

TOO SAFE TO GROW? THE INFLUENCE OF OBSERVED PARENTAL CONTROL AND AUTONOMY SUPPORT ON PARENT-ADOLESCENT INTERACTIONS AND RECIPROcity

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1 INTRODUCTION

CONTROL:

Control: the induction of **guilt**, the creation of **anxiety** and the **withdrawal** of **affection**, thereby limiting the child's decision-making autonomy (Soenens et al., 2009)

AUTONOMY SUPPORT:

Volitional functioning: acting out of personal choice and willingness (Soenens et al., 2009)
 ✓ feeling that you are the **source of your own actions**
 ✓ being **autonomous**

2 METHOD

DESIGN:

Observational study

PARTICIPANTS:

73 parent-adolescent dyads



Included for data analysis → 30 dyads

60% boys 40% girls 10% men 90% women

CODING SCHEME:

✓ Based on the coding scheme of Wuyts et al. (2018)
Coded interaction items across multiple subscales:
 1 autonomy support (3); 2 parental control (5);
 3 dyadic reciprocity (2)
 → segment-based coding (2-min intervals)

DOUBLE-CODING:

✓ **Inter-Coder Reliability (ICR)** assessed through a double-coding procedure
 → two independent coders coded the same interaction segments to ensure consistency and reliability of the observational data

3 AIMS & HYPOTHESES

AIM 1:

Investigate the extent to which parental behaviours observed during a conflict task reflect either a controlling style or an autonomy-supportive style

H1 autonomy-supportive behaviours > controlling behaviours

AIM 2:

Examine whether parental interaction styles shift from controlling to autonomy-supportive during the conflict task

H2 a more controlling style at the beginning of the task

H3 a more autonomy-supportive style over the course of the task

AIM 3:

Examine whether autonomy support promotes greater dyadic reciprocity, whereas parental control is associated with lower levels of reciprocity

