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CONCEPTIONS OF PARENTAL AUTHORITY AND THE ROLES OF PARENT-ADOLESCENT CONFLICT AND PARENTAL CONTROL BEHAVIORS ON ADOLESCENT ADJUSTMENT

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

CONCEPTIONS OF PARENTAL AUTHORITY AND THE ROLES
OF PARENT-ADOLESCENT CONFLICT
AND PARENTAL CONTROL PRACTICES
ON ADOLESCENT ADJUSTMENT

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The main purpose of the current study is to understand Turkish mothers' and adolescents' conceptualizations of the parental authority in terms of their legitimacy beliefs as well as their conflict perceptions over moral, prudential, personal and social conventional domains within the framework of social domain theory. The secondary purpose of this study is to illustrate the mediator roles of adolescents' general legitimacy beliefs and their perception of conflict frequency in the relation between their perception of parental behavioral and psychological control and their adjustment (depressive symptoms and self-esteem) in order to elaborate this direct relation by determining possible underlying mechanisms. This study was conducted through two steps (semi-structured interviews and questionnaires) with a sample of 151 mothers and their adolescent children (M_{age} = 13.91, S_{age} = 1.54) who were from low and middle-high SES in Ankara. Results indicated that mothers viewed more legitimate parental authority over social conventional domain than did adolescents. Mothers and adolescents also reported highest conflicts over social conventional domain. Findings also indicated that psychological control was related with high depressive symptoms and low self-esteem both directly and indirectly via conflict frequency. Behavioral control was indirectly related with low depressive symptoms and higher self-esteem via legitimacy beliefs and conflict frequency. It is concluded that investigating domain specific legitimacy beliefs of parental authority enhanced our understanding of parent-adolescent relationship as well as adolescents' adjustment.

Keywords: social domain theory, legitimacy of parental authority, perceived parent-adolescent conflict, parental control behaviors, adolescents' adjustment

ÖZET

EBEVEYN OTORİTESİNİN KAVRAMSALLAŞTIRILMASININ, EBEVEYN-ERGEN ÇATIŞMASININ VE EBEVEYN KONTROL DAVRANIŞLARININ ERGENİN UYUMU ÜZERİNDEKİ ROLÜ

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Ebeveyn-ergen ilişkisinin niteliği ve ebeveynlerin uyguladığı çeşitli kontrol davranışları ergenlerin olumlu ve olumsuz psikososyal uyumunu etkileyebilmektedir. Ergenin uyumunda ebeveyn kontrol davranışlarının ve bazı ergene ve ebeveyne ait özelliklerin aracı rolleri incelenmiş olmakla birlikte ergenin ebeveyn otoritesine ilişkin meşruiyet inancı ele alınmamıştır. Bu çalışmanın genel amacı, Sosyal Alan Kuramı çerçevesinde, ebeveyn-ergen ilişkisinin niteliğini belirlemede, annelerin ve ergenlerin, ebeveyn otoritesini kavramsallaştırmaları, bundaki uyuşmaları veya farklılıkları ile bu algının iki taraf arasında yaşanan çatışmaya olan katkısını incelemektir. Ayrıca, ergenlerin otoriteyi haklı algılayışlarının, ebeveynleri ile yaşadıkları çatışmaların ve onlardan algıladıkları ebeveyn kontrol davranışlarının, ergenin olumlu veya olumsuz psikososyal uyum sonuçlarıyla olan ilişkilerini incelemektir. Bu kapsamda iki temel amaç belirlenmiştir. İlki ergenlerin ve annelerin farklı sosyal alanlarda (ahlaki, sakınma, kişisel ve sosyal geleneksel) ebeveyn otoritesini nasıl kavramsallaştırdıklarının bir başka deyişle ne ölçüde haklı algıladıklarının anlaşılması ve bu kavramsallaştırmalarının yine söz konusu alanlardaki ebeveyn-ergen çatışmasıyla ilişkilerinin anlaşılmasıdır. Çalışmanın ikincil amacı ise ergenin algıladığı ebeveyn kontrol davranışlarının (psikolojik kontrol ve davranışsal kontrol) ergenin uyumuyla (depresif belirtiler ve kendilik değeri) ilişkisinde, ergenin ebeveyn otoritesini ne ölçüde haklı algıladığının ve algıladığı çatışma sıklığının aracı rollerinin incelenmesidir. Belirtilen amaçlar doğrultusunda, ilk aşamada 2 araştırma sorusuna yanıt aranmıştır: 1) Annelerin ve ergenlerin farklı alanlardaki ebeveyn otoritesini haklı

algılama oranları ile çatışma algıları sosyoekonomik düzeylerine (SED) ve ergenin cinsiyetine göre nasıl değişmektedir? 2) Annelerin ve ergenlerin ebeveyn otoritesini haklı algılama oranları ile çatışma algıları sosyal alanlara göre nasıl değişmektedir? Çalışmanın ikinci aşamasında ise "Ergenin ebeveyn otoritesini (tüm alanlar genelinde) haklı algılaması ile algıladığı çatışma sıklığının, kendi bildirdiği ebeveyn kontrol davranışları ile gene kendi bildirdiği uyum davranışları arasındaki ilişkide aracı rolleri nedir?" sorusundan hareketle, 3 hipotez geliştirilmiştir: 1) Psikolojik kontrol ergenin depresif belirtileri ile pozitif; ergenin benlik değeri ile negatif yönde ilişkili olmalıdır (2) Davranışsal kontrol, ergenin depresif belirtileri ile negatif; ergenin benlik değeri ile pozitif yönde ilişkili olmalıdır (3) Ergenin tüm alanlar genelindeki otoriteyi haklı bulma algısı ile algıladığı çatışma sıklığının, ebeveyn kontrol davranışları ve ergenin psikososyal uyum davranışları arasındaki doğrudan ilişkiyi açıklayıcı rolleri olmalıdır.

Bu çalışmanın örneklemi ve verileri Türkiye'de ebeveyn ve ergen ilişkisini sosyal alan kuramı çerçevesinde geniş bir perspektiften inceleyen bir TÜBİTAK (Proje numarası: 113K208) projesinden alınmıştır. Bu proje ebeveynlerin ve ergenlerin ebeveyn otoritesini kavramsallaştırmalarını, toplulukçuluk, evlatlık inançları, sosyal hareketlilik ve sosyoekonomik düzey bağlamında incelemektedir. Proje verisi anneler ve ergenler ile gerçekleştirilen bireysel görüşmelerden toplanmıştır. Bu tez çalışmasında bu projeye ait tüm örneklem kullanılırken, çalışmanın amaçları ve hipotezleri doğrultusunda ilgili ölçümlere ait veriler kullanılmıştır. Bu tez çalışmasının örneklemini Ankara il merkezinde yaşayan 151 ergen ve anneleri oluşturmaktadır. Örneklemdeki ergenler ve anneler düşük (%56.96) ve orta-yüksek (%43.05) SED'den gelmektedir. Ergenler ortaokul ve lise öğrencileridir (6. ve 10. sınıflar; Yaş ranjı = 11 – 17, $Ort._{yaş}$ = 13.91, $SS_{yaş}$ = 1.54; %56.98'sı kız, %43.02'si erkek). Düşük SED'den çalışmaya katılna annelerin % 4.65'i okuma yazma bilmemekte, %59.30'u ilkokul mezunu, %11.63'ü ortaokul mezunu ve %15.12'si ise lise mezunudur. Orta-yüksek SED'den gelen annelerin ise %3.08'i ilkokul ve ortaokul mezunu, %24.62'si lise mezunu, %9.23'ü ön-lisans mezunu, %47.69'u ise üniversite mezunu ve de %12.30'u yüksek lisans veya doktora mezunudur. Çalışmanın düşük SED'den gelen katılımcılarını Ankara'nın Yenimahalle, Keçiören ve Sincan semtlerinde bulunan ve Ankara Aile ve Sosyal Politikalar Bakanlığı İl Müdürlüğüne bağlı Sosyal

Yardımlaşma ve Dayanışma Vakıflarına bahsedilen projeye katılmak için başvuran anneler ve onların ergen çocukları oluşturmaktadır. Çalışmanın ortak-yüksek SED'den gelen katılımcılarını ise özellikle Hacettepe ve TED Üniversitelerinin basın yayın organlarına ait, çoğunlukla sosyal medya üzerinden yapılan duyurulara bu projeye katılmak için geri dönüş yapan anneler ve onların ergen çocukları oluşturmaktadır.

Bu tez çalışmasında, annelerin ve ergenlerin otorite kavramsallaştırılmasını ve çatışma algılarını ölçmek amacıyla dört sosyal alanı kapsayan 12 konu belirlenmiştir. Bu konular, Sosyal Alan Kuramı çerçevesinde, ilgili alanyazın temel alınarak belirlenmiş ve ön çalışmayla uygulanacak konular seçilmiştir. Sonuç olarak 4 sosyal alanın her biri, 3 konuyla temsil edilmiştir. Örneğin, "İnsanlarla bir şeyleri paylaşmak ve yardımlaşmak" konusu ahlaki alanı, "Okulda notların düşük olması" konusu sakınma alanını, "Telefonda uzun süre konuşmak/ telefonu elden bırakmamak" konusu kişisel alanı ve "Anne babayla akraba ziyaretine gitmek" ise sosyal geleneksel alanı temsil eden konuların birer örneğidir. Bu tez çalışmasında annelerden ve ergenlerden katıldıkları bireysel görüşmelerdeki yarı yapılandırılmış görüşme sorularından yararlanılarak, her konu için ebeveyn otoritesini ne ölçüde haklı algıladıklarını ve gene her konu için algıladıkları ebeveyn-ergen çatışmasının varlığını ve sıklığını belirtmeleri istenmiştir. Bu bağlamda, annelerin ve ergenlerin ebeveyn otoritesini haklı algıladıkları her konu 1 olarak, otoriteyi haklı algılamadıkları her konu ise 0 olarak kodlanmıştır. Annelerin ve ergenlerin çatışma algıları için ise öncelikle her konu için çatışma yaşayıp yaşamadıklarını belirtmeleri istenmiştir. Çatışma yaşadıklarını belirttikleri her konuda yaşadıkları çatışmanın sıklığı (1-neredeyse hiç, 4-haftada birkaç defa) kodlanmıştır. Ergenin algıladığı ebeveyn kontrol davranışlarını belirlemek için psikolojik kontrol ve davranışsal kontrol davranışlarını içeren ölçeklerden yararlanılmıştır. Ergenin algıladığı psikolojik kontrol davranışlarını belirlemek amacıyla Barber (1996) tarafından geliştirilen Psikolojik Kontrol Ölçeği (Psychological Control Scale - Youth Self-Report) kullanılmıştır ve 8 maddeden oluşan bu ölçek beş dereceli likert üzerinden değerlendirilmiştir ("Eğer bazı şeylerde onun gibi düşünmezsem bana soğuk davranır."; 1-kesinlikle katılmıyorum, 5-tamamen katılıyorum) Ergenin algıladığı davranışsal kontrol davranışlarını belirlemek amacıyla Barber (2002) tarafından geliştirilen Ebeveyn Düzenleme Ölçeği'nin (Parental

Regulation Scale - Youth Self Report), Soenens, Vansteenkiste, Luyckx ve Goossesns (2006) tarafından gözden geçirilen, Ebeveynlerin İzleme (Parental Monitoring of Behavior) ve Davranışlar için Ebeveyn Beklentisi (Parental Expectations for Behavior) alt ölçekleri kullanılmıştır. 12 maddeden oluşan bu ölçek de beş dereceli likert üzerinden değerlendirilmiştir ("Annemin evde ve dışarıda nasıl davranmam gerektiğiyle ilgili açık beklentileri vardır."; 1-kesinlikle katılmıyorum, 5-tamamen katılıyorum) Ergenin kendisinde algıladığı uyum davranışlarını belirlemek amacıyla ergenin kendilik değerini ve depresif belirtilerini ölçümleyen ölçeklerden yararlanılmıştır. Ergenin genel kendilik değerini belirlemek amacıyla Harter (1988) tarafından geliştirilen Ergenler için Benlik Algısı Ölçeği (Self-Perception Profile for Adolescents; SPPA) kullanılmıştır. 10 maddeden oluşan bu ölçek beş dereceli likert üzerinden değerlendirilmiştir ("Böyle biri olduğum için memnunum."; 1-tamamen yanlış, 5-tamamen doğru) Ergenin kendinde algıladığı depresif belirtileri belirlemek için ise Radloff (1977) tarafından geliştirilen 12 maddelik ölçek kullanılmıştır. Ölçek maddeleri dört dereceli likert üzerinden değerlendirilmiştir ("Yaptığım her şeyi kendimi zorlayarak yaptığımı hissettim."; 0-nadiren ya da hiçbir zaman (1 günden az), 3-çoğunlukla ya da her zaman (5-7 gün)) Son olarak, çalışmaya katılan ailelerin SED'lerini belirlemek amacıyla Kalaycıoğlu, Çelik, Çelen ve Türkyılmaz (2010) tarafından Ankara ilinde gerçekleştirdikleri araştırma çerçevesinde geliştirilen Sosyoekonomik Düzey Endeksi kullanılmıştır. Ölçüm birimi olarak hane ele alınmıştır. Bu kapsamda, hanedeki kişi başı gelir, bireylerin eğitim yılı ortalaması ve yaşanılan evin mülkiyeti, niteliği, ısınma şekli ve de hanedeki bireylerin ikinci eve, otomobile, bulaşık makinesine, ikinci televizyona, dvd oynatıcıya, internet bağlantısına sahip olup olmama durumuna ait değişkenler ailelerin SED'lerini hesaplamak için kullanılmıştır. Endeks çalışmaya katılan anneler tarafından doldurulmuştur. Bu tez çalışmasında yarı yapılandırılmış görüşme soruları ve ölçekler annelere ve ergenlere katıldıkları bireysel görüşmelerde uygulanmıştır. Uygulamalar katılımcıların geldikleri SED düzeylerine göre; düşük SED'den gelen anneler ve ergenler ile Sosyal Yardımlaşma ve Dayanışma Vakıflarına ait özel alanlarda ve orta-yüksek SED'den gelen anneler ve ergenler ile de Hacettepe Üniversitesi'nin Gelişim Psikoloji Laboratuvarı ve TED Üniversitesinin Psikoloji Bölümünde

gerçekleştirilmiştir. Görüşmeler yaklaşık bir saat ölçek uygulamaları ise ortalama 20 ila 25 dakika sürmüştür.

Araştırmanın yukarıda belirtilen amaçları doğrultusunda öncelikli olarak, her bir sosyal alan ve bu alanların içerisindeki her bir konu için annelerin ve ergenlerin ebeveyn otoritesini haklı bulma algıları ile çatışma algılarının yüzdeleri hesaplanmıştır. Ayrıca anne-ergen arasındaki (her bir konu ve sosyal alan için) uyum oranı da hesaplanmıştır. Her iki tarafın otoriteyi haklı buldukları ve çatışma bildirdikleri konular ve alanlar için uyum yüzdeleri yüksek iken tarafların aynı fikirde olmadığı konular ve alanlar için uyum yüzdeleri düşüktür. Sonrasında, ebeveynlerin ve ergenlerin ebeveyn otoritesini farklı sosyal alanlarda ne ölçüde haklı algıladıklarının ve bu alanlardaki çatışma algılarının sosyoekonomik düzeye (SED) ve ergenin cinsiyetine göre nasıl değiştiği t-test analizleriyle, annelerin ve ergenlerin ebeveyn otoritesini ne ölçüde haklı algıladıkları ile çatışma algılarının farklı aile bireylerine (anne ve ergen) ve farklı sosyal alanlara (ahlaki, sakınma, kişisel ve sosyal-geleneksel alan) göre nasıl değiştiği de tekrarlı ANOVA analizleriyle ele alınmıştır. Son olarak, araştırmanın verilen ikinci amacı doğrultusunda ergenin tüm alanlar genelinde otoriteyi ne ölçüde haklı algıladığı ve algıladığı çatışma sıklığının, ergenin algıladığı ebeveyn kontrol davranışlarının ergenin uyumuyla ilişkisindeki aracı rollerini incelemek için PROCESS yazılımı üzerinden aracı değişken testleri gerçekleştirilmiştir.

Ergenlerin ve annelerin farklı sosyal alanlardaki otoriteyi haklı bulma algılarının ve çatışma algılarının ergenin cinsiyetine ve SED'e göre nasıl değiştiğini inceleyen araştırma bulguları, annelerin kız ergenlerin kişisel alanlarındaki otoritelerini daha haklı algıladıklarını göstermiştir. Ergenlerin ise ebeveyn otoritesini haklı algılamaları kendi cinsiyetlerine göre istatiksel olarak anlamlı bir fark göstermemiştir. Buna ek olarak, SED'e ait araştırma bulguları, orta-yüksek SED'den gelen ergenlerin kişisel ve sosyal-geleneksel alanlardaki ebeveyn otoritesini, kendi annelerinden ve düşük SED'den gelen ergenlerden daha az haklı algıladıklarını göstermektedir. Aynı zamanda, bu ergenler tüm alanlar genelinde ebeveyn otoritesini düşük SED'den gelen ergenlere göre daha az haklı algılamaktadırlar. Annelerin farklı sosyal alanlarda ve

tüm alanlar genelinde kendi otoritelerini haklı bulma algıları ise SED'e göre istatistiksel olarak anlamlı bir fark göstermemiştir. Çatışma algıları ile ilgili bulgular ise orta-yüksek SED'den gelen annelerin sosyal-geleneksel alanda kendi ergen çocuklarından ve düşük SED'den gelen annelerden daha fazla çatışma bildirdiklerini göstermiştir. Aynı SED'den gelen çocukları ise annelerine ve düşük SED'den gelen ergenlere göre kişisel alanlarında daha fazla çatışma yaşadıklarını bildirmişlerdir. Çalışmanın cinsiyet farkları ile ilgili olan bulguları, kız ve erkek çocuklarının sosyalleştirilme farklılıklarını inceleyen evrensel ve yerel alanyazını bağlamında tartışılmıştır. Çalışmanın SED farklıkları ile ilgili olan bulguları ise, farklı sosyoekonomik düzeyden gelen ailelerin çocuklarının özerkliğine, itaatkârlığına ve uyumlu olmalarına verdikleri önem doğrultusunda farklılaşan sosyalleştirme eğilimleriyle açıklanmıştır.

Araştırmanın ebeveyn otoritesinin haklı olarak algılanıp algılanmamasının aile bireylerine ve ele alınan sosyal alanlara göre nasıl değiştiğine ilişkin sonuçları ise bu algının hem aile bireylerine hem de sosyal alanlara göre değiştiğine işaret etmiştir. Buna göre anneler tüm sosyal alanlarda ergenlere göre kendi otoriterlerini daha haklı algılamaktadırlar. Sosyal alanlara göre değişen otorite algısına ait sonuçlar ise, ahlaki ve sakınma alanlarının diğer sosyal alanlara göre ebeveyn otoritesinin daha haklı algılandığı alanlar olduğunu ortaya koymuştur. Kişisel alan bu alanlara göre otoritenin daha az haklı algılandığı bir alandır. Ayrıca, anneler sosyal geleneksel alandaki otoritelerini ergenlere göre daha haklı algılamaktadırlar. Annelerin ve ergenlerin çatışma algılarına ait sonuçlar incelendiğinde ise her iki tarafta en fazla çatışmanın sosyal geleneksel alanda yaşandığı görülmektedir. Ahlaki, sakınma ve kişisel alanda algılanan çatışmalar ise anne ergen arasında istatistiksel olarak anlamlı bir fark göstermemektedir. Çatışma algıları açısından da anne ile ergen arasında anlamlı bir fark elde edilmemiştir. Bu bulgulara ek olarak, anneler ve ergenlerin otoriteyi haklı bulma ve çatışma algılarında elde edilen uyum yüzdeleri incelendiğinde, otorite algılarındaki en yüksek uyumun ahlaki alana ait iki konuda ("Bir başkasına ya da bir başkasının malına zarar vermek" ve "Yalan söylemek") elde edilirken, en düşük uyum yüzdesi sosyal geleneksel alana ait bir konuda ("Akraba ziyaretlerine gitmek") elde edilmiştir. Çatışma algılarındaki en düşük ve en yüksek uyum yüzdeleri sakınma

alanına ait iki konudadır ("Okulda notların iyi olması" ve "Sigara içmek"). Alanlara göre ebeveyn otoritesinin haklı bulunma oranları ile ergen-ebeveyn arasındaki uyuşma oranları, sosyal alan kuramı çerçevesinde ergenlerin ve ebeveynlerin ebeveyn otoritesini haklı algılamalarındaki ve çatışma algılarındaki farklıları inceleyen batılı ve toplulukçu kültürlerden gelen bulgularla genel olarak uyumludur.

