

THE GRATIFICATION OF BASIC PSYCHOLOGICAL NEEDS AND ADOLESCENT
CONFLICT RESOLUTION BEHAVIOR IN FAMILY CONTEXT

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To all adolescents and their parents...

ABSTRACT

In light of the self-determination theory (SDT) the aim of the present study was to test a mediational model in which the associations between the gratification of basic psychological needs (GBPN; autonomy, relatedness, and competence) in relationship with one's mother and father and adolescents' conflict resolution styles (positive problem solving, conflict engagement, withdrawal, and compliance) through disclosure to and secrecy from parents are examined. A cross-sectional data was derived from adolescents ($N=1605$; 59,3% girls and 40,4% boys; $M=15.03$, $SD=1.50$; range = 11 - 19 years). They were Turkish adolescents from nine different public schools in different districts of İstanbul, Turkey. Direct and indirect links between the perceived gratification of basic psychological needs and conflict resolution styles were examined using a path analysis with a bootstrapping approach (with 2500 bootstrapped samples), and significant associations were reported. In general, results indicated that as GBPN in relationship with each parent increases, adolescents tend to share more information about their personal life, feelings, and thoughts with their parents, to hide less information from them, and they tend to utilize more positive conflict resolution strategies (e.g., positive problem solving) when managing conflict with parents.

Keywords: Adolescence, adolescent-parent relationship, gratification of basic psychological needs, disclosure, secrecy, conflict resolution styles

ÖZET

Öz-belirleme kuramı temel alınarak gerçekleştirilen bu çalışmanın amacı, ergenlerin anne ve babaları ile ilişkilerinde temel psikolojik ihtiyaçların karşılanması (TPİ; özerklik, yakınlık ve yetkinlik) ile çatışma çözme stilleri (problem çözme, uyum gösterme, çatışmaya girme ve iletişimi kesme) arasındaki ilişkiyi ergenlerin anne ve babalarına bilgi açıklama ile sır saklama aracılığıyla test etmektir. Çalışmanın örneklemini İstanbul'un dokuz farklı bölgesindeki devlet okullarından öğrenim gören 1605 ergenden (%59,3 kız ve %40,4 erkek; $M= 15.03$, $SD= 1.50$; aralık = 11 - 19 yaş) oluşmaktadır. Yol analizi kullanılarak ergenlerin anne ve babaları ile ilişkilerinde algılanan temel psikolojik ihtiyaçların karşılanması ile çatışma çözme stilleri arasındaki istatistiksel olarak anlamlı doğrudan ve dolaylı bağlantılar tespit edilmiştir. Sonuçlar, ergenlerin anne ve babaları ile ilişkilerinde temel psikolojik ihtiyaçların karşılanma düzeyi arttıkça ebeveynleri ile özel yaşamları, duygu ve düşünceleri hakkında daha çok bilgi paylaştıklarını, anne ve babalarından daha az sır sakladıklarını, ve çatışma sırasında daha olumlu çözüm stilleri (örn., problem çözme) tercih ettiklerini göstermiştir.

Anahtar kelimeler: Ergenlik, ergen ile anne-baba ilişkisi, temel psikolojik ihtiyaçların karşılanması, bilgi açıklama, sır saklama, çatışma çözme stilleri

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CHAPTER 1

INTRODUCTION

Adolescence is characterized by the changes in biological, cognitive, and social domains. Biological development includes physical growth and major changes in the brain structure, and cognitive development encompasses changes in thinking, reasoning, and other information processing abilities; while social development includes fulfilling more challenging tasks such as identity formation, formation of social relationships, and negotiation of cultural norms. Adolescents are expected to find the answer to the question of “who they are”, to establish a self-concept in which they have opinions and beliefs defined by themselves that are more consistent than before. They strive to establish autonomy from their parents, while they are expected to maintain close relationships with them. Formation and maintenance of peer relationships gains greater importance, and with the establishment of sexual identity they start to have interest in romantic relationships. Adolescence, which is a period characterized as the transition from childhood to adulthood, is a time when they are expected to assume different social roles and responsibilities, which are in general determined by the culture (Steinberg, 2016). For example, in some societies adolescents are expected to share family responsibilities like doing chores, or taking care of younger siblings, or participating in a family business, while in other ones they are expected to focus on their school related and extra-curricular activities which are important for their future education plan and the establishment of career path. In short, all of the mentioned tasks that are characteristics of typical adolescent development might be very challenging, and how well they negotiate these tasks will have a great impact on adolescents’ well-being and the establishment of optimal functioning (La Guardia, 2009), which is tightly related to the

satisfaction of adolescents' basic psychological needs. The present research is grounded in Basic Psychological Needs Theory (BPNT) which is one of the six mini-theories of self-determination theory (SDT) (Ryan & Deci, 2017). The theory emphasizes the importance of the satisfaction of three basic psychological needs; the need of autonomy, competence, and relatedness, the satisfaction of which is important for healthy psychological development and thriving while frustration results in a maladjustment and even psychopathology (Vansteenkiste & Ryan, 2013) regardless of the societal and cultural values (Chirkov et al. 2003, Deci & Ryan, 2000).

In the present study, the relation between the gratification of basic needs (GBPN) and adolescents' conflict resolution styles are examined. Developmental changes, biological and cognitive advances in adolescents lead to search for autonomy and individuation (Blos, 1979) which leads to changes in parent-child relationships. They pass from vertical relationships where parents had power and knowledge and were in charge of their childrens' lives, to more horizontal relationships characterized by more symmetrical, equal and reciprocal relationships (Hartup, 1989; Russel et al. 1998). This directional change in the parent-adolescent relationship, as well as changes in beliefs and expectations might challenge their closeness, and conflict may become inevitable (Collins, 2004). As previously mentioned, the maintenance of interpersonal relationships remains on the agenda of adolescents' development, thus conflict resolution is a skill that they have to practice and master during this period. Research shows that adolescents who fail to develop conflict resolution skills are found to be at risk of negative psychological outcomes such as depression, antisocial behavior (Colsman & Wulfert, 2002) and delinquency (Jaffee & D'Zurilla, 2003).

The present study aimed to test a mediational model in which perceived gratification of basic psychological needs in the relationship with adolescents' mother and father is associated with conflict resolution styles through disclosure to and secrecy from parents.

Although there is extant research which examined the association between GBPN and academic and psychosocial outcomes (Vasquez et al, 2016), the relationship between the GBPN and conflict resolution styles have not been examined.

Adolescent disclosure and secrecy behavior were also not studied in relation to conflict resolution of adolescents with their parents, although there is research which showed that adolescent disclosure to parents was found to be associated with positive outcomes (Kerr & Stattin, 2000; Almas, 2011; Smetana et.al. 2009; Darling et al, 2006) while secrecy was found to be associated with negative outcomes (Finkenauer et al. 2002; 2005; Lane & Wegner, 1995; Finkenauer & Rime, 1998; Frijns et al. 2005; Brown & DeMaio, 1992; Frijns et al. 2000). Researchers stated that adolescent volitional information sharing is the best resource that parents can learn about how well their adolescent is doing (Kerr & Stattin, 2000). Disclosure to parents facilitates the communication between parents and their adolescent child and gives parents an opportunity to share their perspective and experiences with their children and provide them the guidance they need (Almas et al, 2011). Secrecy research also shows that keeping secrets has detrimental effects on well-being (Finkenauer et al. 2002; Frijns et al. 2005; Keijsers et al. 2010; Laird & Morrero, 2010; Smetana et.al. 2009; Tilton-Weaver, 2014). A mediational model which tested the association between GBPN and well-being indicators via adolescent disclosure and secrecy in the dataset of the present study showed that disclosure to and secrecy from one's mother mediates the association between GBPN and well-being indicators (Dost-Gözkan, 2021). In the present study, it is assumed that GBPN is linked with conflict resolution with parents not only directly but also through the mediation of disclosure and secrecy of adolescents.

In the following section, the literature on the gratification of basic psychological needs in family context and conflict resolution styles in adolescents, as well as the disclosure to and secrecy from parents and their effects on adolescents are reviewed. The aim of the

study, research questions and hypotheses are outlined. Then, the method section covers the way this study was conducted. Results indicate the associations between the variables and extend our knowledge on how adolescents' perceived gratification of basic psychological needs with mother and father are associated with conflict resolution styles through disclosure and secrecy, which will help us in the development of interventions that would foster parents' sensitivity to adolescents' needs.



CHAPTER 2

LITERATURE REVIEW

2.1. Basic Psychological Needs and Development in Adolescence

2.1.1. Self-Determination Theory (SDT) and Basic Psychological Needs (BPN) in Adolescence

Self-Determination Theory is a framework for studying human behavior and personality. It is an organismic theory which proposes that humans are active agents who have a motive for their own growth and development. According to the theory, self-determined people are aware of their own interests, values, goals, and they are capable of regulating and integrating their actions towards these interests. SDT studies biological as well as socio-cultural factors that affect human capacities for growth, integrity, and wellness through the satisfaction of basic psychological needs, which are the need of autonomy, competence, and relatedness (Ryan & Deci, 2017).

BPNT is a mini theory under the umbrella of SDT and it claims that human beings have three basic (inborn) psychological needs, autonomy, relatedness, and competence, that needs to be satisfied. Satisfaction is a universal prerequisite for optimal human functioning and it is of an individuals' psychological interest. Similar to the importance of the physiological needs like food, oxygen, and sleep for the individuals' physical well-being, basic psychological needs are "nutrients that are essential for growth, integrity, and well-being" (Ryan & Deci, 2017). SDT proposes that individuals have an inborn tendency to satisfy their basic psychological needs. Autonomy is defined as individuals' need to be volitional, which means that they are the ones who decide on their own thoughts and actions,

rather than being controlled by others. On the contrary, autonomy frustration involves being pressured and feeling controlled either by internal or external forces. Competence is defined as individuals' need to feel effective and capable of achieving desired goals, while competence frustration involves feelings of failure and that a person is not able to endorse own capabilities. Finally, relatedness is defined as individuals' need to be in trusting, stable, and satisfactory relationships where they feel connected to, loved and supported by, and cared for by people they love, while on the contrary, relatedness frustration leads to feelings of loneliness and relational exclusion (Ryan & Deci, 2017).