H4 autonomy support + dyadic reciprocity

H5 parental control - dyadic reciprocity

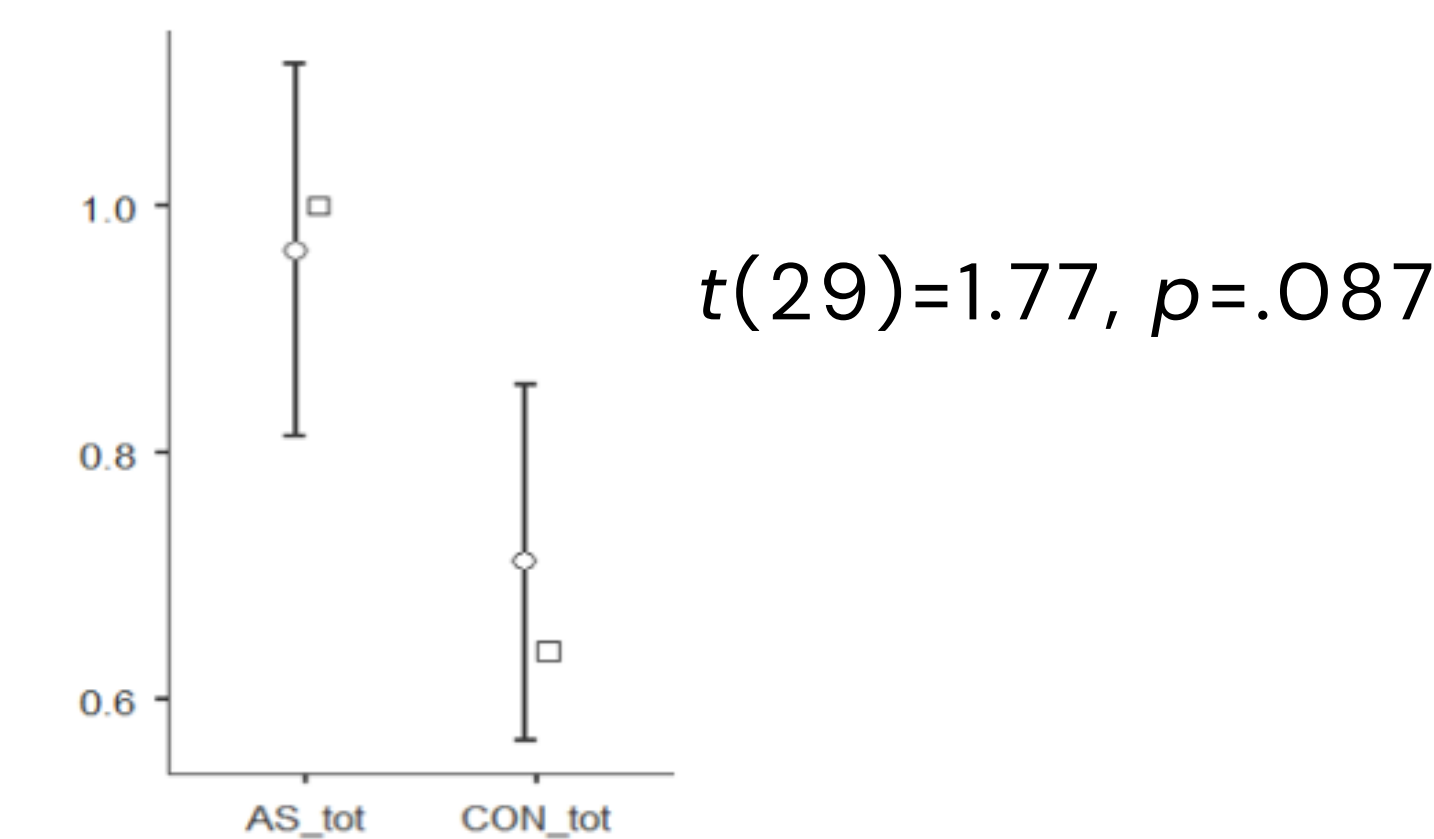


4 PRELIMINARY RESULTS

Relations between observed parental behaviours and adolescents' perceived autonomy support (AS) and control (C)

(AS) → $r=.451, p=.018$
 (C) → $r=.379, p=.039$

Question 1:

