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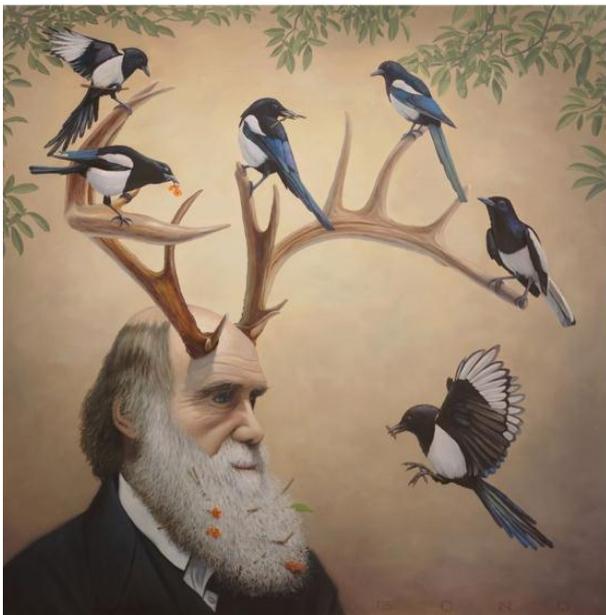
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Parental Structure and Autonomy Support: Keys to Satisfy Adolescent's Basic Psychological Needs

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Abstract

Self-Determination Theory (SDT) postulate that satisfaction on three basic psychological needs (need for relatedness, need for competence, need for autonomy) is essential for adolescent's well-being. Proximal social context plays a crucial role in satisfying those needs. This study aimed to investigate the possible effect of three parenting dimensions (warmth, structure, autonomy support) to the satisfaction of three basic psychological needs. One thousand two hundred and fifty adolescents age 12-15 years old (boys = 572, girls = 678) from 15 cities in Indonesia participated in this study. Using multiple regression analysis, the result indicated that all three parenting dimensions significantly affected the satisfaction of relatedness and competence needs, while only structure and autonomy support found to be significantly affected the need for autonomy. The developmental characteristics of the adolescent and cultural influence on parenting were discussed to explain those results.

Keywords: Parental Structure, Autonomy Support, Adolescent, Basic Psychological Needs, Indonesia

Estructura de los padres y apoyo a la autonomía: claves para satisfacer las necesidades psicológicas básicas de los adolescentes

Resumen

La teoría de la autodeterminación (SDT) postula que la satisfacción de tres necesidades psicológicas básicas (necesidad de relación, necesidad de competencia, necesidad de autonomía) es esencial para el bienestar del adolescente. El contexto social próximo juega un papel crucial en la satisfacción de esas necesidades. Este estudio tuvo como objetivo investigar el posible efecto de tres dimensiones parentales (calidez, estructura, apoyo a la autonomía) para la satisfacción de tres necesidades psicológicas básicas. Mil doscientos cincuenta adolescentes de 12 a 15 años de edad (niños = 572, niñas = 678) de 15 ciudades en Indonesia participaron en este estudio. Utilizando el análisis de regresión múltiple, el resultado indicó que las tres dimensiones parentales afectaron significativamente la satisfacción de las necesidades de relación y competencia, mientras que solo el apoyo a la estructura y la autonomía se vio significativamente afectado a la necesidad de autonomía. Se discutieron las características de desarrollo de la influencia cultural y adolescente en la crianza de los hijos para explicar esos resultados.

Palabras clave: estructura parental, apoyo a la autonomía, adolescente, necesidades psicológicas básicas, Indonesia

Introduction

Self Determination Theory (SDT) formulated three universal and basic psychological needs: needs of autonomy, relatedness, and competence. Autonomy is the need to determine the choice of action, competence is the need to feel capable in the process of overcoming various challenges, and relatedness is the need to feel emotionally connected with others (Ryan & Deci, 2000). Those three basic psychological needs have to be fulfilled in order for individuals to be growth and achieve well-being. Previous research showed the relation of basic psychological needs satisfaction with positive outcomes. For example, daily changes in competence and in relatedness were found to be associated with corresponding daily changes in emotional well-being, vitality, confidence, self-esteem, and other variables

(Sheldon & Niemiec, 2006). The study of Church et al. (2013) on college students in eight non-Asian and Asian countries found the significant effect of needs satisfaction on general hedonic (i.e., positive and negative affect) and eudaimonic (e.g., meaning in life, personal growth) well-being. Using a longitudinal study on university students, (León & Núñez, 2013) found relative similar results.

Adolescence is a stage of critical development characterized by rapid changing in mental, physical and psychological (Zukauskiene, 2014). During adolescence, there is an increased need for individuals to complete complex tasks and be involved in decision making (Eccles et al., 1993). They learn more about the words and try to be autonomous from parents while trying to be accepted as part of the social group (Cunsolo, 2017). SDT views children, including adolescents as active, naturally explore their environment, striving to acquire new skills, seek challenges, and extend themselves. Using dialectical view, according to SDT, children as active organism interacts with the figures in their social environment that may support or hinder their natural tendencies to be related, competence, and autonomous individual (Ryan & Deci, 2000). In adolescence, parents play an essential role to improve adolescent life (Steinberg, 2001) and providing a social-contextual environment to enhances the satisfaction of these innate psychological needs (Deci & Ryan, 2000).

