptation, did not vary according to gender, age, and education level, whereas attitudes towards gender roles did differ. Additionally, it was found that the imposter phenomenon and attitudes towards gender roles and perceived benefit/adaptation varied according to parental attitudes, whereas sibling-focused and parent-focused parentification did not vary according to parental attitudes. As a result of the regression analysis conducted to examine the relationship between the imposter phenomenon and other variables, it was concluded that the variables of parentification and attitudes towards gender roles predicted the imposter phenomenon.

Keywords: Impostor phenomenon, parentification, attitudes towards gender roles

Öz

Bu çalışma, ebeveynleşme ve toplumsal cinsiyet rollerinin sahtekar fenomenini yordama durumlarını incelemektedir. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırma örneklemini toplam 521 kişiden oluşmaktadır. Katılımcıların 345'i kadın, 176'sı erkek katılımcıdır. Araştırma verileri Demografik Bilgi Formu, Clance'in Sahtekar Fenomeni Ölçeği, Ebeveynleşme Envanteri ve Toplumsal Cinsiyet Rollerine Tutum Ölçeği aracılığı ile toplanmıştır. Araştırmada elde edilen bulgular, ilk olarak bağımlı ve bağımsız değişkenlerin demografik değişkenlere göre farklılaşp farklılaşmadığını incelemek amacıyla bağımlı örneklem için t-test ve tek faktörlü varyans analizi (ANOVA) uygulanmış, fark tespit edilen değişkenlerde farkın kaynağını görebilmek için Post-Hoc testleri kullanılmıştır. İlerleyen aşamada sahtekar fenomeninin ebeveynleşme ve toplumsal cinsiyet rollerine yönelik tutumun ilişkisini görebilmek için basit ve çoklu regresyon analizleri yapılmıştır. Elde edilen bulgular incelendiğinde sahtekar fenomeni ile ebeveynleşmenin alt boyutları olan kardeş odaklı ebeveynleşme, ebeveyn odaklı ebeveynleşme ve algılanan yarar / uyumun cinsiyet, yaş ve eğitim seviyesine göre farklılaşmadığı, toplumsal cinsiyet rollerine yönelik tutumun ise farklılaştığı bulunmuştur. Ek olarak sahtekar fenomeni ve toplumsal cinsiyet rollerine yönelik tutum ile algılanan yarar / uyumun ebeveyn tutumlarına göre farklılaştığı bulunurken kardeş odaklı ebeveynleşme ile ebeveyn odaklı ebeveynleşmenin ebeveyn tutumlarına göre farklılaşmadığı bulunmuştur. Sahtekar fenomeninin diğer değişkenler ile ilişkisini incelemek amacıyla yapılan regresyon analizi sonucunda ebeveynleşme ve toplumsal cinsiyet rollerine yönelik tutum değişkenlerinin sahtekar fenomeninin yordadığı sonucuna ulaşılmıştır.

Anahtar Kelimeler: Sahtekar fenomeni, ebeveynleşme, toplumsal cinsiyet rollerine yönelik tutum

Introduction

The Impostor Phenomenon refers to a psychological pattern in which individuals doubt their accomplishments and have a persistent fear of being exposed as a “fraud,” despite objective evidence of their competence and success (Clance and Imes, 1978). Introduced to the literature through Clance and Imes’ (1978) systematic clinical observations over a five-year period, the study group primarily consisted of 150 white women aged 20-45 from upper-middle-class backgrounds who had achieved significant success across various professional fields such as academia, health, medicine, law, and education. A prominent and recurring aspect observed among these participants was a set of misconceptions and behaviors, most notably their inability to internalize their own successes (Clance and Imes, 1978).

Expanding on this foundation, Clance and O’Toole (1987) observed that individuals experiencing this phenomenon, despite clear and realistic evidence of their success and positive feedback from their social environment, attributed their achievements not to their own abilities or intelligence, but to factors unrelated to success, such as luck, knowing the right people, or being in the right place at the right time. Alternatively, they attributed their success to temporary circumstances like working excessively, which disregards intrinsic abilities. Crucially, later research demonstrated that even repeating success over time did not alter this external attribution framework (Clance and Imes, 1978). Because the foundational sample was predominantly female, initial findings strongly suggested that the Impostor Phenomenon is heavily influenced by the gender variable (Clance & Imes, 1978). To fully comprehend the roots of this phenomenon, contemporary frameworks examine its intersection with foundational constructs, including the family system (Clance et al., 1995), the nature of family relationships (Busotti, 1990), parentification (Castro, Jones, and Mirsalimi, 2004), and gender perceptions (Clance & Imes, 1978).

Gender constitutes a critical global category that differentiates individuals and shapes social

positions, infrastructures, and personal characteristics associated with being male or female, distinct from biological sex (Bhasin, 2003). This differentiation gives rise to gender identity, which in the process of socialization, leads individuals to develop their “female” or “male” identities and learn specific social roles and stereotypes (Judith Butler, 1990; Sandra Lipsitz Bem, 1981). A multitude of factors influence these gender role attitudes, including the family environment, sibling and friend groups, school environments, teachers, textbooks, and mass media (Aşılı, 2001; Burt & Scott, 2002). However, parents act as the primary role models from birth, heavily influencing the child’s acquisition of gender-aligned behaviors (Haotu & Liao, 2003; McHale et al., 2003). Especially from the first days following birth, parents and society impose gender-specific labels on boys and girls (Anne Fausto-Sterling, 2000; Carol Lynn Martin & Diane N. Ruble, 2004). For example, male and female infants are encouraged to engage with different colors, toys, objects, and activities to acquire and perform roles that align with the gender assigned to them at birth (Carol Lynn Martin & Diane N. Ruble, 2004; Campbell Leaper, 2015). Thus, parents only approve behaviors they deem appropriate for their children’s biological sex (Rebecca S. Bigler & Lynn S. Liben, 2007).

Conversely, the literature on gender roles indicates that children tend to adopt more egalitarian attitudes as their parents’ level of education increases and becomes more conscious (Davis & Greenstein, 2009; Fan & Marini, 2000), allowing them to more easily accept behaviors traditionally associated with another gender (Davis & Greenstein, 2009; Endendijk et al., 2018). This shift is particularly evident when mothers hold active roles in the workforce and possess higher educational levels. Through this, girls and boys observe that their mothers work in a job just like their fathers, while their fathers engage in childcare and household tasks just like their mothers. As a result, they develop more egalitarian attitudes toward gender roles (Baykal, 1998; Hauto and Liao, 2003; Özen, 1992).