The gratification of basic psychological needs of autonomy, competence, and relatedness is needed for optimal development to occur and for healthy functioning of an individual. BPN should be nurtured in every domain such as family, school, close relationships, across all ages, and in every culture. All needs are related to each other and all should be nurtured in order to get positive developmental outcomes such as psychological well-being in general, while if any of these needs are hindered then the outcomes would be negative (Deci & Ryan, 2000; Deci & Ryan, 2017).

2.1.2. Gratification of Basic Psychological Needs in Family Context

Parent-child relationship is one of the most important relationships in a human's life. Parents are primary caregivers and socialization agents who have influence on a child's psychological functioning. With a secure relationship they form with their children and parenting practices, parents support their children's development and guide them through the challenging tasks that they are supposed to fulfill. During adolescence, even though adolescents need their parents' support, they also develop cognitive and social skills that make them less dependent on their parents. Adolescents also start to share less time with their

parents and socialize with friends and peers (Steinberg, 2016). But still, parents' importance should not be underestimated. By remaining involved in adolescents' lives, setting proper limits and providing optimal challenges for them, by showing interest in what they do, and approaching them with empathy, parents make room for adolescents to learn and practice new skills and support their optimal development (Grolnick, Deci & Ryan, 1997). However, some theorists see adolescence as a period that individuals need to detach from their parents in order to successfully achieve developmental tasks (e.g., Blos, 1979). In contrast to that perspective, BPNT argues that none of the developmental tasks require detachment from parents. Detachment from parents is not a normative developmental process, rather it is experienced when parents frustrate the basic psychological needs of their adolescents (Ryan & Deci, 2000). Individuals' basic psychological needs (autonomy, competence, and relatedness) are innate and being supported by parents will lead to optimal development, as it will also have positive effects on many different mental health indicators of adolescents. While, on the other hand, non-supportive, controlling, rejecting and unrealistically demanding parental behaviors will result in need frustration and adolescents' detachment from the family (La Guardia & Ryan, 2002)

A line of research examined the associations between BPN satisfaction and child outcomes, however not all of them have focused on the three basic psychological needs (autonomy, relatedness and competence) at the same time. A meta-analysis by Vasquez et al. (2016) examining the relations between parental autonomy support and child outcomes indicated that parental autonomy support is associated with several desirable outcomes such as academic achievement, autonomous motivation, psychological health, perceived competence, engagement and effort, positive attitudes towards school, self-regulation, and

executive functioning. One important finding of the meta-analysis was that the association between parental autonomy support and academic achievement was stronger when both parents were assessed simultaneously rather than when they were assessed independently. Many studies in the literature utilize mother as a primary socialization agent, undermining the importance of fathers' support. However, the results suggest that support from both parents is important, and that even if one of the parents has an optimal parenting style, this can compensate for the absence of the parent with less optimal parenting style.

Parents are primary socialization agents and parenting practices they utilize tend to be of great importance for adolescents' social development. Roth and his colleagues (2009) examined whether parental autonomy support would predict the desired adolescent behaviors, such as regulation of negative emotions and academic engagement. The results showed that parental autonomy support predicted feelings of choice, integrative regulation of negative emotions and interest-focused academic engagement.

Parental support of basic psychological needs is important beginning from early years of life, and its effects are found to be longitudinal. One research found that autonomy support in family context has a spillover effect to school context; it was found that perceived parental autonomy support was positively associated with self-esteem, sense of competence, and achievement at school (Grolnick, Ryan, & Deci, 1991). To test the spillover effect longitudinally, Joussemet and his colleagues (2005) investigated the relationship between maternal autonomy support and children's school adjustment over time and found that maternal autonomy support measured at age of 5 was positively associated with social adjustment, academic adjustment, and reading achievement in the third grade, which is in line with the previous literature indicating that parental support has longitudinal effects.

Parental need support is important for healthy adjustment. Niemiec and his colleagues (2006) investigated the associations between perceived parental need support and adolescents' well-being. In a study that Niemiec et al. (2006) conducted with high school students from the U.S. both parents' need support was found to be associated with adolescents' psychological health (high positive affect, high life satisfaction, and low levels of depression). Moreover, mothers' need support was found to be significantly stronger than fathers'. In a second study that Niemiec et al. (2006) conducted with students from Belgium, both parents' need support was associated with adolescents' psychological health (high vitality, high life satisfaction, low externalizing problems and low levels of depression) and adolescents' autonomous self-regulation for continuing their education and pursuing college. These results show that parental support of needs is an important for the inherent growth tendency to function effectively.

Literature indicates that there is a relationship between GBPN and adolescent happiness. Şimşek and Demir (2012) investigated the effects of parental support for BPN and happiness, and how this association is mediated by personal satisfaction of those needs and a sense of uniqueness (SoU) experienced by late adolescents from Turkey. The results indicated that parental support of BPN contributed to adolescents' satisfaction of those needs through SoU, and adolescents' satisfaction of BPN contributed to both short-term and long-term happiness. These results underline the importance of SoU as a mediator which helps adolescents develop an autonomous personality, leading to a happier life.

BPNT proposes that the need of autonomy, competence, and relatedness are universal needs that are essential for human thriving, regardless of what people of a certain society value and desire (Ryan & Deci, 2000; 2017). However, a line of research contradicts this

argument by assuming that psychological needs are culturally constructed, and that individuals benefit from needs they value. SDT argues that basic psychological needs are universal and that these basic needs, in interaction with social contexts, produce variations in human behavior. In order to test the universality claim, Chirkov and Ryan (2001) investigated the significance of perceived parental autonomy support in two distinct cultures; Russia, which is identified as more collectivistic culture, and USA which is identified as individualistic culture. They expected to see whether Russian and American adolescents perceived and valued autonomy in the same way and were affected in a similar way by autonomy supportive versus controlling parents. The results indicated that the construct of autonomy-support is interpreted similarly by adolescents from both cultures. They also found that greater perceived autonomy-support by parents predicted adolescent well-being, academic self-regulation, and intrinsic motivation in school in adolescents from both cultures. These results gave support to the claim that autonomy support is a universal need.

As can be seen from the literature reviewed above, most of the studies have focused on the satisfaction of only one basic psychological need which is the need for autonomy. A recent study conducted by Dost-Gözkan (2021) from the same dataset the present study utilized has investigated a mediational model in which the GBPN (autonomy, relatedness, and competence) in relation with both parents are associated with adolescents' well-being (life satisfaction, problem-solving confidence, and anxiety) through family cohesion, disclosure to and secrecy from parents. Results of the study revealed that GBPN in relation to both parents uniquely contributes to the adolescents' well-being both directly and indirectly through family cohesion, disclosure to and secrecy from parents. Additionally, by being

conducted in a non-Western culture (Turkey) it gives support to the claim that BPN satisfaction is universal (Ryan & Deci, 2017).

2.2. Conflict Resolution During Adolescence

2.2.1. Conflict in Family Context

Conflict is a part of adolescents' everyday life (Van Dorn et al. 2011). It is defined as overt behavioral opposition and is operationalized in terms of disagreement and incompatible behaviors on purpose (Adams & Laursen, 2007). Conflict is common and frequent in families with adolescents (Smetana & Gaines, 1999; Riesch et al. 2000), but its frequency decreases over time (Noller & Callan, 1991; Smetana & Gaines, 1999). Laursen and Collins (1994) found that adolescents report having three to four conflicts with parents, and one or two conflicts with friends in a period of one day. Adolescence is a period of change in physical, cognitive, and social domains (Steinberg, 2005). Not surprisingly, these changes lead to alteration in interpersonal relationships. For example, parent-adolescent relationships undergo change from vertical to more horizontal forms (Collins & Steinberg, 2006), meaning that previous asymmetrical parent-child relationship has been replaced with more symmetrical parent-adolescent relationship which has more egalitarian features, and that is why conflict becomes an important and normative feature of this relationship.

Conflict is mostly studied with couples, however, recently it has gained importance in adolescent development literature. Adolescence is a period characterized by adolescents' search for their autonomy. During this period they question their parents' authority and challenge their decisions, thus, this explains why most of the conflicts arise during adolescence (Laursen & Collins, 2009). However, most of the conflicts between adolescents and parents arise due to disagreements about the parents' authority, decisions, appropriate behavior, and adolescents' responsibilities (Smetana, 2011) such as helping with home

chores, personal hygiene and dressing style, friends and social life, and school responsibilities (Laursen & Collins, 2009).

Conflict has an important function in adolescents' social-emotional development. Adolescent-parent conflict provides adolescents an opportunity for autonomy and identity development (Laursen & Collins, 2009). Steinberg (2001) points out that adolescent-parent conflict is a part of typical development, while absence of it is considered as an obstacle for individuation, which is an important part of adolescent development. However, how adolescents are affected by conflict may vary. A line of research indicates that the effects of conflict may depend on the quality of a relationship it arises. While conflict in a supportive relationship can be constructive and beneficial, it can be destructive and detrimental in negative relationships. A study investigated the relationship between conflict frequency, the perceived quality of the relationship with parents and best friend, and adolescent outcomes. Results revealed that for those adolescents who perceive their relationships as negative, increased conflict was associated with negative outcomes like aggression, depression, delinquency and deviance, poor school grades, withdrawal, and peer difficulties, while for those who perceive their relationships as positive increased conflict was not associated with negative outcomes and was associated with positive outcomes (Adams & Laursen, 2007). Conflict can have many other negative effects on adolescent-parent relationships, especially if it occurs too often, if it is high in intensity, and if it lasts too long. Prolonged and intense parent-adolescent conflict leads to low self-esteem (Hops et al. 1990), lowered functioning (Wiersma et al. 1992), depressive symptoms (Kashani et al. 1988), drug use (Hops et al. 1990; Shek, 1997) and alcohol misuse (Robin & Koepke, 1990), internalizing and externalizing problems (Buehler & Gerard, 2002; Pelton & Forehand, 2001), lower overall well-being and school adjustment, lower self-esteem and higher involvement in risky behaviors (Tucker et al. 2003).

