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ΤΟ ΠΕΡΙΟΔΙΚΟ ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΨΥΧΟΛΟΓΙΚΗΣ ΕΤΑΙΡΕΙΑΣ

Μέρος 1: *ΕΙΔΙΚΟ ΤΕΥΧΟΣ*

Θέματα της ψυχολογίας της εφηβείας

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Μέρος 2: *ΕΙΔΙΚΟ ΤΕΥΧΟΣ*

Η συμβουλευτική ψυχολογία σήμερα

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Part 1: *SPECIAL ISSUE*

Issues on psychology of adolescence

Guest Editor: Elias Besevegis, Georgios Georgouleas, & Vassilis Pavlopoulos

Part 2: *SPECIAL ISSUE*

Counseling psychology today

Guest Editor: Maria Malikiosi-Loizos & Despina Sidiropoulou-Dimakakou

ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ

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Preface

ELIAS BESEVEGIS
VASSILIS PAVLOPOULOS
GEORGIOS GEORGIOULEAS

When looking at a special journal issue on adolescence, one could possibly look for a discussion on the very concept of this developmental phase and its importance in human life.

We are not, however, going to deal with this, rather theoretical, aspect of adolescence, for two reasons: First, both the concept of adolescence and its significance in human development have been extensively dealt with in relevant volumes, mostly books. Second, these issues are clearly out of the scope of this journal volume, which aims at presenting a sample of contemporary empirical research on adolescence.

One thing will be mentioned here: The old debate as to whether adolescence is a "storm and stress" period or it is just a phase with normal developmental challenges seems to have lost its significance for at least two reasons: First, extensive empirical work on community samples has shown that stormy conflicts and extremely stressful events do not have to be either usual or desirable in adolescence, as it appears in the writings of orthodox psychoanalytic theorists; second, researchers have realized that the nature of adolescence would be better and more reliably understood by dealing with specific, important aspects in adolescent development, such as identity and personality development in general, cognitive development, parent-adolescent relations, behavior problems in psycho-social and emotional development, etc.

This is what the editors of this special issue hope to have accomplished, namely shed some light on important areas of research, by presenting empirical work on various aspects of development in this critical stage of human life.

Of the nine (9) papers included in this volume the first six (6) deal with normal development in areas such as personality, self, identity, cognitive development and parent-adolescent relations, while the last three (3) focus on problems in adolescent development.

Specifically, G. Moneta and M. Csikszentmihalyi examined the relationship between role gender attributes, motivational traits, and involvement in talent areas among talented teenagers. Their 3-factor solution of the Personal Attributes Questionnaire (PAQ) items matched McCreary and Steinberg's solution, i.e., communion, cognitive, and behavioral. The authors concluded that their findings formed an adult-like structure of internalized gender role attributes that characterized talented adolescents. The second paper, by W. Meeus, presents results from two studies dealing with parental and peer support and identity development. Parental support decreased as adolescents grew older, while peer support increased. However, the former was a better predictor of psychological well-being, at least in early and middle adolescence. On the other hand, identity was shown to develop progressively with age and its relationship with psychological well-being became stronger with age. The author reasonably concludes that these findings support the notion of the second separation-individuation in adolescence.

The study of self-concept consistency is the aim of the next paper by L. Adamson. As one could have expected, self-concept consistency was lower among adolescents in comparison to adults. Also, female adolescents seemed to demonstrate inconsistency more often than their male counter-parts. Moreover, the author, by presenting an interesting case study, provided convincing evidence that transitions from inconsistency to consistency are possible, a change which seems to be facilitated by the quality of

interpersonal relationships.

I. Dermitzaki and A. Efklides also presented data on self-concept, which they viewed in its relationship with goal orientations toward learning and metacognition. The main finding of this study was that metacognitive experiences formed a robust system of their own, but they were also related to cognitive abilities and performance and to some aspects of adolescents' self-concept, while task orientation was related to their self-perception and others' perception of one's self.

B. A. Akerman, in the following paper, reported data from a longitudinal study on cognitive development of 32 twin-pairs. She found that twins born at or near term and with normal weight at birth showed normal development, while prematurity and growth retardation were associated with a predisposition toward slow cognitive development in adolescence. Moreover, twins as compared to singletons seemed to have more problems in achieving independence and developing a positive self-esteem.

Finally, G. Georgouleas and E. Besevegis dealt with adolescents' views of their relations with their parents, and of their conflicts with them. Despite some conflicts that arise between the two parts on issues of adolescents' every-day life, adolescents portrayed a favorable picture of their relations with their parents and of the emotional climate in their families. The authors attribute these findings to the authoritative parental behavior, which is connected with autonomy granting and common decision making. Essentially, this study offers strong evidence that "storm and stress" in adolescents' families is neither usual nor desirable by either party.

The last three papers, as stated earlier, dealt with problematic aspects in adolescent development. A. Christopoulos studied the relationship between psychological adjustment and their separation individuation from parents. The author reported evidence connecting conflictual independence with adolescents' better academic performance, social competence, as well as with fewer internalizing and externalizing behavior problems. On the other hand, internalizing behavior problems were associated with less emotional independence from parents, while externalizing behavior problems were linked to greater functional and attitudinal independence. The following paper, by I. Seiffge-Krenke, examined differences between healthy and clinical adolescent groups in stress perception (of two kinds of stressors) and coping style. The two main findings of the study were that (a) school-related stressors and conflicts with parents differed with respect to appraisal of the event, causal attribution, amount of thought, feelings and actions in order to deal with the stressors and (b) clinically referred and non-conspicuous adolescents differed in their stress perception and coping style with the former exhibiting a more dysfunctional coping style when dealing with either type of stressor.

The last paper by M. Bolognini, B. Plancherel, J. Laget and O. Halfon, dealt with the relationship between dependent behavior (drug abuse and eating disorders) and depression in an effort to identify the disorders that are at the origin of, or follow, the dependent behavior. The authors showed that the major depressive episode was the most common comorbid disorder, followed by separation anxiety, in the sense that these disorders frequently appeared before (or simultaneously with) the dependent behavior.

The co-editors of this special journal issue would like to express their thanks to the authors of the nine (9) papers for their cooperation and to the editor of *Psychology: The Journal of the Hellenic Psychological Society*, Prof. A. Efklides, for her contribution to the realization of this scientific endeavour.

Athens, April 2002

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