The connection between gender roles and the Impostor Phenomenon becomes highly salient when structural family dynamics intersect with developmental expectations. Research suggests that when there is a mismatch between the gender roles adopted by family structures and the characteristics required by the career experiences of individuals raised in these structures, the risk of the impostor phenomenon arises (Clance et al., 1995; Clance & Imes, 1978; Clance & O'Toole, 1987; Valerie Young, 2011; Jessi L. Smith et al., 2013; Esra Ergun & Ayşe Bilge, 2018). Empirical studies support this relationship; for instance, Patzak et al. (2017) found that individuals who endorse more masculine traits tend to report lower levels of impostor feelings, whereas those who internalize more feminine role characteristics report higher levels of such feelings. Similarly, Fassl et al. (2020) concluded that positive masculine traits are associated with reduced impostor feelings, while negative feminine role characteristics are linked to increased feelings of fraudulence. In environments where non-egalitarian, rigid gender roles are adopted within the family rather than egalitarian ones, children are more likely to prematurely assume the distinct roles of their mother or father. Consequently, it is suggested that such rigid socialization may compel children to take on adult responsibilities, leading to the experience of parentification.

During the transition from childhood to adulthood, it is expected that individuals will mature as their responsibilities increase, taking on adult and even parental roles appropriate to their age and new stage of development. However, as initially noted by Schmideberg (1948) regarding children who act like parents and subsequently expanded into a dialectical perspective by Minuchin and colleagues (1967), this can become a problem when children or adolescents are forced to take on parental responsibilities before the appropriate time for their developmental period or in a way that is not appropriate for their developmental period. Boszormenyi-Nagy and Spark (1973) formally introduced this role reversal process between par-

ent and child to the literature with the term "parentification." Historically, family systems theorists, clinicians, and researchers defined parentification as a dysfunctional, disrupted, and problematic family structure. This occurs when boundaries become permeable, a reverse hierarchy operates, and individuals expect their children or spouses to treat them like parents, thereby forcing the young person to meet the parents' needs while ignoring their own personal development (Boszormenyi-Nagy & Spark, 1973; Hooper, 2011; Jurkovic, 1997; Kerig, 2005). To specify these dynamics, researchers have delineated roles based on which family member is assigned these premature responsibilities (Hooper, 2007a; Hooper, Doehler, Wallace, & Hannah, 2011; Minuchin et al., 1967); for example, supporting the care of parents conceptualizes a "parentified child," whereas supporting the care of siblings conceptualizes a "parent child"—a term first used by Minuchin et al. (1967) in their study of slum family structures.

Crucially, early clinical findings by Minuchin et al. (1967) demonstrated that the unfounded expectations and feelings of inadequacy that develop due to such parenting behaviors can become a part of the person's identity, leading to the impostor phenomenon in later ages. This link is also observable within specific cultural contexts. For example, within Turkish culture, gender roles have been shown to differentiate parenting behaviors and parentification experiences; Peris et al. (2008) found that girls exhibited higher levels of parentification behaviors than boys, while İplikçi and Şahin-Acar (2019) demonstrated that self-concepts and gender roles exert a joint effect on parentification behaviors in children.

However, recent literature suggests that parentification should not be viewed solely through a pathological lens, as it may also encompass adaptive dimensions and perceived benefits. For instance, Geyik (2023) highlighted that some individuals view their parentification experiences as positive contributors to their personal development, responsibility, and coping skills. This dual nature emphasizes the importance of evaluating both the maladaptive and adaptive facets of parentification

when analyzing its link to psychological constructs like the imposter phenomenon. Therefore, by synthesizing these interconnected dynamics, this study aims to contribute to the understanding of the intertwined role of parentification and gender roles in predicting the imposter phenomenon.

In light of the literature presented, it can be seen that the imposter phenomenon is associated with early family dynamics and socio-cultural structures, particularly parentification and gender role attitudes. However, despite the theoretical and empirical links among these variables, there is a limited number of studies examining their predictive roles together, especially within different cultural contexts. Therefore, this study aims to examine whether parentification and attitudes toward gender roles significantly predict the imposter phenomenon.

Accordingly, the main research question of the study is:

- **Q1:** Do parentification and attitudes toward gender roles significantly predict the imposter phenomenon?

In line with this main question, the following sub-questions are addressed:

- **Q2:** Does sibling-focused parentification significantly predict the imposter phenomenon?
- **Q3:** Does parent-focused parentification significantly predict the imposter phenomenon?
- **Q4:** Does perceived benefit/adaptation significantly predict the imposter phenomenon?
- **Q5:** Do attitudes toward gender roles significantly predict the imposter phenomenon?
- **Q6:** Are there significant relationships among the imposter phenomenon, parentification, and gender role attitudes?
- **Q7:** Do parentification and gender role attitudes jointly predict the imposter phenomenon?
- **Q8:** Do these variables differ significantly according to demographic characteristics

such as gender, age, education level, and parental attitudes?

Based on the theoretical framework and previous research findings, it is hypothesized that parentification and attitudes toward gender roles will significantly predict the imposter phenomenon.

Method

In this study, which aimed to examine the attitudes towards parentification and gender roles as predictors of the imposter phenomenon, the relational screening model (Seçer, 2017) was applied to examine the change between two and/or more variables and to measure the degree of this change. Within this scope, the main aim of the study is to determine the extent to which parentification (with its sub-dimensions) and attitudes toward gender roles predict the imposter phenomenon among university students. The dependent variable of the study is the imposter phenomenon, and the independent variables are parentification and attitudes towards gender roles. Since parentification cannot be measured with a total score, its sub-dimensions, sibling-focused parentification, parent-focused parentification and perceived benefit/adaptation, were used in the study. Accordingly, the study tested a predictive model in which these sub-dimensions were simultaneously examined. Categorical variables such as age, gender, education level and parental attitudes were also used in the study.

The sample of the study consists of Pamukkale University students in the fall semester of the 2022-2023 academic year. Initially, 535 participants were reached during the data collection process. However, prior to the data analysis, the responses of 24 participants were removed from the study due to significant missing data and incomplete responses, ensuring that only fully completed questionnaires were included to maintain data integrity and prevent extreme values from affecting the normal distribution of the data. The study continued with a total of 521 participants, including

345 women and 176 men. Although the sample includes both male and female participants, the distribution is not homogeneous in terms of gender, which may constitute a limitation in interpreting gender-related variables.

To gather demographic information about the participants, a Demographic Information Form was used. To assess impostor phenomenon statuses, the Clance Impostor Phenomenon Scale was employed. The Parentification Inventory was used to evaluate parentification statuses, and the Gender Roles Attitude Scale was utilized to measure attitudes toward gender roles. The necessary permissions for the Turkish adaptations of the scales were obtained from the researchers who made the adaptations. Information regarding the scales is provided below.

Participant Consent Form: With this form, participants were given general information about the research. In addition, their consent to participate in the study was obtained.