Family is a social context where adolescents can learn and exercise how to maintain constructive relationships and how to resolve a conflict (Van Dorn et al. 2011). Grand theories have especially emphasized the importance of family as a social context where children learn and practice social skills. Social learning theory (Bandura, 1977) emphasizes that family is the primary social context and parents are primary social agents with whom adolescents can learn and practice conflict resolution skills. Similarly, according to the attachment theory (Bowlby, 1969), family is the primary social context for learning social skills. Through interaction and experiences they have with their parents, adolescents develop internal working models of themselves, others, and relationships, and they will use this knowledge to understand and construct other relationships like friendships and romantic relationships.

2.2.2. Conflict Resolution Styles

Conflict resolution is a significant indicator of social competence and important life skill across the lifespan (Booker & Dunsmore, 2017). Literature on conflict resolution in adolescence broadly classified conflict resolution strategies under two categories as functional/constructive and dysfunctional/destructive strategies. The functional or constructive form of conflict resolution involves attempts to sooth the conflict and resolve it in the light of adolescents' developmental needs. This is a positive and constructive form of conflict resolution which plays a functional role in family relationships, and it is beneficial for adolescents' social-emotional development. Dysfunctional or destructive form of conflict resolution, on the other hand, involves prolonged hostility and negative emotions, it, thus, results in poor well-being and impaired social-emotional development in adolescents (Laursen & Collins, 2009).

Kurdek's (1994) examines conflict resolution behavior in two dimensions, based on whether the individual has a concern for the self and concern for the others. In Kurdek's

classification there are four conflict management styles: positive problem solving, conflict engagement, withdrawal, and compliance. Positive problem solving is defined as trying to understand others and negotiating the conflict to find a compromise. Individuals utilizing this strategy are highly concerned with both self and others, meaning that individuals try to find a solution that would be of interest for both parties. Conflict engagement is defined as having destructive behavior such as attacking the other verbally, being defensive, and losing self-control. Individuals utilizing this strategy are highly concerned with themselves, but have low concern for others, meaning that they try to dominate others by threats and power assertion. Withdrawal is defined as avoiding the problem by avoiding talking or staying distant. Individuals who utilize this strategy have low concern for both self and others, meaning they try to find a way to give up on conflict effortlessly. And finally, compliance is defined as giving in to the other one. Individuals who utilize this strategy show high concern for others while they have no concern for themselves, meaning that they tend to end the conflict in favor of other party's interest, undermining their own (Missotten et.al. 2017).

Theories such as Social learning theory (Bandura, 1977) and Attachment theory (Bowlby, 1969) propose that conflict resolution skills, as well as many other social competencies, are learned in family environments through observation and interaction. It was previously mentioned that conflict in family context has detrimental effects on adolescents' well-being. However, it is of real importance how conflicts are resolved (Adams & Laursen, 2007) because it can mediate the effect of conflict on adolescents' well-being and adjustment (Branje et al. 2009). Research reveals that conflict resolution styles are associated with internalizing and externalizing problems (Branje et al. 2009), and social competence in adolescence (Jaffee & D'Zurilla, 2003). On the other hand, being able to resolve a conflict in a proper way has many advantages such as improving relationships and strengthening relational bonds with significant others (e.g. parents, siblings, peers, romantic partners),

improving social skills and communication, fostering emotional intelligence, and problem solving skills (DeChurch, 2001). In addition, successful conflict resolution has a spillover effect, such that adolescents who effectively resolve conflict with their parents are likely to use similar strategies and resolve conflicts with their peers (Cooper et al. 1983) and romantic partners (Reese-Weber & Bartle-Haring, 1998).

2.2.3. Conflict Resolution in Family Context

A line of the literature about conflict resolution in adolescence has focused on the outcomes of conflict resolution styles adolescents tend to utilize, and in general it reveals that positive conflict resolution behaviors are associated with adolescent adjustment, whereas negative resolution behaviors are associated with adolescent maladjustment (Caughlin & Malis, 2004; Rubenstein & Feldman, 1993), such that adolescents who are likely to utilize negative conflict resolution styles are more prone to show externalizing problems (e.g. fighting, drug use), antisocial behaviors and poor academic achievement (Colsman & Wulfert, 2002), violent behaviors at school (Brinson, Kottler, & Fisher, 2004), problem behaviors, aggression, and delinquency (Van Doorn, Branje, & Meeus, 2008; Jaffee & D’Zurilla, 2003).

Research on conflict resolution between adolescents and parents has generally comprised both mother and father at once. Even though there are less in number, there are some studies that looked at adolescent-parent conflict resolution separately for mother and father. A longitudinal study investigated the effect of mother-adolescent relationship and adolescents’ conflict management style. They found that adolescents who had positive relationships felt more accepted and encouraged by their mothers, thus they tend to utilize more positive conflict resolution strategies, while on the other hand, adolescents who had negative relationships with their mothers felt unsupported and controlled over, thus they tend to utilize more negative conflict resolution styles (Missotten et.al. 2017). How conflict is

resolved in family is important because, as stated before, adolescents tend to utilize the similar conflict resolution strategies outside of the home environment. To test this statement, recent research has also focused on how conflict resolution with parents is related with conflict resolution with other social agents like friends during adolescence. In a longitudinal study investigating the spillover effect between the use of conflict resolution styles in relationship with parents and friends it was found that adolescents' conflict resolution styles with parents and friends are related to each other throughout adolescence in bidirectional way, so that while in early adolescence conflict resolution strategies that are used with parents can serve as a keystone for learning conflict resolution strategies in other relationships, conflict resolution strategies that are used with friends later can also spillover to the relationship and conflict resolution with parents (Van Dorn, et.al. 2011).

In other respect, there is a line of research which examined the familial factors which are of predictive value for conflict resolution styles adolescents tend to utilize. Parenting styles and practices, attachment styles between parents and adolescents, emotional climate of the family environment, and the quality of the parent-adolescent relationship are found to be some of the predictors of adolescent conflict management. A study conducted to examine the effect of parenting styles on adolescents' conflict resolution revealed that authoritarian parenting style is a significant predictor of a constructive conflict resolution in adolescents (Bano, 2019). Attachment style between the adolescent and the parents is associated with conflict resolution style. Research revealed that adolescents who are securely attached to their parents are more prone to use constructive conflict resolution strategies when compared to adolescents with insecure attachment (Allen & Land, 1999; Garcia-Ruiz et al. 2012). Emotional climate of the family environment has also an important influence on adolescents' conflict resolution style. Research indicates that adolescents living in a environment where they experience close and warm relationships are able to resolve conflict and they are more

likely to use more constructive conflict resolution strategies with their parents and siblings (Steinberg, 1990; Tucker et al. 2003), whereas adolescents living in an environment with negative emotional climate are either unable to resolve conflict or they are more likely to use more destructive conflict resolution strategies (Rubenstein & Feldman, 1993; Rueter & Coger, 1995).

The quality of the relationship between adolescents and parents is also important. Research reveals that better adolescent-parent relationships (e.g. higher support, lower negative interaction) are associated with more constructive conflict resolution strategies, whereas worse adolescent-parent relationships are associated with more destructive conflict resolution strategies (Cui & Conger, 2008; Schoppe-Sullivan et al. 2007; Mastrotheodoros et al. 2019). Moreover, parental influence on adolescents' conflict resolution can either be direct or indirect. A study investigated the associations between two dimensions of parenting (e.g., responsiveness and psychological control), adolescents' conflict resolution styles with mothers, both directly and through the investigation of the effect of adolescents' personality traits. The results revealed that parenting was the strongest predictor of adolescents' conflict resolution styles. More specifically, results indicated that positive parenting (e.g., high in responsiveness and low in psychological control) predicts higher positive problem solving and less withdrawal in adolescents, whereas negative parenting (e.g. highly controlling) predicted higher conflict engagement, withdrawal, compliance. Research also found that adolescents' conflict resolution styles are associated with their personality traits; problem solving was associated with extraversion and agreeableness, conflict engagement was associated with extraversion, agreeableness, and openness, withdrawal was associated with extraversion, and compliance was associated with conscientiousness (Missotten et al. 2016).

