

## CURRENT PROJECTS

**Project Title:** Conceptualization of autonomy and control, and conflict in parent-adolescent relationships in the frame of social domain theory and social change: Consequences on parents and adolescents.

**Supporter:** Scientific and Technological Research Council of Turkey

**Project Nu:** SOBAG-113K208

**Dates:** 15/11/2013 – 15/11/2015

**Principal Investigator:** Melike Sayıl (*TED University*)

**Researcher:** Yeliz Kindap Tepe (*Sivas Cumhuriyet University*)

### ABSTRACT

The adolescence period of human development is generally marked with search for freedom, and attempts at autonomy and individuation. To regain the balance between such two opposing powers as parental control, as a reflection of parental authority, and the adolescent's demand for autonomy is one of the major tasks of the period. Social domain (cognitive social domain) theoreticians stress that parent-adolescent conflicts stem from the fact that parents and adolescents have different perspectives on "parental authority" and "adolescent autonomy". Today the importance of analyzing development within the frame of cultural orientation and sociocultural change/mobility is emphasized (Jensen, 2012). For this reason, analysis of parent-adolescent conflict, which is regarded as the cultural intersection point of parent adolescent relations, is important to understand cultural and universal aspects of parent-adolescent relations.

Leaving from the points summarized here, the research proposed will analyze the following within the framework of the social domain theory: a)parents' and adolescents' understanding of authority and autonomy, b)the way both sides conceptualize the conflict caused by the disagreement between parents' control and adolescents' demand for autonomy, and the factors influencing this (socioeconomic, sociocultural, parental patterns), c) the connections between the adolescents' developmental consequences (autonomy, authority) and problems (internalization and externalization problems). Two specific aims of this research are summarized below:

- 1) Examine the authority and autonomy concepts in parent-adolescent relations in terms of conflict, together with parental styles and practices. Understanding of parent-adolescent relations in various socioeconomic and social mobility levels in our culture can contribute to the literature exploring the local and universal aspects of adolescent development.
- 2) It is hoped that the findings that are to be obtained in this study will guide through the educational and social policies supporting familial relations, and intervention programs designed to prevent intense parent-adolescent conflicts.

## JOINT PROJECT

**Project Title:** Different resources, different trajectories: A three-year longitudinal project to study academic success as a function of adolescent, classroom, and family characteristics.

**Supporter:** Scientific and Technological Research Council of Turkey

**Project Nu:** SOBAG-114K815

**Dates:** 2015 – 2018

**Principal Investigator:** Athanasios Mouratidis (*Hacettepe University*)

**Researchers:** Melike Sayıl (*TED University*), Aikaterini Michou (*Bilkent University*) Hayal Yavuz Güzel (*Hacettepe University*)

### ABSTRACT

Success at high school determines not only adolescents' future life and self-growth but also their current well-being and adjustment. But why some adolescents enjoy higher well-being and school success (e.g., higher grades at school or get into first choice University school) while others fail to do so? Is it because some of them are better motivated than others or is it a matter of the social context such as the learning environment of the classroom, the socio-economic status of the family or the quality of the parent-adolescent relationship? Apparently, multiple factors play a role but the degree of importance of each of them, and their interplay, remains largely unknown. adjustment.

In this three-year longitudinal project we aim to follow through a large cohort (N = 5000) of high school student as they head from the 10th grade to the national university entrance exams, at the end of 12th grade. Through a multiple-measurement wave (twice for each school year) and a multiple-informant assessment protocol (which will include the adolescents, their parents, and their math and Turkish language teachers), we aim to unveil the key factors that predict adolescents' different trajectories (or semester-to-semester fluctuations) on issues pertaining to school-related success, studying strategies, adjustment, and well-being. Namely, we are going to focus on (a) the key features of students' motivation, (b) the (math and Turkish language) classroom environment, (c) the quality of adolescent-parents relationship, and (d) the socio-economic status of the family.