Demographic Information Form: This form collected data on various personal information from the participants. The form includes sections on gender, age, department of education, level of education, whether the mother and father are alive, the education levels of the mother and father, and information on parental attitudes.

Clance Impostor Phenomenon Scale: The Clance Impostor Phenomenon Scale, developed by Pauline Rose Clance in 1985, is a measurement tool that was among the first to conceptualize the Impostor Phenomenon (Clance, 1985). The original form of the scale consists of 20 items. According to findings from structural validity studies, this 20-item scale consists of three subdimensions: "Imposterism, Diminishing Importance, and Luck" (Chrisman et al., 1995; Holmes et al., 1993). In a study conducted by Prince (1989), a Cronbach's alpha value of .84 was obtained, while Holmes et al. (1993) achieved a Cronbach's alpha value of .96. The Turkish adaptation of the scale was conducted by Kuşdil and Özdemir in 2016 using the back-

translation method commonly employed in such studies. It was found that, unlike the original scale, the Turkish version did not include the three-factor structure and could be assessed with a single factor. The reliability coefficient of the scale was found to be .86, and the test-retest reliability was .81. In the current study, the Cronbach's alpha internal consistency coefficient was calculated as .91.

Parentification Inventory: The inventory used to measure and assess the concept of parentification was developed by Hooper in 2011 under the original name "Parentification Inventory." It uses a five-point Likert scale (1 = Never, 5 = Always) to collect data. The inventory consists of a total of 22 items, which are grouped into three main factors. These subdimensions are named "Parent-Focused Parentification, Sibling-Focused Parentification, and Perceived Benefits of Parentification." When the scale was created, a university population was used for the study. The original version of the scale had a Cronbach's Alpha reliability of .84 (Hooper, Doehler, Wallace, & Hannah, 2011). The Turkish adaptation of the scale was carried out by Köyden (2015). The factor analysis of the Turkish version revealed three factors, which were named "Parent-Focused Parentification, Sibling-Focused Parentification, and Perceived Benefits/Adjustment." The internal consistency coefficient was found to be .82. In the present study, the Cronbach's alpha coefficient was found to be .82. The scale was evaluated based on its sub-dimensions rather than a total score. The scale was evaluated based on its sub-dimensions rather than a total score. Accordingly, the Cronbach's alpha internal consistency coefficients for the sub-dimensions in the current study were found to be 0.83 for Parent-Focused Parentification, 0.73 for Sibling-Focused Parentification, and 0.76 for Perceived Benefits/Adjustment.

Gender Role Attitudes Scale: The Gender Role Attitudes Scale was developed by García-Cueto and colleagues (2015). The scale consists of 20 items

aimed at determining individuals' egalitarian attitudes toward gender roles. It is a unidimensional scale with a 5-point Likert-type rating (1 = Strongly Disagree - 5 = Strongly Agree). In the original study, the Cronbach's alpha internal consistency coefficient for the scale was calculated as .99. The Turkish adaptation of the scale was conducted by Bakioğlu and Türküm (2018). The analysis revealed that, like the original version, the scale was unidimensional. The Cronbach's alpha internal consistency coefficient calculated to assess the reliability of the scale was found to be .88. In this study, the Cronbach's alpha coefficient of the scale was calculated as .81. Higher scores obtained from the scale indicate more egalitarian attitudes toward gender roles.

Findings

The skewness and kurtosis values of all variables included in the study were found to be within the reference value range of ± 1 . This means that the data showed a normal distribution (Seçer, 2017). Then, the histogram graphs of the observed variables used in the study were examined and it was observed that the score distributions were normal. In order to see the relationship between the dependent and independent variables used in the study, Pearson Product Moment Correlation analysis was performed. In the interpretation of the relationships between variables, the effect size classification proposed by Cohen (1988) ($r = .10$ small, $r = .30$ medium, $r = .50$ large) was taken into consideration. The analysis results are shown in Table 1.

Table 1. Pearson Product Moment Correlation Coefficients of the Variables Used in the Research

	IPS	SFP	PFP	PBA	CRS
1.IPS	1	.12**	.12**	-.22**	-.06
2.SFP		1	.54**	-.07	-.19**
3.PFP			1	.01	-.07
4.PBA				1	-.01
5.ATGR					1

** $p < .01$ Not: IPS= Impostor Phenomenon, SFP=Sibling-Focused Parentification, PFP=Parent-Focused Parentification, PBA= Perceived Benefit/Adaptation, ATGR= Attitudes Toward Gender Roles.

As shown in Table 1, the impostor phenomenon was positively and weakly associated with both sibling-focused parentification ($r = .12$, $p < .01$) and parent-focused parentification ($r = .12$, $p < .01$). It was also weakly and negatively associated with perceived benefit/adaptation ($r = -.22$, $p < .01$).

No statistically significant relationship was found between gender roles and the impostor phenomenon ($r = -.06$, $p > .05$). Therefore, this variable is not expected to make a meaningful contribution to the predictive analyses.

Relationships Between Demographic Variables and Observed Variables

The differences in the levels of impostor phenomenon, parentification, and attitudes toward gender roles according to demographic variables were examined using independent samples t-test and one-way ANOVA analyses. The results of these analyses are presented in Table 2.

Table 2. Independent Samples t-Test Results by Gender

	Gender	N	M	SD	t	p
1.IPS	Women	345	46.31	14.32	0.15	.40
	Men	176	47.39	13.24		
2.SFP	Women	345	9.86	4.32	-0.44	.66
	Men	176	10.03	3.88		
3.PFP	Women	345	23.12	7.57	-0.75	.44
	Men	176	23.64	7.06		
4.PBA	Women	345	21.28	4.76	0.52	.60
	Men	176	21.06	4.52		
5.ATGR	Women	345	61.07	9.04	12.25	<.001
	Men	176	50.07	10.83		

Note: M = Mean; SD = Standard Deviation.

Prior to conducting t-test and ANOVA analyses, statistical assumptions were examined. The assumption of homogeneity of variances was tested using Levene's test. For variables where the homogeneity assumption was violated ($p < .05$), Tamhane's T2 post-hoc test was employed, as it does not assume equal variances.

According to the independent samples t-test results, the impostor phenomenon did not differ significantly by gender ($t = .15$, $p > .05$). This finding may be related to the unequal gender distribution in the sample, which could have limited the detection of potential differences. Similarly, no significant differences were found in the sub-dimensions

of parentification, namely sibling-focused parentification ($t = -.44, p > .05$), parent-focused parentification ($t = -.75, p > .05$), and perceived benefit/adaptation ($t = .52, p > .05$). However, attitudes toward gender roles differed significantly by gender ($t = 12.25, p < .05$), indicating that women exhibited more egalitarian attitudes compared to men.