2.3. Disclosure and Secrecy in Adolescence

2.3.1. Disclosure in Adolescence

Disclosure is defined as the willingness to share personal thoughts and feelings with other people (Bauminger et al. 2008). Research shows that, beginning from adolescence, disclosure to parents decreases (Keijsers et.al. 2009), and friends increasingly become confidants to share information that adolescents refrain to disclose to parents (Frijns et.al. 2013). Regardless of their gender, adolescents disclose to their parents about their prudential activities, school related issues, plans about future, and social activities while they do not prefer to disclose information about peers and multifaceted activities, and more personal issues like dating (Youniss & Smollar, 1985; Smetana et al. 2009). Still, disclosure is the most important strategy through which parents get to know about their adolescents' lives (Kerr & Stattin, 2000) and disclosure to parents is associated with positive outcomes (Kerr & Stattin, 2000). Adolescents who disclose to their parents are prone to seek social support from them, and their parents get the chance to transmit their skills and experiences to their children, share their personal experiences and guide their adolescents through difficult situations and help them cope and develop more healthier strategies, so adolescents find opportunity to identify emotions, express emotions in a safe environment, and develop necessary skills for emotion regulation (Almas, 2011). Parents whose adolescents disclose more are able to track their social development, their adaptation of the social norms and values in society, and by doing so they can see how their adolescents develop skills for adaptation in the society (Smetana & Chuang, 2001). Also, parents' knowledge of adolescents' life is associated with positive outcomes such as low levels of alcohol and drug use, lower delinquent behavior, less school related problems, less depressed mood, higher self-esteem and better performance at school (Darling et al. 2006)

A line of research has focused on the factors affecting adolescents' choice to disclose their emotions, thoughts, and information about their lives with their parents. Adolescents who perceive their parents as supportive and comforting disclose more to their parents (Tilton-Weaver, 2014). Disclosure was associated with parents' trust in adolescents (Kerr & Stattin, 2000; Stattin & Kerr, 2000) indicating that adolescents who perceived that their parents trust them are more prone to disclosing information. The reverse is also true; adolescents who disclose more to their parents perceive them as more trustworthy (Kerr et al. 1999). Parenting practices are important indicators of adolescent disclosure. Disclosure was found to be associated with authoritative parenting style (Darling et al, 2006) and adolescents of authoritative parents (especially mothers) were more likely to disclose about their lives (Almas et al. 2011). Disclosure was also associated with higher parental responsiveness and behavioral control (Soenens et al. 2006). Adolescents of controlling parents are more prone to not disclosing while those who perceive their parents as warm and supportive tend to disclose their thoughts, feelings, and lives more (Smetana et al. 2006). Additionally, parents' positive reactions (e.g., those parents who are accepting, warm, and trying to empathize with the child), support, and authoritative control are factors affecting adolescents' disclosure (Tilton-Weaver et al. 2010; Soenens et al. 2006; Wissink et al, 2006). On the other hand, adolescents who experience poor parent-child relationship quality and poor communication, distrust, and distance; as well as those who are involved in the activities that their parents would not approve are more likely to choose not to disclose to their parents (Darling et al. 2000; Engels et al. 2006; Finkenauer et al. 2002, Kerr & Stattin, 2000; Lippard, 1988; Smetana et al. 2006). There are several more reasons why adolescents choose not to disclose to their parents, such as avoiding disapproval (Darling et al, 2006; DePaulo & Kashy, 1998; Marshall et al. 2005), gaining autonomy from parents (Finkenauer et al. 2002; Marshall et al. 2005), asserting personal choices (Darling et al, 2006), protecting another's feelings (DePaulo & Kashy,

1998), losing emotional freedom, and trying to avoid negative emotional and behavioral responses from parents (Dinizulu et al. 2014). Finally, when adolescents disagree with their parents, they tend to partially disclose (Darling et al. 2006).

Most of the research has focused on adolescents' disclosure to parents without differentiating between the mother and the father. A study by Smetana (2009) revealed that relationship quality with one's father was associated with disclosure on all aspects of adolescents' life like personal, peer, and prudential issues, while the relationship with the mother was only related to disclosure on personal issues. Another study indicated that adolescent girls disclose more to mothers, while adolescent boys disclose equally to both parents (Noller & Callan, 1990). In addition, adolescents who disclose more to their mothers experience fewer problem behaviors and develop better coping strategies for stress (Almas, 2011). Actually, no matter whom they disclose to, adolescents' disclosure is linked to positive outcomes in general. Studies show that, as disclosure to parents increases, depressive symptoms decrease (Smetana et al. 2009), they show better stress-coping skills (Almas, 2011) they are less likely to involve in disapproved activities (Darling et al, 2006), they tend to have more positive parent-child relationships (Smetana et al. 2009), they show better adjustment (Kerr & Stattin, 2000) and lower levels of depressive mood (Smetana et al. 2009).

2.3.2. Secrecy in Adolescence

Secrecy is defined as intentionally concealing information from someone (Kelly, 2002) and it is about having something to hide that is shameful or bad (Bok, 1989). Disclosure and secrecy, however, are distinct constructs, and they are not two opposite ends of a spectrum (Frijns et al. 2010). Not disclosing and keeping secret are not the same thing in terms of emotional and cognitive processes involved, because keeping a secret involves inhibition of telling the information, it requires additional cognitive and emotional effort to keep a secret and this causes distress in the secret-keeper, while on the other hand not

disclosing does not require any extra effort (Pennebaker, 1985). There are certain skills that should be developed in order to become able to keep a secret, like being able to control the self and resist the temptation to confide, and acting upon one's own choice (e.g. choosing not to tell a parent about certain things) (Margolis, 1966). Thus, keeping a secret and not disclosing do not have the same effects on adolescents' well-being: a study showed that when compared to low disclosure, secrecy had more negative and longitudinal effects on adolescents' well-being (Frijns et.al. 2010). However, adolescents still choose to conceal information from their parents. There are several reasons why adolescents choose to keep a secret from parents, such as avoiding punishment, disappointment and conflict with parents (Laird & Morrero, 2010). Research showed that adolescents who perceive their parents as supportive and comforting keep secrets less from their parents (Tilton-Weaver, 2014) while those who experience lower quality of parent-child relationship are more likely to keep secrets from their parents (Laird & Morrero, 2010; Smetana et al. 2006). Additionally, adolescents who have adjustment difficulties and poorer social relationships, and low self-esteem (Pachanksi, 2007), and those who engage in delinquent behaviors are more likely to keep secrets from their parents (Tilton-Weaver, 2014). Secrecy can also be an indicator that the adolescent has been involved in an inappropriate behavior that would not be approved by parents (Bakken & Brown, 2010; Smetana et al. 2010).

A line of research has focused on the advantages of secrecy; secrecy from parents was found to be facilitating the individuation which is an important task of adolescence (Steinberg & Silverberg, 1986) and it was found to predict emotional autonomy in adolescents (Finkenauer et al. 2002). However, studies examining the negative outcomes of concealing are far beyond these. Secrecy is associated with poor parent-child relationship and adjustment (Finkenauer et al. 2005) and secrecy from parents is associated with negative outcomes such as poor relationships with parents, physical symptoms, and depressed mood (Finkenauer et al.

2002). Keeping secrets, as previously mentioned, is stressful for the one keeping it and can lead to very negative outcomes such as obsessive thoughts (Lane & Wegner, 1995), emotional distress (Finkenauer & Rime, 1998), reduced self-control (Frijns et al. 2005), loneliness (Brown & DeMaio, 1992), psychosocial and behavioral problems (Finkenauer et al. 2005), depressive mood, low self-esteem, self-concept clarity and self-control, poor quality of relationships with parents (Frijns et al. 2009). Secrecy from parents can restrict adolescents' access to emotional and instrumental support (Frijns et al. 2005). Indeed, secret-keeping from parents was found to be associated with depression, antisocial behavior problems, and loneliness in adolescence (Finkenauer et al. 2002; Frijns et al. 2005; Keijsers et al. 2010; Laird & Morrero, 2010) and distrust to others (Larson & Chastain, 1990). In general, research indicates that secrecy is linked to negative psychological outcomes, no matter from whom the secret is kept. Still, most of the research has focused on the secrecy from mother. For example, a study found that adolescents who kept secrets from their mothers about personal issues tend to have more negative outcomes like drinking, smoking and disobeying at school (Smetana, 2010), and also problem behaviors like substance use, stealing, discipline problems at school, property damage, and violent behaviors (Smetana et.al. 2009; Tilton-Weaver, 2014). Adolescents who keep secrets from their mothers were also found to be using more negative coping strategies like distancing themselves from the problem and being angry at themselves, while adolescents who disclosed to their mothers were using more positive coping strategies. This might be because when adolescents keep secret they feel overwhelmed and they cannot get parental assistance, thus they tend to use negative coping strategies (Almas, 2011).

2.4. The Present Study: The Mediational Model

Existing literature on BPN has revealed that parental GBPN is associated with desirable outcomes such as adolescent well-being, academic achievement, and psychological and social development. However, to our knowledge, there is no research that specifically investigated the association between GBPN and adolescents' conflict resolution styles. It is theoretically possible that GBPN is linked to adolescent conflict resolution styles both directly and indirectly. So, the current study aimed to contribute to this area of research by examining a mediational model in which the GBPN in the relationships with one's mother and father is related with adolescents' conflict resolution styles (problem solving, conflict engagement, withdrawal, and compliance) through adolescent disclosure and secrecy. Reviewed literature indicated that disclosure to parents is associated with positive, while secrecy from parents is associated with negative psychological outcomes, and that besides their direct effects on adolescent well-being, disclosure and secrecy can also mediate the associations in parent-adolescent relationships. In this light, the present study seeks to investigate the following research questions and test the hypotheses presented:

Research question 1: How are GBPN adolescents perceive in their relationships with their mother and father associated with their conflict resolution styles?

Hypothesis 1: GBPN in relationship with each parent was expected to be positively associated with problem solving and compliance, and negatively associated with conflict engagement and withdrawal.

Research question 2: How are GBPN adolescents perceive in their relationships with their mother and father associated with their disclosure and secrecy behavior?

Hypothesis 2: GBPN in relationship with each parent was expected to be positively associated with disclosure to and negatively associated with secrecy from each parent.

Research question 3: How are disclosure to and secrecy from each parent associated with conflict resolution behaviors?

Hypothesis 3: Disclosure was expected to be positively associated with problem solving and compliance, and negatively associated with conflict engagement and withdrawal. Secrecy, however, was expected to be positively associated with conflict engagement and withdrawal, and negatively associated with problem solving and compliance.

Research question 4: Do disclosure and secrecy mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents?

Hypothesis 4: Disclosure was expected to mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents positively, while secrecy was expected to mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents negatively.