Çalışmanın aracı model testine ait bulguları, ebeveyn kontrol davranışlarına ait alanyazın ve araştırmanın ilk hipotezi ile tutarlı olarak daha yüksek psikolojik kontrol algılayan ergenlerin daha fazla depresif semptom ve daha düşük bir benlik değerine sahip oldukları bulunmuştur. Buna karşı, davranışsal kontrolün ergenin depresif semptomları ve benlik değeriyle beklendiği gibi dogrudan bir ilşikisi elde edilmemiştir. Ayrıca, psikolojik kontrolün ebeveyn-ergen çatışma sıklığının artışıyla, artan çatışma sıklığının ise ergenin depresif semptomlarındaki artışla ve benlik değerindeki azalmayla ilişkili olduğu bulunmuştur. Davranışsal kontrolün ise tüm alanlar genelinde ergenin ebeveyn otoritesini haklı bulmasıyla ilişkilidir. Bulguların önemli aracı değişken sonuçları incelendiğinde ise psikolojik kontrolün hem doğrudan hem de ergenin algıladığı çatışma sıklığı üzerinden dolaylı olarak ergenin daha fazla depresif semptom göstermesi ve daha düşük bir benlik değerine sahip olması ile ilişkili olduğu gözlenmektedir. Kısacası, ebeveynlerinden yüksek psikolojik kontrol algılayan ergenler, ebeveynleri ile daha sık çatışma yaşadıklarını bildirip ve daha fazla depresif semptoma ve de daha düşük bir benlik değerine sahip olduklarını belirtmişlerdir. Davranışsal kontrolün ise ergenin otoriteyi ne ölçüde haklı algıladığı ve algıladığı çatışma sıklığı üzerinden dolaylı olarak daha düşük depresif semptom ve daha yüksek bir benlik değeri ile ilişkili olduğu gözlenmiştir. Buna göre, ebeveynlerinden daha yüksek davranışsal kontrol algılayan ergenler, ebeveyn otoritesini tüm alanlar genelinde daha haklı algıladıklarını, ebeveynleri ile daha az sıklıkta çatışma yaşadıklarını ve daha az depresif semptoma ve de daha yüksek bir benlik değerine sahip olduklarını belirtmişlerdir. Genel olarak bulgular, ergenin özerkliğini kısıtlayan ebeveyn kontrolünün ergenin uyumunu ve ebeveyn-ergen ilişkisini olumsuz yönde, ergenin sıcak ve destekleyici algıladığı ebeveyn kontrolünün ise ergenin uyumunu ve ebeveyn-ergen ilişkisini olumlu yönde etkilediğini işaret eden batılı ve toplulukçu kültürlerde elde edilen bulgularla tutarlıdır. Bu bulgular, ergenin ebeveyn otoritesini

haklı algılamasının, algıladığı çatışma sıklığının ve bildirdiği psikososyal uyum sonuçlarının anneden algıladığı kontrol davranışlarının ne ölçüde kendi özerklik ihtiyacını desteklediğine bağlı olarak değişim gösterdiğini işaret etmektedir.

Araştırmanın alanyazına olan ilk katkısı ergenlerin ve annelerin otoriteyi ne ölçüde haklı algıladıkları ile çatışma algılarının farklı sosyal alanlar üzerinden incelenmesinin ebeveyn-ergen ilişkisine dair anlayışımızı geliştirmesidir. Şöyle ki, anne ergen arasındaki çatışma ergenlik dönemine atfedilebilecek genel bir olumsuz atmosfer ve döneme özgü ilişki niteliğinden ziyade ergenin ebeveyn otoritesini meşru/haklı algılama açısından farklılaşan sosyal alana özgüdür. Bazı sosyal alanlar anne ergen arasında bir çatışmaya yol açmazken bazıları yüksek çatışma için zemin oluşturmaktadır. Araştırmanın alan yazınına olan ikinci katkısı ise ergenin otoriteyi kavramsallaştırması ve algıladığı çatışma sıklığının aracı rollerinin incelenmesi ebeveyn kontrol davranışlarının ergenin uyumuna olan etkilerinin farklı bir çerçeveden yorumlanmasını sağlamıştır. Bu araştırmanın sınırlılıklarına bakıldığında ise, öncelikli olarak çalışmanın kesitsel bir şekilde tasarlanmış olması en önemli kısıtlardan bir tanesidir. Çalışmanın bu sınırlılığı nedeniyle ebeveynlerin ve ergenlerin otoriteyi ne ölçüde haklı algıladıkları ile çatışma algıları arasındaki ilişkide tetikleyici olan değişkenin hangisi olduğunu belirlemek mümkün olamamıştır. Buna ek olarak, ergenlerin yaşlarına göre otoriteyi haklı bulma algılarının ve çatışma algılarının nasıl değiştiğini göstermek de mümkün olamamıştır. Bu sebeple gelecekte gerçekleştirilecek olan çalışmalar için ilk öneri bu tür çalışmaların boylamsal olarak gerçekleştirilmesi ve ergenlik döneminin farklı yaş düzeylerinde ele alınmasıdır. Bir diğer sınırlılık ise bu çalışmada ebeveyn kontrol davranışlarının sadece ergen raporlarına dayanarak incelenmiş olmasıdır. Bu noktada, ergenlerin içselleştirme ve dışsallaştırma sorun davranışları bilişsel değerlendirmelerini etkileyerek ebeveynleri ile olan ilişkilerini daha olumsuz yönde yorumlamalarına yol açmış olabilir. Ayrıca anne yanında baba-ergen ilişkisini de araştırmaya dahil etmek hem ebeveyn-ergen ilişkisini hem de aile ilişkilerinin ergenin psikososyal uyum sonuçlarına olan etkilerini daha bütünsel bir perspektiften incelemek açısından bilgi verici olabilir.

Klinik uygulama açısından araştırma sonuçlarının ilk katkısı, ergenler ve ebeveynler ile çalışan klinik psikologların tarafları ebeveyn otoritesinin haklı algılandığı konular ile ergenin kişisel kontrolünün fazla olabileceği konular hakkında bilgilendirmesi olabilir. Bu bilgilendirme, ebeveynlerin kendi otoritelerini ergenin özerklik ihtiyacını engellemeyecek ve bu ihtiyacı karşılayacak biçimde esnetmelerini sağlayabilir. Bu esnetmenin özellikle kişisel alana ait konularda uygulanması bu anlamda etkili olabilir. Buna ek olarak, aile sistem kuramı çerçevesinde araştırma bulguları ergenlerin özerklik ihtiyacını vurgularken, ebeveynlerin ise çocukları ile daha yakın ilişkilerde olma ihtiyacını, özellikle de sosyal geleneksel alandaki konulara verdikleri önem üzerinden vurgulamaktadır. Bu bağlamda çocukları ergenliğe giren ebeveynler çocuklarını kaybetme korkusu yaşayabilmektedir ve aile sistemi kuramı çerçevesinde özerkliğin ve yakınlığın dengelendiği yeni sınırlara ihtiyaç duyulmaktadır. Kısacası, aile sisteminin sınırları ergenin yetişkinliğe ait çeşitli deneyimler edinmesine, sorumluluk alabilmesine ve özerklik ihtiyacını karşılayabilmesine imkan tanıyacak ölçüde yeterince esnek olabilmelidir. Aynı zamanda, ebeveynler, ergen çocukları ile yakın ilişkilerini sürdürerek onların ihtiyaç duydukları güvenli alanı sağlarken, onları korumayı ve onlara rehberlik etmeyi sürdürebilmelidir. Bu anlamda ebeveynlerle ve ergenlerle çalışan klinik psikologlar öncelikle, ergenlerin ve ebeveynlerin bahsedilen ihtiyaçlarını ve bu ihtiyaçlarını karşılamada yaşadıkları zorlukları serbestçe ifade etmelerine olanak sağlayacak bireysel görüşmeler gerçekleştirebilir. Bu sayede, annelerin ve ergenlerin birbirinden farklı olan perspektiflerinin daha iyi ve müdahale olmaksızın anlaşılması sağlanabilir. Sonrasında, ebeveyn otoritesinin farklı şekilde kavramsallaştırıldığı sosyal alanlar ve özerklik ile yakınlık ihtiyaçlarının dengelenebileceği esnek sistem sınırlarının gerekliliği çerçevesinde ebeveyn-çocuk ilişkisinin yeniden düzenlenebileceği annelerin ve ergenlerin birlikte katılabilecekleri aile seanslarından yararlanılabilir. Çalışmanın klinik uygulamaya bir diğer katkısı ise farklı sosyal alanlara göre annelerin ve ergenlerin farklılaşan çatışma algıları üzerinden, tarafların bu çatışmaları nasıl yorumladıklarının karşılıklı anlaşılmasını sağlayabilecek olabilmesidir. Bu bağlamda klinik uygulamada annelerin çatışmaları sosyal geleneksel ve sakınma davranışlarından koruma endişeleri doğrultusundaki yorumlamaları ile ergenlerin özerklik ve kişisel kontrolleri kullanma anlamındaki yorumlamaları, empati ve karşılıklı perspektif alabilme becerileri kapsamında

tarafların birbirlerinin bu farklı yorumlamalarına dair anlayışları geliştirilebilir. Çalışmanın ebeveyn kontrol davranışlarının ergenin psikososyal uyum sonuçlarına olan doğrudan ve dolaylı etkilerine ait bulgularının ise hem klinik uygulamaya hem de müdahale çalışmalarına olan öncelikli katkısı, ebeveynlerin özellikle ergenin özerkliğini etkileyen konular üzerinde daha az kısıtlayıcı ve özerkliği teşvik edici kontrol davranışları hakkında bilgi sağlamış olmasıdır. Bu anlamda, kontrol davranışlarının uygulanma biçimi ile bu davranışların uygulandığı alanlara farkındalığın önemi danışan ve ailesiyle yapılan görüşmelerde yol gösterici olabilir.

Sonuç olarak, bu araştırmanın Türkiye'de ergen çocuğu olan ailelerde, ebeveynlerin ve ergen çocuklarının ebeveyn otoritesini kavramsallaştırmalarının ve ebeveyn-ergen çatışma algılarının farklı konulara göre değişim gösterdiğini sosyal alan kuramı çerçevesindeki dört temel sosyal alan kapsamında gösteren, bugüne kadar alanyazında bilinen araştırmalara göre ilk çalışma olduğu söylenebilir. Buna ek olarak, bu araştırma ebeveyn kontrol davranışlarının ergenin psikososyal uyum sonuçlarına olan etkisinde, ebeveyn otoritesinin haklılığı yargısının ve ebeveyn-ergen çatışmasının bilinen aracı değişkenlerin yanısıra bu ilişkiyi açıklayıcı diğer mekanizmalar olabileceğini de ortaya koymuştur. Kısacası, bu çalışma ebeveynlerin otoritelerini farklı kontrol davranışları aracılığı ile uygularken, ergenin özerklik ihtiyacını göz önünde bulundurarak ergen çocukları ile daha uyumlu bir ilişki kurabileceklerini ve de ergenlerin daha olumlu psikososyal uyum sonuçları gösterebileceğini vurgulamaktadır. Ebeveyn ve ergenlerle çalışan klinik psikologları ve ebeveyn-ergen ilişkilerine yönelik müdahale çalışmaları planlayacak araştırmacıları, ebeveynlerin ergenin özerkliğini destekleyecek ve meşru algılayacağı kontrol davranışları hakkında ve ergenin özerkliğini engellemeden kişisel kontrole sahip olabileceği alanların/konuların bilgisini sunma açısından destekleyici olabilir.

Anahtar kelimeler: sosyal alan kuramı, ebeveyn otoritesi, ergen-ebeveyn çatışması, ebeveyn kontrol davranışları, ergenin uyumu

To my dear mother Carol Ann

and father Emin Aykut…

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CHAPTER 1

INTRODUCTION

The nature of parent-child relationships is generally hierarchical as parents are dominant and they are in a position of authority. In contrast, children are in subordinate positions. Main goal of parental authority is conveying societal rules and moral order to their children in order for them to become effective members of the society (Smetana, 2011 Parents are regarded to be the primary agents who are responsible for the socialization of the developing child (Maccoby, 2015). Children become socialized as they learn and comply with the parental rules regarding societal, moral expectations and standards of the society (Baumrind, 2012; Smetana, 2011). This hierarchical and asymmetrical structure of the parent-child relationship is convenient during the early childhood because children have dependent status which makes parental limitations on their freewill more justifiable (Baumrind, 1978; 2012). Parental authority is legitimized by responsibilities of protection and parents' better understanding as well as greater experience of social and physical environment (Baumrind, 2013; Baumrind and Thompson, 2002). This structure shows important changes over time especially from childhood to adolescence as it becomes more symmetrical in terms of distribution of responsibilities and privileges within the family. Symmetrical nature of parent-adolescent relationship accommodates adolescents' developing cognitive and social capacities. Further, this nature enables adolescents to function autonomously in order to prepare them for taking on adult responsibilities (Baumrind, 2012; 2013; Baumrind et al., 2010; Sorkhabi, 2010). Relatedly, the structure of families with adolescent children undergoes a transformation which is defined as the steady state according to family systems theory. The steady state is used to describe the family context of adolescent in terms of centripetal and centrifugal processes. (Bowen, 1978; Gavozzi, 2016). Specifically, the centripetal process refers to pulling forces in the family system which pull family members together for sustaining connectedness among family members. In contrast, the centrifugal process refers to pushing forces in the system for maintaining some distance between the members (Broderick, 1993; Stierlin, 1984).

In combination of these processes during the steady state, families with adolescents try to display tolerance for individuality and autonomy of its members while maintaining intimacy and connectedness (Bowen, 1978).

Along with these changes that emerge during adolescence, adolescents do not passively accept and comply with every parental standards and rules. Adolescents can challenge and resist to those which they view to be illegitimate, immoral and inappropriate. (Smetana, Robinson and Rote, 2015). Therefore, important differences in how parents exercise their authority by employing several parental control behaviors become more substantial during the adolescence in understanding the quality of parent-adolescent relationship and adolescent adjustment (Baumrind, 2012; 2013; Baumrind et al., 2010). Numerous studies have consistently demonstrated the direct link between different forms of parental control behaviors and adolescent adjustment in terms of internalizing and externalizing symptoms and self-esteem (Barber, 1996; Bean et al., 2003; Hasebe, Nucci and Nucci, 2004). In addition to these direct links, several studies demonstrated that the influence of parental control behaviors on adolescent adjustment was differentiated based on adolescent acknowledgement of legitimate parental authority. When adolescents view parental authority as legitimate over issues that their parents attempt to control, their adjustments are less negatively influenced by the forms of parental control behavior (Hasebe, Nucci and Nucci, 2004; Smetana and Daddis, 2002). Additionally, adolescents generally reject their parents' authority over the issues that they consider as personal and should be under their own control (Smetana, Ahmad and Wray-Lake, 2015). Adolescents suffer maladjustment when their parents exercise intrusive forms of control behaviors over these issues since these control behaviors undermine their autonomy needs (Hasebe, Nucci and Nucci, 2004; Kakihara et al., 2009). In return, adolescents become more openly disagree with these control behaviors and resist to parental authority that mainly lead to increased parent-adolescent conflict (Smetana, Ahmad and Wray-Lake, 2015).

The framework of social domain theory is used for explaining the source of parent-adolescent conflict by emphasizing domain specific parental control behaviors and legitimacy of parental authority (Sorkhabi, 2010). This theory defines four distinct domains of socialization which are moral, prudential, personal and social conventional. These domains differentiate the areas of legitimate parental authority as well as adolescents' autonomy. Adolescents' perception of parents' legitimate authority for exercising control for each of these domains also determine the source

and frequency of parent-adolescent conflict (Smetana, Ahmad and Wray-Lake, 2015; Sorkhabi, 2010). Therefore, in the frame of above-summarized context, main purpose of this study is to explore how Turkish mothers' and adolescents' legitimacy beliefs of parental authority change over different social domains and the contribution of these domain specific legitimacy beliefs in examining the source of parent-adolescent conflict.

Additionally, previous studies consistently demonstrated that parental control behaviors influence adolescents' adjustment as mentioned above. However, there has been limited attention given to the role of *parent-adolescent relation* in the association between parental control behaviors and adolescents' adjustment. In other words, identification of certain variables such as beliefs about legitimacy of parental authority and parent-adolescent conflict that may have capacity to explain the underlying mechanism of the direct link between parental control behaviors and adolescent adjustment was understudied (Kakihara et al., 2009; Steeger and Gondoli, 2013). Considering the importance of this relation on adolescent well-being and functioning, this study also aimed to elaborate the relation between different forms of parental control behaviors and adolescent adjustment by using *adolescents' perceived parent-adolescent conflict* and *their legitimacy beliefs* as mediators. These mediators were selected in the frame of Social Domain Theory and evidence-based literature (Hasebe, Nucci and Nucci, 2004; Kakihara et al., 2009; Smetana and Daddis, 2002). In order to introduce the main framework of this study, comprehensive description of the social domain theory was primarily provided.

1.1. Social Domain Theory

Social domain theory was developed by Elliot Turiel (1978, 1979, 1983) from his research on the development of moral judgment. This theory is accepted as a theoretical framework for explaining the development of children's social knowledge in terms of their understanding of distinct types of social regulations, moral values and zones of their personal autonomy (Smetana, 2011; Turiel 2015). Former studies with children and adolescents reported that children's moral judgments formed by 4 or 6 years of age based on their separate evaluations of moral, social conventional and personal transgressions (Turiel, 2015). In these studies, children's and adolescents' judgments in moral domain were different from their judgments in social conventional and personal domain. They evaluated moral transgressions involving harm to others and human welfare to be worse than social conventional and personal transgressions

(Nucci, 1981; Smetana, 1981; Turiel, 2015). Age differences were found between children and adolescents when moral acts were presented in conflict with personal motives and needs in the study of Nucci and Turiel (2009). In this study, children who were under 14 years of age, mainly chose to act morally in terms of not causing harm to human welfare even if this choice was presented in conflict with their personal motives. In contrast, early adolescents who were at the age of 14, focused more on the notion of fairness and claimed that the personal choice was similar with a moral right. These adolescents believed that they had a right to select the personal choice even if it was immoral to choose. In contrast to early adolescents, older adolescents who were at the age of 16 and 17 had the ability to deliberate moral and immoral components of a particular social event. Accordingly, they could make the distinction between people's ability and right to make personal choice and engage in act consistent with the moral values in terms of justice, human welfare and harm (Nucci and Turiel, 2009; Turiel, 2015). Thus, children and adolescents are increasingly becoming better at coordinating personal and moral as well as social conventional features of social events and context. As a result, they can make their judgments according to their enhanced ability to coordinate these features of a social event and context (Nucci and Turiel, 2009; Smetana et al., 2013). In addition, children and adolescents learn to differentiate the types of regulations and rules which they are legitimately or illegitimately asked to follow, particularly by their parents. In return, children and adolescents choose to conform or not conform to those regulations based on this differentiation (Smetana, 2011). Children's and adolescents' interactions with their parents contribute to their acquisition of social knowledge because parents have responsibilities for the transmission of social rules and moral standards as primary agents of this process. (Smetana, 1999; 2011; Turiel, 2010). Similar to children and adolescents, parents also differentiate the domains of social knowledge that are qualitatively different from each other. Correspondingly, their regulation attempts become different in each domain (Smetana, 1997; Turiel, 2010). These social domains and parental regulations that applied in these domains were described in the following lines.

Major domains of social knowledge are moral, social conventional, prudential and personal. M*oral domain* refers to the issues about how individuals should behave based on others' welfare, rights and fairness (Smetana, 2013). Concepts under the moral domain are accepted as unalterable, impersonal, obligatory and normatively binding. Parental regulations under this domain are focused on the application of moral

standards and principles - like not breaking promises, lying to parents, hitting siblings or friends and stealing money. This application is regulated through communicating the wrongness of transgressions based on its possible harm to others' rights and welfare (Smetana, 2011). *Social-conventional domain* refers to expectations regarding appropriate behavior in various social contexts (Smetana, 2013). Conventional concepts including etiquette, manners, contextually appropriate school and family rules are believed to arise from different social interactions which pertain rules and sanctions. Parental regulations are focused on maintaining effective and appropriate functioning of their children in the family social system and society. These regulations can be referred to respect for parental authority and family rules as well as cultural traditions (Smetana, 2011). *Prudential domain* refers to issues about safety and comfort of, and harm to, self (Smetana, 2013). Parents generally classify several behaviors including going to bed late, alcohol and drug consumption, and underage driving, to be harmful that adolescents should not engage. They frame these behaviors in prudential terms because of their potential harm to adolescents' health and safety. Thus, their socialization attempts are focused on supervision of adolescents' activities and monitoring adolescents' whereabouts to minimize potential harm toward their adolescent children (Smetana, 2011). *Personal domain* pertains to preferences and choices about one's own body, and other private aspects of one's life (Smetana, 2013). It includes choices regarding friends, hairstyles, clothes and leisure time activities and issues which are unregulated or not seen as conventional in different contexts (Smetana, 2011). Several issues and events in adolescents' lives involve elements of different domains and they are defined as multifaceted (Smetana, 2011). *Multifaceted issues* entail both personal and conventional components and overlap domain boundaries. For example, the messy room can be a prudential issue for parents as cleanliness is prudentially advisable and tidiness as conventionally necessary whereas it can be a personal issue for adolescents as their room is their own territory and individual space (Smetana, Crean and Campione-Barr, 2005).

Using this domain model, various studies indicated that adolescents and parents were generally different in their acknowledgment of parents' right to use their authority over different social domains (Smetana, Crean and Campione-Barr, 2005). In particular, parents and adolescents mainly disagreed with each other about the boundaries of legitimate parental authority over what adolescents perceive to be personal. These disagreements mainly lead to parent-adolescent conflicts.