The results of the one-way ANOVA analysis revealed that the impostor phenomenon did not differ significantly according to age ($F = 1.31, p > .05$). Likewise, no significant differences were found in the sub-dimensions of parentification based on age ($p > .05$). In contrast, attitudes toward gender roles showed a significant difference across age groups ($F = 3.08, p < .05$). Post-hoc comparisons (Gabriel test) indicated that individuals aged 23–27 had significantly higher scores than those aged 33 and above.

Regarding education level, the ANOVA results indicated that the impostor phenomenon and parentification variables did not differ significantly ($p > .05$). However, attitudes toward gender roles differed significantly ($F = 35.53, p < .05$). Post-hoc analysis (Tamhane test) showed that individuals with an associate degree had lower egalitarian attitudes compared to those with undergraduate and postgraduate education levels.

Finally, significant differences were found in the impostor phenomenon based on parental attitudes ($F = 11.81, p < .05$). Individuals with supportive parents had lower impostor scores compared to those with protective and normative parents. In addition, perceived benefit/adaptation also differed significantly according to parental attitudes ($F = 60.63, p < .05$), with higher scores observed among individuals with supportive parents. Attitudes toward gender roles also showed a significant difference based on parental attitudes ($F = 2.73, p < .05$).

These findings suggest that while demographic variables such as gender, age, and education level do not play a significant role in explaining the impostor phenomenon, family-related factors, particularly parental attitudes, may have a more influential role.

Accordingly, these results will be discussed in detail in relation to the relevant literature in the discussion section.

Findings Regarding Parentification and Attitudes Towards Gender Roles in Predicting the Impostor Phenomenon

To examine the predictive roles of parentification variables on the impostor phenomenon, a multiple linear regression analysis was conducted. Only variables that demonstrated significant correlations with the dependent variable were included in the model.

Prior to the regression analysis, the assumptions were examined. Normality was assessed based on skewness and kurtosis values, which ranged between -0.85 and 0.73, indicating normal distribution. The independence of errors was evaluated using the Durbin–Watson statistic ($DW = 1.92$), suggesting no autocorrelation. Multicollinearity was assessed using Variance Inflation Factor (VIF), with values ranging between 1.12 and 2.08, and tolerance values above .20, indicating no multicollinearity issue. These results demonstrate that the assumptions of regression analysis were adequately met.

Table 3. Multiple Regression Analysis Predicting the Impostor Phenomenon

Predictor Variable	B	SE	β	t	p
Constant	58.175	4.847	-	12.113	< .001
SFP	.159	.174	.047	.915	.361
PFP	.180	.096	.095	1.872	.062
PBA	-.652	.127	-.221	-5.174	< .001
$R = .26, R^2 = .07, F(3, 517) = 9.70, p < .001$					

The results indicated that the overall model was statistically significant and explained 7% of the variance in the impostor phenomenon.

Among the predictor variables, only perceived benefit/adaptation emerged as a significant predictor ($\beta = -.221, p < .001$). This finding suggests that higher levels of perceived benefit/adaptation are associated with lower levels of the impostor phenomenon.

In contrast, sibling-focused parentification and parent-focused parentification did not significantly predict the imposter phenomenon when considered simultaneously.

Overall, the findings of the study indicate that the imposter phenomenon is significantly associated with various dimensions of parentification, with perceived benefit/adaptation emerging as the most robust predictor and suggesting a central role in explaining variations in imposter feelings. In contrast, other dimensions of parentification—namely sibling-focused and parent-focused parentification—lose their predictive significance when considered simultaneously within the model. Although attitudes toward gender roles are theoretically relevant, they were excluded from the final regression model because they did not show a statistically significant correlation with the imposter phenomenon ($r = -.06, p > .01$). In line with methodological recommendations suggesting that variables without a significant bivariate relationship with the dependent variable may reduce the explanatory power and interpretability of regression models (Tabachnick & Fidell, 2013), attitudes toward gender roles were not included in the final model in order to ensure a more parsimonious and statistically appropriate analysis.

Discussion and Conclusion

Correlation analyses derived from the present study demonstrated that the imposter phenomenon was positively and weakly associated with both sibling- and parent-focused parentification, whereas it exhibited a significant negative and weak correlation with the level of perceived benefit/adaptation. Multiple linear regression analysis revealed that the tested model significantly accounted for 7% of the variance in the imposter phenomenon, with perceived benefit/adaptation emerging as the sole significant negative predictor within the model. Regarding demographic variables, while imposter tendencies did not differ significantly as a function of gender, age, or educational level, they varied significantly based on perceived parental attitudes; specifically, university

students with supportive parents reported significantly lower impostor scores compared to their peers who perceived protective or normative parental attitudes.

The finding that perceived benefit/adaptation emerged as the sole significant negative predictor of the imposter phenomenon provides critical insights into the cultural nuances of parentification experiences. While Western psychological frameworks traditionally conceptualize parentification through a strictly pathological lens, viewing it as a disruption of developmental boundaries (Boszormenyi-Nagy & Spark, 1973; Hooper, 2011), the current findings suggest a more adaptive mechanism within the Turkish cultural context. This phenomenon can be comprehensively explained through Kağıtçıbaşı's (2007) Autonomous-Related Self Model. In relational or collectivistic cultures, family dynamics often foster an interpersonal structure where psychological interdependence and individual autonomy coexist. Consequently, taking on premature family or sibling responsibilities may not inherently result in a fragmented sense of self or subsequent feelings of fraudulence. Instead, when individuals perceive these experiences as beneficial or adaptive—contributing to their personal growth, resilience, and familial solidarity (Geyik, 2023)—it enhances their sense of competence. This cultural alignment is further supported by the current study's finding that individuals with supportive parents reported lower impostor tendencies, indicating that a nurturing family environment allows these early responsibilities to be internalized as meaningful contributions rather than developmental traumas, thereby buffering against the imposter phenomenon.

Another notable finding of the current study is the absence of a significant relationship between attitudes toward gender roles and the imposter phenomenon, which contrasts with mainstream Western literature. Standard Western frameworks predominantly argue that traditional gender roles or a lack of egalitarian attitudes exacerbate impostor feelings, particularly among females, due to systemic gender socialization and performance

pressures (Clance & Imes, 1978; Patzak et al., 2017). However, within the scope of this study, although female university students displayed significantly more egalitarian gender role attitudes than males—consistent with increased educational exposure—these attitudes did not correlate with their impostor scores. This divergence can be understood through the lens of cultural synthesis in transitional societies like Turkey. As individuals undergo modernization through higher education, they rapidly internalize egalitarian and modern cognitive schemas regarding gender equality (Kumpasoğlu & Göztepe, 2015). Concurrently, however, deeply embedded cultural values emphasizing relationality, filial piety, and familial interdependency remain intact (Kağıtçıbaşı, 1996). Consequently, a student's abstract attitude toward gender roles does not conflict with their internal processing of academic success or familial responsibilities (such as parentification). Because these modern cognitive attitudes and traditional relational practices coexist without generating intrapsychic friction, gender role attitudes do not function as a significant catalyst or buffer for the impostor phenomenon in this demographic.