CHAPTER 3

METHODS

3.1. Participants

In this study we used the dataset from a study funded by The Turkish Technological and Scientific Research Council (Project no: 115K324). The sample consisted of 1605 adolescents (girls = 59.3%, boys = 40.4% of the sample) from nine different public schools in different districts of İstanbul. Adolescents' ages ranged between 11 and 19 ($M=15.03$, $SD=1.50$). When their demographic characteristics are compared, girls ($M=15.16$, $SD=1.42$) were, on average, older than boys ($M=14.85$, $SD=1.58$), $t(1581) = 4.008$, $p < .000$. There were no other significant differences between the girls and boys based on their demographic information. Their mothers' age ranged between 29 and 72 ($M=41.30$, $SD=5.41$) and their fathers' age ranged between 28 and 75, respectively ($M=45.47$, $SD=5.85$). Mothers' ($M=3.31$, $SD=1.32$) and fathers' ($M=3.66$, $SD=1.24$) education levels ranged between "0" and "6" (0 = Illiterate, 1 = Literate, 2 = Primary school, 3 = Middle school, 4 = High school, 5 = College degree, 6 = Graduate degree). Socioeconomic status (SES) was derived from the average educational status of parents where the mean of SES was 3.48 ($SD=1.16$) which is equivalent to the middle and the high school. Majority of mothers (61.8%) were non-employed, 31.3% of the mothers were employed, and 6.1% were retired. Majority of fathers (88.4%) were employed, 2.1% were not employed, and 8% were retired. Large majority of parents (90.5%) were married, 7.2% were divorced, and 1.2% had different life arrangements.

The missing values ranged between 0.4 and 3.4 which is considered as negligible by Tabachnick and Fidell (2001) as strategies for dealing with missing data which is equal or less than 5% yields similar results. Nevertheless, missing data was addressed in the present study by employing the full information maximum likelihood (FIML) procedure in MPlus 7.4

(Muthen and Muthen, 1998–2015). With the use of FIML procedure, all of the participants were included in the analyses.

3.2. Procedure

Before the data collection process began, approvals were obtained from the Istanbul branch of the Turkish Ministry of Education and from the Ethics Review Board at Ozyegin University. Nine public schools in different districts of Istanbul, Turkey were contacted. Informed consents were obtained from both adolescents and their parents. Those students whose parents and themselves gave the necessary consent participated in the study. The adolescents filled the battery of questionnaires on their relationship with their parents and well-being. The questionnaires were filled during a class time which lasted 50 minutes, in the presence of a teacher. The anonymity and confidentiality of adolescents were secured, so that there were no questions that could reveal their identity, and the questionnaires were collected by the researcher in a closed envelope.

3.3. Measures

3.3.1. Basic Psychological Needs Scale (La Guardia, Ryan, Couchman & Deci, 2000).

The gratification of the basic psychological needs was assessed using the Basic Psychological Needs Scale (La Guardia, Ryan, Couchman & Deci, 2000). The aim was to measure the extent to which adolescents' perceived gratification needs of autonomy, relatedness, and competence were obtained. The inventory consisted of 9 items, each psychological need (autonomy, relatedness, and competence) being measured by 3 items. Some of the sample items were: "When I am with my mother, I feel free to be who I am" for autonomy, "When I am with my mother, I feel loved and cared about" for relatedness, and "When I am with my mother, I feel like a competent person" for competence. The questions were rated on a 5-point Likert scale (1= totally wrong; 5= totally true). Adolescents rated

their relationships with their mother and father separately. Turkish adaptation of the scale was conducted within the original project (Dost-Gözkan, 2021). For the present sample, fit indices of the confirmatory factor analyses for the mother and the father versions of the scale were $\chi^2 = 20.44$, $df = 18$, $\chi^2 / df = 1.13$, $p = .30$, CFI = .99; TLI = .99; RMSEA = .01 [.00-.03], $\chi^2 = 26.54$, $df = 18$, $\chi^2 / df = 1.46$, $p = .09$, CFI = .99; TLI = .99; RMSEA = .02 [.02-.04], respectively. Cronbach's alphas for the mother and father scales are .79 and .82, respectively.

3.3.2. Conflict Resolution Style Inventory (Kurdek, 1994).

Adolescents' conflict resolution styles were assessed using the Conflict Resolution Style Inventory (CRSI) which was developed by Kurdek (1994) in order to assess conflict resolution styles in romantic relationships in adults. It was adapted to use with adolescents by Branje (2009) and its Turkish adaptation was conducted by Dost-Gözkan (2017) in a smaller sample from the present dataset. CRSI measures four conflict resolution styles: conflict engagement, positive problem solving, withdrawal, and compliance. Conflict engagement and withdrawal involve more negative strategies such as being defensive and avoiding problems, while positive problem-solving and compliance involve more positive strategies such as being constructive and being not defensive. The inventory consisted of 16 items, each conflict resolution style being measured by 4 items. Some of the sample items were: "Letting myself go and saying things I do not really mean" and "Getting furious and losing my temper" for conflict engagement; "Negotiating and trying to find a solution that is mutually acceptable" and "Sitting down and discussing the differences of opinion" for positive problem solving; "Refusing to talk any longer" and "Withdrawing from the situation" for withdrawal; and "Not defending my position" for compliance. The questions were rated on a 5-point Likert scale (1= never; 5= always). Adolescents completed the scale with reference to their relationships with their mother and father separately. Exploratory factor analyses yielded that there were four factors in the scale, and confirmatory factor analyses yielded the

four-factor structure of the scale was a good fit for the mother and the father versions of the scale. Fit indices were $\chi^2 = 46.20$, $df = 43$, $\chi^2 / df = 1.07$, $p = .34$, CFI = .999; TLI = .999; RMSEA = .007 for the mother scale and $\chi^2 = 57.14$, $df = 42$, $\chi^2 / df = 1.36$, $p = .06$, CFI = .997; TLI = .993; RMSEA = .016 for the father scale. For the present sample Cronbach's alphas for the conflict engagement, positive problem solving, withdrawal and compliance with mother were .85, .69, .63, and .55; while factor loadings for the conflict engagement, positive problem solving, withdrawal and compliance with father were .83, .74, .63, and .53, respectively.

3.3.3. Child Disclosure Scale (Kerr & Stattin, 2000).

The extent to which adolescents disclose information about themselves with and hide some information from their parents was assessed using the Child Disclosure Scale (Kerr & Stattin, 2000). This inventory consists of five items in total, whose questions were rated on a 5-point Likert scale (1= never; 5= always). There were three items assessing disclosure, e.g. "Do you spontaneously tell your parents about your friends?" and two items assessing secrecy, e.g. "Do you hide a lot of secrets from your parents about what you do during nights and weekends?". The inventory was filled by adolescents separately for their mother and father. Confirmatory factor analyses yielded good fit for the mother and the father versions of the scale. Fit indices were $\chi^2 = 7.35$, $df = 5$, $\chi^2 / df = 1.47$, $p = .19$, CFI = .99; TLI = .99; RMSEA = .02 [.00-.05] for the mother scale and $\chi^2 = 8.49$, $df = 5$, $\chi^2 / df = 1.70$, $p = .13$, CFI = .99; TLI = .99; RMSEA = .03 [.00-.05] for the father scale. Factor loadings ranged between .54 and .82 for the mother disclosure subscale, .44 and .96 for the father disclosure subscale. Factor loadings ranged between .75 and .91 for the mother secrecy subscale, .79 and .89 for the father secrecy subscale. Cronbach's alphas for the mother and father disclosure subscale were .76 and .75, and for Cronbach's alphas for the mother and father secrecy subscale were .81 and .82, respectively.

3.3. Analysis Plan

The descriptive statistics of all variables and bivariate correlation between demographics and study variables were conducted using SPSS version 20. Using Mplus 7.4 (Muthén, & Muthén, (1998-2015) a mediational path analysis with a bootstrapping approach (with 2500 bootstrapped samples) was conducted in order to examine the direct and indirect links between the perceived gratification of basic psychological needs and conflict resolution styles. For the evaluation of the model fit, cutoff scores recommended by Hu and Bentler (1999) were used. To have a good fit, comparative fit index (CFI) and Tucker Lewis index (TLI) need to be close to .95, and for an acceptable fit, CFI and TLI should not be below .90. For a model with a good fit, root mean square error of approximation (RMSEA) should be below .06, and for a reasonable fit, RMSEA should not be greater than .08 (Hu & Bentler, 1999).

CHAPTER 4

RESULTS

4.1. Descriptive statistics

Correlational analysis among demographic variables and study variables indicated that as age increased, SES, secrecy from mother, engagement with both parents, and withdrawal from father increased, whereas GBPN with father, disclosure to father, compliance to both parents, and positive problem solving with father decreased. Sex (dummy coded for females (1) and males (2)) was positively associated with secrecy from both parents and compliance with both parents, whereas it was negatively associated with disclosure to mother and conflict engagement with mother, indicating that male adolescents keep more secrets from both of their parents and disclose less to their mother. Males also show more compliance to both parents and get into conflict less with their mothers as compared to female adolescents to deal with conflict. SES was positively associated with GBPN with mother, disclosure to both parents, and conflict engagement with both parents, whereas it was negatively associated with compliance to both parents.

There were significant correlations among the study variables. As presented in Table 1, GBPN with both parents was positively associated with disclosure to each parent and positive problem solving with both parents, while GBPN with both parents was negatively associated with secrecy from each parent, conflict engagement, withdrawal, and compliance with both parents. Disclosure to each parent was positively associated with disclosure to the other parent, and positive problem solving with both parents, while it was negatively associated with secrecy from each parent, conflict engagement and withdrawal in the relationship with both parents, and compliance with father. Secrecy from each parent was positively associated with secrecy from the other parent, conflict engagement with mother, withdrawal in the relationship with both parents, and compliance with father, while it was

negatively associated with positive problem solving with both parents, and withdrawal in the relationship with father.