1.2. Domain Specific Beliefs of Legitimacy and Parent-Adolescent Conflict

Studies of parent-adolescent relation showed that parents and adolescents had different beliefs about parents' legitimate authority to control diverse areas of youths' lives. This difference is mainly conceptualized by four major social domains (Smetana, 2011). In particular, adolescents believe that their parents have legitimate authority in several domains, but not in others. On the contrary, parents mainly believe that they retain legitimate authority over all domains even if they grant autonomy to adolescents in several domains (Smetana, 1988; 2011; Smetana and Asquith, 1994). Specifically, parents believe that they have legitimate authority to regulate moral and social conventional domains and adolescents are mainly accept their parents' legitimate authority in these domains. Adolescents generally agree moral and conventional concerns of their parents since moral and social conventional issues have consequences on others welfare and social coordination (Smetana, Ahmad and Wray-Lake, 2015; Smetana, Asquith, 1994). Conversely, personal and prudential issues have consequences on the self and personal welfare. Therefore, parents and adolescents have less mutual agreement about their legitimacy beliefs over these domains. The reason for this is that personal and prudential issues pertain to self even if majority of studies make conceptual distinction between them (Smetana, 1988; 1989; 2011). Prudential issues contain issues of harm to self and safety that include several risk-taking behaviors which constitute one of the specific concerns of parents during the adolescence (Smetana, 1989; 2011; Smetana and Asquith, 1994). Therefore, parents view more legitimate authority over these issues and they believe that they have a responsibility of regulating and controlling issues that pertain adolescents' health and safety. In contrast, adolescents believe that they are personal issues. However, at the same time, adolescents also classify these issues, particularly risk-taking behaviors, as prudentially unacceptable. Therefore, adolescents mainly agree that their parents have legitimate authority to control and regulate these issues (Smetana and Asquith, 1994). Parents and adolescents have conflicting views about their legitimacy beliefs over personal domain even if they both agree that adolescents should have some control and personal jurisdiction over this domain. Notwithstanding, they generally disagree about how much autonomy should adolescents have as well as the content of what is treated under the personal domain (Padilla-Walker et al., 2013; Smetana, 1988; Smetana, 1989; Smetana, 2011; Smetana, Ahmad and Wray-Lake, 2015; Smetana and Asquith, 1994). Adolescents resist against the overly intrusive parental authority and

regulation over this domain. Their resistance is explained as a need to establish boundaries between the self and others which is critical for the development of their personal autonomy and individual identity (Nucci, 2001; Nucci, Hasebe and Lins-Dyer, 2005; Smetana and Daddis, 2002). In contrast, parents are generally restricting adolescents' personal domain more than they will accept. In brief, parents and adolescents mainly agree that parents have legitimate authority to regulate moral, social conventional and prudential domains. However, they mainly disagree in their legitimacy beliefs over the personal domain. This disagreement between parents and adolescents about their diverse beliefs about the extent of control that parents have a right to have or not have over adolescents' behavior lead to parent-adolescent conflict (Padilla-Walker et al., 2013; Steinberg and Silverberg, 1986). For instance, social conventional and moral domains are generally the infrequent topics of parent-adolescent conflict based on the mutual agreement between parents and adolescents' beliefs about the legitimacy of parental authority over these domains (Smetana, 1988; 1989; 2011; Smetana and Asquith, 1994). Similarly, parents and adolescents' beliefs about the legitimacy of parental authority show less divergence over prudential domain based on adolescents' awareness of potential risks of prudential issues, especially about engaging into risk-taking behaviors. Therefore, parents and adolescents have less frequent conflicts in prudential domain than they have over personal domain (Smetana, 2011; Smetana, Ahmad and Wray-Lake, 2015; Smetana and Asquith, 1994). Different views of parents and adolescents about their legitimacy beliefs over personal domain are mainly the source of conflict within families. Parents and adolescents are reporting higher numbers and more frequent conflicts in this domain (Padilla-Walker et al., 2013; Smetana, 1988; 1989; 2011; Smetana, Ahmad and Wray-Lake, 2015; Smetana and Asquith, 1994). Conflicts are mainly occurred because adolescents' claim for personal choice and autonomy are contradicted with their parents' consideration of coordinating and maintaining the social system within the family as well as protecting adolescents' welfare (Smetana, 1988; 1989; 2011; Smetana and Asquith, 1994).

Previous studies about parent-adolescent relations from various ethnic groups supported this contradiction between parents and adolescents. These studies showed that disagreements about the boundary of parental authority was an important source of parent-adolescent conflict across various cultures even if they were different in their emphasis of individual autonomy and conformity to authority (Fuligni, 1998; Nucci,

Camino and Sapiro, 1996; Smetana, 2000; 2011). For instance, Chinese families are mainly described by a hierarchical structure and respect and deference are expected for parental authority based on the Confucian values (Chao, 1995; Chen-Gaddini, 2012; Pye, 1992; Yau and Smetana, 2003). Similarly, African American and Latino families also emphasize the obedience and respect toward parental authority (Smetana, 2011; Villalobos Solís, Smetana and Tasopoulos-Chan, 2016). Maintaining family harmony is an important traditional norm among these cultures and differences as well as disagreements between parents and adolescents are more likely downplayed for the sake of harmony (Fuligni, 1998; Shon and Ja, 1982). In contrast, European American families are generally characterized by their higher value for individual autonomy. Adolescents from these families are mainly encouraged to form and assert their own ideas. Modest amounts of parent-adolescent conflict are generally tolerated in these families in order for adolescents to develop a healthy sense of identity (Cooper, 1988; Fuligni, 1998). Despite the differences among these cultures with respect to their emphasis on individual autonomy and obedience to authority, adolescents' autonomy desires and concept of personal domain are maintained by members of all cultures. Additionally, desire for autonomy and concept of personal domain are found to be associated with parent-adolescent conflict across various cultures (Fuligni, 1998; Yau and Smetana, 1996). Accordingly, adolescents' higher endorsement of personal choice and tendency to act upon based on their autonomy desires rather than social conventions of their cultures were found among Puerto Rican, Chinese and African American adolescents (Chen-Gaddini, 2012; Smetana, 2000; 2011; Villalobos Solís, Smetana and Tasopoulos-Chan, 2016). In addition, Chinese and African American adolescents reported higher and more frequent parent-adolescent conflicts over their personal domain. These adolescents reasoned about these conflicts as their way of exercising and maintaining personal control (Chen-Gaddini, 2012; Smetana, 2000; 2011; Yau and Smetana; 1996; 2003). On the other hand, parents, especially mothers among these cultures, had attempts to restrict adolescents' control over personal domain based on their social conventional concerns including respect and conformity to authority, particularly elder members (Chen-Gaddini, 2012; Smetana, 2000; 2011; Villalobos Solís, Smetana and Tasopoulos-Chan, 2016). Accordingly, autonomy is accepted as a basic human need since adolescents and their parents are found to be regarded several issues as personal. Additionally, different legitimacy beliefs of parents and adolescents with respect to the degree of adolescents' autonomy over these

issues are shown to lead conflicts among families from various cultures (Fuligni, 1998; Smetana, Ahmad and Wray-Lake, 2015).

Beside culture, some social and contextual conditions such as socioeconomic status and gender hierarchy were shown to influence the value of individual autonomy and where parents as well as adolescents draw boundaries between domains of personal control and parental authority (Fuligni, 1998; Nucci, Camino and Sapiro, 1996). For example, Ataca, Diri and Kağıtçıbaşı (2005) reported that Turkish mothers from urban low SES and rural groups promoted higher obedience from their children. In contrast, higher autonomy and self-reliance were mainly promoted by urban high SES mothers. Moreover, they also found such difference between female and male adolescents in which higher autonomy was granted to males rather than females. Higher supervision and control were exercised by the parents of female adolescents (Ataca, 1992; Kağıtçıbaşı, 2013). Similar differences about parental emphasis of autonomy were found by Kohn (1969) between Italian and American middle and low SES families as well as by Wainryb and Turiel (1994) between Druze Arab males and females. Moving from that, parental legitimacy beliefs were found to be differentiated for males and females as well as between low SES and high SES parents. Smetana and Asquith (1994) found that European American parents viewed higher legitimacy over personal domain for female adolescents whereas they viewed higher legitimacy over moral and prudential domains for male adolescents due to their greater risk for harm and deviant behaviors (Smetana and Asquith, 1994). Similarly, African American mothers viewed higher legitimacy in moral, prudential and social conventional domains for males due to their attempts to protect their sons from external threats of racism and prejudice (Smetana, Crean and Campione-Barr, 2005). Furthermore, African American, Palestinian, and Iranian parents from high SES groups reported less legitimacy over personal domain than parents from low SES groups (Assadi et al., 2011; Smetana, Ahmad and Wray-Lake, 2015; Smetana, Crean and Campione-Barr, 2005). On the contrary, legitimacy beliefs of adolescents from diverse SES groups did not differ from each other as much as their parents because concepts of personal domain and autonomy were found to be maintained across various SES groups (Chen-Gaddini, 2012; Nucci, Camino and Sapiro, 1996; Smetana, Crean and Campione-Barr, 2005; Yau and Smetana, 1996). Consistently, Chen-Gaddini (2012) and Yau and Smetana (1996) found that Chinese adolescents from rural and low SES group generally reasoned about conflicts with their parents as issues of exercising personal

control and jurisdiction. Similarly, Nucci, Camino and Sapiro (1996) and Smetana (2000) found that Brazilian and African American adolescents from low and middle SES groups had similar legitimacy beliefs over personal domain as their counterparts in high SES had. High SES group adolescents from these studies were found to be endorsed less legitimacy over their personal domain when they were younger from their counterparts in low and middle SES groups. However, with age, this difference disappeared and adolescents from both SES groups regarded less legitimacy and higher personal control over their personal domain. These adolescents justified their legitimacy beliefs over this domain in terms of agency, autonomy and individuality (Nucci, Camino and Sapiro, 1996; Smetana, 2000; 2011).

To sum up, adolescents' claims of personal discretion and autonomy were maintained across diverse cultures such as Chinese, African American and Latinos. That is, adolescents from these cultures focused on the personal nature of personal matters that entailed choice, preference and prerogative when they stated less legitimacy over these matters. In addition to the types of issues which are legitimately or illegitimately controlled by parents, adolescents also disagree with their parents' forms of exercising their control behaviors (Smetana and Daddis, 2002). Adolescents' disagreements occurred as a reaction to over control and intrusive behaviors of their parents over the matters of personal choice and autonomy. These forms of parental control behaviors are found to be set the stage for increased parent-adolescent conflict. In addition, these behaviors also influence the extent of adolescent adjustment by undermining their ability and need for functioning autonomously (Hasebe, Nucci and Nucci, 2004; Steeger and Gondoli, 2013). Thus, diverse forms of parental control behaviors and research findings about their direct links to adolescents' adjustment were reviewed in the following section.

1.3. Parental Control Behaviors

Parental control behaviors have been accepted as a dimension of parenting and these behaviors are varied from excessive and intrusive control to autonomy support (Smetana, 2011). In addition, these behaviors are found to be associated with children and adolescents' psychological, social, and emotional adjustment (Kakihara et al., 2009; Maccoby and Martin, 1983). Each parental control behavior is related to children and adolescents' adjustment in unique ways. Moving from that, earlier studies about parenting generally differentiated the term parental control behavior as psychological control and behavioral control based on the target of control (youths' behavior or

psychological world) as well as the influence of the control on adolescents' adjustment (Barber, 1996; Barber, Olsen and Shagle, 1994; Soenens and Vansteenkiste, 2005). Accordingly, *psychological control* means parental behaviors which intrude children's thoughts and feelings that parents majorly use various manipulative techniques such as guilt-induction, shaming and love withdrawal (Barber, 1996). Specifically, parents attempt to bring adolescents' behavior under their control by making them feel ashamed, guilty, and threatening them with withdrawal of parental love. Further, adolescents are more likely believe that they matter less to their parents and they also feel sad, angry, and intruded on when they perceive higher psychological control (Selçuk, 2019). In other words, parents intend to coerce adolescents into compliance which lead adolescents to experience an inner conflict between the maintenance of the personal desires and compliance with the parental demands (Barber, 1996; Barber, Olsen and Shagle, 1994; Kakihara et al., 2009). This conflict can result in emotional distress because adolescents' psychological and emotional well-being are compromised (Soenens and Vansteenkiste, 2010). Consistently, majority of studies demonstrated that psychological control was positively associated with adolescents' internalizing symptoms, especially depressive symptoms (Barber, 1996; Barber, Olsen and Shagle, 1994) and negatively associated with adolescents' self-esteem (Barber and Harmon, 2002; Bean et al., 2003).

In contrast to psychological control, *behavioral control* refers to parental behaviors that aim to structure, regulate, and monitor the children's behaviors through supervision, setting limits and communication of rules (Barber, 1996; Barber, Olsen and Shagle, 1994). Behavioral control is intended to provide a structure for appropriate behavior by using clear expectations and monitoring of the adolescents' behaviors. This structure is aimed to foster self-regulation abilities of adolescents and increase in self-regulation is assumed to be related to less externalizing symptoms (Barber et al., 2005; Kakikhara et al., 2009; Soenens and Vansteenkiste, 2010). Numerous studies in literature supported this assumption and they demonstrated that behavioral control was negatively associated with antisocial behaviors, delinquency, and substance abuse (Barber, 1996; Barber, Olsen and Shagle, 1994; Bean et al., 2006). In addition, behavioral control was also found to be positively associated with adolescents' self-esteem in a Turkish sample (Kındap, Sayıl and Kumru, 2008). Accordingly, Turkish adolescents interpreted behavioral control in more positive way because they viewed these control behaviors such as rule-setting and their parents' attempts to obtain

information about their out-of-home activities as an indication of parental concern and care (Selçuk, 2019) Nevertheless, the association between behavioral control and adolescents' self-esteem was not found in studies from other cultures since self-esteem was thought to be an internalized construct and expected to be more related with the psychological control (Bean et al., 2003).

In conclusion, findings regarding the influence of psychological control and behavioral control on adolescents' adjustment revealed that these diverse forms of parental control behaviors related to opposite social and psychological outcomes in adolescence. In addition, adolescents have different interpretations about parental control behaviors based on their needs and desires. Adolescents' interpretations of parental control behaviors were studied in several studies in order to understand how their adjustment was influenced from their parents' control behaviors (e.g., Barber, Olsen and Shagle, 1994; Kakihara et al., 2009). These interpretations were found to be depend on whether adolescents believed that their parents had legitimate authority to exercise their control over certain social domains and whether they were willing to cooperate with this parental control (Kakihara et al., 2009). Therefore, research findings with respect to adolescents' interpretations of different parental control behaviors (psychological control, behavioral control) based on their legitimacy beliefs over four social domains (moral, prudential, personal, and social conventional) were provided in the following section. In addition, several studies about how adolescents' beliefs about the legitimacy of parental authority to exercise certain control behaviors over different social domains influence their perceptions about parent-adolescent conflict as well as their adjustment were also reviewed in the next section.

1.4 Domains and Parental Control Behaviors

Parental control behaviors can move beyond the healthy guidance, supervision and monitoring into over intrusive parental attempts to control behaviors related to issues in private and personal aspects of adolescents' lives (Nucci, Hasebe and Lins-Dyer, 2005). Adolescents generally resist to intrusive forms of parental control mainly in terms of psychological control, especially over the issues which they perceive as personal. Therefore, when adolescents perceive higher intrusion or more generally psychological control, they disagree with the domain that is being controlled by their parents as well as the way that parental control is exercised over that domain (Hasebe, Nucci and Nucci, 2004; Smetana and Daddis, 2002; Sorkhabi, 2010). In other words, adolescents' perceptions of parental control as psychological/intrusive or not influence

by their legitimacy beliefs over the issues that their parents attempt to control and regulate (Sorkhabi, 2010). For instance, Smetana and Daddis (2002) demonstrated that when adolescents perceived that their parents excessively controlled and regulated issues within their personal domain, they viewed their parents as intrusive and reject such regulation. In this study, adolescents' evaluation of intrusiveness and overcontrol was seen for psychological control as well as behavioral control because higher degree of behavioral control was also found to be related to adolescents' feelings of overcontrolled and violation of their privacy (Hawk et al., 2008; Kerr and Stattin, 2000). Therefore, adolescents viewed that high levels of psychological and behavioral control were equally intrusive, especially, when these control behaviors were exercised over their personal domain. Additionally, adolescents evaluated these control behaviors as manipulative rather than supportive and protective (Hasebe, Nucci and Nucci, 2004; Kakihara et al., 2009). Hasebe, Nucci and Nucci (2004) elaborated these findings by demonstrating how parents' intrusive control attempts in personal domain were associated with internalized symptoms in adolescents. Specifically, Japanese and American adolescents were found to be showed higher depression, anxiety and somatization as a result of their perceived intrusive parental control attempts into their personal domain. When parental control attempts became intrusive into personal and private sphere of adolescents' lives, adolescents viewed such attempts as similar to psychological control since adolescents' perceptions of psychological control mainly related to their views about how their parents respond to their autonomy related needs (Nucci, Hasebe and Lins-Dyer, 2005; Smetana, 2011; Smetana and Daddis, 2002). Thus, parental control attempts which violated adolescents' personal domain and undermined their autonomy needs associated with internalized symptoms which were similar to the influence of psychological control on adolescents' adjustment.

The ways parents regulate, particularly over adolescents' personal domain did not only threaten adolescents' adjustment, but also found to be related to higher and more frequent parent-adolescent conflict (Deković, 1999; Sorkhabi, 2010; Steeger and Gondoli, 2013). For instance, Steeger and Gondoli (2013) found that mothers used higher psychological control, mainly in terms of blaming, criticizing, and inducing guilt when they previously experienced frequent and challenging conflicts with their adolescent children. Accordingly, adolescents from their study reported higher psychological control and more frequent conflicts with their mothers (Barber and

Harmon, 2002; Steeger and Gondoli, 2013). In contrast to psychological control, adolescents' participatory role in rule construction and decision making within their family as well as parents' use of reason to explain their position, particularly during disagreements, are viewed as more autonomy granting by adolescents. Specifically, rule construction refers to the degree which determines the adolescent's participation into the family decision making in terms of rules and expectations within the family. In addition to that, use of reason refers to parents' explanation and defense of their directives and their openness and acknowledgment of adolescents' perspective (Sorkhabi, 2010). Consistently, Sorkhabi (2010) found that adolescents reported less frequent conflicts with their mothers when they participated into the rule construction process within their family. Moreover, mothers' willingness to use of reasoning were found to be related with less frequent conflict and more cooperation between mothers and adolescents since mothers showed higher acknowledgement and respect to adolescent's viewpoints during conflicts. This was mainly because parental use of reasoning led adolescents to gain more independence as well as individuation by letting them voice their own point of view (Sorkhabi, 2010).

In addition to the association between control behaviors and parent-adolescent conflict, parent-adolescent conflict is also related to the extent of adolescent adjustment. This relation has been confirmed in many studies in the literature (Deković, 1999; Greenberger and Chen, 1996; Kuhlberg, Peña and Zayas, 2010; Tucker, Mchale and Crouter, 2003; Wang, Brinkworth and Eccles, 2013; Weymouth et al., 2006). For example, Deković (1999) showed that, parental strictness which referred to parents' inflexibility in enforcing rules and hindrance of adolescents' voices in family decision making process, was found to be related with adolescents' inability of modulating their impulsive expressions. In other words, adolescents who perceived higher parental strictness, showed higher impulsive expressions and reported more frequent conflicts with their parents. These adolescents also reported higher depressive symptoms and low self-esteem as a result of their frequent conflicts with their parents (Deković, 1999). Consistent with this finding, Greenberger, and Chen (1996) found that European American and Asian American reported higher depressive symptoms when they perceived more frequent conflicts with their parents particularly, over their personal issues such as leisure time activities and privacy. In the similar vein, Wang, Brinkworth and Eccles (2013) found that European American and African American adolescents also reported higher depressive symptoms at ages of 13 to 18 when they

had more frequent conflicts with their parents at the age of 13. Tucker, Mchale and Crouter (2003) also indicated that adolescents reported low self-esteem when had more frequent conflicts with their parents. Finally, Kuhlberg, Peña and Zayas (2010) showed that Latino adolescents reported low self-esteem and higher levels of internalizing symptoms in terms of anxiety and depression when they also perceived frequent conflicts with their parents.

1.5. The Current Study

Social domain theory and evidence-based literature revealed that adolescents and parents' legitimacy beliefs of parental authority varied in terms of socialization domain (moral, prudential, personal and social conventional). Parents and adolescents generally did not agree about their legitimacy beliefs, especially over adolescents'personal domain (Chen-Gaddini, 2012; Smetana, 1988; 1989; 2002; 2005; Smetana and Asquith, 1994). Parents and adolescents mainly disagreed about how much autonomy and personal discretion that adolescent could have over this domain. This was mainly because adolescents' increased desire for autonomy contradicted with their parents' conventional and pragmatic concerns (Smetana, 1988; 1989; 2011). In addition, adolescent's parental control perceptions were found to be related to their beliefs about the legitimacy of parental authority which were specific to the socialization domain that was attempted to control by their parents. In return, adolescents rejected their parents' authority and showed resistance to their control behaviors which triggered parent-adolescent conflict (Sorkhabi, 2010; Turiel, 2015). These findings were mainly coming from Western societies who placed higher emphasis on individual autonomy. However, findings from non-Western societies confirmed western findings even if they emphasized more obedience and compliance rather than autonomy (Chen-Gaddini, 2012; Nucci, Camino and Sapiro, 1996; Smetana and Asquith, 1994; Villalobos Solís, Smetana and Tasopoulos-Chan, 2016).In addition to these non-Western cultures, Turkish families are generally characterized by a generational hierarchy which parents emphasized great obedience and conformity to parental authority in order to maintain harmony within the family (Ataca, Diri and Kağıtçıbaşı, 2005). For that reason, parent-adolescent relation in terms of their legitimacy beliefs and conflicts over four social domains among Turkish families are wondered because Turkish families have not been studied in terms of legitimacy beliefs and contribution of these beliefs to parent-adolescent conflict over different social domains.