A significant relationship was found between parental attitudes and the impostor phenomenon in the analyses. This finding is consistent with the growing body of literature emphasizing the role of early family dynamics in the development of impostor feelings. Recent research has shown that familial and parental factors—such as parenting styles, attachment patterns, and achievement-oriented family environments—are moderately associated with the impostor phenomenon (Yaffe, 2022). In particular, low parental care and high parental control have been consistently linked to higher levels of impostor feelings in individuals.

In addition, more recent empirical studies have further highlighted the influence of family background on the development of impostor experiences. For instance, a large-scale study by Nori and Vanttaja (2026) demonstrated that family-related variables, including socioeconomic background and parenting practices, significantly shape individuals' impostor feelings, with disadvantaged

backgrounds being associated with higher impostor scores. Similarly, contemporary research suggests that impostor phenomenon is closely related to psychological variables such as self-efficacy and perfectionism, which are themselves influenced by early parental interactions (Pákozdy et al., 2024).

For instance, in the study conducted by Taylor (2009), which explored the personality profiles of individuals experiencing the impostor phenomenon, four main themes related to childhood and family background were identified: parentification, parental attitudes, family and social environment, and expectations of success. Similarly, Sonnak and Towell (2001) found a significant relationship between parentification and the impostor phenomenon. More recent longitudinal evidence also supports this relationship, indicating that perceived conditional parental regard predicts later impostor feelings in children and adolescents, rather than the reverse direction (Bouffard et al., 2024).

Consistent with these findings, the results of the present study indicated that individuals whose parents exhibited protective attitudes reported higher levels of the impostor phenomenon. These findings align with previous research suggesting that overprotective or controlling parenting may hinder the development of autonomy and reinforce self-doubt. This finding can also be interpreted within Kağıtçıbaşı's autonomy-relatedness framework, which posits that in cultures where relational bonds are emphasized, excessive parental control may preserve emotional closeness while simultaneously restricting autonomy development, thereby contributing to a more fragile self-concept (Kağıtçıbaşı, 2007). In contrast, individuals raised in more supportive family environments tend to internalize their achievements through autonomous motivation and are less likely to attribute their success to external factors.

In the study, parental attitudes were addressed as supportive, protective, normative and indifferent. In the analyses conducted, no significant relationship was found between these parental attitudes and the sub-dimensions of sibling-focused parentification and parent-focused parentification;

a significant relationship was found between perceived benefit/adaptation. In this case, it can be said that while parental attitudes have no effect on sibling-focused and parent-focused parentification, it can be said that they are an influential factor on the perceived benefit of individuals from parentification. Accordingly, this finding highlights that parentification should be conceptualized not only as a behavioral role reversal but also as a cognitively constructed experience in which subjective meaning-making plays a central role. There are few studies in the literature examining these variables together. In line with the present findings, previous research also supports the relationship between parental attitudes and parentification. In a study conducted by Geyik (2023), individuals who experienced democratic and protective parental attitudes reported higher levels of parentification compared to those exposed to indifferent or oppressive-authoritarian attitudes. Similarly, when total parentification scores were examined, higher levels were observed among individuals raised with democratic parenting styles compared to indifferent or authoritarian ones, and among those with protective parents compared to indifferent parents. Although these findings vary across subcategories of parental attitudes, they suggest that parental involvement and engagement may play a role in shaping parentification experiences. However, it has also been argued that individuals raised in supportive environments—where their opinions are valued and autonomy is respected—may be less likely to develop maladaptive forms of parentification (Yalçın, 2004).

Within the scope of the research, it was examined whether individuals' attitudes towards the imposter phenomenon, parentification and gender roles differ according to parental attitudes. In the analyses conducted, it was concluded that attitudes towards gender roles differ according to the parental attitudes experienced by the individual. It has been concluded that individuals who have experienced indifferent parental attitudes adopt a more egalitarian gender role than those who have experienced protective parental attitudes. It is

thought that protective parental attitudes are effective in preventing the individual from reaching social maturity, preventing the child from becoming an individual, becoming a demanding individual and constantly needing someone else's help (Kaya, 1997; Kuzgun, 1991; Yavuzer, 1994). Due to these elements, the child may have been prevented from adopting a specific gender role. Because the child was not supported to make his/her own decisions. In addition, it is stated that the parents of individuals who have experienced indifferent parental attitudes avoid spending time and effort to interact with their children. This situation, in line with the findings of the study, suggests that individuals may be more likely to adopt an egalitarian attitude, independent of parental guidance. However, it should be noted that no significant correlation was found between gender role attitudes and the imposter phenomenon ($r = -.06$, $p > .05$). In multivariate statistical analyses, including variables that fail to demonstrate a significant bivariate correlation within regression models can be methodologically problematic, as they do not contribute to the model's explanatory power and may artificially inflate error variance (Tabachnick & Fidell, 2013). Therefore, it can be suggested that gender roles may not directly predict imposter feelings, but may instead have an indirect effect through other psychological variables. According to commonly accepted effect size guidelines, correlation coefficients around .10 are considered small, .30 moderate, and .50 large (Cohen, 1988). Therefore, the non-significant and near-zero correlation observed in this study further supports the conclusion that the relationship between gender role attitudes and the imposter phenomenon is negligible.

This result can also be interpreted in the context of ongoing socio-cultural transformations in Turkey, where traditional and modern values coexist. Within this transitional structure, individuals may simultaneously experience relational expectations and increasing autonomy, which may influence the development of more egalitarian gender role attitudes.

On the other hand, the study conducted by Parker et al. (1979) stated that indifferent parental attitudes include a rejecting attitude towards empathy, creating a dilemma for individuals whose empathic development has not been supported to develop egalitarian gender attitudes. When the literature is examined, it is striking that the number of studies examining parental attitudes and attitudes towards gender roles is low. In addition, it is known that the parenting attitudes of parents towards girls and boys affect the child's adoption of egalitarian or traditional gender roles (Zeyneloğlu, 2008). Therefore, it is thought that studies on parental attitudes and gender roles will be supportive in understanding Turkish culture, making sense of the roles between men and women, and points to be considered in raising children.