4.2. Hypothesis Testing

4.2.1. The Model Fit

The hypothesized model was evaluated using fit indices and nonsignificant paths were eliminated as the model was developed. The fit statistics yielded a good fit between the data and the model: $\chi^2 = 138.12$, $df = 49$, $\chi^2 / df = 2.82$, $p = .00$, $CFI = .99$; $TLI = .97$; $RMSEA = .03$ [.03-.04]. The final model after the nonsignificant paths were eliminated, and standardized coefficients and confidence intervals for the direct links are presented in Figure 1.

TABLE 1
Mean and Standard Deviation Scores and Bivariate Correlations Between Variables

	M (SD)	Age	Sex	SES	Mother GBPN	Father GBPN	Disclosure to Mother	Disclosure to Father	Secrecy from Mother	Secrecy from Father	Conflict Engagement with Mother	Positive Problem Solving with Mother	Withdrawal with Mother	Compliance with Mother	Conflict Engagement with Father	Positive Problem Solving with Father	Withdrawal with Father	Compliance with Father
Age	15.03 (1.5)																	
Sex	1.41 (.491)	-.100**																
SES	34.88 (116.60)	.182**	-.33															
Mother GBPN	42.89 (62.60)	.14	.074**	.48														
Father GBPN	41.04 (72.95)	-.083**	-.19	.080**	.651**													
Disclosure to Mother	38.27 (90.74)	-.31	-.212**	.078**	.445**	.309**												
Disclosure to Father	32.33 (101.01)	-.139**	-.10	.078**	.303**	.549**	.575**											
Secrecy from Mother	20.04 (114.01)	.48	.203**	-.22	-.310**	-.263**	-.255**	-.171**										
Secrecy from Father	21.16 (119.77)	.083**	.161**	-.25	-.246**	-.355**	-.201**	-.246**	.794**									
Conflict Engagement with Mother	20.68 (98.37)	.121**	-.091**	.058*	-.266**	-.232**	-.108**	-.156**	.217**	.243**								
Positive Problem Solving with Mother	34.63 (93.22)	-.15	.17	-.12	.330**	.243**	.367**	.280**	-.193**	-.173**	-.233**							
Withdrawal with Mother	21.67 (64.97)	.49	-.36	-.8	-.343**	-.251**	-.195**	-.167**	.184**	.146**	-.203**	-.190**						
Compliance with Mother	23.78 (97.92)	-.182**	.109**	-.197**	-.101**	-.093**	.19	.15	.064*	.40	-.143**	.45	.212**					
Conflict Engagement with Father	18.35 (92.05)	.117**	-.33	.080**	-.166**	-.281**	-.080**	-.166**	.186**	.240**	.721**	-.147**	.151**	-.096**				
Positive Problem Solving with Father	34.40 (97.69)	-.057*	.21	-.23	.261**	.416**	.286**	.410**	-.179**	-.212**	-.184**	.790**	-.162**	.072**	-.189**			
Withdrawal with Father	22.82 (69.49)	.053*	-.38	.28	-.269**	-.391**	-.155**	-.259**	.201**	.246**	.227**	-.147**	.771**	.159**	.248**	-.210**		
Compliance with Father	22.70 (93.41)	-.152**	.153**	-.215**	-.176**	-.170**	-.075**	-.058*	.109**	.098**	-.079**	.12	.250**	.705**	-.134**	.6	.268**	

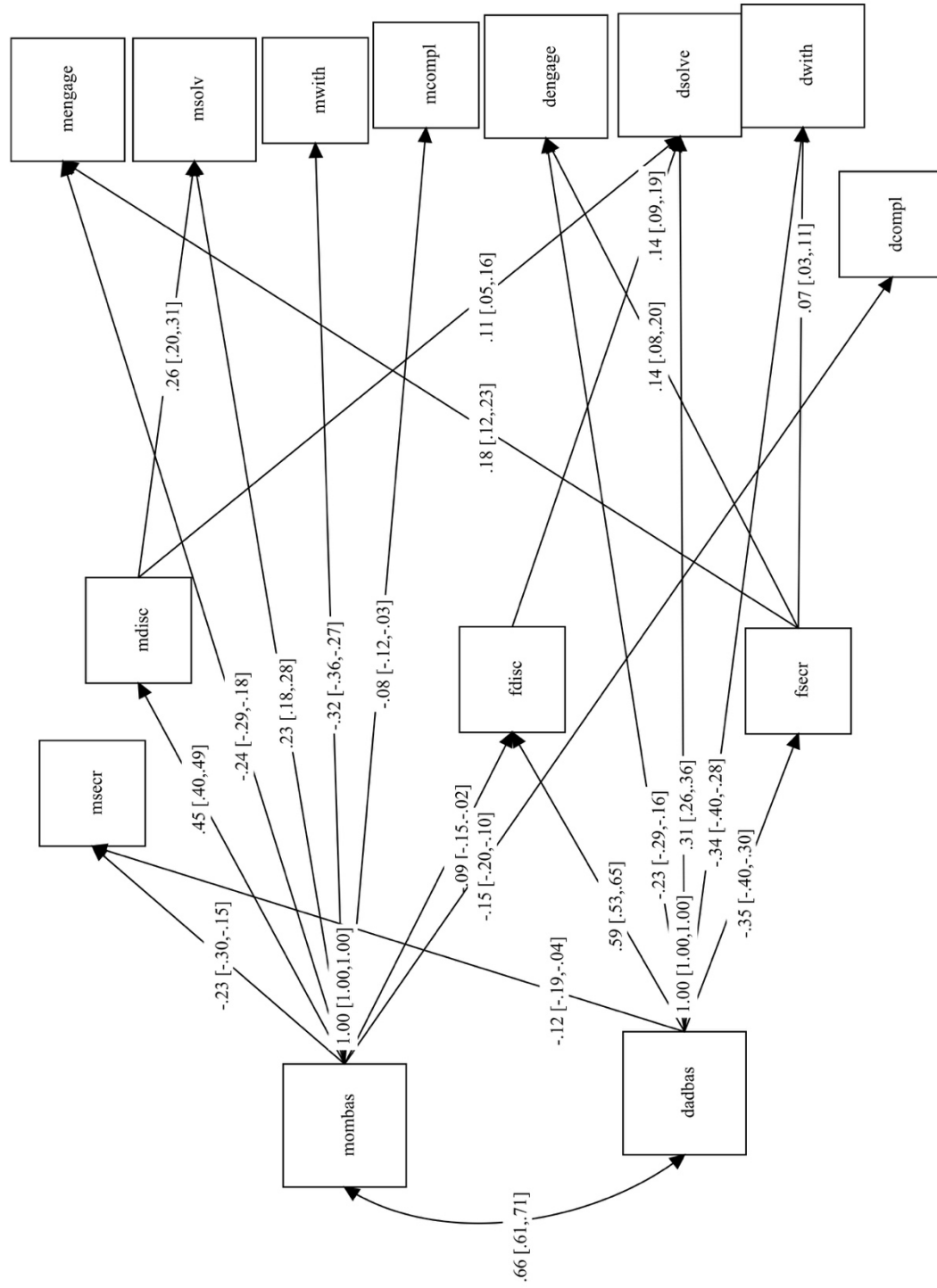
Note. Mother GBPN = Gratification of basic psychological needs perceived in the relationship with one's mother; Father GBPN = Gratification of basic psychological needs perceived in the relationship with one's father; SES = Socioeconomic status (SES); the mean scores of maternal and paternal education levels).

* $p < .05$.

** $p < .01$.

*** $p < .001$.

Figure 1: The Hypothesized Model: Meditational analysis linking GBPN with both parents to conflict resolution styles through disclosure to and secrecy from both parents.



4.2.2. Direct and Indirect Links Between GBPN and Conflict Resolution

It was hypothesized that GBPN in relationship with each parent would be positively associated with positive conflict resolution styles (e.g. positive problem solving and compliance) and negatively associated with negative conflict resolution styles (e.g. conflict engagement and withdrawal) (Hypothesis 1). GBPN in relationship with each parent would be positively associated with disclosure, while GBPN in relationship with each parent would be negatively associated with secrecy (Hypothesis 2). Disclosure was expected to be positively associated with positive conflict resolution styles (i.e., problem solving and compliance), and negatively associated with negative conflict resolution styles (i.e., conflict engagement and withdrawal). Secrecy, however, was expected to be positively associated with conflict engagement and withdrawal, and negatively associated with problem solving and compliance (Hypothesis 3). It was also expected that disclosure would mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents positively, while secrecy would mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents negatively (Hypothesis 4).

The examination of the direct path coefficients indicated that, as the GBPN in the relationship with one's mother increased, disclosure to one's mother and problem solving with mother increased, whereas secrecy from one's mother, conflict engagement, withdrawal, compliance to mother, disclosure to one's father and compliance to the father decreased. Similarly, as the GBPN in the relationship with one's father increased, disclosure to one's father and problem solving with father increased, whereas secrecy from one's father, conflict engagement and withdrawal with father decreased, and secrecy from one's mother decreased.

Disclosure to one's mother was positively associated with problem solving with both parents. Similarly, disclosure to one's father was positively associated with problem solving with one's father. On the other hand, secrecy from one's father was positively associated with

conflict engagement with one's mother, and withdrawal with father. Although secrecy from one's mother was significantly associated with conflict resolution styles with both parents in the correlational analyses, when they entered the path analysis together with GBPN in the relationship with both parents, secrecy in the relationship with one's mother had no significant associations with any of the conflict resolution styles.

Statistics for the indirect links are presented in Table 2. Examination of the confidence intervals indicated that secrecy from one's father mediated the association between GBPN in the relationship with father and conflict engagement with mother. Disclosure to one's mother mediated the association between GBPN in the relationship with mother and problem solving with mother, while disclosure to one's father mediated the association between GBPN in the relationship with father and positive problem solving with father. Secrecy from one's father mediated the association between GBPN in the relationship with father and conflict engagement and withdrawal with father. Disclosure to one's father mediated the association between GBPN in the relationship with mother and problem solving with father, and the association between GBPN in the relationship with father and positive problem solving with father.