Furthermore, adolescents' beliefs about the legitimacy of parental authority were also found to be influenced their interpretations about parental control behaviors (psychological and behavioral control). In particular, adolescents interpreted these behaviors as intrusive and coercive when they viewed less legitimate authority over a social domain which these behaviors were exercised (Kakihara et al., 2009; Smetana and Daddis, 2002). Accordingly, adolescents' adjustment, particularly in terms of internalizing symptoms and self-esteem, was found to be influenced from their interpretations (Hasebe, Nucci and Nucci, 2004; Smetana and Daddis, 2002). Additionally, their interpretations were also found to be related with increased parent-adolescent conflict, particularly in terms of its frequency. That is, adolescents showed higher resistance to their parents' authority when they perceived intrusive forms of parental control, particularly over their personal domain. As a result, their resistance led to more frequent parent-adolescent conflict (Sorkhabi, 2010; Steeger and Gondoli, 2013). Moreover, adolescents' adjustment was also found to be influenced by frequent parent-adolescent conflict (Deković, 1999; Kuhlberg, Peña and Zayas, 2010; Tucker, Mchale and Crouter, 2003; Wang, Brinkworth and Eccles, 2013). Based on these findings, the relation between parental control behaviors and adolescent adjustment was considered to vary according to adolescents' legitimacy beliefs and their perception of conflict frequency. Considering the importance of this relation to adolescents' general well-being, mediator roles of adolescents' general legitimacy beliefs and their perceived conflict frequency were wondered to illustrate possible underlying mechanism in the direct relation between parental control behaviors and adolescent adjustment. Taken together, there were two purposes of the current study in order to expand existing literature of parent-adolescent relations. The primary purpose of this study was to understand Turkish mothers' and adolescents' legitimacy beliefs over four social domains and their relations with perceived parent-adolescent conflict over these domains. The secondary purpose of this study was to illustrate the mediator roles of legitimacy beliefs and conflict frequency in the relation between parental control behaviors (behavioral and psychological control) and adolescent adjustment (depressive symptoms and self-esteem) in order to elaborate the link between parental control behaviors and adolescents' adjustment.

This thesis study was taken from a comprehensive TÜBİTAK project that examined the social domain theory in a broader context. Based on this general frame and major purposes, this study was planned in two steps. First step was based on

descriptive questions while the second step was based on a proposed mediation model which was tested within the framework of social domain theory. In the first step, two research questions were asked to explore the conceptualization of parental authority in the frame of perceived legitimacy of and conflict with parental authority: (1) To what extent do mothers' and adolescents' legitimacy beliefs and perceived parent-child conflicts change in terms of adolescent's gender and family SES in each social domain? (2) How do adolescents and their mother's legitimacy beliefs and perceptions of parent-adolescent conflict change in terms of social domains?

For the second step, the main research question was "How do adolescents' legitimacy beliefs and views of parent-adolescent conflict mediate the relation between the adolescent's perceived parental control behaviors and their adjustment (self-report depressive symptoms and self-esteem)?" Three hypothesis were proposed according to this question: (1) Perceived psychological control will be in a negative relationship with self-esteem and but on the contrary, a positive relationship with depressive symptoms (2) On the other hand, perceived behavioral control will be in a positive relationship with self-esteem however, in a negative relationship with depressive symptoms (3) Lastly, adolescents' legitimacy beliefs and perceived conflict frequency will be mediators in the relationship between parental control behaviors and adolescents' adjustment (e.g. self-esteem and depressive symptoms).

CHAPTER 2

METHOD

The data of the current study were retrieved from the database of a comprehensive project granted by TUBİTAK (Project nu: 113K208). This project was about parents' and adolescents' legitimacy beliefs of parental authority in the frame of some cultural (filial piety, collectivism) characteristics and social and economic mobility of families in Ankara. Data were collected through interviews with mothers and adolescents and lasted approximately an hour. This project explored the contribution of Turkish mothers' and adolescents' difference in their conceptualization of parental authority over four major social domains (moral, prudential, personal and social conventional) to their reports of parent-adolescent conflict, conflict resolutions, parental control, and acceptance of control by adolescents over these domains. In addition, parental control behaviors and indicators of their adjustment were also assessed. Complete sample of this project was used for this thesis study. However, only related measures of the project were taken for this study.

2.1. Participants

The sample consisted of 151 adolescents and their mothers. Adolescents were mainly in middle school (grade 6 to 8) and high school (grade 9 to 10) students and there were 73 males and 78 females in the sample. Mean ages of adolescents were 13.91 (1.54). Descriptive statistics of adolescent demographics were presented in Table 1.1.

Table 1.1. SES, Gender and Age of Adolescents

		SES			AGE			
		Low *n (%)*	Mid-High *n (%)*	Total *n (%)*	*M*	*SD*	*Min.*	*Max.*
Gender	Female	49 (56.98)	29 (44.62)	78 (51.66)	14.01	1.54	11.00	17.00
	Male	37 (43.02)	36 (55.38)	73 (48.34)	13.80	1.54	11.00	17.00
	Total	86 (56.95)	65 (43.05)	151 (100.00)	13.91	1.54	11.00	17.00

Families were selected from low, upper-middle, and high socioeconomic backgrounds. Participants in low SES group were drawn from Social Assistance and Solidarity Foundations ("Sosyal Yardımlaşma ve Dayanışma Vakıfları") in Yenimahalle, Keçiören and Sincan which were under the provincial directorate of Ministry of Family and Social Policies ("Aile ve Sosyal Politikalar Bakanlığ İl Müdürlüğü") in Ankara. Among families that were reached by these foundations, 86 adolescent and mother agreed to participate from low SES groups. Participants in middle-high SES groups were recruited via high SES schools, social media announcements, and press and media organs of universities in Ankara. 65 mothers and their adolescent children who returned to these announcements and agreed to participate from middle-high SES groups. Mothers' mean ages were 38.45 (5.99) for low SES and 43.31(4.62) for high SES. Descriptive statistics of mothers were presented in Table 1.2.

Table 1.2. SES, Education and Age of Mothers

	SES		
Education	Low *n (%)*	Middle-High *n (%)*	Total *n (%)*
Illiterate	4 (4.65)	-	4 (2.65)
Literate	8 (9.30)	-	8 (5.30)
Primary School	51 (59.30)	2(3.08)	53 (35.10)
Middle School	10 (11.63)	2 (3.08)	12 (7.95)
High School	13 (15.12)	16 (24.62)	29 (19.20)
Junior College	-	6 (9.23)	6 (3.97)
College	-	31 (47.69)	31 (20.53)
Master/PhD	-	8 (12.30)	8 (5.30)
Total	86 (100.00)	65 (100.00)	151 (100)
Age *M (SD)*	38.45(5.99)	43.31 (4.62)	40.54 (5.94)

2.2. Measures

In this study, quantitative measures were used through two types of booklets. The first booklet contained interview questions and the second booklet contained several questionnaires which were described in the following sections.

2.2.1. Measures taken from the Interview Part of the Project

Semi structured interviews were used as stated before and interview format were created based on the past studies about the social domain theory (Smetana, Yau, 1996; Smetana, 2000; Smetana, Daddis and Chuang, 2003). These interviews were tested in terms of their clarity and relevance by a pilot study which was held among close circle Moving from this study, interview formats were finalized.

Conceptions of Parental Authority: A pilot study was conducted within the scope of the project to determine the behaviors as being theoretically related to issues in different social domains. As a result, a total number of 12 behaviors were selected. Each social domain was represented by approximately three behaviors which represented issues. For instance, "Anne babanın hoşlanmadığı akranlarla görüşmek" behavior was an issue under the prudential domain and "Telefonda uzun süre konuşmak/telefonu elden bırakmamak" was an issue under the personal domain. Since each issue was represented and measured with a behavior, these two terms (issue and behavior) were used interchangeably in the text. All behaviors/issues were presented in Table 2. Both adolescents and their parents were asked to determine: (1) "Whether it is OK or not OK for parents to make a rule about the behavior/issue?" This question was asked to determine the legitimacy of parental authority. Answers to these questions were given as "yes" or "no" and in that case, "yes" coded as 1 and "no" coded as 0 for the further analysis. Items which were coded as one, were counted for percentages and mean scores of legitimacy beliefs were calculated for each issue and domain.

Conflict: The same behaviors were presented to both parents and adolescents and they were asked to determine: (1) "Whether you had a conflict with your children/parent over this behavior/issue or not?" This question was asked to determine the *conflict presence.* Answers to this question were given as "yes" or "no" and "yes" coded as 1 and "no" coded as 0 for the further analysis. Then if the answer is yes, they asked to determine the *conflict frequency* on a 4-point scale ranging 1 (almost never) to 4 (several times a week). Percentages of conflicts were computed as defined for legitimacy beliefs. Means scores of conflict perception were computed both by using parents and adolescents scores for conflict presence (0 or 1) and conflict frequency (1 to 4). In particular, mean scores of conflict perception were calculated by using presence/absence of conflict plus their reported conflict frequency. Issues of parent-adolescent conflict over different domains were also given in Table 2.1.

Table 2.1. Behaviors/Issues that characterize different social domains

Legitimacy and Conflict Issues		**Domains**
1	İnsanlarla bir şeyleri paylaşmak ve yardımlaşmak	Moral
2	Anne babanın hoşlanmadığı akranlarla görüşmek	Prudential
3	Telefonda uzun süre konuşmak/ telefonu elden bırakmamak	Personal
4	Bir başkasına (ya da bir başkasının malına) zarar vermek	Moral
5	Ağır makyaj yapmak / küpe takmak (fiziksel görünüşte aşırılık)	Personal

6	Argo/küfürlü konuşmak (konuşma tarzı)	Social-conventional
7	Okulda notların düşük olması	Prudential
8	Yalan söylemek	Moral
9	Anne babayla birlikte akraba ziyaretine gitmek	Social- conventional
10	Evde sorumlu olunan işleri yapmamak	Social-conventional
11	Sigara içmek	Prudential
12	Kendi kıyafetlerini seçmek	Personal

2.2.2. Measures taken from Questionnaire Part of the Project

Parental Control Behaviors: Adolescents' perceptions about their parents' behavioral control and psychological control were assessed by using certain scales.

Psychological Control: Psychological control was assessed by "Psychological Control Scale – Youth Self-Report" of Barber (1996) in which contained 8 items and responses were given on a five-point Likert scale. The eight-item scale demonstrated adolescents' own perceptions and assessments about their parents' psychological control over them (e.g., "Eğer bazı şeylerde onun gibi düşünmezsem bana soğuk davranır."). Turkish adaptation study was held by Sayıl and Kındap (2010) and the reliability coefficient (Cronbach alpha) was .86 for mother form and .89 for father form. In the pilot study of the project which held with 1003 adolescents, the reliability coefficient, Cronbach alpha was .72.

Behavioral Control: Behavioral control was measured by "Parental Regulation Scale-Youth Self Report" (specifically "Parental Expectations for Behavior" and "Parental Monitoring of Behavior" subscales) which was developed by Barber (2002) and revised by Soenens, Vansteenkiste, Luyckx & Goossens (2006). The scale contained 12 items and also used five-point likert scale for responses (e.g., "Annemin evde ve dışarıda nasıl davranmam gerektiği ile ilgili beklentileri açıktır."). Turkish adaptation study was held by Kındap (2011) and the reliability coefficient (Cronbach alpha) was .83 for mothers' form and .76 for fathers' form. For the current study, the pilot study which was conducted with 917 middle school and high school students, indicated that the reliability coefficient (Cronbach alpha) was .78.

Adolescents' Adjustment: Adolescents' perceived self-esteem and depressive symptoms were measured by specific scales in order to determine the extent of their adjustment.

Self-Esteem: To determine adolescents' perceived self-esteem, "Self-Perception Profile for Adolescents" (SPPA) was used which developed by Harter (1988). The scale contained 10 items (e.g., "Sıklıkla kendimle ilgili hayal kırıklığı yaşarım." and

“Çoğunlukla benden beklenen şekilde davranırım.”). Responses were given on a 5-point Likert scale ranging from 1(completely false) to 5 (completely true). Turkish adaptation study was held by Şahin and Güvenç (1996) and the reliability coefficient (Cronbach alpha) was .88. The pilot study which was done with 1015 adolescents from middle school and high school, indicated that the reliability coefficient (Cronbach alpha) was .80.

Depressive Symptoms: To assess adolescents perceived depressive symptoms, 12 item scale of Radloff (1977) was used. Responses were given on a 4-point Likert scale. Participants were asked to respond each item by determining how often they experience each situation (e.g., “İnsanların benden hoşlanmadığını hissettim.” and “Yaptığım her şeyi kendimi zorlayarak yaptığımı hissettim.”). The scale is ranging from 0 (rarely or none of the time that refers to less than 1 day) to 3 (most or all of the time which refers to 5 and 7 days).The Cronbach’s Alpha of the scale was .79 in the pilot study with 738 adolescents.

Socioeconomic Status (SES): Socioeconomic Status Index was developed by Kalaycıoğlu, Çelik, Çelen and Türkyılmaz (2010). Index included some questions related to household such as “Kendinizin, eşinizin ve bu anketi cevapladığınız çocuğunuz hariç 15 yaşın üstünde olup evde sizinle birlikte yaşayan aile üyelerinin eğitim durumu nedir?”, “Şu anda oturmakta olduğunuz ev? (size ya da eşinize ait, aileden birine ait, kira ödenmiyor, aileden birine ait, kira ödeniyor, başkasına ait, kira ödeniyor, lojman)”, “Oturulan evin türü nedir? (gecekondu, apartman dairesi, gecekondu olmayan müstakil ev, villa)”, “Eviniz nasıl ısınıyor?”, “Oturduğunuz evde; bulaşık makinesi, birden fazla televizyon, DVD, tablet bilgisayar, internet bağlantısı bulunmakta mıdır?”, “Oturduğunuz ev dışında eviniz var mı?”, “Otomobiliniz var mı?” and parents were asked to state work statues of the household. These questions were used to calculate SES of each family in the project and calculations were made based on the article of Kalaycıoğlu, Çelik, Çelen and Türkyılmaz (2010). Based on these calculations, levels of family SES for the current study were computed as two levels. These levels were labelled as “low SES” group and “middle-high SES” group.

2.3. Procedure:

The procedure of this study was applied through two phases. Applications of these phases were done by project scholars as well as master and PhD students. These scholars and students were trained for the application process by the project administrators. Turning to phases in detail, each phase was applied through a booklet.

In particular, first booklet contained semi structured interview questions either for mothers or adolescents. They were asked to answer these interview questions separately in individual sessions. These sessions were approximately lasted an hour. The second booklet contained several questionnaires which have been shown statistically reliable and relevant. Adolescents and mothers also individually participated into these questionnaire sessions that took 20-25 minutes. The main reason of the individual application procedure was the difficulties about several questions which were experienced by the participants from low SES schools.

The required permissions for interviews and questionnaires with low and middle-high SES families were taken from related institutions in Ankara. Interviews and administration of questionnaires for mothers and adolescents from low SES were held at places provided by previously mentioned foundations. Middle-high SES mothers and adolescents were interviewed and they filled the questionnaires at the developmental psychology laboratory of Hacettepe University and psychology department of TED University. In accordance with the goals of the current study interview questions and questionnaires related to following subjects were taken from the project booklets:

1. Mothers' and adolescents' conceptualization of parental authority over different social domains
2. Parent-adolescent conflict and frequency of their conflict over different social domains
3. Parental control behaviors including psychological and behavioral control
4. As indicators of the adolescents' psychosocial well-being, self-esteem, and depressive symptoms measures.

CHAPTER 3

RESULTS

The main analyses of this study were conducted with the sample of 151 mothers and adolescents. Before conducting the main analyses in order to answer the research questions and to test the hypothesis of this study, descriptive statistics of the studied variables were provided in the following sections. Afterwards, results of the main analyses were presented in subsequent sections after descriptive statistics and correlations.

3.1. Descriptive Statistics and Correlations

3.1.1 Descriptive Statistics of the Studied Variables

The descriptive statistics including mean, standard deviation, median, minimum maximum ranges as well as skewness and kurtosis of the variables were reported in Table 3.1. According to this table, skewness and kurtosis values for the variables had some deviations from normality. These values were generally above +1 and showed positive kurtosis and skewness. Several of these values were below -1 and showed negative skewness. Specifically, underestimation of variance that was associated with positive kurtosis was found to be disappeared with sample of 100 or more (Waternaux, 1976). Similarly, in despite of the level of skewness, stable means and standard deviations were generated from sample of 85 or more (Piovesana and Senior, 2016).

Table 3.1 Descriptive statistics of the studied variables

Variables (n = 151)	*M*	*SD*	*Mdn.*	Min.	Max.	Skewness	Kurtosis
Mother Moral Legitimacy	0.87	0.20	1.00	0.00	1.00	-1.50	2.28
Mother Prudential Legitimacy	0.89	0.22	1.00	0.00	1.00	-1.87	2.62
Mother Personal Legitimacy	0.67	0.24	0.67	0.00	1.00	-.13	-.67
Mother Social Legitimacy	0.82	0.21	1.00	0.33	1.00	-.73	-.47
Mother Total Legitimacy	0.81	0.14	0.83	0.33	1.00	-.94	.61
Adolescent. Moral Legitimacy	0.83	0.22	1.00	0.00	1.00	-1.39	2.23
Adolescent. Prudential Legitimacy	0.88	0.20	1.00	0.00	1.00	-1.87	3.84
Adolescent. Personal Legitimacy	0.62	0.30	0.67	0.00	1.00	-.44	-.57
Adolescent. Social Legitimacy	0.75	0.22	0.67	0.00	1.00	-.49	-.08
Adolescent Total Legitimacy	0.77	0.16	0.83	0.25	1.00	-.62	-.20
Mother Moral Conflict	0.62	0.78	0.33	0.00	3.33	1.44	1.76
Mother Prudential Conflict	0.70	0.71	0.67	0.00	3.33	1.00	1.07
Mother Personal Conflict	0.77	0.83	0.67	0.00	3.67	.78	-.21
Mother Social Conflict	1.07	0.85	1.00	0.00	3.00	.22	-.91

Mother Total Conflict	0.79	0.55	0.75	0.00	2.42	.55	-.24
Adolescent. Moral Conflict	0.53	0.76	0.00	0.00	3.67	1.82	3.32
Adolescent. Prudential Conflict	0.72	0.68	0.67	0.00	2.67	.65	-.41
Adolescent. Personal Conflict	0.68	0.74	0.67	0.00	2.67	.93	.19
Adolescent. Social Conflict	0.98	0.87	1.00	0.00	3.67	.59	-.16
Adolescent Total Conflict	0.72	0.54	0.67	0.00	3.00	.94	1.33
Behavioral Control	3.92	0.58	3.92	2.00	5.00	-.38	.20
Psychological Control	2.30	0.85	2.13	1.00	5.00	.76	.50
Self-Esteem	3.90	0.97	4.20	1.40	5.00	-.75	-.36
Depressive Symptoms	1.50	0.54	1.42	0.67	3.00	.59	-.19

3.1.2 Percentages of Behaviors Judged Legitimately Subject to Parental Authority by Mothers and Adolescents and Compatibility of These Judgements

Adolescents and mothers were asked to state their judgments about legitimacy of parental authority (Whether it is OK or not OK for parents to make a rule about this issue?) over 12 issues under four social domains (three behavior for each domain), as mentioned before. Beside the percentages of their responses in which they stated legitimacy of parental authority, the percentage of compatibility for legitimacy beliefs were also calculated for each issue according to cases in which both mothers and adolescents judged the parental authority as legitimate and illegitimate. Mothers and adolescents' legitimacy judgements and compatibility between their judgements over each issue under each domain were presented in Table 3.2.

Table 3.2. Percentages of Issues Judged Legitimately Subject to Parental Authority by Mothers and Adolescents and Compatibility of Their Judgements

Issues		Mother	Adolescent	Compatibility
1	İnsanlarla bir şeyleri paylaşmak ve yardımlaşmak	67%	58%	59%
4	Bir başkasına (ya da bir başkasının malına) zarar vermek	97%	95%	93%
8	Yalan söylemek	97%	96%	93%
	Moral Domain	87%	83%	82%
2	Anne babanın hoşlanmadığı akranlarla görüşmek	93%	85%	81%
7	Okulda notların düşük olması	83%	81%	75%
11	Sigara içmek	90%	98%	88%
	Prudential Domain	89%	88%	82%
3	Telefonda uzun süre konuşmak/ telefonu elden bırakmamak	91%	79%	74%
5	Ağır makyaj yapmak / küpe takmak (fiziksel görünüşte aşırılık)	78%	77%	75%
12	Kendi kıyafetlerini seçmek	32%	30%	63%
	Personal Domain	67%	62%	71%
6	Argo/küfürlü konuşmak (konuşma tarzı)	96%	95%	90%
9	Anne babayla birlikte akraba ziyaretine gitmek	58%	43%	56%
10	Evde sorumlu olunan işleri yapmamak	93%	89%	84%
	Social Conventional Domain	82%	75%	77%

According to this table, lowest percentage of mothers viewed legitimacy over issue 1 (67%) which was under moral domain and about sharing and helping other people. Highest percentage of mothers regarded legitimate authority over issue 4

(97%) about harming other people or their properties as well as issue 8 about lying (97%) which were under moral domain. Lowest percentage of adolescents viewed legitimate authority over issue 12 (30%) which was under the personal domain and about adolescents' choice of their clothes. Additionally, highest percentage of adolescents viewed legitimacy authority over issue 11 which was under prudential domain and about smoking cigarettes. Moving from mothers and adolescents' responses, issue 4 (93%) and issue 8 (93%) showed highest compatibility percentages in their legitimacy beliefs. In contrast, issue 9 (56%) which was under social conventional domain and about visiting relatives, showed lowest compatibility percentage in mothers and adolescents' legitimacy beliefs.

3.1.3 Percentages of Mothers and Adolescents' Conflict Perceptions and Compatibility of Their Responses

Similar to legitimacy beliefs, adolescents and mothers were also asked to state their conflict perceptions over 12 issues (Whether or not you have a conflict over this issue?) under four social domains, as mentioned above. The compatibility of their conflict perceptions was computed by counting the situations when both the mother and her adolescent child stated the presence/absence of conflict between them. These calculations were done for each issue as well as each domain and presented in Table 3.3.