The research basically sought to answer the question, "Do attitudes towards parenting and gender roles significantly predict the imposter phenomenon?" According to the findings obtained from the research, the sub-dimensions of parentification, namely sibling-focused parentification, parent-focused parentification and perceived benefit/conformity, predict the imposter phenomenon, but attitudes towards gender roles do not predict the imposter phenomenon. When all independent variables are included in the model at the same time, it predicts the imposter phenomenon and the highest contribution to the model is made by perceived benefit/adaptation. When the parentification variable is examined in the model, it is stated that the reverse roles in which the child assumes the parental role are the determinants of the imposter phenomenon (Castro et al., 2004). When the nature of perceived benefit/fit is examined, it is seen that individuals are pleased with the roles and responsibilities they have taken on, and their parents have a more supportive attitude in terms of roles and responsibilities. In this way, individuals will not feel fake in their success due to parental support and better adoption of the roles they have taken on. This situation also explains that perceived benefit/fit significantly predicts the imposter phenomenon in a negative way. On the other hand, instead of studies directly examining

the relationship between the imposter phenomenon and attitudes towards gender roles, there are mostly studies on feminine and masculine gender roles. This finding is consistent with previous studies examining gender roles and the impostor phenomenon.

Since biological sex is generally associated with the adoption of gender roles in society, it could be expected that differences in biological sex would be reflected in the impostor phenomenon. However, the findings of the present study indicated that the impostor phenomenon did not differ significantly according to biological sex. This result may help explain why gender roles did not emerge as a significant predictor of the impostor phenomenon in this study.

As a result, it was examined whether the variables used in this study differed significantly according to gender, age, education level, and parental attitudes, and several findings were obtained. One of the findings indicated that the impostor phenomenon did not differ significantly according to gender. Based on this result, it can be suggested that both women and men may experience the impostor phenomenon at similar levels. However, this finding is not entirely consistent with the existing literature. Some studies have reported higher levels of impostor feelings among women, suggesting that gender may play a significant role in the development of the phenomenon (e.g., Clance & Imes, 1978; Cokley et al., 2013).

The inconsistency between the present findings and previous research may be explained by several factors. First, changing social roles and increasing gender equality in contemporary contexts may reduce differences between men and women in experiencing impostor feelings. Second, cultural factors may influence how gender relates to the impostor phenomenon, leading to different patterns across samples. Finally, it is possible that psychological variables such as self-efficacy or perfectionism play a more decisive role than gender itself.

In addition, it was concluded that parentification did not differ significantly according to gender,

whereas gender roles did differ according to gender.

According to this result, it can be said that women developed more egalitarian gender role attitudes than men. In the context of the age variable, it was concluded that the impostor phenomenon and parentification did not differ according to age. At this point, it may be suggested that age is not a determining factor affecting the impostor phenomenon and parentification within the scope of this study. However, this finding is not entirely consistent with the existing literature. Some studies have reported that younger individuals tend to experience higher levels of impostor feelings, possibly due to limited experience and greater uncertainty in early career stages (Bravata et al., 2020; Neureiter & Traut-Mattausch, 2016). Therefore, the lack of age differences in the present study may be related to sample characteristics or contextual factors.

In addition, it can be said that attitudes toward gender roles differ according to age and that the younger age group adopts more egalitarian gender role attitudes. When the education level variable is considered, it is concluded that the impostor phenomenon does not differ according to education level. This finding contrasts with some studies suggesting that higher levels of education and academic achievement may be associated with increased impostor feelings due to higher expectations and performance pressures (Cokley et al., 2013; Vergauwe et al., 2015). Therefore, the absence of a significant relationship in the present study may indicate that factors other than education level play a more prominent role in the development of impostor feelings.

It was also found that the sub-dimensions of parentification do not differ according to the education level. However, it was concluded that attitudes towards gender roles differ according to education level. According to the findings, it can be said that individuals with higher education levels adopt more egalitarian gender role attitudes. Another demographic variable of the study is parental attitudes. It can be said that the impostor phenomenon differs according to parental attitudes, and

that people who have experienced supportive parental attitudes develop the impostor phenomenon less than those who have experienced normative and protective attitudes. It was observed that the sub-dimensions of the parentification variable, sibling-focused parentification and parent-focused parentification, did not differ according to parental attitudes, but the perceived benefit/adaptation sub-dimension differed. According to the findings, it can be said that the perceived benefit/adaptation scores of those who experienced a supportive parental attitude were higher than those who experienced protective, normative and indifferent attitudes. Based on this, it can be inferred that individuals who adopt a supportive parental attitude have higher perceived benefits in parenting. In addition, it was found that the perceived benefit/fit scores of individuals experiencing a protectionist attitude were higher than those experiencing a normative and indifferent attitude; and the perceived benefit/fit scores of individuals experiencing a normative attitude were higher than those experiencing indifferent attitudes. When parental attitudes and attitudes towards gender roles were examined, it was found that the attitude scores of individuals who experienced indifferent attitudes towards gender roles were higher than the attitude scores of individuals who exhibited protectionist attitudes towards gender roles. When the predictive effects of the dependent and independent variables were examined, it was concluded that the variables of parentification and attitudes towards gender roles used in the model predicted the impostor phenomenon. In other words, individuals acquire the impostor phenomenon to the extent that they become parents and develop attitudes towards gender roles. At the same time, the most important effect belongs to the perceived benefit/adaptation sub-dimension. This finding suggests that individuals who perceive parentification as beneficial or adaptive may be more likely to develop impostor feelings. In terms of its contribution to the literature, this result highlights the importance of not only the presence of parentification experiences but also how these ex-

periences are cognitively interpreted by individuals. However, this finding should be considered in light of certain limitations. Since the study is based on self-report data, participants' subjective evaluations may have influenced the results. In addition, the cross-sectional nature of the study limits the ability to draw causal conclusions.

A deeper methodological limitation pertains to the cultural origins of the measurement instruments employed. Both the Clance Impostor Phenomenon Scale and the Parentification Inventory were originally developed within Western, individualistic cultural contexts (Clance & Imes, 1978; Mika et al., 1981). Although their psychometric properties for the Turkish population have been validated in previous literature, these instruments may inherently fail to capture the indigenous nuances embedded within transitional or relational cultures like Turkey. For instance, Western frameworks typically view parentification through a pathological lens of boundary violation, whereas in Turkish culture, early familial responsibilities are often intertwined with systemic values of solidarity, mutual support, and filial piety. Similarly, higher scores on Western-centric impostor scales might reflect cultural norms of modesty and self-effacement rather than actual clinical or psychological distress. In this context, for future research, in addition to adapting Western-centered scales, it is suggested to develop measurement tools that are appropriate for local dynamics and better reflect the cultural context.

Declarations

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Declaration of Previous Presentation and Publication: This article is derived from the master's thesis titled "Sahtekar fenomeninin yordayıcıları olarak ebeveynleşme ve toplumsal cinsiyet rolleri tutumu," supervised by Prof. Dr. Ahu Arıcıoğlu and

completed at Pamukkale University / Institute of Educational Sciences on June 13, 2024. This manuscript has not been previously published in any journal or book.

