

Controlling and Autonomy-Supportive Parenting: Beyond Indonesian Adolescent Perception

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Abstract: This study aims to identify the perceptions of adolescents in Indonesia regarding independence support received from parents, based on gender, educational level, age, educational background of father and mother. The research method used was descriptive quantitative. The research sample used a convenience sampling technique totaling 979 youth, consisting of 399 junior high school youth, 578 high school youth, and 2 youth whose education level was not identified. Data were obtained using the Perceived Parental Autonomy Support Scale (P-PASS) from Mageau, et al., (2015) which has been adapted into Indonesian with a reliability level of 1.00. The results showed that the percentage of adolescents who perceive autonomy support from parents in the controlling category is higher than in the supporting category. The results of the t test show that there are differences in the perceptions of adolescents based on their mother's educational background and the device facilities they have; but there is no difference in the perception of adolescents based on gender, educational level, and educational background of the father. Middle and high school adolescents in Indonesia perceive their parents' parenting as controlling rather than supporting independence.

1 INTRODUCTION

In adolescence, it is believed that adolescent children have started to be able to make decisions in their lives. However, they still need direction from their parents in making that decision. Therefore, various perceptions arise in adolescents regarding the care provided by their parents, whether they feel restrained or supported by their independence from their parents.

Supporting parental autonomy consists of considering children as distinct individuals and showing respect for their unique needs and feelings (Grolnick & Ryan, 1989). When parents support their children, they acknowledge their child's feelings, provide reasons when making rules and demands, and provide choices and opportunities to take initiative (Joussemet et al., 2008; Koestner et

al., 1984; Mageau et al., 2014). These behaviors have been shown to support children's inner sources of motivation and encourage their self-determination (Joussemet et al., 2008). In contrast, controlling parenting can be defined as the use of suppressive, dominating, and disruptive tactics that force adolescents to think, feel, and exist in certain ways regardless of their own needs and feelings (Grolnick & Pomerantz, 2009; Ryan, 2005), thereby undermining their self-determination. In previous research, controlling parenting was most often operationalized using the concept of psychological control (Becker, 1964; Schaefer, 1965a, 1965b), which includes behaviors such as withdrawal of love, inducement of guilt and threats (Barber, 1996). However, Grolnick and Pomerantz (2009) argue that it is not the target of parental control

(that is, the child's thoughts or behavior) that makes parenting controlling, but the fact that the parenting practice is oppressive, disruptive, and dominating. The term "controlling parenting" is preferred to the term "psychological control".

In addition, parental autonomy support is a central construction, but ambiguous, in research on adolescents (Fousiani, et al, 2013). As a consequence of such conceptual confusion, opinions differ about whether parental autonomy support is desirable, or whether granting too much autonomy creates potential risks for adolescents (Dishion et al., 2004). Similarly, some researchers envision autonomy as a developmental task that is especially prominent during adolescence (Steinberg, 2002), whereas others view autonomy as a lifetime needs inherent in human experience (Deci & Ryan, 2000). In addition, adolescents need to prepare to face social tasks (Darling et al., 2008; Van Petegem et al., 2012).

This has resulted in numerous studies and published articles confirming significant evidence of the supportive and controlling functions of the family in the lives of adolescents (Bean et al., 2006; Lamborn & Felbab, 2003; Peterson & Rollins, 1987). The support for parental autonomy felt by children is apparently influenced by various sociodemographic statuses (Fusiona, et al. 2013).

Based on the explanation above, it is known that research on perceptions from the perspective of adolescents in Indonesia on parental autonomy support felt by adolescents is important to study because it has not been discussed by previous

research. The hypothesis of this study is that adolescents perceive their parents to control them

2 METHOD

The research method used is descriptive quantitative. Respondents in this study were adolescents aged 11 to 18 years (mean = 14.5) who attended SMP/MTS and SMA/MA in West Java. The researcher chose the subject based on data on the number of schools, teachers and students under the Ministry of Education, Culture, Research and Technology by province in 2021-2022 from the Central Bureau of Statistics. In West Java, the number of public and private high school youth was 763,670, the number of public and private MA youth was 328,139, the number of public and private junior high school youth was 1,801,159, the number of public and private MTs youth was 621,142. This number makes West Java occupy the first position in the top five highest number of students in Indonesia at the SMA, SMP and MTs levels. While the MA level occupies the second position. So that the youth population of SMA/MA and SMP/MTs can be represented by teenagers who are in West Java.

The research sample was selected using a convenience sampling technique. The samples collected amounted to 741 youth, consisting of 309 junior high school youth, 432 high school youth. The sociodemographic description of the respondents is presented in more detail in table 1.

Table 1: Sociodemographic Description of Respondents

	Social status	Amount	Percentage
Gender	Male	359	36.67%
	Female	618	63.13%
	N/A	2	0.20%
Educational stage	Junior high school	399	40.76%
	Senior High School	578	59.04%
	N/A	2	0.20%
Age	11	2	0.20%
	12	97	9.91%
	13	114	11.64%
	14	138	14.10%
	15	162	16.55%
	16	179	18.28%
	17	232	23.70%
	18	52	5.31%
	N/A	3	0.31%
Last education	Primary school	181	18.49%

Father	Junior high school	181	18.49%
	Early Middle School	450	45.97%
	Diploma	52	5.31%
	Bachelor	101	10.32%
	Masters	10	1.02%
	Doctoral	2	0.20%
	N/A	2	0.20%
Last education Mother	Primary school	202	20.63%
	Junior high school	218	22.27%
	Early Middle School	423	43.21%
	Diploma	47	4.80%
	Bachelor	83	8.48%
	Master	4	0.41%
	Doctoral	0	0.00%
	N/A	2	0.20%