Table 3.3. Mothers and Adolescents Conflict Perceptions and Compatibility between Their Perceptions in Percentages

Issues		Mother	Adolescent	Compatibility
1	İnsanlarla bir şeyleri paylaşmak ve yardımlaşmak	28%	20%	64%
4	Bir başkasına (ya da bir başkasının malına) zarar vermek	15%	15%	78%
8	Yalan söylemek	37%	33%	72%
	Moral Domain	27%	23%	71%
2	Anne babanın hoşlanmadığı akranlarla görüşmek	33%	30%	79%
7	Okulda notların düşük olması	49%	55%	56%
11	Sigara içmek	5%	5%	96%
	Prudential Domain	29%	30%	77%
3	Telefonda uzun süre konuşmak/ telefonu elden bırakmamak	45%	50%	72%
5	Ağır makyaj yapmak / küpe takmak (fiziksel görünüşte aşırılık)	23%	10%	79%
12	Kendi kıyafetlerini seçmek	20%	15%	80%
	Personal Domain	29%	25%	77%
6	Argo/küfürlü konuşmak (konuşma tarzı)	30%	25%	73%
9	Anne babayla birlikte akraba ziyaretine gitmek	25%	30%	66%
10	Evde sorumlu olunan işleri yapmamak	59%	56%	64%
	Social Conventional Domain	38%	37%	68%

For individual issues under each domain, lowest percentage of mothers stated that they had conflicts over issue 11 (5%) which was under the prudential domain and about smoking cigarettes. On the contrary, highest percentage of mothers stated that

they had conflicts over issue 10 (59%) which was under social conventional domain and about doing chores at home. Similar to mothers, lowest percentage of adolescents stated that they had conflicts over issue 11 (5%) and highest percentage of adolescents stated that they had conflicts over issue 10 (59%). Based on that, highest compatibility percentage were obtained for issue 11 (96%) and lowest compatibility percentage were obtained for issue 7 (56%) which was under prudential domain and about having lower grades at school.

3.1.4 Correlations

The relationships among all study variables were computed using Pearson Correlation coefficients and presented in Table 3.4.

Results regarding to the correlations between mothers and adolescents' **legitimacy beliefs** showed that mothers' and adolescents' legitimacy beliefs was positively and significantly correlated in prudential domain, r=.16, p <.05 and in personal domain, r =.17, p <.05. However, mothers and adolescents' legitimacy beliefs in moral and social conventional domains were not significantly correlated with each other, p >.05.

Regarding to mothers and adolescents' **conflict perceptions**, results indicated that correlations between conflict perception of mothers and adolescents were significant over all domains, p <.001. The other part of the correlations related to the adolescents' perceived **parental control behaviors** (psychological control and behavioral control), and general **legitimacy beliefs** and **conflict perceptions,** and two different measures of **adolescents' adjustment** (depressive symptoms and self-esteem) were more closely examined.

Adolescents' perceived parental behavioral control was significantly and positively correlated with their perceived parental psychological control, r=.21, p <.01. In addition, psychological control was significantly and negatively correlated with adolescents' self-esteem, r=-.48, p <.001. In contrast, psychological control was significantly and positively correlated with adolescents' depressive symptoms, r=.50, p <.001. However, behavioral control was not significantly correlated with adolescents' self-esteem and depressive symptoms, p >.05.

Correlations related to the **legitimacy beliefs** revealed that psychological control did not show any significant correlation with either general or domain specific legitimacy beliefs of adolescents.

Table 3.4. Correlations among All Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	-																							
2	-.14	-																						
3	-.07	.24**	-																					
4	-.02	.19*	.25**	-																				
5	-.05	.30***	.33***	.26**	-																			
6	-.10	.62***	.69***	.67***	.70***	-																		
7	-.08	.04	-.03	-.07	.04	-.01	-																	
8	.05	.10	.16*	.00	-.01	.09	.19*	-																
9	-.10	.13	.08	.17*	-.02	.14	.22**	.29***	-															
10	-.10	-.02	.07	-.02	.10	.05	.32***	.24**	.23**	-														
11	-.10	.11	.11	.05	.04	.11	.64***	.61***	.73***	.65***	-													
12	-.13	-.08	-.10	-.05	.03	-.08	-.02	-.01	.03	-.05	-.01	-												
13	.07	.06	-.01	-.02	.03	.02	.00	.01	-.12	-.02	-.06	.39***	-											
14	.06	-.05	-.05	.10	.04	.02	-.16	-.05	-.27**	.02	-.19*	.28**	.38***	-										
15	-.19*	.10	.12	.01	.16	.14	-.13	-.09	-.22**	-.03	-.19*	.29***	.23**	.32***	-									
16	-.07	.01	-.01	.02	.10	.04	-.11	-.05	-.21**	-.03	-.17*	.70***	.69***	.72***	.68***	-								
17	-.01	.16	.13	.02	.08	.14	-.10	-.09	-.03	-.08	-.11	.40***	.27**	.20*	.19*	.37***	-							
18	.29***	-.12	.06	.07	.11	.05	-.13	.01	-.12	-.12	-.14	.24**	.51***	.31***	.07	.39***	.36***	-						
19	.08	-.12	.04	.06	.04	.01	-.21*	-.05	-.21*	-.14	-.24**	.14	.30***	.58***	.22**	.45***	.20*	.39***	-					
20	.01	-.04	.05	.06	.09	.06	-.17*	-.05	-.16	.04	-.14	.16*	.25**	.29***	.28***	.35***	.38***	.38***	.28***	-				
21	.12	-.04	.10	.07	.11	.10	-.22**	-.07	-.18*	-.10	-.22**	.33***	.46***	.48***	.28**	.55***	.69***	.73***	.65***	.76***	-			
22	-.15	.05	.06	.14	.04	.11	.11	.13	.31***	.13	.27**	.01	.05	-.07	-.07	-.03	-.08	.05	-.09	.13	.01	-		
23	-.04	-.09	.03	-.02	.01	-.03	-.03	.06	.06	-.07	.01	.12	.12	.07	.11	.15	.22**	.28***	.17*	.13	.28***	.21**	-	
24	-.06	-.14	-.01	-.04	-.11	-.10	.07	.01	.11	.09	.11	.05	-.23**	-.25**	-.10	-.19*	-.26**	-.36***	-.23**	-.26**	-.39***	-.07	-.46***	-
25	.09	-.08	.02	.08	.00	.01	-.23**	.02	-.18*	-.09	-.19*	.07	.21*	.23**	.19*	.25**	.24**	.39***	.23**	.24**	.38***	.03	.50***	-.58***

Note. $p<.05$*, $p<.01$**, $p<.001$***, 1. Age, 2.Mother Moral Legitimacy, 3. Mother Prudential Legitimacy, 4. Mother Personal Legitimacy, 5. Mother Social Legitimacy, 6. Mother Legitimacy, 7. Adolescent Moral Legitimacy, 8.Adolescent Prudential Legitimacy, 9. Adolescent Personal Legitimacy, 10. Adolescent Social Legitimacy, 11. Adolescent Legitimacy, 12. Mother Moral Conflict, 13. Mother Prudential Conflict, 14 Mother Personal Conflict, 15. Mother Social Conflict, 16. Mother Conflict, 17. Adolescent Moral Conflict, 18.Adolescent Prudential Conflict, 19. Adolescent Personal Conflict, 20. Adolescent Social Conflict, 21. Adolescent Conflict, 22. Behavioral Control, 23. Psychological Control, 24. Self-esteem, 25. Depressive Symptoms

Whereas behavioral control was significantly and positively correlated with adolescents' general legitimacy beliefs, r=.27, p <.001 and legitimacy beliefs in personal domain, r=.31, p <.001.

According to the correlation results regarding the **conflict perceptions**; psychological control were significantly and positively correlated with adolescents' conflict perception in moral (r=.22, p <.01), prudential (r =.28, p <.001) and personal (r=.17, p <.05) as well as in social conventional domain, r=.28, p <.001. In contrast, behavioral control was not significantly correlated with adolescents' conflict perceptions in moral, prudential, personal, and social conventional domains, p >.05. Psychological control was also significantly and positively correlated with adolescents' general conflict perception, r=.28, p <.001. However, behavioral control was not significantly correlated with adolescents' general conflict perception, p >.05. Lastly, adolescents' general legitimacy beliefs were not significantly correlated with adolescents' self-esteem, (p >.05) but they were significantly and negatively correlated with adolescents' depressive symptoms, r=-.19, p <.05. On the other hand, adolescents' general conflict perceptions were significantly and negatively correlated with adolescents' self-esteem, (r=-.39, p <.001) and positively correlated with adolescents' depressive symptoms, r=.38, p <.001.

3.2. Gender and Family SES Differences in Legitimacy Beliefs and Conflict Perceptions of Mothers and Adolescents

First research question of this study was "To what extent do mothers' and adolescents' legitimacy beliefs and perceived parent-child conflicts differ in terms of adolescent's gender and family SES in each social domain?" In order to answer this question a series of t-tests were applied to the data. Independent samples t-tests were conducted to determine how adolescents and mothers' **legitimacy beliefs** and **conflict perceptions** changed in each social domain by **the gender of adolescents**. Then, paired samples t-test analyses were conducted to examine how family members (mothers and adolescents) **legitimacy beliefs** and **conflict perceptions** were different from each other according to the gender of adolescents. These analyses that were done for each social domain separately were also repeated for **general legitimacy beliefs** and **general conflict perceptions** of mothers and adolescents**.** In addition, same t-test analyses were conducted for **SES.** Bonferroni correction (.05/5) was applied for p values of each variable and results were accepted as significant if they were under the value of .01. Results of these analyses were given in the following subsections.

3.2.1 Gender Differences in Legitimacy Beliefs and Conflict Perceptions of Mothers and Adolescents

Primarily, results of the independent samples t-test analyses for **legitimacy beliefs,** indicated that **mothers' legitimacy beliefs** changed in terms of **adolescent's gender** in personal domain, t (149) = 4.08, p <.01. That is, mothers regarded higher legitimacy in personal domain for females (M =.74, SD =.21) than males, (M =.59, SD =.24). In contrast, **adolescents' legitimacy beliefs** did not change in terms of their gender in each social domain and in their general legitimacy beliefs, p >.01.

Moreover, results of the paired sample t-test analyses for **legitimacy beliefs**, illustrated that there was a significant difference between family members namely **mothers'** (M =.74, SD =.21) and **female adolescents'** (M =.63, SD =.31) legitimacy beliefs in personal domain, t (77) = 2.83, p <.01. Hence, mothers regarded higher legitimacy over personal domain than did female adolescents. Conversely, **mothers** and **male adolescents** did not significantly different in their legitimacy beliefs in each social domain and in their general legitimacy beliefs, p >.01.

On the other hand, results of the independent samples t-test analyses for **conflict perceptions**, indicated that mothers and adolescents' conflict perceptions did not change in terms of adolescents' gender in each social domain and in their general conflict perceptions, p > .01.

Results of the paired samples t-test analyses for **conflict perceptions**, showed that **mothers and adolescents** did not differ in their conflict perceptions in each social domain and in their general conflict perceptions by **adolescent gender**, p >.01. The results were presented in the Table 3.5.

Table 3.5. Gender Differences in Mothers' and Adolescents' Legitimacy Beliefs and Conflict Perceptions

	Female (n = 78)			Male (n = 73)			Gender Differences	
	Mothers[1]	Adolescents[2]	1-2	Mothers[3]	Adolescent[4]	3-4	1-3	2-4
Domains	*M (SD)*	*M (SD)*	*t*-values	*M (SD)*	*M (SD)*	*t*-values	*t*-values	*t*-values
Moral Legitimacy	0.85 (0.21)	0.81 (0.26)	1.03	0.90 (0.17)	0.86 (0.17)	1.60	-1.85	-1.40
Prudential Legitimacy	0.88 (0.23)	0.88 (0.2)	.14	0.89 (0.21)	0.88 (0.21)	.28	-.16	-.03
Personal Legitimacy	0.74 (0.21)	0.63 (0.31)	2.83**	0.59 (0.24)	0.61 (0.3)	-.45	4.08**	.42
Social Legitimacy	0.81 (0.21)	0.74 (0.23)	2.04*	0.83 (0.21)	0.77 (0.21)	2.03*	-.63	-.66
General Legitimacy	0.83 (0.14)	0.77 (0.16)	2.30*	0.81 (0.13)	0.78 (0.16)	1.70	.78	-.29
Moral Conflict	0.62 (0.79)	0.50 (0.73)	1.28	0.62 (0.77)	0.56 (0.79)	.59	.06	-.53
Prudential Conflict	0.65 (0.73)	0.81 (0.72)	-2.15*	0.74 (0.69)	0.62 (0.62)	1.52	-.78	1.74
Personal Conflict	0.88 (0.94)	0.78 (0.80)	1.26	0.65 (0.68)	0.57 (0.66)	1.06	1.73	1.77
Social Conflict	1.07 (0.81)	1.02 (0.83)	.52	1.06 (0.89)	0.93 (0.91)	.96	.10	.67
General Conflict	0.81 (0.58)	0.78 (0.56)	.63	0.77 (0.52)	0.67 (0.52)	1.52	.45	1.23

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

3.2.2 SES Differences in Legitimacy Beliefs and Conflict Perceptions of Mothers and Adolescents

First, results of the independent samples t-test analyses for **legitimacy beliefs**, indicated that **mothers' legitimacy beliefs** in each social domain and their general legitimacy beliefs did not change in terms of SES, $p > .01$. In contrast, **adolescents' legitimacy beliefs** in personal domain changed in terms of SES, t (115.95) = 2.94, $p < .01$.Adolescents from low SES (M =.69, SD =.26) viewed higher legitimacy in personal domain than adolescents in middle- high SES (M =.54, SD =.34). Moreover, **general legitimacy beliefs of adolescents** in low SES (M =.80, SD =.13) was significantly higher than adolescents in middle-high SES (M =.73, SD =.18), t (114.45) = 2.70, $p < .01$. Results were presented in the Table 3.6.

Results of the paired samples t-test analyses with respect to the differences between family members in each SES group demonstrated that adolescents and mothers from middle-high SES were significantly different in their **legitimacy beliefs** in personal domain, t (64) = 2.64, $p < .01$. That is, adolescents from middle- high SES (M =.54, SD =.34) regarded less legitimacy in personal domain than their mothers (M =.66, SD =.26). Similarly, mothers and adolescents from middle-high SES were also significantly different in their legitimacy beliefs in social conventional domain, t (64) = 2.93, $p < .01$. Adolescents from middle-high SES (M =.74, SD =.23) viewed less legitimacy in social conventional domain than their mothers (M =.85, SD =.19). Moreover, mothers and adolescents from middle-high SES were significantly different in their **general legitimacy beliefs**, t (64) = 3.26, $p < .01$. Adolescents from middle-high SES (M =.73, SD =.18) generally viewed less legitimacy than their mothers (M =.81, SD =.13). In contrast, mothers and adolescents from low SES were not significantly different in their domain specific and general legitimacy beliefs.

Subsequently, results of the independent samples t-test analyses for **conflict perceptions**, revealed that mothers' conflict perception changed in terms of SES in personal domain, t (149) = -2.93, p <.01. That is, mothers from low SES (M =.60, SD =.83) reported less conflict in personal domain than mothers in middle-high SES (M =.99, SD =.78). Mothers conflict perceptions also changed in terms of SES in social conventional domain, t (136.94) = -2.85, p <.01. Mothers from middle-high SES (M =1.29, SD =.83) reported higher conflict in social conventional domain than mothers in low SES (M =.90, SD =.82). Furthermore, adolescents conflict perceptions in personal domain also changed in terms of SES, t (149) = -2.90, p < .01. Adolescents

from middle-high SES (M =.87, SD =.77) reported higher conflict in personal domain than adolescents in low SES (M =.53, SD =.69).

Furthermore, results of family member differences for **conflict perceptions**, illustrated that mothers and adolescents in middle-high SES were significantly different in their **conflict perceptions** in social conventional domain, t (64) = 2.76, p <.01. Hence, mothers from middle-high SES (M =1.29, SD =.83) reported higher conflict than adolescents in middle-high SES (M =.99, SD =.75). In contrast, mothers and adolescents from low SES were not significantly different in their conflict perceptions in each social domain as well as in their general conflict perceptions, p < .01.

Table 3.6. Comparisons of Mothers' and Adolescents' Legitimacy Beliefs and Conflict Perceptions in each SES and by SES groups

	Low (n = 86)			Mid-High (n = 65)			SES Differences	
	Mothers[1]	Adolescents[2]	1-2	Mothers[3]	Adolescent[4]	3-4	1-3	2-4
Domains	*M (SD)*	*M (SD)*	*t*-values	*M (SD)*	*M (SD)*	*t*-values	*t*-values	*t*-values
Moral Legitimacy	0.88 (0.21)	0.86 (0.21)	.61	0.87 (0.17)	0.80 (0.23)	2.03*	.13	1.54
Prudential Legitimacy	0.90 (0.21)	0.91 (0.2)	-.13	0.87 (0.23)	0.85 (0.21)	.63	1.02	1.82
Personal Legitimacy	0.68 (0.22)	0.69 (0.26)	-.22	0.66 (0.26)	0.54 (0.34)	2.64**	.43	2.94**
Social Legitimacy	0.80 (0.22)	0.76 (0.21)	1.30	0.85 (0.19)	0.74 (0.23)	2.93**	-1.23	.55
General Legitimacy	0.82 (0.14)	0.80 (0.13)	.67	0.82 (0.12)	0.73 (0.18)	3.26***	-.002	2.70**
Moral Conflict	0.68 (0.87)	0.57 (0.83)	.61	0.54 (0.62)	0.47 (0.66)	.94	1.19	.86
Prudential Conflict	0.73 (0.74)	0.76 (0.71)	-.13	0.65 (0.67)	0.65 (0.64)	.00	.70	1.00
Personal Conflict	0.60 (0.83)	0.53 (0.69)	-.22	0.99 (0.78)	0.87 (0.77)	1.30	-2.93**	-2.90**
Social Conflict	0.90 (0.82)	0.97 (0.95)	1.30	1.29 (0.83)	0.99 (0.75)	2.76**	-2.85**	-.11
General Conflict	0.73 (0.56)	0.71 (0.56)	.67	0.87 (0.53)	0.74 (0.52)	1.96	-1.54	-.40

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

3.3 Mothers' and Adolescents' Legitimacy Beliefs and Their Conflict Perceptions over Social Domains

In order to answer second question of the current study (How do adolescents and their mother's legitimacy beliefs and perceptions of parent-adolescent conflict change in terms of social domains?) two separates of 2 (Family member: Mother, adolescent) x 4 (Domains: Moral, social-conventional, personal, prudential) two-way repeated measures of ANOVA analyses were performed on legitimacy beliefs and conflict perceptions.. Mean scores of mothers and adolescents' legitimacy beliefs and conflict perceptions over four different social domains were previously presented in Table 3.1.

3.3.1 Legitimacy Beliefs

Primarily, 2 (Family member: Mother, adolescent) x 4 (Domains: Moral, prudential, personal, social-conventional) two-way repeated measures of ANOVA was performed on legitimacy beliefs. Results of the analysis showed that the main effect of the family member on legitimacy beliefs was significant, Wilk's Λ = .96, F (1, 150) =6.31, p

<.05, partial η^2= .04. The main effect of the domain on legitimacy beliefs was also significant, Wilk's Λ = .44, F (3, 148) =63.82, p <.001, partial η^2= .56. In contrast, the interaction effect was not significant, Wilk's Λ = .97, F (3, 148) =1.70, p >.05, partial η^2= .03. Mothers' legitimacy beliefs (M =.81, SD =.15) were significantly higher than the adolescents' legitimacy beliefs (M =.77, SD =.16), p <.05.

Furthermore, pairwise comparisons with Bonferroni correction for the main effect of domain showed that moral (M =.85, SD =.15) and prudential domains (M =.88, SD =.16) were significantly and more legitimately subject to parental authority than the social conventional domain (M =.79, SD =.16) and the personal domain, (M =.65, SD =.21), p <.001. However, the moral domain was not significantly different from the prudential domain, p > .05. Finally, the social conventional domain was significantly and more legitimately subject to parental authority than the personal domain, p < .05.

Finally, four paired samples t-test analyses were performed in order to explore how mothers and adolescents' legitimacy beliefs were different from each other, in each social domain. Bonferroni correction (.05/4) made for p values of each variable and results were accepted as significant if they were under the value of .0125 to avoid Type I error. Results of these analyses showed that mothers' legitimacy beliefs in social conventional domain (M =.82, SD =.21) was significantly higher than adolescents' legitimacy beliefs in this domain, M =.76, SD =.22, t (150) = 2.88, p <.0125.

3.3.2 Conflict Perceptions

Similar to the legitimacy beliefs, 2 (Family member: Mother, adolescent) x 4 (Domains: Moral, prudential, personal, social-conventional) two-way repeated measures of ANOVA was performed on conflict perceptions. Accordingly, results illustrated that the main effect of the family member on conflict perceptions was not significant, Wilk's Λ = .98, F (1, 150) = 2.44, p >.05, partial η^2= .02. In contrast, the main effect of the domain on conflict perceptions was significant, Wilk's Λ = .72, F (3, 148) =19.22, p <.001, partial η^2= .28. Moreover, the interaction effect was not significant, Wilk's Λ = .98, F (3, 148) =1.18, p >.05, partial η^2= .02.

Pairwise comparisons with Bonferroni correction for the main effect of domain showed that conflict perceptions were significantly higher in social conventional domain (M =1.02, SD =.69) than personal (M =.72, SD =.70) and prudential (M =.71, SD =.60) and the moral domains, (M =.57, SD =.64), p <.001. However, conflict

perceptions in moral, prudential and personal domains were not significantly different from each other, $p > .05$.

Four paired samples t-test analyses were performed in order to explore how mothers and adolescents conflict perceptions were different from each other, in each social domain. Bonferroni correction (.05/4) made for p values of each variable and results were accepted as significant if they were under the value of .0125 to avoid Type I error. However, results of these analyses revealed that mothers and adolescents conflict perceptions in each social domain were not significantly different from each other, $p > .05$.