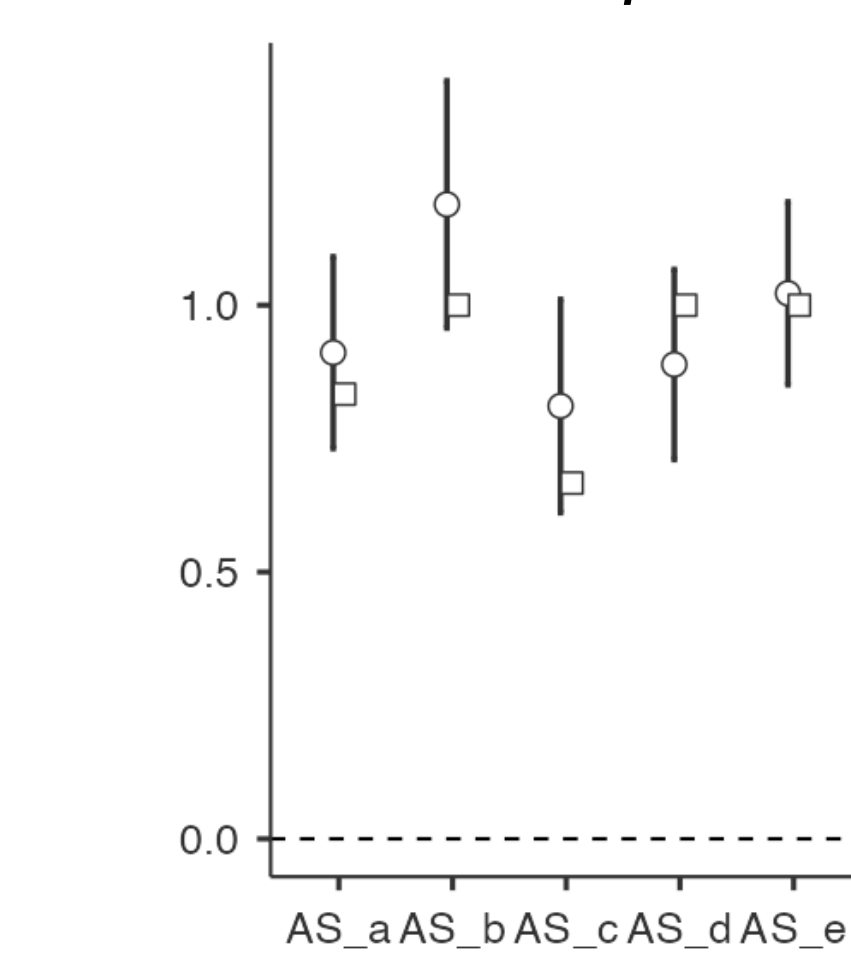


Question 2:

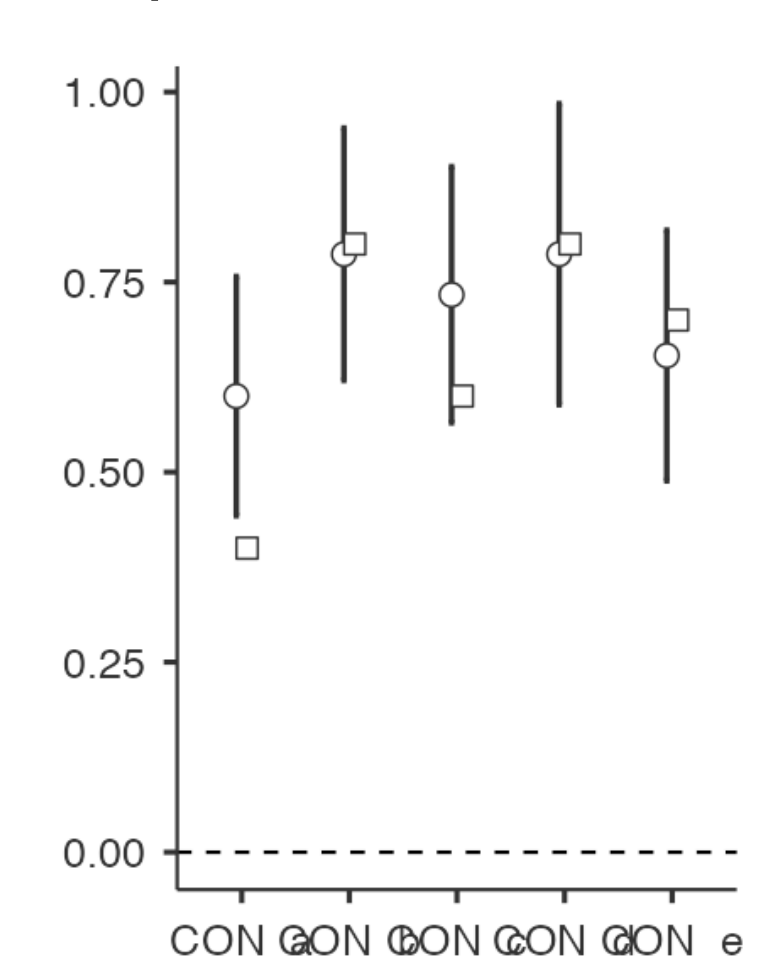
Autonomy support:
 $F(4,116)=4.45, p=.002$