TABLE 2
Confidence Intervals for the Indirect Links Between Gratification of Basic Psychological Needs in the Relationship with Mother and Father and Conflict Resolution Styles

Predictors	Mediators	Dependent Variables							
		Conflict Engagement with Mother β [95% CI]	Positive Problem Solving with Mother β [95% CI]	Withdrawal with Mother β [95% CI]	Compliance with Mother β [95% CI]	Conflict Engagement with Father β [95% CI]	Positive Problem Solving with Father β [95% CI]	Withdrawal with Father β [95% CI]	Compliance with Father β [95% CI]
GBPN in the relationship with mother	DiM	ns	.11 [.09; .13]***	ns	ns	ns	.04 [.02; .06]***	ns	ns
	SeM	ns	ns	ns	ns	ns	ns	ns	ns
	DiF	ns	ns	ns	ns	ns	-.01 [-.02; -.00]**	ns	ns
	SeF	ns	ns	ns	ns	ns	ns	ns	ns
GBPN in the relationship with father	DiM	ns	ns	ns	ns	ns	ns	ns	ns
	SeM	ns	ns	ns	ns	ns	ns	ns	ns
	DiF	ns	ns	ns	ns	ns	.08 [.05; .10]***	ns	ns
	SeF	-.06 [-.08; -.04]***	ns	ns	ns	-.05 [-.07; -.03]***	ns	-.02 [-.03; -.01]***	ns

Note. Only significant mediators were reported.

GBPN = Gratification of basic psychological needs perceived in the relationship; DiM = Disclosure to mother, SeM = Secrecy from mother, DiF = Disclosure to father, SeF = Secrecy from father; ns = not significant.

* $p < .05$,

** $p < .01$,

*** $p < .001$.

CHAPTER 5

DISCUSSION

The primary aim of the study was to examine whether the GBPN in the relationship with one's mother and father would be associated with adolescents' conflict resolution styles (problem solving, conflict engagement, withdrawal, and compliance) directly, and indirectly through adolescent-parent communication practices (such as disclosure to and secrecy from parents). Although, the literature indicates that GBPN is associated with both academic and well-being indicators (Dost-Gözkan, 2021; Grolnick, Ryan, & Deci, 1991; Niemiec et al. 2006; Şimşek & Demir, 2012), this is the first study which examines the association between GBPN and conflict resolution styles. Based on the literature, it was expected that GBPN would be associated with more positive conflict resolution strategies. In general, the results of the present study indicated that the GBPN was associated with conflict resolution styles in adolescence and that one's disclosure to and secrecy from parents mediated the links between GBPN and conflict resolution styles. In the following sections, the results were discussed in detail.

5.1. The Direct Links between GBPN, Disclosure and Secrecy, and Conflict Resolution Styles

It was aimed to find whether the GBPN in relationship with each parent would be positively associated with positive conflict resolution styles (e.g., positive problem solving and compliance) and negatively associated with negative conflict resolution styles (e.g., conflict engagement and withdrawal). The gratification of basic psychological needs includes that the adolescents' autonomy, that is the decision-making capacity, perspective and volitional engagement of behavior is respected and supported. If a limit is going to be set or a rule is going to be enforced, the rationale behind it is explained. Parents give unconditional

support and love to the adolescent (relatedness), and adolescents' accomplishments and effort is acknowledged and praised, and the adolescent is given structure that will guide him/her, which is especially helpful the adolescent faces failure in any domain of life (Ryan & Deci, 2017).

The examination of direct links indicated that, as expected, as adolescents' needs for autonomy, relatedness, and competence are supported in their relationship with their mother they tend to utilize problem solving as a strategy for conflict resolution with their mother more, and they tend to utilize conflict engagement, withdrawal less. Contrary to expectations, there was a negative association between GBPN in the relationship with one's mother and compliance to each parent. Similarly and as expected, as adolescents' needs for autonomy, relatedness, and competence are supported in their relationship with their father, they tend to utilize problem solving as a strategy for conflict resolution with their father, and use conflict engagement and withdrawal less. There was no link between GBPN with father and compliance to parents. The results supported our first hypothesis to a great extent. Although there are no studies that directly investigated the relationship between GBPN and conflict resolution, we know from literature that GBPN is associated with positive adolescent outcomes such as well-being (life satisfaction, problem solving confidence and lower anxiety) (Dost-Gözkın, 2021), happiness (Şimşek & Demir, 2012), psychological health (high vitality, high life satisfaction, low externalizing problems and low levels of depression) (Niemic et al, 2006) and other desirable psychological outcomes such as academic achievement, autonomous motivation, psychological health, perceived competence, engagement and effort, positive attitudes towards school, self-regulation, and executive functioning (Vasquez, 2015). As previously defined, problem solving as a conflict resolution strategy encloses understanding others and negotiating the conflict to find a compromise, thus, adolescents utilizing this strategy try to find a solution that would be of interest for both

themselves and their parents, which is a very constructive and positive way of resolving a conflict, and in the present study, it is one of the positive outcomes associated with GBPN. While, on the other hand, the negative associations were found between the GBPN and dysfunctional conflict resolution strategies characterized by low self-control and defensive behaviors (i.e., conflict engagement) or avoidant behaviors (i.e., withdrawal).

Looking at the direct links among study variables, it is seen that GBPN in the relationship with one's mother is associated with all of the conflict resolution strategies with mother. GBPN in relationship with father was associated with all conflict resolution strategies except compliance. On the other hand, even though the results of the bivariate correlations indicate that GBPN in relationship with father and adolescents' compliance to father are associated, there was no significant association found between GBPN in relationship with father and adolescents' compliance to father when tested within a model, while it was found that as GBPN with mother increases adolescents' compliance to father decreases. Mothers are more involved in children's life (Dost-Gözkan, 2019) and in some cases they have to compensate for the father. We know from the literature that GBPN in one relationship has a spillover effect on the relationship with other social agents (Grolnick, Ryan, & Deci, 1991). So, we can interpret this result such that when adolescents' needs of autonomy, competence, and relatedness are successfully satisfied in the relationship with their mother it can compensate for need satisfaction in the relationship with father and end up in more positive father related outcomes.

It was expected that GBPN in relationship with each parent would be positively associated with disclosure, while GBPN in relationship with each parent would be negatively associated with secrecy. The examination of direct links indicated that as adolescents' basic psychological needs are satisfied in their relationship with their mother, they tend to share more information about their lives with their mother and hide less information from her.

Similarly, as adolescents' basic psychological needs are satisfied in their relationship with their father, they tend to share more information about their lives with their father and hide less information from him. Adolescents who perceive higher GBPN in relationship with their father also tend to keep less secrets from their mother. These findings support our second hypothesis and are in line with previous research suggesting that adolescents who perceive their parents as supportive and comforting disclose more to their parents (Tilton-Weaver, 2014). Adolescents' choice whether or not to conceal information about their lives mostly depends on parents' characteristics and their ways of parenting. Adolescents of supportive and comforting parents disclose more to their parents (Tilton-Weaver, 2014). Additionally, disclosure was found to be associated with authoritative parenting style (Darling et al, 2006) which is characterized by high responsiveness. Thus, it can be inferred that authoritative parents, who are accepting, warm, and trying to empathize with the child are more likely to have satisfied their adolescents' needs of autonomy, competence, and relatedness, and in this way they earned their adolescents' trust which results in adolescents' higher disclosure to and lower secrecy from their parents. However, there was an unexpected link indicating that as GBPN with mother increases, adolescents' disclosure to their father decreases. First, this might be true due to the fact that adolescents, and especially girls, are more likely to disclose information to their mother. As previously mentioned, mothers are more involved in their children's lives, and in some families, especially in collectivistic cultures fathers can be seen as more authoritarian figures. In this case adolescents might feel closer to their mother who is sensitive to and supports their needs and feel more comfortable to share information about their personal lives with her, while they choose to stay more distant and not share much information with the father. Second, the content of the disclosed information might count. Literature suggests that in general, adolescents disclose personal issues to their mother, while to their fathers they choose to disclose about other aspects of adolescents' life like peer and

prudential issues (Smetana, 2009). Still, within the current study we did not examine the content of information adolescents choose to disclose about to their mothers and fathers separately. Future research may examine more when and which content of their lives adolescents disclose to their mother and father.

Higher levels of disclosure to one's mother was linked to using more problem-solving strategy with both parents. As stated by Almas et al. (2011) child disclosure to parents gives parents an opportunity and occasion to guide their children as to how to cope with the difficulties they face. Such information sharing climate between adolescents and their mothers might have also established a pattern of constructive conflict resolution with each other. The positive association between disclosure to one's mother and problem solving with one's father also indicate that a positive relationship with one parent may have a spillover effect with the relationship with the other parent and that in such disclosures the child also acquire guidance and skills to solve conflicts with the other parent in a constructive way. This may also be explained with the kinkeeper role of mothers which have central roles in establishment and maintenance of positive relationships among the members of the family (Kalmijn et al., 2019). Unlike the link between disclosure to mother to problem solving with both parents, disclosure to one's father was only associated with higher problem solving strategy with the father. The lack of spillover of disclosure to father to problem solving with mother also supports the role of mothers as kinkeepers.