3.4 Test of Mediation Hypothesis

Mediation analyses were conducted by PROCESS Macro Model 6 (Hayes, 2013). 95% bias-corrected bootstrap confidence intervals were used to determine whether the hypothesized indirect effects were statistically different than zero. Specifically, these mediation analyses were conducted according to third research question of the current study (How do adolescents' legitimacy beliefs and views of parent-adolescent conflict mediate the relation between the adolescent's perceived parental control behaviors and their adjustment?). According to this question, these analyses were conducted to explore the mediator roles of adolescents' legitimacy beliefs and perceived parent-adolescent conflict frequency over four social domains in the relationship between the adolescents' perceived parental control behaviors (psychological and behavioral control) and adjustment (self-esteem and depressive symptoms).

Therefore, two separate mediation analyses were conducted. In these two analyses, psychological and behavioral control were entered as predictor variables, adolescents' legitimacy beliefs and perceived conflict frequency as mediators and adolescents' self-esteem and depression as the outcome variables. Results were presented in figure 3.1.

The results of these analyses indicated that psychological control did not have a direct effect on adolescents' legitimacy beliefs ($a_1 = -.01$, $SE = .015$, $p > .05$) but had a positive direct effect on their perceived conflict frequency ($a_3 = .18$, $SE = .050$, $p < .001$). That is, adolescents who perceived higher psychological control, were more likely to perceive frequent conflicts with their mothers. Conversely, behavioral control had a positive direct effect on legitimacy beliefs ($a_2 = .08$, $SE = .022$, $p < .001$) and did not have a direct effect on conflict frequency ($a_4 = .01$, $SE = .077$, $p > .05$). Hence,

adolescents who perceived higher behavioral control, were more likely view higher legitimacy.

Adolescents' legitimacy beliefs had a negative direct effect on their perceived conflict frequency (d_{21} = -.79, *SE* =.274, *p* <.001). Accordingly, adolescents who regarded less legitimacy, were more likely to report frequent conflicts with their mothers. Results of the analyses showed that adolescents' legitimacy beliefs did not have a direct effect on their self- esteem (b_1 = .35, *SE* = .460, *p* > .05). In contrast, adolescents' perceived conflict frequency had a negative direct effect on their self-esteem (b_2 = -.49, *SE* = .134, *p* < .001). Hence, adolescents who perceived frequent conflicts with their parents, were more likely to report lower self-esteem. In contrast, adolescents' legitimacy beliefs did not have a direct effect on their depressive symptoms (b_3 = -.48, *SE* =.247, *p* >.05) whereas their perceived conflict frequency had positive direct effect on their depressive symptoms (b_4 = .22, *SE* =.072, *p* <.01). Adolescents who perceived frequent conflicts with their mothers, were more likely to report higher depressive symptoms.

The total (c_1 = -.52, *SE* =.085, *p* <.001) and direct effect (c_1' =-.42, *SE* = .085, *p* < .001) of psychological control on self-esteem through two mediators were found to be negative and significant. Adolescents who perceived higher psychological control, were more likely to report lower self-esteem, even after mediators were being controlled. Indirect effect of psychological control on self-esteem through conflict frequency was also significant (a_3 *x* b_2 = -.09, *SE* = .037, 95% *CI* [-.166, -.025]). Accordingly, higher psychological control predicted more frequent conflicts, which in turn led to lower levels of self-esteem. The total (c_3 = .05, *SE* =.126, *p* >.05) and direct effect (c_3' =.00, *SE* = .125, *p* > .05) of behavioral control on self-esteem through two mediators were not significant. Nevertheless, indirect effect of behavioral control on self-esteem through legitimacy beliefs and conflict frequency was significant (a_2 *x* d_{21} *x* b_2 = .02, *SE* = .016, 95% *CI* [.005, .065]). Higher behavioral control predicted higher legitimacy, which in turn led to low conflict frequency and which in turn led to higher levels of self-esteem. In addition, the model in general was also significant (*F* (4, 146) = 14.63, *p* < .001) and 29% of the variance in self-esteem was explained by psychological and behavioral control through legitimacy beliefs and conflict frequency. The total (c_2 = .32, *SE* =.046, *p* <.001) and direct effects (c_2' =.28, *SE* = .045, *p* < .001) of psychological control on depressive symptoms through two mediators were found to be positive and significant. That is, adolescents who perceived

higher psychological control, were more likely to report higher depressive symptoms, even after mediators were being controlled. Indirect effect of psychological control on depressive symptoms through conflict frequency was also significant (a_3 x b_4 = .04, *SE* = .018, 95% *CI* [.009, .079]).

Accordingly, higher psychological control predicted more frequent conflicts, which in turn led to higher levels of depressive symptoms. The total (c_4 = -.07, *SE* =.068, *p* >.05) and direct effects (c_4' =-.03, *SE* = .067, *p* > .05) of behavioral control on depressive symptoms through two mediators were not significant. However, indirect effect of behavioral control on depressive symptoms through legitimacy beliefs and conflict frequency was significant (a_2 x d_{21} x b_4 =- .01, *SE* = .006, 95% *CI* [-.031, -.002]). Higher behavioral control predicted higher legitimacy, which in turn reduced the conflict frequency and which in turn led to lower levels of depressive symptoms. Moreover, the model in general was also significant (*F* (4, 146) = 18.10, *p* < .001) and 33% of the variance in depressive symptoms was explained by psychological and behavioral control through legitimacy beliefs and conflict frequency.

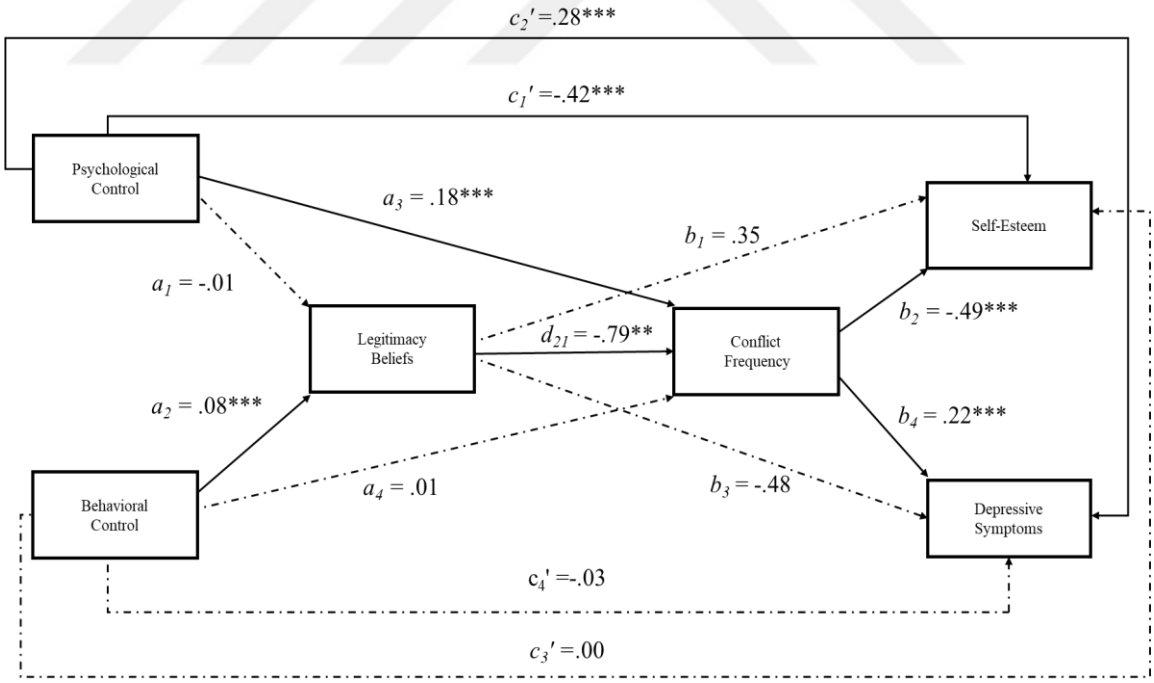

Figure 3.1. *Unstandardized Coefficients for the Indirect Association Between Parental Control Behaviors and Adolescent Adjustment Through Legitimacy Beliefs and Conflict Frequency*

CHAPTER 4

DISCUSSION

The current study had two major purposes as mentioned earlier. Accordingly, these purposes were determined to expand previous literature about parent-adolescent interaction and adolescents' adjustment in the frame of social domain theory. In particular, the primary purpose of the current study was to understand mothers' and adolescents' conceptualizations of the legitimacy of parental authority over four major social domains and the relations of their legitimacy beliefs with their perceived parent-adolescent conflict over these domains. Additionally, the secondary purpose was to expand the relation between parental control behaviors and adolescent adjustment by using adolescents' general legitimacy beliefs and their perceptions of conflict frequency as two possible underlying mechanisms. Moving from that, this study was conducted through two steps. At the first step, mothers and adolescents' legitimacy beliefs and conflict perceptions were examined in detail. At the second step a proposed model was tested. Results of these two steps of the current study were discussed in the following sections.

4.1. Gender and Family SES Differences in Legitimacy Beliefs and Conflict Perceptions of Mothers and Adolescents

The first research question of the current study was how mothers and adolescents' legitimacy beliefs and conflict perceptions change with adolescent gender and family SES in moral, prudential, personal and social-conventional domains. In addition, the gender and SES differences in their general legitimacy beliefs and in their general conflict perceptions were examined. Results with respect to this question were discussed in following lines.

4.1.1 Gender Differences in Legitimacy Beliefs and Conflict Perceptions

Results indicated that Turkish mothers viewed higher legitimate authority over personal domain of female adolescents than male adolescents. In contrast, female and male adolescents were not significantly different in their legitimacy beliefs. Thus, gender difference in legitimacy beliefs, was only seen in mothers' legitimacy beliefs

and this difference was only present for female adolescents. This finding is consistent with the gender roles since females and males are socialized differently across various cultures. Specifically, males are mainly granted higher independence whereas higher conformity and obedience are expected from females (Ataca, Diri and Kağıtçıbaşı, 2005; Wainryb and Turiel, 1994). In addition, this finding is also in line with the previous findings indicating that male adolescents were generally granted higher autonomy and personal discretion, especially over their personal domain, than female adolescents (Assadi et al., 2011; Smetana and Asquith, 1994; Wainryb and Turiel, 1994). Female adolescents were generally closely supervised and controlled in their permissible activities since majority of their parents felt that they had to take a more protective position to their physically maturing adolescent daughters (Bumbus, Crouter and Mchale, 2001). This gender difference was seen among families from African American, Iranian and Latino cultures as parents from these cultures were regarded higher legitimacy and granted less autonomy to female adolescents, particularly over their personal domain (Assadi et al., 2011; Domenech Rodríguez, Donovick and Crowley, 2009; Smetana, Crean and Campione-Barr, 2005; Villalobos Solis, Smetana and Tasopoulos-Chan, 2016).

Furthermore, mothers and adolescents' conflict perceptions in each social domain as well as their general conflict perceptions did not change by adolescent gender. As mentioned earlier, mothers of female adolescents viewed significantly higher legitimate authority over these adolescents' personal domain. Nevertheless, female adolescents did not regard significantly less legitimacy over their personal domain. There is substantial amount of research indicating that parents from Latino, Iranian, and African American cultures generally viewed higher legitimate authority over female adolescents' personal domain. That is, female adolescents from these cultures, were mainly granted less autonomy (Assadi et al., 2011; Ataca, Diri and Kağıtçıbaşı, 2005; Domenech Rodríguez, Donovick and Crowley, 2009; Smetana, Crean and Campione-Barr, 2005; Villalobos Solis, Smetana and Tasopoulos-Chan, 2016). Similarly, Turkish parents mainly practice close supervision and restriction on the permissible activities of female adolescents (Ataca, Diri and Kağıtçıbaşı, 2005). In contrast to females, male adolescents from non-Western cultures are typically granted higher autonomy. If their parents grant less autonomy to male adolescents, they are more likely rebel against their parents' authority in order to gain more personal control (Assadi et al., 2011). Moreover, Turkish mothers tolerate higher independence and

aggressiveness in males compared to females (Ataca, Diri and Kağıtçıbaşı, 2005). On the contrary, females from Turkish cultures are generally expected to show higher respect to their parents' authority rather than rebel against it (Kan, 2008). Therefore, even if Turkish mothers viewed significantly higher legitimate authority over female adolescents' personal domain, female adolescents did not view significantly less legitimacy in this domain. This may be related to female adolescents' perception of their mothers' legitimate authority over this domain as culturally normal. Additionally, they are less likely to rebel against this authority to have conflicts with their mothers since higher deference and conformity are expected from them (Ataca, Diri and Kağıtçıbaşı, 2005; Kan, 2008).

4.1.2 SES Differences in Legitimacy Beliefs and Conflict Perceptions

Mothers and adolescents' legitimacy beliefs in each social domain and their general legitimacy beliefs were also examined in each SES for determining how these beliefs were changed across low and middle-high SES families. Results of the present study indicated that adolescents' legitimacy beliefs in each social domain and their general legitimacy beliefs changed in terms of SES. In contrast, mothers' legitimacy beliefs in each social domain and their general legitimacy beliefs did not change in terms of SES. Regardless of socioeconomic status, mothers from the current study, mainly viewed that parents had more legitimate authority over four social domains and in general, than did their adolescent children. This result is inconsistent with prior research from diverse ethnicities such as African American, Palestinian, and Iranian indicating that parents from high SES groups, mainly viewed less legitimate authority over adolescents' personal domain than parents from low SES groups. Notwithstanding, these parents viewed less but a considerable amount of legitimate authority over adolescents' personal domain than did their adolescent children (Assadi et al., 2011; Smetana, Ahmad and Wray-Lake, 2015; Smetana, Crean and Campione-Barr, 2005). Consistently, Turkish parents from urban, middle-high SES group recognize adolescents' need for autonomy while they are endorsing strong parental control rather than permissive letting go of their children (Kağıtçıbaşı, 2013). These parents aim to develop autonomous-related self rather than foster separation and independence of their adolescent children. Therefore, they emphasize autonomy and agency for urban lifestyle in terms of education and specialized workplaces that required individual decision-making and initiative. At the same time, closely knit self and other relations are continuously emphasized by these parents in order to maintain

emotional interdependency of their adolescent children and sustain culture of relatedness (Kağıtçıbaşı, 2013). In contrast to parents, Turkish adolescents from urban, middle-high SES families, assert higher autonomy and they have higher independent orientations than their parents. Relatedly, material interdependencies and traditional values within Turkish families are found to be on the decline from grandmothers to mothers and to adolescents as well as from rural to urban places (Kağıtçıbaşı, 2013; Kağıtçıbaşı and Ataca, 2005; Mayer et al., 2012). Consistently, results of the current study also demonstrated that middle-high SES adolescents' general legitimacy beliefs were lower than their counterparts from low SES families. In addition, these adolescents also reported less legitimate parental authority over their personal domain than did adolescents from low SES. In combination, adolescents from middle-high SES, viewed that their parents had less legitimacy to regulate their behaviors in personal domain and in general than did adolescents from low SES. These findings are consistent with previous studies indicating that adolescents from middle-high SES, were allowed to assert their autonomy needs and regulate their personal issues at younger ages than did adolescents from low SES. This difference in adolescents' legitimacy beliefs from diverse SES families is shown to be related with the diversity of their parents in their endorsement of personal autonomy. Basically, findings of the studies from African American, Chinese and Brazilian families demonstrated that parents from middle-high SES encouraged more autonomy and personal initiative in socializing their children than their low SES counterparts (Chen-Gaddini, 2012; Nucci, Camino and Sapiro, 1996; Smetana, 2000; Yau and Smetana, 1996; 2003). Similarly, Turkish parents from middle-high SES also endorse higher autonomy and self-reliance in socializing their children than parents from low SES. In turn, adolescents from middle-high SES families are typically allowed to assert higher autonomy than adolescents from low SES families because more conformity and obedience are expected from children in low SES families (İmamoğlu, 1987; Kağıtçıbaşı, 2013; Kağıtçıbaşı and Sunar, 1992).

In fact, findings of the current study also revealed that mothers and adolescents from middle-high SES, were significantly different in their legitimacy beliefs in personal, social conventional and in their general legitimacy beliefs. In brief, adolescents from middle-high SES, regarded less legitimacy over personal and social conventional domains than their mothers. These adolescents also had less general legitimacy beliefs than their mothers. These differences between mothers and

adolescents' legitimacy beliefs are provided further support with the prior statement and previous literature findings that were indicating that Turkish parents from middle-high SES were mainly characterized by their increased encouragement of personal autonomy of their adolescent children and adolescents from these families had more independent orientations than their parents and adolescents from low SES (İmamoğlu, 1987; Kağıtçıbaşı, 2013; Mayer et al., 2012; Sunar, 1992; Şen, Yağmurlu and Müren, 2014). Parental encouragement of personal autonomy as well as degree of adolescents' assertion of autonomy are found to be differentiated between lower SES and middle-high SES families, mainly as a result of increased urbanization and industrialization in Turkish society (Kağıtçıbaşı, 2013). This is compatible with previous findings of Kohn (1969) as he also found that parental emphasis on obedience and autonomy varied according to parents' SES and requirements of their workplaces. Specifically, low SES parents generally had jobs that were required higher obedience and conformity whereas jobs of high SES parents were mainly endorsed autonomy and agency (Kohn, 1969). Consistently, Turkish parents from urban low SES and rural groups are found to be had higher expectations of obedience, loyalty. These parents are also found to be emphasized harmony by subordination of individuals' goals to the goals of the family (Aslan, 2009; Kağıtçıbaşı, 2013; Kağıtçıbaşı and Sunar, 1992). Thus, adolescents' claim and expression of personal choice, initiative and their desires for autonomy are more likely allowed and encouraged in families from middle-high SES rather than in families from low SES. In other words, adolescents from middle-high SES families, are more likely express higher personal discretion and assert their needs for autonomy over the issues of personal and social conventional domains. On the contrary, adolescents from low SES families are more likely conform and respect parental authority since obedience and respect are highly encouraged in these families. Therefore, mothers and adolescents from low SES families were found to be different in their legitimacy beliefs over social domains and in general. (Kağıtçıbaşı, 2013; Kağıtçıbaşı and Sunar, 1992; Şen, Yağmurlu and Müren, 2014).

Mothers and adolescents' conflict perceptions in each social domain and their general conflict perceptions were also examined in each SES for determining how these perceptions were changed across low and middle-high SES families. Accordingly, it was observed that mothers and adolescents conflict perceptions in some social domains and their general conflict perceptions found to be changed in terms of SES. Specifically, it was found that mothers from middle-high SES families,

reported more conflicts in social conventional and personal domains than mothers from low SES families. Turning to adolescents' conflict perceptions, adolescents from middle-high SES families, reported more conflicts in personal domain than adolescents from low SES families. These findings are in line with prior findings indicating that higher parent-adolescent conflicts were mainly reported by the members of middle-high SES families (Smetana, 2000; Yau and Smetana, 2003). Parents from middle-high SES, are generally have higher educational and occupational levels than parents from low SES. Based on this difference, parents from middle-high SES, use greater reasoning in which they provide higher explanations to their adolescent children in order to make their perspectives clear. In addition, they also have higher acknowledgement and acceptance of adolescents' perspectives than parents from low SES. Consequently, adolescents from middle-high SES, are generally encouraged to assert their opinions and negotiate their personal choices. As a result, these families mainly have higher parent-adolescent conflicts than families from low SES (Yau and Smetana, 2003). Similarly, Turkish families from urban and middle-high SES also emphasize higher autonomy and give higher opportunities of personal choice to their children as mentioned earlier (Aslan, 2009; Kağıtçıbaşı, 2013; Kağıtçıbaşı and Sunar, 1992; Sunar, 2002). Based on that, Turkish adolescents from these families might be also encouraged to assert their opinions and negotiate their choices. Therefore, adolescents from middle-high SES families are more likely assert their personal choices over personal and social conventional domains which in turn lead more parent-adolescent conflicts.

In support of this statement, findings of the current study also indicated that mothers from middle-high SES families reported higher conflicts in social conventional domain than their adolescent children. As mentioned in the previous paragraph, adolescents from middle-high SES families regarded less legitimacy over social conventional domain than did their mothers. Therefore, it may plausible to assume that these adolescents are more likely assert their personal choice over this domain which is more likely contradict with their parents' conventional regulation attempts. This contradiction is mainly occurred because emotional relatedness and psychological interdependence of their children are still important for these parents even if they emphasize higher autonomy in socializing their children (Sümer and Kağıtçıbaşı, 2010). This may be related to the given importance to emotional closeness and deference in Turkish families regardless of their different socioeconomic statues

(Aslan, 2009; Kağıtçıbaşı, 1985; 1996; 2013). Therefore, Turkish mothers from middle-high SES families, are more likely believe that they have more legitimate authority in social conventional domain in order to maintain emotional relatedness and psychological interdependence of their adolescent children. They are more likely view that they have higher legitimate authority to regulate issues under this domain to make sure their adolescent children show and sustain appropriate social behaviors, particularly in terms of several deferential practices such as visiting relatives. This difference was prominent in the descriptive results of the current study which contained mothers and adolescents' percentages of legitimacy beliefs over each issue and domain (see table 3.2.). Based on these results, this behavior showed the lowest consensus between mothers and adolescents since the compatibility rate is 56%. Consistently, Turkish mothers from urban contexts, are found to be more emotionally interdependent than their adolescent children. On the contrary, adolescents are found to be endorsed higher personal autonomy than their mothers (Mayer et al., 2012). Taken together, mothers from middle-high SES families are more likely have higher social regulation attempts to maintain emotional contingencies within their families. On the contrary, their adolescent children are more likely have higher desire for autonomy and more willingness to assert their personal choices. This contradiction is more likely lead higher parent-adolescent conflicts over social conventional domain.