Ethical Approval: Ethical approval for this study was granted by Pamukkale University's Social Sciences and Humanities Research and Publication Ethics Committee on September 22, 2022 (decision/document no.: E-93803232-622.02-261137).

Informed Consent: Written informed consent was obtained from all participants included in the study (University Students).

Data Availability: The data that support the findings of this study are available from the corresponding author upon reasonable request.

Author Contributions: Conceptualization, E.P.K. (50%), A.A. (50%); introduction and conceptual analysis, E.P.K. (50%), A.A. (50%); investigation and data analysis, E.P.K. (50%), A.A. (50%); writing – original draft preparation, E.P.K. (50%), A.A. (50%); writing – review and editing, E.P.K. (50%), A.A. (50%).

AI Disclosure: No artificial intelligence (AI)-based tools or applications were used in the preparation of this study. The entire content of the study was produced by the authors in accordance with scientific research methods and academic ethical principles.

References

- Aşılı, G. (2001). *Üniversite öğrencilerinin cinsiyet rolleri ve ego durumları arasındaki ilişki* (Yüksek lisans tezi). Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü.
- Bakioğlu, F., & Türküm, A. S. (2019). *Toplumsal cinsiyet rolleri ölçeği'nin Türkçe'ye uyarlaması: Geçerlik ve güvenirlik çalışması*. Kastamonu Education Journal, 27(2), 717–725. <https://doi.org/10.24106/kefdergi.2697>

- Baykal, S. (1988). *Üniversite Öğrencilerinin Cinsiyet Rollerini İle İlgili Kalıp Yargılarının Bazı Değişkenler Açısından İncelenmesi*. Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Bem, S. L. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological Review*, 88(4), 354–364.
<https://doi.org/10.1037/0033-295X.88.4.354>
- Bhasin, K. (2003). *Toplumsal Cinsiyet “Bize Yüklenen Roller”*. (Çev. K. Ay.) Dayanışma Vakfı Yayınları. İstanbul: Kuşak Ofset Birinci Basım.
- Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, 16(3), 162–166. <https://doi.org/10.1111/j.1467-8721.2007.00496.x>
- Boszormenyi-Nagy, L., & Spark, G. M. (1973). *Invisible loyalties: Reciprocity in intergenerational family therapy*. New York, NY: Harper & Row.
- Bouffard, T., Gratton, N., & Labranche, A.-A. (2024). Testing cross-lagged associations between conditional parental regard and impostorism. *Psychology*.
- Bravata, D. M., Watts, S. A., Keefer, A. L., et al. (2020). Prevalence, predictors, and treatment of impostor syndrome: A systematic review. *Journal of General Internal Medicine*, 35(4), 1252–1275.
- Burt, K. B., & Scott, J. (2002). Parent and adolescent gender role attitudes in 1990s Great Britain. *Sex roles*, 46, 239–245.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Castro, D. M., Rebecca, A. J., & Mirsalimi, H. (2004). Parentification and the impostor phenomenon: An empirical investigation. *The American Journal of Family Therapy*, 32(3), 205–216.
- Chrisman, S. M., Pieper, W. A., Clance, P. R., Holland, C. L., & Glickauf-Hughes, C. (1995). Validation of the Clance Impostor Phenomenon Scale. *Journal of Personality Assessment*, 65(3), 456–467.
https://doi.org/10.1207/s15327752jpa6503_6
- Clance, P. R. (1985). *The impostor phenomenon: Overcoming the fear that haunts your success*. Peachtree Publishers.
- Clance, P. R., & OToole, M. A. (1987). *The Impostor Phenomenon*. *Women & Therapy*, 6(3), 51–64.
- Clance, P.R., & Imes, S.A. (1978). *The impostor phenomenon in high achieving women: Dynamics and therapeutic intervention*. *Psychotherapy*, 15(3), 241–247.
- Clance, P. R., Dingman, D., Reviere, S. L., & Stober, D. R. (1995). Impostor phenomenon in an interpersonal/social context: Origins and treatment. *Women & Therapy*, 16(4), 79–96.
- Cokley, K., McClain, S., Enciso, A., & Martinez, M. (2013). An examination of the impostor phenomenon among African American students. *Journal of Black Psychology*, 39(2), 117–139.
- Davis, S. N., & Greenstein, T. N. (2009). Gender ideology: Components, predictors, and consequences. *Annual Review of Sociology*, 35, 87–105. <https://doi.org/10.1146/annurev-soc-070308-115920>
- Endendijk, J. J., Groeneveld, M. G., & Mesman, J. (2018). The gendered family process model: An integrative framework of gender in the family. *Archives of Sexual Behavior*, 47(4), 877–904.
<https://doi.org/10.1007/s10508-018-1185-8>
- Ergun, E., & Bilge, A. (2018). The relationship between gender roles and impostor phenomenon: A study on university students. *Journal of Human Sciences*, 15(4), 2159–2173.
- Fan, P. L., & Marini, M. M. (2000). Influences on gender-role attitudes during the transition to adulthood. *Social Science Research*, 29(2), 258–283.
<https://doi.org/10.1006/ssre.1999.0669>
- Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. Basic Books.
- Fassl, F., Yanagida, T., & Kollmayer, M. (2020). Impostors dare to compare: Associations between the impostor phenomenon, gender typing, and social comparison orientation in university students. *Frontiers in Psychology*, 11, Article 1225.
<https://doi.org/10.3389/fpsyg.2020.01225>
- García-Cueto, E., Rodríguez-Díaz, F. J., Bringas-Molleda, C., López-Cepero, J., Paño-Quesada, S., & Rodríguez-Franco, L. (2015). Development of the gender role attitudes scale (GRAS) amongst young Spanish people. *International*