Control:
 $F(4,116)=2.44, p=0.051$

1 AS(b) > AS(c)
 2 AS(b) > AS(d)

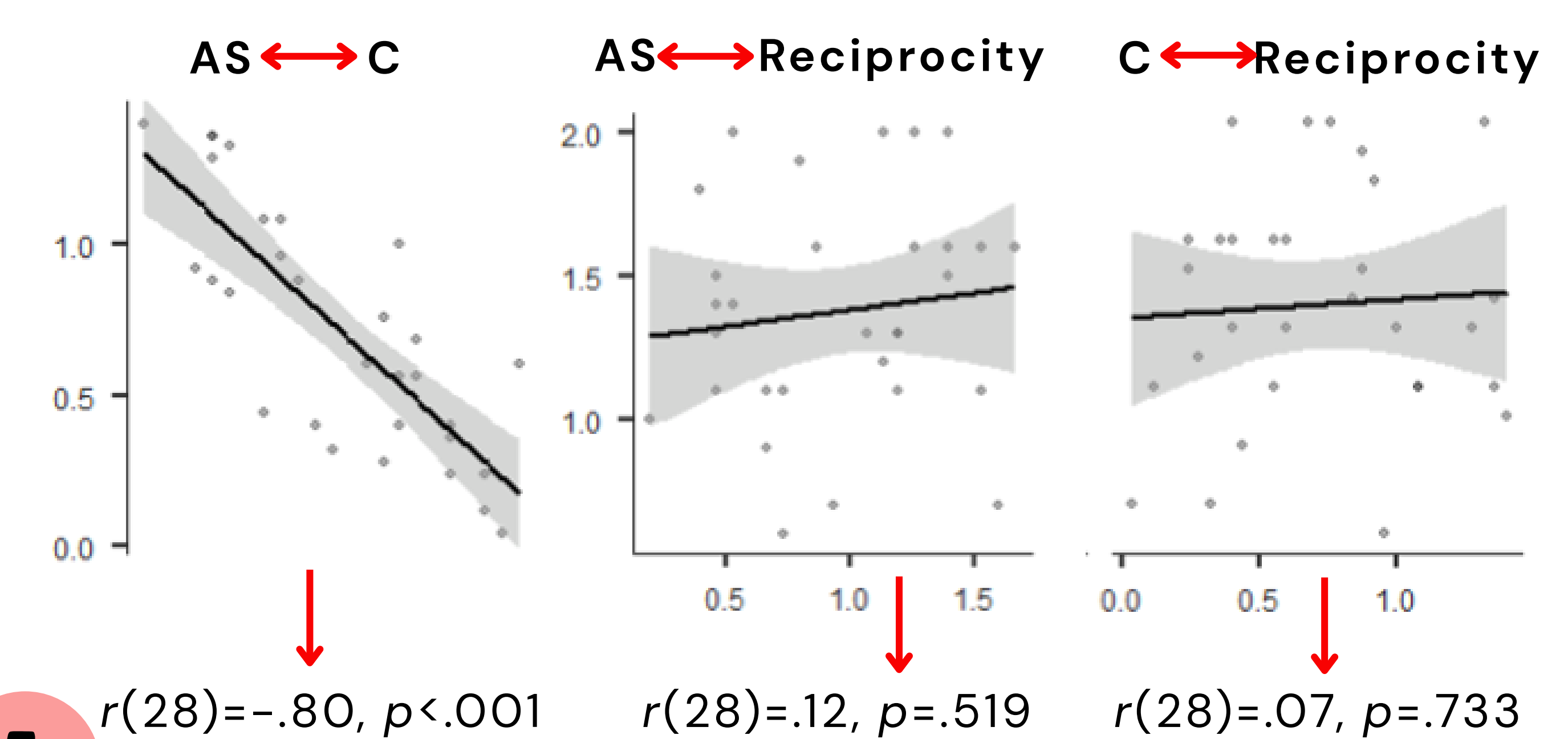


Autonomy support



Control

Question 3:



5 PRELIMINARY DISCUSSION

INTERPRETATION:

- no significant difference found between autonomy support and control during the task
- small variations in autonomy support observed across the different 2-min intervals
 → AS slightly higher between minutes 2 to 4 than between 4 to 6 and 6 to 8
 - at the beginning of a discussion, parents may maintain a more positive tone → more validation, more listening and more openness
 - over time, exhaustion of collaborative strategies and time pressure
- higher levels of autonomy support associated with lower levels of control
- no significant association found between parental styles and dyadic reciprocity
 → the discussion topic may have promoted a predominantly cognitive, problem-solving oriented mode of interaction rather than a reciprocal emotional and behavioural exchange

OTHER POSSIBLE EXPLANATIONS OF FINDINGS:

- the relatively small sample size used for data analysis
- women > men