Data were obtained using the Perceived Parental Autonomy Support Scale (P-PASS) from Mageau et al., (2015) which has been adapted into Indonesian with a reliability level of 1.00. The collected data was tested for Fit Order Items with the RASCH model using the Winstep application. According to Boone et al. (2014) used to check the appropriateness of the items that did not fit were the MNSQ outfit values received: $0.5 < \text{MNSQ} < 1.5$; accepted Z-Standard outfit (ZSTD) values: $-2.0 < \text{ZSTD} < +2.0$; received Pt measure Corr value: $0.4 < \text{Pt measure Corr} < 0.85$. The results in the form of ordinal data are converted into interval data. Then, the interval data is categorized into five categories, namely controlling, less controlling, neutral, less supporting, supporting. In addition, to look for differences in results based on gender, education level, device owned, educational background of mothers and fathers.

The questionnaire distributed to the respondents contained informed consent, the respondent's personal identity consisting of initials, gender, age, location of residence, level of education, class, school status, learning system, living together, owned gadget facilities, father's occupation, background father's educational background, mother's occupation, mother's educational background, cellphone number. Then proceed with statements regarding the research variable, namely parental autonomy support felt by adolescents. Questionnaires in the form of Google Forms were distributed to schools that had been selected as research samples via Whatsapp. The distribution of the questionnaire was carried out on 23-30 September 2022.

Researchers distributed online questionnaires by asking for help from the school to distribute the

questionnaires to their students. Apart from that, the Google Form link also uses Whatsapp to distribute the questionnaire link to a predetermined target sample, namely junior and senior high school students in West Java.

Data analysis techniques in this study used SPSS 26.0 software by categorizing the data into three categories, namely controlling, neutral, supporting. Then, the data was processed using a t-test to determine differences in adolescent perceptions of autonomy support from their parents based on gender and level of education. To look for differences based on age, educational background of fathers and mothers using the Anova test. Demographic status is attached in table 1.

3 RESULTS

After collecting data and categorizing the data into three categories (controlling, neutral, supporting), the following results were found.

Table 2: Data Categorization Results

Category	Amount	Percentage
<i>controlling</i>	48	4.90%
<i>Neutral</i>	865	88.36%
<i>support</i>	66	6.74%

Table 2 shows that there are 113 adolescents who perceive their parents as having a parenting style that controls them. A total of 523 adolescents

are neutral towards the autonomy support given by their parents. A total of 217 adolescents perceived their parents as having parenting styles that supported their independence.

This study also conducted different tests on the collected data. The different test is to find out whether there are differences in perceptions based on demographics by using the different test in the SPSS 26.0 application. The demographics referred to are gender, age, device facilities owned, educational background of the father and mother. Found the following results:

Table 3: Difference Test Results

Category	Sig
Gender	0.241
Educational stage	0.479
Age	0.258
Father's Last Education	0.479
Mother's Last Education	0.012
Owned Device Facilities	0.036

After the data based on demography was carried out a different test was found that the significance value in the category of educational background of the mother was α 0.012, which was <0.05 , then H_0 was rejected or there were differences in perceptions among adolescents based on the educational background of the mother.

Meanwhile, in the category of gender, age, education level, and father's educational background, no differences were found. The significance value in the gender category is α 0.241, which is > 0.05 , so H_a is rejected or there is no difference in perception between male and female adolescents. Then, the significance value in the educational level category is α 0.479, which is > 0.05 , so H_0 is rejected or there is no difference in perceptions among junior high and high school adolescents. The age significance value is α 0.258, which is > 0.05 , so H_0 is rejected or there is no difference in perception among adolescents aged 11-18 years. The significance value in the category of father's educational background is 0.479, which is > 0.05 , so H_0 is rejected or there is no difference in perception among adolescents based on father's educational background.

4 DISCUSSION

Previous research by Fousiani et al. (2013) investigated differences in perceptions based on gender and age. Gender differences, according to the hypothesis of Fousiani et al. (2013), boys perceive parents as having a parenting style that controls parental autonomy support compared to perceptions of girls. These findings are consistent with stereotypical views of the upbringing and socialization of boys (Cross & Madson, 1997; Gilligan, 1982). Given that, on average, males have a more independence-oriented self-understanding (Clancy & Dollinger, 1993), parents—and especially fathers—may engage more strongly in parenting with boys who are oriented toward independence. Girls feel more supported. Furthermore, according to Fusiana et al. (2013) found evidence for some age-related differences in variables. Regarding perceived parental autonomy support, older adolescents tend to perceive their mothers and fathers as stronger controlling parties. Likewise, in line with the research of Qin et al. (2009), older adolescents are expected to fulfill social tasks than younger adolescents. (Darling et al., 2008; Van Petegem et al., 2012). According to research by Sheldon et al. (2004) and Sheldon and Kasser (2001), psychological independence from social life is a lifelong task that is important for everyone to face, even if it means still having to be controlled by parents. Adolescents who perceive parenting to control themselves, have the notion that in making important decisions in their life, parents do not give many opportunities to decide for themselves and do not give freedom to choose their own activities. In addition, his parents were not open with their children regarding the prohibitions imposed on the teenager. The teenager also felt that his parents often made him feel guilty when he did something against his parents' wishes.

Meanwhile, adolescents who feel that their parents support their independence have the notion that they feel that their parents consider their own point of view important in making important decisions in their life. Then he also perceives that his parents always explain the reasons behind the ban imposed by his parents. In addition, the teenager also felt his parents pushed him to be himself.

5 CONCLUSION

The conclusion of this study is that the percentage of adolescents who perceive parenting styles that control their youth is more than parents who support their independence.

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