- Journal of Clinical and Health Psychology*, 15(1), 61-68.
- Geyik, A. (2023). Yetişkin Bireylerde Kişilerarası İlişkiler İle İlgili Bilişsel Çarpıtmalar ve Ebeveynleşme Olgusu Arasındaki İlişkinin İncelenmesi (Yüksek Lisans Tezi, İstanbul Beykent Üniversitesi).
- Holmes, S. W., Kertay, L., Adamson, L. B., Holland, C. L., & Clance, P. R. (1993). Measuring the impostor phenomenon: A comparison of Clance's IP Scale and Harvey's I-P Scale. *Journal of Personality Assessment*, 60(1), 48-59. https://doi.org/10.1207/s15327752jpa6001_3
- Hooper, L. M., Doehler, K., Wallace, S. A., & Hannah, N. J. (2011). The Parentification Inventory: Development, validation, and cross-validation. *The American Journal of Family Therapy*, 39(3), 226-241.
- İplikçi, A. B., & Şahin-Acar, B. (2019). Kim ebeveyn? 12-yaş çocuklarının ebeveynleşme davranışlarını yordayan etkenler. *Türk Psikoloji Dergisi*, 34(84), 1-18.
- Jurkovic, G. J. (1997). *Lost childhoods: The plight of the parentified child*. New York, NY: Brunner/Mazel, Inc.
- Kağıtçıbaşı, Ç. (1996). *Family and human development across cultures: A view from the other side*. Lawrence Erlbaum Associates.
- Kağıtçıbaşı, Ç. (2007). *Family, self, and human development across cultures: Theory and applications* (2nd ed.). Lawrence Erlbaum Associates.
- Kaya, M. (1997). *Ailede Anne-Baba Tutumlarının Çocuğun Kişilik ve Benlik Gelişimindeki Rolü*. 19 Mayıs Üniversitesi İlahiyat Fakültesi Dergisi, 9 (9), 193-204.
- Kerig, T. (2005). Zur relativen Chronologie der westdeutschen Bandkeramik. *Die Bandkeramik im*, 21, 125-138.
- Köyden, D. (2015). Ebeveynleşme Olgusunun Depresyon, Kaygı, Öfke ve Obsesif İnanış Biçimleriyle İlişkinin İncelenmesi. Yüksek Lisans Tezi, Ankara.
- Kuşdil, M. E., & Özdemir, Y. (2016). Clance İmpostor Fenomeni Ölçeği'nin Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *Psikoloji Çalışmaları*, 36(2), 1-15.
- Kuzgun, Y. (1991). *Ana Baba Tutumlarının Bireyin Kendini Gerçekleştirme Düzeyine Etkisi*. Aile Yazılar, Ankara: Başbakanlık Aile Araştırma Kurumu Yayınları.
- Langford, J., & Clance, P. R. (1993). The imposter phenomenon: Recent research findings regarding dynamics, personality and family patterns and their implications for treatment. *Psychotherapy: theory, research, practice, training*, 30(3), 495.
- Leaper, C. (2015). Gender and socialization. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (2nd ed., pp. 806-811). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.23057-2>
- Martin, C. L., & Ruble, D. N. (2004). Children's search for gender cues: Cognitive perspectives on gender development. *Current Directions in Psychological Science*, 13(2), 67-70. <https://doi.org/10.1111/j.0963-7214.2004.00276.x>
- McHale, S. M., Crouter, A. C., & Whiteman, S. D. (2003). The family contexts of gender development in childhood and adolescence. *Social Development*, 12(1), 125-148.
- Mika, P., Bergner, R. M., & Baum, M. C. (1981). The Parentification Inventory: Development and preliminary validation. *Unpublished manuscript*, Illinois State University.
- Minuchin, S., Montalvo, B., Guerney, B. G., Rosman, B., & Schumer, F. (1967). *Families of the slums: An exploration of their structure and treatment*. New York, NY: Basic Books.
- Neureiter, M., & Traut-Mattausch, E. (2016). An inner barrier to career development: Preconditions of the impostor phenomenon and consequences for career development. *Frontiers in Psychology*, 7, 48.
- Nori, H., & Vanttaja, M. (2026). Does family matter? Exploring the role of family background on impostor syndrome among successful university students. *Social Psychology of Education*.
- Özdemir, G. (2015). *Başarılarımın sahibi ben değilim: Sosyal kimlik, sosyal baskınlık ve sistemi meşrulaştırma kuramları perspektifinden sahtekâr fenomeni*. Yayınlanmamış yüksek lisans tezi. Uludağ Üniversitesi Sosyal Bilimler Enstitüsü.

- Pákozdy, C., Askew, J., Dyer, J., Gately, P., Martin, L., & Brown, G. R. (2024). The impostor phenomenon and its relationship with self-efficacy, perfectionism and happiness. *Current Psychology*, 43, 5153–5162.
- Parker, G. (1979). Reported parental characteristics in relation to trait depression and anxiety levels in a non-clinical group. *Australian and New Zealand Journal of Psychiatry*, 13(3), 260–264.
- Patzak, A., Fassl, F. E., & Drexler, A. (2017). The impostor phenomenon with regard to gender: The mediating role of sex role orientation. *Journal of Gender Studies*, 26(5), 513–526. <https://doi.org/10.1080/09589236.2016.1154605>
- Patzak, A., Kollmayer, M. & Schober, B. (2017). *Buffering impostor feelings with kindness: The mediating role of self-compassion between gender-role orientation and the impostor phenomenon*. *Frontiers in Psychology*, 8(1289), 1-12. <https://doi.org/10.3389/fpsyg.2017.01289>
- Peris, T. S., Goeke-Morey, M. C., Cummings, E. M., & Emery, R. E. (2008). *Marital conflict and support seeking by parents in adolescence: empirical support for the parentification construct*. *Journal of Family Psychology*, 22(4), 633.
- Schmideberg, M. (1948). Some observations on the psychology of the parentified child. *Psychoanalytic Study of the Child*, 3, 45–59.
- Seçer, İ. (2017). *SPSS ve LISREL ile pratik veri analizi: Analiz ve raporlaştırma*. Ankara: Anı Yayıncılık.
- Smith, J. L., Rosenstein, J. E., & Nikolov, M. C. (2013). The power of language: Gender, status, and agency in performance evaluations. *Sex Roles*, 68(7–8), 449–462. <https://doi.org/10.1007/s11199-012-0251-9>
- Sonnak, C., & Towell, T. (2001). The impostor phenomenon in British university students: Relationships between self-esteem, mental health, parental rearing style and socioeconomic status. *Personality and Individual Differences*, 31(6), 863–874.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson.
- Taylor, A. (2009). *The impostor phenomenon: A look at the outside, the inside, and the other side through scholarly personal narrative*. [Doctoral dissertation]. Colorado State University.
- Vergauwe, J., Wille, B., Feys, M., De Fruyt, F., & Anseel, F. (2015). Fear of being exposed: The trait-relatedness of the impostor phenomenon. *Journal of Business and Psychology*, 30, 565–581.
- Yaffe, Y. (2022). The association between familial and parental factors and the impostor phenomenon: A systematic review. *American Journal of Family Therapy*, 51(5), 527–545. <https://doi.org/10.1080/01926187.2021.2019140>
- Yalçın, İ. (2004). *Ailelerinden algıladıkları destek düzeyleri farklı lise öğrencilerinin saldırganlık düzeyleri* [Yayımlanmamış yüksek lisans tezi]. Hacettepe Üniversitesi.
- Yavuzer, H. (1994). *Çocuk Psikolojisi*. İstanbul: Remzi Kitabevi.
- Young, V. (2011). *The secret thoughts of successful women: Why capable people suffer from the impostor syndrome and how to thrive in spite of it*. Crown Business.