5.2. The Indirect Links between GBPN, Disclosure and Secrecy, and Conflict Resolution Styles

It was expected that disclosure would mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents. The results are partially in line with our expectations. The examination of the indirect links indicated that as adolescents perceive higher GBPN in their relationship with their parents, they tend to share more

information about their lives, their thoughts and feelings with their parents, and they are more likely to utilize positive problem solving as a strategy for conflict management. This finding was significant for both mother and father. Adolescents who perceive higher gratification of autonomy, relatedness and competence in the relationship with their mother tend to resolve conflict in a positive manner with her and this link is mediated through sharing more information with mother. Similar is true for the relationship with father; as adolescents perceive that their basic psychological needs are supported by the father, they are more likely to utilize positive problem solving as a strategy for conflict management with father and this association is mediated through sharing more information with him. In addition, sharing information with mother also mediated the relationship between GBPN in relationship with mother and conflict resolution style with father, such that adolescents who feel that their basic needs are satisfied in relationship with their mother tend to utilize positive problem solving as a strategy for conflict management with their father, too. This finding is in line with the previous empirical literature indicating that the GBPN in one relationship or one context has a spillover effect on the relationship with other social agents and in other contexts (Grolnick, Ryan, & Deci, 1991). Moreover, this result highlights the importance of supportive mothering; it shows that having a supportive mother with whom adolescents can openly and sincerely communicate about their lives will also have more positive communication with their father. However, there was an unexpected significant indirect association indicating that disclosure to father mediated the relationship between GBPN in relationship with mother and positive problem solving with father negatively, even though the bivariate correlations indicated that there is a significant positive association between the disclosure to father and positive problem solving with father.

It was also expected that secrecy would mediate the relationship between GBPN and conflict resolution in adolescents' relationship with their parents negatively. The results are

partially in line with our expectations, only in case of secrecy from father. The examination of indirect links indicated that hiding information about their lives plays a mediator role in the association between adolescents' GBPN in relationship with father and utilizing more negative conflict resolution strategies for conflict management. Surprisingly, all of the three significant paths were related to fathers. It was revealed that adolescents who feel and think that their basic psychological needs are not supported by their fathers tend to stay more distant and keep more secrets about their lives from him, which in turn leads to withdrawal from father, and conflict engagement both with father and mother, which are negative ways of conflict management. These findings are in line with our expectations as well as previous empirical literature which indicates that secrecy from parents has detrimental effects on adolescents' development and well-being (Frijns et.al. 2010) and it is associated with poor parent-child relationship and adjustment (Finkenauer et al. 2005). However, most of the studies have focused on the effects of secrecy from the mother, indicating that hiding information from one's mother leads to more negative outcomes like drinking, smoking, disobeying at school (Smetana, 2010), and other problem behaviors (Smetana et.al. 2009; Tilton-Weaver, 2014). It was also found that adolescents who keep secrets from their mothers tend to use negative coping strategies (Almas, 2011) which is similar to our results. Hiding information from parents can be very difficult because it requires extra cognitive and behavioral effort, which can cause really high levels of stress in adolescents. This stress, in turn, might be the reason why they choose to use more negative conflict resolution strategies.

5.3. Strengths and Limitations

The present study was first to examine the association between gratification of basic psychological needs in relationship with mother and father and adolescents' conflict resolution styles through disclosure to and secrecy from parents. Literature on GBPN

indicated that adolescents' basic psychological needs satisfaction by their parents leads to many positive outcomes. Our results validate this argument and contribute to the literature by showing that GBPN in relationship with parents contribute to adolescents' information sharing behavior with parents (e.g. sharing more information about themselves while hiding less information), and the strategies they utilize to resolve conflict with parents. Our results also indicate that support and satisfaction of needs by each parent have unique contributions to adolescents' positive outcomes, but they can also complement each other. Finally, the BPN theory proposes that the need of autonomy, relatedness, and competence are universal and cross-culturally fundamental needs (Ryan & Deci, 2017). Thus, by conducting this research in Turkey which is characterized by non-Western features and heterogeneity of values, we validated the stated argument and contributed to the literature showing the importance of GBPN in this culture.

The present study has some limitations. Firstly, the mediational model that is tested composes of cross-sectional data, which does not allow the interpretation of causal relationships between studied variables. Secondly, adolescents were single informants in the present study which gives us one way information about family relationships. Instead of having only adolescents' perspective on family variables that are about communication and can have reciprocal effects (e.g. information sharing behavior, conflict resolution behavior), gathering information also from mothers and fathers would be beneficial. Lastly, the present study did not focus on sex differences. Future research may test a model in which GBPN in relationship with mother and father is related to outcome variables in same sex and opposite sex dyads (e.g. daughter-mother, daughter-father, son-mother, son-father).

APPENDICES

APPENDIX A. Demographics

Demografik Ölçek

Aşağıda bazı demografik bilgileri cevaplamanız istenmektedir.

1. Doğum tarihiniz (gün/ay /yıl): ____ / ____ / ____
2. Cinsiyetiniz: Kız ____ Erkek ____
3. Kaçıncı sınıfta öğrencisiniz? ____
4. Genel not ortalamanızı yazınız: ____
5. Anneniz çalışıyor mu? Evet ____ Hayır ____ Emekli ____
6. Annenizin mesleğini yazınız ____
7. Babanız çalışıyor mu? Evet ____ Hayır ____ Emekli ____
8. Babanızın mesleğini yazınız ____
9. Anneniz ve babanız: Evli ____ Boşanmış ____ Diğer (belirtiniz): ____
10. Anneniz kaç yaşında? ____
11. Babanız kaç yaşında? ____

12.	Annenizin ve babanızın eğitim durumu (Uygun yeri işaretleyiniz)	
	Annem	Babam
Okur-yazar değil		
Okur-yazar		
İlkokul mezunu		
Ortaokul mezunu		
Lise ve dengi okul mezunu		
Fakülte/ yüksekokul mezunu		
Yüksek lisans/doktora derecesine sahip		

APPENDIX B. Basic Psychological Needs Scale

Temel Psikolojik İhtiyaçların Karşılanması Ölçeği

Aşağıdaki ifadelerin anne ve babanızla olan ilişkinizde sizin hislerinizi ne kadar doğru ifade ettiğini verilen 5'li ölçeğe göre değerlendiriniz.

1	2	3	4	5
Tamamen yanlış	Kısmen yanlış	Biraz doğru	Oldukça doğru	Tamamen doğru

	Annemle birlikte iken	Babamla birlikte iken
1. kendim gibi olmak konusunda rahat hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
2. kendimi yetkin/yeterli bir kişi gibi hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
3. sevildiğimi ve kollandığımı hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
4. kendimi genellikle yetersiz ve beceriksiz hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
5. söz hakkım vardır ve fikirlerimi ifade edebilirim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
6. aramızda büyük bir mesafe olduğunu hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
7. kendimi oldukça yetenekli ve etkin hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
8. yakınlık ve içtenlik hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
9. nasıl biri olmam/nasıl davranmam gerektiği konusunda kontrol edildiğimi ve baskı altında olduğumu hissederim	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

APPENDIX C. Conflict Resolution Style Inventory

Çatışma Çözme Envanteri

Annenizle ve babanızla bir çatışma yaşadığınızda aşağıdaki davranışları hangi sıklıkla gösterdiğinizi verilen 5’li ölçeği kullanarak değerlendiriniz.

1 2 3 4 5
Hiçbir zaman Nadiren Bazen Sık sık Her zaman

	Annemle bir çatışma yaşadığımda	Babamla bir çatışma yaşadığımda
1. Ona yönelik sert sözler söylerim.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
2. Aramızdaki soruna odaklanırım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
3. Uzun süre sessiz kalırım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
4. Kendimi savunmak için istekli olmam.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
5. Öfke patlaması yaşar, kontrolden çıkarım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
6. Görüş ayrılıklarımız konusunda yapıcı bir şekilde konuşurum.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
7. Kendimi diyaloga kapatır, daha fazla konuşmayı reddederim.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
8. Çok uyumlu davranırım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
9. Kendimi kaybeder, söylemek istemediğim şeyler söylerim.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
10. İkimizin de kabul edebileceği seçenekler bulurum.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
11. Onu yok sayarım/ilgi göstermem.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
12. Kendi görüşümü savunmam.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
13. Kırıcı sözler söylerim.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
14. Sorunu tartışır ve bir orta yol bulmaya çalışırım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
15. Geri çekilir, mesafeli ve ilgisiz davranırım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
16. Kendi görüşümü biraz ifade etmeye çalışsam da onun isteğine uyarım.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

APPENDIX D. Child Disclosure Scale

Anne ve Babayla Bilgi Paylaşma Ölçeği

Aşağıdaki sorular annenizle ve babanızla ne ölçüde hayatınıza dair konuştuğunuzu sormaktadır. İlgili konuda ne ölçüde bilgi paylaştığınızı verilen 5’li ölçeğe göre değerlendiriniz.

1 2 3 4 5
Hiçbir zaman Nadiren Bazen Sık sık Her zaman

	Annenizle ilişkinizi düşünerek 1-5 arasında bir puan veriniz	Babanızla ilişkinizi düşünerek 1-5 arasında bir puan veriniz
1. Anneniz/babanız ile o size bu konuda bir şey sormadan arkadaşlarınız konusunda konuşur musunuz? (örneğin kimlerle arkadaşlık ettiğiniz, arkadaşlarınızın pek çok konuda ne düşünüp ne hissettiği vb. gibi konular)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
2. Annenizle/babanızla ne sıklıkla okul hakkında konuşursunuz? (hangi dersin nasıl gittiği, hocalarınızla ilişkileriniz vb.)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
3. Annenizle/babanızla ev dışında (okul çıkışı, akşam veya hafta sonu) nasıl vakit geçirdiğiniz, neler yaptığınız, nereye gittiğiniz konusunda konuşur musunuz?	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
4. Annenizle/babanızla genel olarak duygu ve düşüncelerinizi paylaşıyor mısınız?	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
5. Boş zamanlarınızda neler yaptığınız konusunda annenizden/babanızdan sır saklar mısınız?	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
6. Hafta sonları veya akşamları neler yaptığınız konusunda annenizden/babanızdan sır saklar mısınız?	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

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