4.2. Legitimacy Beliefs and Conflict Perceptions of Mothers and Adolescents in terms of Social Domains

The second question of the first part of the current study was "How do adolescents and their mother's legitimacy beliefs and perceptions of parent-adolescent conflict change in terms of social domains?" As previously indicated results showed that Turkish mothers' and adolescents' judgements of legitimate parental authority varied according to social domains (moral, prudential, personal and social conventional). In addition, their judgements also varied according to the family member (mother and adolescents). Regarding to conflict perceptions of mothers and adolescents, results also illustrated that their perceptions of parent-adolescent conflict also differed by the domain of the behavior. These results were discussed in the following sections.

4.2.1. Legitimacy Beliefs over Different Social Domains

The present findings demonstrated that mothers viewed more legitimacy over all social domains than did adolescents. This result is consistent with other studies

indicating that mothers mainly considered themselves as having greater legitimate authority over all domains than did adolescents (Smetana, 1988; Smetana and Asquith, 1994). According to Smetana and Asquith (1994), this difference reflected a generational difference based on the hierarchy within the family. As mentioned earlier, parents are mainly in dominant positions within the family based on their socialization responsibilities of the developing child. In contrast, children have subordinate positions because of their dependent status. However, this hierarchical structure changes into more egalitarian and symmetrical structure during adolescence in order to accommodate adolescents' developing social and cognitive capacities as well as increased need for autonomy (Baumrind, 2012; Maccoby, 2015; Sorkhabi, 2010; Smetana, 2011). Nevertheless, parents' responsibilities of socializing their children, especially in terms of maintaining social and moral order within the family, are continued during adolescence. Parents of adolescent children prolong their greater investment in these responsibilities. Consistently, mothers' statement of higher legitimate authority over all social domains are more likely reflect their prolonged socialization responsibilities (Smetana, 2011; Smetana and Asquith, 1994).

Findings with respect to domain differences in mothers and adolescents' legitimacy beliefs revealed that both mothers and adolescents viewed more legitimate parental authority over the moral domain. Consistent with this finding, legitimate parental authority over the moral domain was repeatedly found in majority of studies which were conducted with European American, African American and Chinese parents and adolescents (Smetana, 1988; 2000; 2011; Smetana and Asquith, 1994; Yau and Smetana, 1996). This is mainly because moral rules are accepted as universal, unalterable, and described how individuals ought to behave. Moral rules and dicta are applicable across all contexts whether or not they are enforced by authorities. Therefore, parental regulation is mainly accepted as legitimate in the application of universal moral rules and principles such as welfare and justice, particularly within the family over issues such as lying to parents (Smetana, 2011). Turning to the descriptive results of the present study with respect to percentages of mothers' and adolescents' legitimacy beliefs over each issue and domain, "sharing with and helping to others" was found to be not compatible with other moral issues of the current study (see table 3.2.). That is, adolescents (58%) and mothers (67%) in the present sample did not judge this behavior as being compatible with other moral issues even if it is a well-accepted moral behavior in the literature (Smetana, 2011). Thus, this issue needs further

investigation probably in the frame of cultural differences of in-group out-group conceptualization.

It was also observed that prudential domain was more legitimately subject to parental authority according to both mothers and adolescents of the current study. Issues under the prudential domain pertains matters of health and safety of adolescents such as smoking cigarettes. Thus, parents have regulation attempts based on their concerns about adolescents' engagement in prudentially risky behaviors (Smetana, 2011). Based on that, parents widely agree that prudential domain is beyond the personal control of adolescents because adolescents do not have enough developmental competence to make decisions over this domain (Smetana, 2002). Congruent with this, parents from diverse ethnicities consistently assert that parents have more legitimate authority in prudential domain (Smetana, 2000; 2011; Smetana and Asquith, 1994). Similarly, adolescents are also able to differentiate issues under prudential domain from any other domains even if these issues only pertain to themselves (Smetana, 2000; 2011; Smetana and Asquith, 1994). Basically, adolescents generally understand the potential risks of prudential issues to their health and safety (Smetana, 2000; 2002; 2011; Smetana and Asquith, 1994). Therefore, adolescents are mainly view legitimate parental authority over prudential domain which is similar to their mothers' legitimacy beliefs over this domain (Smetana, 2000; 2011; Smetana and Asquith, 1994).

Furthermore, results of the present study demonstrated that mothers believed that they had less legitimacy over the personal domain. This result is consistent with other studies indicating that parents differentiated issues under the personal domain from moral principles, prudential concerns, and conventional rules. Previous findings from diverse ethnicities including African American, Chinese showed that parents mainly agreed that adolescents should have more legitimate control and autonomy over their personal domain (Fuligni, 1998; Smetana, 1988; 2000; 2011; Smetana and Asquith, 1994; Smetana, Crean and Campione-Barr, 2005; Yau and Smetana, 1996). Likewise, current findings indicated that adolescents also viewed less legitimate parental authority over their personal domain. Previous literature consistently showed that adolescents mainly rejected parental control and regulation over issues such as their choice of clothes and spending long time with their mobile phones. Adolescents repeatedly viewed these issues as personal which were beyond the boundaries of legitimate parental authority (Smetana, 2011). Moving from that, adolescents who

were from diverse ethnicities, also asserted less legitimate authority over their personal domain similar to Turkish adolescents of the current study (Fuligni, 1998; Smetana, 1988; 2000; 2011; Smetana and Asquith, 1994; Smetana, Crean and Campione-Barr, 2005; Yau and Smetana, 1996). Nevertheless, these studies also revealed that parents and adolescents were different in their legitimacy beliefs over personal domain because parents generally did not grant autonomy as much as adolescents desired to have over this domain (Fuligni, 1998; Smetana, 1988; 2000; 2011; Smetana and Asquith, 1994; Yau and Smetana, 1996). Such difference between mothers and adolescents' legitimacy beliefs in adolescents' personal domain, was not found in the present study. This absence may be due to the fact that majority of our sample was coming from low SES which mentioned in section 2.1. Turkish families from rural and low urban SES generally endorse more conformity and obedience rather than autonomy (Aslan, 2009; Kağıtçıbaşı, 2013; Kağıtçıbaşı and Sunar, 1992). In fact, present analysis which took family SES into account revealed that there was not a significant difference between the legitimacy beliefs of mothers and adolescents from low SES families. However, a significant difference between the legitimacy beliefs of mothers and adolescents was found in middle-high SES families. Accordingly, adolescents from these families reported less legitimate authority, particularly over personal and social conventional domains than did their mothers (See section 3.2.2.).

Mothers from the current study also viewed higher legitimate authority over social conventional domain than did their adolescent children. Smetana (2011) stated that mothers had greater tendency to respond to the conventional violations of adolescents because they perceived that adolescents had social responsibilities to fulfill with their increased competencies. Thus, parents had higher focus on socializing adolescents according to cultural norms and social expectations in order to avoid social costs to their own family reputation (Smetana, 2002; 2011). Based on this parental role which was perceived by mothers, majority of studies revealed that social conventional issues were mainly judged to be legitimately subject to parental authority, particularly by mothers (Smetana, 1988; 2000; 2011; Smetana and Asquith, 1994; Yau and Smetana, 1996). Congruent with this difference, Smetana, and Asquith (1994) and Smetana (2000) found that European American and African American mothers were also viewed themselves as having higher legitimacy over social conventional domain than did adolescents. According to Smetana (2002), this difference was mainly occurred because mothers generally focused more on their parental role of socializing

their adolescent children into cultural conventions and social rules. For instance, based on the present findings about the compatibility percentages between mothers and adolescents' legitimacy beliefs, social conventional issue of visiting relatives became prominent (See table 3.2.). Turkish mothers from this study may have a higher emphasis on visiting relatives as a deferential practice considering the importance of cultural norms about respect and loyalty to family in Turkish society than their adolescent children. (Aslan, 2009; Kağıtçıbaşı, 1985, 1996; Kağıtçıbaşı and Sunar, 1992). Nevertheless, this issue was judged less legitimately subject to parental authority both by mothers (58%) and adolescents (43%) when compared with other social conventional issues (such as doing chore responsibilities and using foul and slang language). According to Kağıtçıbaşı (2013), parental socialization in Turkish culture are mainly focused on maintaining the emotional relatedness of children while leaving greater room for their personal autonomy (Kağıtçıbaşı, 2013). Therefore, mothers of the current study are more likely try to maintain emotional relatedness of their children in order to sustain culture of relatedness even if they emphasize higher autonomy to them in this issue compared to others (Kağıtçıbaşı, 2013; Sümer and Kağıtçıbaşı, 2010).

4.2.2. Conflict Perceptions over Different Social Domains

The results of the present study indicated that mothers and adolescents reported less conflict in moral domain. This finding is consistent with previous studies indicating that parents and adolescents mainly reported few conflicts over moral issues (Smetana, 1989; 2011; Smetana and Asquith, 1994; Smetana, Daddis and Chuang, 2003; Yau and Smetana, 1996). Few conflicts occur over the issues of the moral domain because parents' legitimate authority to regulate how moral principles and standards are exercised by adolescents within the family, are accepted by majority of parents and adolescents (Smetana, 2011).

Similar to moral domain, findings of the current study also revealed that mothers and adolescents reported less conflict in prudential domain. This is congruent with previous research on parent-adolescent conflict, indicating that parents and adolescents mainly agreed in their legitimacy beliefs over prudential domain (Smetana, 1989; 2011; Smetana and Asquith, 1994; Smetana, Daddis and Chuang, 2003; Nucci, Camiro and Sapiro, 1996; Yau and Smetana, 1996). In other words, adolescents rarely challenge parental authority in this domain based on their awareness of potential risks that are associated with their possible engagement into several

prudentially risky behaviors (e.g. smoking). Therefore, both parents and adolescents mainly believe that parental regulation is legitimate over prudential domain in order to protect adolescents' health and well-being. As a result, adolescents and parents from diverse ethnicities generally report less conflict in this domain (Chen-Gaddini, 2012; Smetana, 1989; 1995; 2011; Smetana and Asquith, 1994; Smetana, Daddis and Chuang, 2003; Nucci, Camiro and Sapiro, 1996; Yau and Smetana, 1996).

Regarding to the personal domain, results of the present study showed that both mothers and adolescents reported more conflicts in this domain than they reported for moral and prudential domains. However, their conflict perceptions in this domain was not statistically significant from their perceptions in moral and prudential domains, $p > .05$. This finding is inconsistent with previous studies indicating that parent-adolescent conflict mainly occurred in personal domain as a result of the difference between parents' and adolescents' views about how much autonomy and personal control that adolescents could have over their personal domain (Smetana, 1988; 1989; 2002; Smetana and Asquith, 1994). Adolescents desire to have more personal jurisdiction and autonomy over issues under this domain such as their choice of clothes and make-up (Smetana, 1989; 2002; 2011; Smetana and Asquith, 1994). In contrast, their parents have less willingness to grant higher autonomy over this domain which adolescents desire to have. Parents' decisions about the degree of autonomy which they are willing to grant to adolescents are found to be related with their perceptions about adolescents' maturity and competence to make reasonable decisions in this domain (Chen-Gaddini, 2012; Smetana, 1988; 1989; 2011; Smetana and Asquith,1994; Smetana, Daddis and Chuang, 2003; Smetana, Jambon and Ball, 2014; Yau and Smetana,1996; 2003). This inconsistency might be related with the family model of psychological/emotional interdependence, which is suited Turkish families, especially urban, middle-high SES families. In particular, parents and adolescents found to be had higher diversity in their legitimacy beliefs over social conventional domains which might highlight adolescents' increased desire for autonomy and personal choice over issues under this domain such as visiting relatives rather than their choice of clothes and make-up. On the contrary, parents might have less willingness than their adolescent children to grant autonomy over these issues. This is mainly because these parents mainly give higher importance to maintain emotional relatedness and psychological interdependence of their adolescent children (Kağıtçıbaşı, 2013, Sümer and Kağıtçıbaşı, 2010).

In fact, findings of this study revealed that mothers and adolescents both stated that they had highest conflicts in social conventional domain. This is in line with findings of Smetana and Asquith (1994) since they found that differences between parents and adolescents in terms of their legitimacy beliefs were one source of parent-adolescent conflict. As mentioned above, Turkish mothers stated significantly higher legitimacy over social conventional domain than did adolescents. Consistently, parents found to be regulated their beliefs about granting autonomy with their socializing concerns in terms of the degree of adolescents' engagement into cultural and familial conventions such as visiting relatives (Smetana, 2011). As mentioned above, visiting relatives was a social conventional issue and this issue showed low compatibility percentage between mothers and adolescents' legitimacy beliefs (See table 3.2.). Furthermore, parents mainly express their less willingness to endorse adolescents' personal jurisdiction in the context of conflicts (Smetana, 1989; 2002). In contrast to parents, adolescents attempt to transform areas of their parents' conventional regulation into a greater area of their own personal control (Smetana, 2011). Congruent with what Smetana (1989) found in her study, conflicts over social conventional domain are more likely occurred because of a contradiction between mothers and adolescents according to the findings of the present. In brief, mothers' socializing attempts of conventions compete with the adolescents' attempts to assert their personal choice over issues under this domain (Smetana, 1989; Smetana and Asquith, 1994). However, the results also revealed that both mothers' and adolescents' reports about the presence of conflict over each issue are quite low (see Table 3.3.). The percentages indicating the presence of conflict are under 50% in general, except "doing chore responsibilities" behavior ($59\%_{mother,}$ $56\%_{adolescent}$).

4.3. Mediator Roles of Legitimacy Beliefs and Conflict Perceptions in the Relation between Parental Control Behaviors and Adolescent Adjustment

The second part of this thesis study aimed to explore the mediator role of adolescents' general legitimacy beliefs and their perceived conflict frequency in the direct relationship between the adolescents' perceived parental control behaviors (psychological control and behavioral control) and their adjustment (self-esteem and depressive symptoms). Based on this purpose, there were three hypotheses that present study intended to test and results with respect to these hypotheses were discussed in the present section.

First hypothesis of the current study predicted that adolescents perceived psychological control would be in a positive relationship with adolescents' depressive symptoms and a negative relationship with adolescents' self-esteem. Consistent with this hypothesis, the present study revealed that adolescents who perceived higher psychological control, also reported higher depressive symptoms and lower self-esteem. These relations are consistent with prior research indicating that adolescents' perception of psychological control negatively related with their adjustment, particularly in terms of internalizing symptoms and self-esteem (Albrecht, Galambos and Jansson, 2007; Barber, 1996; Barber and Harmon, 2002; Barber, Olsen and Shagle, 1994; Bean et al., 2003; Kakihara et al., 2009; Soenens and Vansteenkiste, 2010). There is substantial amount of research indicating that psychological control refers to parental attempts to manipulate adolescents' psychological world by implying that they can only function efficiently if they comply with parental expectations and desires (Barber et al., 2005; Barber and Harmon, 2002; Kakihara et al., 2009; Plunkett et al., 2007; Soenens and Vansteenkiste, 2010). Accordingly, Plunkett et al. (2007) stated that psychological control restrained adolescents' ability to perceive their personal uniqueness and trust their own opinions because they could lose connections with their parents by not fulfilling their expectations. As a result, these adolescents were more likely to perceive themselves as not worthy of their parents' love and affection. In return, they reported lower self-esteem (Plunkett et al., 2007). Relatedly, Bean et al. (2003) also found that African American youths reported lower self-esteem when they perceived psychological control from their fathers. Thus, these youths were thought to become more susceptible to negative personal evaluations as a result of their perception of psychological control. In turn, they were more likely to develop less positive self-esteem (Bean et al., 2003; Kuhn and Laird, 2011). Relatedly, majority of adolescents were not able to alleviate their negative feelings which was resulted from their perception of psychological control. According to Brehm (1966), these negative feelings of adolescents fostered their depressive symptoms since adolescents who perceived higher psychological control from their parents, were more likely feel helpless, fail to show personal initiatives in their relations with others (Albrecht, Galambos and Jansson, 2007; Kakihara et al., 2009). Consistently, psychological control also undermined adolescents' sense of self, developing autonomy, and related to insecurity and fearfulness (Barber et al., 1994; Pettit et al., 2001). Therefore, present findings with respect to the relation between adolescents' perception of psychological

control and their depressive symptoms as well as low self-esteem may highlight that adolescents' need for autonomy is universal basic need which is maintained across different cultures (Sümer and Kağıtçıbaşı, 2010). Based on that, adolescents' perception of psychological control is more likely seen as a violation of their autonomy and related with higher internalizing symptoms and lower self-esteem regardless of their cultural background.

Second hypothesis of the current study predicted that adolescents perceived behavioral control would be in a negative relationship with adolescents' depressive symptoms and a positive relationship with adolescents' self-esteem. Inconsistent with this hypothesis, the present study showed that adolescents perceived behavioral control was not related with adolescents' depressive symptoms and self-esteem. There may be several explanations for this result. First, there is substantial amount of research demonstrating that parents generally use supervision, monitoring and setting limits as behavioral control practices in order to provide a structure for adolescents to develop self-regulation. Accordingly, behavioral control practices are generally found to promote adolescents' development and associated with less delinquent, antisocial behaviors (Barber, 1996; Barber et al., 1994; 2005; Bean et al., 2006; Kakihara et al., 2009; Liu and Chang, 2016; Soenens and Vansteenkiste, 2010). This is mainly because behavioral control practices are mainly interpreted by adolescents as what their parents do is done for their own good and well-being (Kakihara et al., 2009; Liu and Chang, 2016). Thus, adolescents are more likely perceive behavioral control as psychologically neutral and their perceptions are mainly based on their acknowledgement about their parents' socialization responsibilities (Pettit et al., 2001). In support of that, Sümer and Kağıtçıbaşı (2010) stated that in several cultures, parents were mainly expected to exercise their control behaviors for setting an order and guide their children's environment. These cultures were mainly classified by a family model of emotional and psychological interdependent in which children's autonomy had been promoted by maintaining connectedness within the family (Kağıtçıbaşı, 2013). Therefore, children and adolescents from these families, were more likely perceive these behaviors as normal rather than parental hostility or intrusion. In fact, Turkish adolescents' perception of behavioral control are also found to be related with parental affection, warmth, and closeness (Kındap, Sayıl and Kumru, 2008; Selçuk, 2019). In combination, adolescents might think these control behaviors are normal since they are exercised by majority of parents in their culture (Sümer and

Kağıtçıbaşı, 2010). In the similar vein, findings of this study indicated that behavioral control was also not associated with low depressive symptoms. This may be in line with majority of findings indicating that behavioral control generally does not have a relation with internalized constructs such as self-esteem and depressive symptoms (Bean et al., 2003). This situation is found to be related with the regulatory function of behavioral control because its prominent influence has mainly seen in adolescents' externalizing symptoms toward behavioral limitations of their parents rather than in the promotion of their self-esteem and depressive symptoms (Barber et al., 2005; Hunter, Barber and Stolz, 2014). Relatedly, behavioral control practices typically aim to regulate adolescents' behaviors rather than manipulate adolescents' thoughts, feelings, or intrinsic values (Barber, 1996; Rogers et al., 2003). Nevertheless, behavioral control practices have only been found to associate with adolescents' internal constructs when parents exercise them extremely in terms of intrusion and coercion which is similar to psychological control (Bean et al., 2003; Hasebe, Nucci and Nucci, 2004; Kakihara et al., 2009; Kuhn and Laird, 2011; Smetana and Daddis, 2002). Moving from that, adolescents from the current study are more likely perceive these behaviors as a way of parental warmth rather than intrusion or limitation toward their personal autonomy. That is, adolescents are more likely accept and perceive these behaviors as normal and their adjustment are less likely compromised.

Looking at the other direct effects which are not included in hypotheses of the current study, results of this study revealed that adolescents who perceived higher psychological control, reported more frequent conflicts with their parents. This result is consistent with prior research indicating that psychological control related with more hostile parent-adolescent interactions and more frequent parent-adolescent conflicts (Barber and Harmon, 2002; Smetana, 2019; Soenens and Vansteenkiste, 2010; Steeger and Gondoli, 2013). Consistently, prior research overwhelmingly demonstrated that psychological control, especially manipulative forms such as guilt induction, love withdrawal, coerced adolescents to think, behave or feel in a way that conformed parental standards and expectations. That is, psychological control prevents adolescents from self-determined and volitional functioning and undermines adolescents' need for autonomy (Barber et al., 2012; Ryan, Deci, Grolnick and La Guardia, 2006; Soenenes and Vansteenkiste, 2010). In turn, adolescents are more likely show resistance and opposition to their parents attempts to control them when they perceive these attempts as coercive, manipulative and intrusive in terms of

psychological control (Sorkhabi, 2010; Sorkhabi and Middaugh, 2013; Steeger and Gondoli, 2013). As a result, they perceive the interactions with their parents more intrusive or hostile (Smetana, 2019; Steeger and Gondoli, 2013). According to Sorkhabi (2010), adolescents perceived higher conflict frequency when they perceived the relationship with their parents as non-reciprocal. Non-reciprocal parent- adolescent relationship are more likely perceived by adolescents when their parents coerce adolescents into compliance with parental demands instead of showing respect and supporting their autonomy (Kakihara et al., 2009; Sorkhabi, 2010). Consistently, psychological control is also defined as showing disrespect to adolescents' growing individuality (Barber et al., 2012). Consequently, adolescents have less willingness to meet their parents' demands and they frequently oppose these demands that eventually lead more frequent parent-adolescent conflicts (Kakihara et al., 2009; Sorkhabi and Middaugh, 2013).

It was also found that adolescents who perceived higher behavioral control, believed that overall, their parents had higher legitimate authority. Smetana and Daddis (2002) claimed that it was possible for adolescents who were monitored and regulated more by the means of behavioral control, came to believe that their parents had higher legitimate authority. Accordingly, Liu and Chang (2016) found that behavioral control promoted higher self-regulation in adolescents. In turn, adolescents became more consciously aware of societal standards and values that their parents attempted to socialize them. In addition, they also became more motivated to show acceptable behaviors in order to fulfill these standards and their compliance with parental authority increased (Liu and Chang, 2016). In other words, adolescents' perception of behavioral control is more likely legitimized parental authority as they recognize and respect their parents' control behaviors as a way of communicating kinds of acceptable social behaviors (Pettit et al., 2001).

In addition, adolescents who had lower legitimacy beliefs, reported more frequent conflicts with their parents. This is in line with prior literature demonstrating that more frequent conflicts were mainly occurred when adolescents believed that parents had less legitimate authority over certain issues (Smetana, 1988; 1989; Smetana and Asquith, 1994; Yau and Smetana, 1996). Accordingly, adolescents mainly articulated their needs of personal control and autonomy, particularly over their personal domain (Smetana, 2011; Smetana and Asqutih, 1994; Yau and Smetana, 1996). Frequent parent- adolescent conflicts are more likely reported by adolescents

when their parents are unable to step back and attempt to regulate what they consider to be outside of parents' legitimate authority (Darling, Cumsille and Alampay, 2005; Grusec, Mcschane and Davidov, 2008; Smetana, 1989; Smetana and Asquith, 1994; Yau and Smetana, 1996).

Findings of the current study also demonstrated that adolescents' who perceived more frequent conflicts with their parents, reported higher depressive symptoms and lower self-esteem. This finding is consistent with the growing body of literature indicating that frequent parent-adolescent conflicts influence the extent of adolescents' adjustment (Deković, 1999; Greenberger and Chen, 1996; Kuhlberg, Peña and Zayas, 2010; Tucker, Mchale and Crouter, 2003; Wang, Brinkworth and Eccles, 2013; Weymouth et al., 2006). Accordingly, parent-adolescent conflict is generally accepted as the normal part of the family life during adolescence since conflicts provide avenue for adolescents to establish autonomy and personal control, especially over their personal domain (Branje et al., 2009; Greenberger and Chen, 1996). However, higher numbers of frequent parent-adolescent conflicts have been shown to be a risk for adolescents' well-being and psychosocial adjustment. Specifically, adolescents are found to be shown higher depressive symptoms and lower self-esteem as a result of these frequent conflicts with their parents. This is mainly because adolescents' ability to create a balance between their autonomy needs and relatedness with their parents is disrupted (Deković, 1999; Greenberger and Chen, 1996; Kuhlberg, Peña and Zayas, 2010; Smetana, 2019; Soenens and Vansteenkiste, 2010; Tucker, Mchale and Crouter, 2003; Wang, Brinkworth and Eccles, 2013; Weymouth et al., 2006).

Turning to indirect effects of adolescents' perception of parental control behaviors on their adjustment, final hypothesis of this study predicted that adolescents' perceived conflict frequency and legitimacy beliefs would be mechanisms that could explain these indirect effects. Consistent with this hypothesis, current study revealed that adolescents' perception of parental control behaviors was related to their adjustment through several mediational pathways. To begin with, indirect effect of adolescents' perception of psychological control on their self-esteem through their perceived conflict frequency was significant. Adolescents who perceived their parents as more psychologically controlling, were more likely to report frequent conflicts with their parents, which in turn, was associated with their reports of low self-esteem. This finding is consistent with previous literature indicating an association between adolescents' perception of psychological control and their self-esteem as well as an

association between adolescents' perception of conflict frequency with their parents and their self-esteem (Barber and Harmon, 2002; Bean et al., 2003; Deković, 1999; Kakihara et al., 2009; Kuhlberg, Peña and Zayas, 2010; Soenens and Vansteenkiste, 2010). Psychological control has been perceived as a threat by adolescents for their autonomy and evoked their psychological reactance. Within the framework of reactance theory (Brehm and Brehm, 1981), when adolescents perceive such threat, they are more likely to engage in behaviors which are opposed to what their parents suggested them to do, in order to regain their autonomy (Tığrak, Sayıl and Kındap Tepe, 2018). In turn, adolescents' reactant, and oppositional behaviors in terms of psychological reactance are more likely result in more frequent parent-adolescent conflicts (Missotten, Luyckx, Branje and Van Petegem, 2017; Van Petegem et al., 2015). In addition, these adolescents are more likely criticized by their parents since these adolescents show reactance rather than showing compliance to what their parents expected them to do. As a result, they are more likely to satisfy their need for autonomy in the expense of their need for relatedness with their parents. Therefore, they are more likely develop low self-esteem (Laird and Frozer, 2019; Tığrak, Sayıl and Kındap Tepe, 2018). Relatedly, psychological control is also found to be fostered conditional self-regard in which parental approval of adolescents' behaviors is conditioned whether or not they comply with parental standards of action. If adolescents fail to do so, their parents generally criticize them by guilt induction or love withdrawal in terms of psychological control (Barber and Harmon, 2002; M. Abd-El-Fattah and Abdulrahman Fakhroo, 2012). As a result, adolescents are thought to develop more contingent self -worth in which they experience more insecure sense of self (Barber and Harmon, 2002; Deci and Ryan, 2002). Consistently, negative influence of frequent parent-adolescent conflict on adolescents' self-esteem is found to be more prominent in cultures which emphasize higher family interdependence (Chen, Greenberger, Lester, Dang and Guo, 1998; Juang, Syed and Cookston, 2013; Kağıtçıbaşı, 2013; Kuhlberg, Peña and Zayas, 2010). For instance, Latino adolescents are thought to feel guilty when they have frequent conflicts with their parents because of their traditional value of familism. Based on the familism, these adolescents feel an urge to give away their autonomy needs in order to fulfill their deferential position toward their parents which is expected of them. In turn, they are more likely turning their stress inward and report lower self-esteem (Kuhlberg, Peña and Zayas, 2010). In the similar vein, emotional interdependence is strong among Turkish families regardless of diverse

socioeconomic statues (Kağıtçıbaşı, 2013; Şen, Yağmurlu and Müren, 2014). This means that close emotional bonds and respect for authority are important among Turkish families. Moving from that, warmth, lovingness, and obedience-demanding behaviors are found to be prominent aspects of Turkish parents. Therefore, it is plausible to assume that Turkish adolescents might also feel guilty during their conflicts with their parents when they do not comply with their parents' expectations (Kağıtçıbaşı, 1996; 2013; Şen, Yağmurlu and Müren, 2014). Taken together, when adolescents perceive a threat for their autonomy mainly in terms of their perception of psychological control, they are more likely show reactance and opposition to their parents' control attempts. Further, adolescents' insecure sense of self as a result of their perception of contingent self-worth, feelings of worthlessness and possible guilt for not complying with their parents' expectations are more likely experienced frequently by adolescents through conflicts. These conflicts are more likely fostered by higher psychological control. Consequently, these adolescents are more likely perceive themselves as not worthy of love and affection of their parents. They also become unable to recognize their personal uniqueness and worth. Thus, they are more likely report lower self-esteem (Barber and Harmon, 2002; Chen, Greenberger, Lester, Dang and Guo, 1998; Deci and Ryan, 2002; Juang, Syed and Cookston, 2013; Kuhlberg, Peña and Zayas, 2010; Laird and Frozer, 2019; M. Abd-El-Fattah and Abdulrahman Fakhroo, 2012; Missotten, Luyckx, Branje and Van Petegem, 2017; Tığrak, Sayıl and Kındap Tepe, 2018).

Present study also indicated that the indirect effect of adolescents' perception of psychological control on their depressive symptoms through their perception of conflict frequency was also significant. Adolescents who perceived their parents as more psychologically controlling, were more likely to perceive frequent conflicts with their parents, which in turn, was associated their reports of higher depressive symptoms. This finding is in line with substantial amount of research indicating an association between adolescents' perception of psychological control and their depressive symptoms as well as an association between adolescents' perception of conflict frequency and their depressive symptoms (Albrecht, Galambos and Jansson, 2007; Barber, 1996; Barber, Olsen and Shagle, 1994; Kakihara et al., 2009; Kerr and Statin, 2000; Kuhlberg, Peña and Zayas, 2010; Pettit et al., 2001; Soenens and Vansteenkiste, 2007; 2010; Steeger and Gondoli, 2013). According to Steeger and Gondoli (2013), psychological control fostered higher hostile exchange between

parents and adolescents in the form of conflicts. Consequently, majority of adolescents had higher expression of anger and irritability which were generally the characteristics of adolescents with depressive symptoms when they perceived this aversive exchange in their relationship with their mothers. Additionally, psychological control does not support adolescents' self-regulation skills and it fosters more ill-tempered interaction between parents and adolescents which creates higher risk for depressive symptoms (Steeger and Gondoli, 2013). Soenens and Vansteenkiste (2010) indicated that adolescents who perceived psychological control, would experience an inner conflict in addition to an actual conflict with their parents. In brief, adolescents' inner conflict was mainly between maintaining their personal choice and complying with their parents' demands. In return, adolescents experienced emotional distress, especially in terms of depressive symptoms (Soenens and Vansteenkiste, 2010). Relatedly, adolescents' ability to claim personal control over certain areas of their lives relate to fulfillment of their psychological needs of autonomy and competence (Kakihara et al., 2009; Nucci and Smetana, 1996; Smetana, 1988). In fact, individuals' ability to have a personal control in their own lives is found to be related with their psychological health and well-being (Kerr and Statin, 2000). When individuals feel that they do not have a personal control on their own destinies, they can become depressed (Burns and Seligman, 1991). For parent-adolescent interaction, when parental control behaviors are intrusive and coercive, particularly in terms of psychological control, adolescents' sense of personal control over their lives can be compromised by undermining their autonomy needs. As a result, adolescents may show fewer externalizing symptoms, but they are more likely report higher depressive symptoms (Kerr and Stattin, 2000). Based on that, this finding may provide further support for adolescents' need for autonomy which is accepted as universal basic need as mentioned earlier (Sümer and Kağıtçıbaşı, 2010). Therefore, adolescents' perception of psychological control is more likely seen as a violation of their autonomy and related with higher internalizing symptoms among Turkish adolescents.

Finally, it was observed that the indirect effect of adolescents' perception of behavioral control on adolescents' self-esteem through their legitimacy beliefs and their perception of conflict frequency was significant. That is, adolescents who perceived higher behavioral control, were more likely view more legitimate parental authority and report less frequent conflicts with their parents. In turn, they also reported higher self-esteem. Similarly, the indirect effect of adolescents' perception of

behavioral control on their depressive symptoms through their legitimacy beliefs and their perception of conflict frequency was also found to be significant. Hence, when adolescents perceived higher behavioral control, they were more likely view legitimate parental authority in general and report less frequent conflicts. In turn, they reported few depressive symptoms. These findings are consistent with the findings of Kakihara et al. (2009) indicating that when parents provided space for adolescents' personal autonomy as well as opportunities for self-regulation, adolescents were more likely have better self-worth, higher self-esteem and less depressive symptoms (Smetana et al., 2004). As mentioned above, Turkish adolescents generally perceive behavioral control as an accepted norm and indication of parental warmth in their culture when it does not inhibit their personal autonomy (Kağıtçıbaşı, 2013; Kakihara et al., 2009; Sümer and Kağıtçıbaşı, 2010). Unlike psychological control, these adolescents perceive behavioral control in a more positive way and do not feel intruded and do not believe that they mattered less to their parents. In fact, their parents' rule-setting and attempts to get information about their out of home activities are regarded by these adolescents as an indication of their parents' love and concern (Selçuk, 2019). Taken together, adolescents generally perceive parental behavioral control as neutral when it is applied by majority of parents in their cultures and not inhibited their personal autonomy (Kağıtçıbaşı, 2013; Petitt et al., 2001; Sümer and Kağıtçıbaşı, 2010; Wang, Pomerants and Chen, 2007). Additionally, adolescents show higher cooperation with their parents' control attempts when their needs and desires are not inhibited from these attempts (Kakihara et al., 2009). Consequently, they are more likely view legitimate authority for their parents in exercising these control behaviors (Kındap, Sayıl and Kumru, 2008; Sümer and Kağıtçıbaşı, 2010). As mentioned earlier, adolescents' higher legitimacy beliefs are shown to be consistently associated with less frequent conflicts (Darling, Cumsille and Alampay, 2005; Grusec, Mcschane and Davidov, 2008; Smetana, 1989; Smetana and Asquith, 1994; Yau and Smetana, 1996). Therefore, adolescents' perception of behavioral control and their higher legitimacy beliefs resulted in less frequent parent-adolescent conflicts and are more likely compensate the negative influence of parent-adolescent conflicts on adolescents' adjustment (Deković, 1999; Greenberger and Chen, 1996; Kuhlberg, Peña and Zayas, 2010; Tucker, Mchale and Crouter, 2003; Wang, Brinkworth and Eccles, 2013; Weymouth et al., 2006). These adolescents are more likely recognize their self-worth, uniqueness and less likely turning their stress inward or have an inner conflict about

choosing between their personal desires and their parents' demands which are the cases for psychological control (Kuhlberg, Peña and Zayas, 2010; Plunkett et al., 2007; Soenens and Vansteenkiste, 2010). Thus, these adolescents are more likely report higher self-esteem and less depressive symptoms.

4.4. Strengths, Limitations and Suggestions for Future Research

To our knowledge, this is the first exploratory study which has been conducted in Turkey within the framework of social domain theory. This study showed domain differences in mothers' and adolescents' authority legitimacy beliefs as well as in their conflict perceptions. Further, this study also demonstrated how mothers and adolescents have diverse legitimacy beliefs over four social domains (moral, prudential, personal and social conventional). Based on mothers and adolescents' differences in terms of their legitimacy beliefs, they are also found to have diverse conflict perceptions over different social domains. Therefore, primary strength of the current study is to show domain as well as family member (mother and adolescents) differences in legitimacy of parental authority as well as perception of parent-adolescent conflict among Turkish families.

In addition, this study indicated significant indirect effects of adolescents' perception of psychological control and behavioral control on their adjustment (depressive symptoms and self-esteem) through their legitimacy beliefs and their perceptions of conflict frequency. To our knowledge, this study is also first exploratory study in Turkey which showed the role of parent-adolescent relation in the direct relation between parental control behaviors and adolescents' adjustment. Specifically, this study demonstrated that adolescents' legitimacy beliefs and their perception of conflict frequency are significant underlying mechanisms that could elaborate this direct relation. Based on the importance of parental control behaviors on adolescents' general functioning and well-being, this study contributed into existing literature by highlighting that influence of parental control behaviors on adolescents' adjustment were more likely vary depending on adolescents' acceptance of these behaviors as legitimate as well as their view about how conflictive did they perceive their interactions with their parents. Thus, this is the secondary strength of this study.

Turning to limitations of the present study, this study was cross-sectional and longitudinal studies are warranted in order to determine casual direction between authority legitimacy beliefs and perceived parent-adolescent conflict of mothers and adolescents. Longitudinal studies will contain prior and subsequent measures of these

variables. Accordingly, longitudinal data can reveal how legitimacy beliefs and conflict perceptions of mothers and adolescents change over different social domains in terms of age of adolescents which previous studies were generally indicated (Smetana et al., 2003; Smetana and Asquith, 1994; Villalobos Solís, Smetana and Tasopoulos-Chan, 2016). Thus, longitudinal data are needed in future studies in order to reveal casual directions and changes related to adolescents' age.

Another limitation of this study was the reliance on adolescents' perception of parental control behaviors and conflict frequency. This is mainly because of the possibility of adolescents' cognitive biases. That is, adolescents who have higher externalizing or internalizing symptoms, may perceive their parents and their interactions with their parents more negatively than adolescents without these symptoms (Rogers et al., 2003; Steeger and Gondoli, 2013). Therefore, future studies should utilize multiple informants in order to get more holistic picture of the situation. For example, in addition to adolescent reports, mother reports of these variables may prevent the common method variance.

Final limitation of the current study was its main focus on the mother-adolescent relationship. From the present study, influence of fathers' parental control behaviors on adolescents' adjustment is unknown. Previous studies have found that adolescents' adjustment could also be influenced by their perception of their fathers' control behaviors (Bean et al., 2003; Coopersmith, 1967). Moving from that, it would be informative to include adolescents' perceptions about their mothers' as well as fathers' parental control behaviors in order to examine the possible diverse influences. Additionally, negative influences of parent-adolescent relation on adolescents' adjustment might be studied more comprehensively.

Finally, although this is the first study (to our knowledge) that demonstrated the importance of domain-specific patterns in mothers' and adolescents' authority legitimacy beliefs and the close connections of these beliefs with parent-adolescent conflict, future studies should elaborate these domain specific and multifaceted issues to enhance our understanding the less and more threatening aspects of parent-adolescent relationships.

4.5 Implications and Conclusion

Reported findings of this study have some valuable implications for clinical practice and interventions about parent-adolescent relations. Most importantly, findings of this study highlight the importance of domain-specific patterns in mothers'

and adolescents' authority legitimacy beliefs and conflict perceptions in the framework of social domain theory. Specifically, clinicians who are working with parents and adolescents should pay more attention on informing parents on issues that should be under adolescents' personal jurisdiction and discretion based on adolescents' basic need for autonomy. Parents might benefit from this information by exercising less restrictive authority over personal domain in order to foster adolescents' need for autonomy and individuation.

Additionally, adolescents increased movements toward autonomy and individuality can be perceived as a threat to the family system by their parents. In fact, majority of parents seek therapy when they feel desperate and inadequate about not being able to control the behaviors of their adolescent children (Preto, 2014). Renegotiation of boundaries of parental authority and adolescents' personal autonomy become important mainly in terms of family distance regulation (Gavazzi, 2016). In particular, family distance regulation refers to an optimal balance of connectedness and individuality among family members. In other words, system boundaries become flexible in order for adolescents to experiment several adult roles and responsibilities. At the same time, parents also stay connected to their adolescent children for providing safe net of guidance, protection and coaching. Consequently, adolescents are thought to make an optimal transition into adulthood without experiencing any adjustment difficulties such as inadequate levels of psychosocial maturity (Gavazzi, 1993; Stierlin, Levi and Saward, 1971). Therefore, clinicians should help parents and adolescents stay connected during this developmental period. In addition, clinicians should also inform parents about benefits of increasing flexibility of system boundaries for adolescence developing individuality and identity.

Taken together, primarily, clinicians might benefit from informing parents about the boundaries of legitimate parental authority over social domains that necessitated parental regulation and control (e.g. moral, prudential, social conventional). At the same time, parents should be informed about flexible boundaries of parental authority for adolescents to fulfill their need of autonomy and individuation during individual sessions. Adolescents should also be informed about these boundaries in individual sessions in order for them to express their needs for autonomy. Individual sessions might let them express their feelings and difficulties that they experiences about this transformation without any hindrance.Subsequent to these individual sessions, clinicians might benefit from including both parents and adolescents into a family

session. This session would include renegotiation of the system boundaries for meeting needs of two parties which are autonomy for adolescents and connection as well as protection and regulation for parents.

Moreover, parent-adolescent conflict has been shown to occur when parents attempt to control over issues of adolescents' lives which adolescents mainly consider them as the outside of legitimate parental authority, however, parents view higher legitimacy over these issues in terms of their prudential and conventional concerns. These issues are mainly under personal domain. However, this study showed that issues under social conventional domain were also more discussed than personal domain. Clinicians might also benefit from fostering perspective-taking skills of mothers and adolescents in order to increase their understanding of each other's stance on these conflicts by implying parents' conventional and prudential interpretations as well as adolescents' personal reinterpretations of these conflicts.

Furthermore, this study demonstrated significant indirect effects of adolescents' perception of parental psychological and behavioral control behaviors on their adjustment by highlighting two underlying mechanisms which were adolescents' legitimacy beliefs and perception of conflict frequency. In other words, the influence of these control behaviors on adolescents' adjustment was found to be varied according to adolescents' views about legitimate parental authority as well as degree of conflictual exchange that they perceive in their interaction with their parents. Helping parents increase their understanding about under which conditions youths might resist to their control attempts as their needs are impeded might be beneficial for more harmonious parent-adolescent interaction (Kakihara et al., 2009). In particular, parents may develop more insights about the influence of their control behaviors on adolescents' reaction to these behaviors as well as their adjustment. Therefore, intervention efforts about parent-adolescent relation and clinicians who work with parents and adolescents, might help parents to choose control behaviors that support adolescents' needs rather than undermine them.

In conclusion, this study made significant contributions into existing literature by showing how adolescents' and mothers' legitimacy beliefs as well as their conflict perceptions change over different social domains in a Turkish sample. Current study also expanded existing literature about the direct relation between parental control behaviors and adolescents' adjustment by using adolescents' legitimacy beliefs and their perception of conflict frequency as mediators. These two variables were found to

have a capacity to explain the underlying mechanism of this direct relation. In brief, this study highlighted that parental control behaviors which provided needed supervision, guidance and essential space for adolescents to assert their autonomy, might lead adolescents' to perceive these behaviors as normal way of their parents showing their warmth and involvement to them (Kağıtçıbaşı, 2013; Selçuk, 2019; Sümer and Kağıtçıbaşı, 2010). In turn, adolescents are more likely legitimize these behaviors and show less opposition which result in less frequent conflicts. As a result, adolescents are more likely show better adjustment from this positive parent-adolescent interaction. Therefore, intervention efforts and clinicians might well-served by promoting awareness and education about parental control behaviors that foster this positive interaction.

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APPENDICES

TEZ FOTOKOPİSİ İZİN FORMU

Anabilim Dalı: Psikoloji

YAZARIN

Soyadı : Evrankaya

Adı : Aylin

Bölümü : Gelişim Odaklı Çocuk ve Ergen Klinik Psikolojisi

TEZİN ADI (İngilizce) : Conceptions of Parental Authority and The Roles of Parent-Adolescent Conflict and Parental Control Behaviors on Adolescent Adjustment

TEZİN TÜRÜ : Yüksek Lisans ■ Doktora □

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ■
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ■
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. □

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: 11 Ağustos 2020