To understand the effect of parental influence on their child's outcomes, some researchers looking at specific dimensions of parenting. For example, Macdonald (1992) studied parental warmth, (Barber, 1996) focused the research on the parental psychological control, Soenens et al. (2007) conceptualized the construct of parental autonomy support, and Grolnick & Pomerantz (2008) distinguished the concept of parental control and structure. Skinner, Johnson, & Snyder (2005) identified six core unidimensional parenting dimensions. Those six dimensions are warmth, structure, autonomy support, rejection, chaos, and coercion. The former three dimensions are labeled as positive dimensions of parenting, and the last three are labeled as negative dimensions of parenting. Using the SDT framework, the positive dimensions of parenting play as a social context that can satisfy adolescent's basic psychological needs satisfaction (Skinner et al., 2005). Warmth, often labeled as acceptance, refers to the expression of affection, love, appreciation, kindness, and regard; it includes emotional availability, support, and genuine caring. The expression of warmth could be physical and verbal. The physical expression of warmth, for example, are kissing, hugging, and fondling. Giving children praise, compliment,

and say nice things to and about the children is examples of verbal warmth expression (Rohner, 2016). The parental structure comprises clear and consistent rules, predictable consequences, opportunities to meet expectations, availability of feedback, explaining the reason for rules and expectations, and the role of parents as authority figures (Farkas & Grolnick, 2010). Parental autonomy support is defined as characteristic of parents who are considering their children's perspective, who provide choices and options to their children whenever it is possible and help their offspring to explore and enact upon their personal values and interests (Grolnick, Gurland, DeCoursey, & Jacob, 2002).

Regarding the association between parenting dimension and satisfaction of each need, parental warmth is considered essential for experiencing relatedness, the parental structure is the basis for experiences of competence and parental autonomy support is fundamental for children to express their autonomy (Joussemet, Landry, & Koestner, 2008; Skinner et al., 2005). Some previous studies support this one-on-one association; e.g. in 7th-grade samples, it was found that structure related to higher perceptions of competence (Flamm & Grolnick, 2013).

Soenens, Deci, & Vansteenkiste (2017) argued that the one-to-one association between one of the parental need-supportive dimensions and satisfaction of the children's corresponding need is simplified. Each of the dimensions of need-supportive parenting is to some extent relevant to satisfaction to each of the three needs. This view supported by a study by Cordeiro, Paixão, & Lens (2015) which indicated that the most optimal pattern of adolescent need-satisfaction is attained when parents combine the three positive dimensions of parenting. However, the study investigated the effect of the combination of those three positive parenting dimensions to each need satisfaction still limited. To the best of our knowledge, only one study conducted by Costa & Cuzzocrea, (2019) investigated it in Italian adolescent sample. Therefore, in this research we focused on the relations on three parental dimensions (warmth, structure, and autonomy support) to each of three basic psychological needs (need for relatedness, need for competence, need for autonomy) to explore the possible relation between those three core positive parenting dimension with satisfaction of each basic psychological needs in adolescents.

Methods

Participants

The data for the present analyses are derived from 1250 adolescent (boys

= 572, girls = 678) age 12-15 years old (mean = 13.40, SD = .87). They are from 7-9th grade, participated through 15 schools from 15 urban cities in Indonesia, came from various ethnicity in Indonesia. Ethical approval for this study was obtained from the Universitas Padjadjaran Research Ethics Committee. Guided by the trained 15 fieldworkers, all participants responded to the questionnaires in a self-administration format, using a computer sheet answer. For all of the questionnaires, it took 45 to 60 minutes to complete.

Measures

Demographics. In the demographic section, the participants were asked about their gender, age, grade, and ethnicity.

The Indonesian version of Parents As Social Context Questionnaire (Adolescent Report); (Abidin, Koesma, Joeiani, & Siregar, 2019) were used to measure Parental Warmth, Parental Structure, and Parental Autonomy Support. Each of the dimensions was measured by four positive items, using 4 four-option Likert scales, ranging from 1 (=not at all true) to 4 (=very true). The higher the score, the more positive the parental behavior perceived by adolescent. Different from the original version, in the present study we give a list of possible caregiver figures (such as mother, father, grandmother, stepmother, sister/brother, other relatives) instead of using "my parents" as reference for the questionnaire. This changing is intended to accommodate participants who were not living with their parents. Reliability of translated version using internal consistency achieved satisfactory value, with $\alpha = 0.837$ (positive parenting dimensions), $\alpha = 0.900$ (warmth), $\alpha = 0.860$ (structure), $\alpha = 0.840$ (autonomy support).

To measure the basic psychological needs satisfaction, we used Basic Psychological Need Satisfaction and Frustration Scale – General Measure (Chen et al, 2015). After getting permission from the authors, the English version was translated to Bahasa Indonesia and then translated back to English. The translation was done by two translators who majored in psychology, have a minimum of 550 on their TOEFL (Test of English as Foreign Language) scores, and had experience in translating documents in academic contexts. As different translations were found in several words, a panel discussion was conducted between the researcher and the translators to determine the choice of words that best fit the concept. This process following the procedures proposed by Van de Vijver & Hambleton (1996). Each basic psychological needs satisfaction was measured by five Likert scales, ranging from 1 (= not true at all) to 5 (= completely true). The

higher the scores, the more satisfied this need. Evidence of reliability of translated version was gathered by internal consistency; $\alpha = 0,870$ (need for relatedness satisfaction), $\alpha = 0.890$ (need for competence satisfaction), $\alpha = 0,830$ (need for autonomy satisfaction).

Analysis

Statistical Package for Social Sciences (IBM SPSS Statistics version 22) was used. We calculate the mean and standard deviation of the investigated variables to describe the data. Pearson correlation coefficient was used to examine the association between variables. Correlation coefficient of .70 - .90 considered strong, .40 - .60 considered moderate, and .10 - .30 considered weak (Dancey & Reidy, 2011). Then, three multiple regression analyses (MRA) were conducted to predict the need for each need satisfaction (autonomy, relatedness, competence) based on parental warmth, parental structure, and parental autonomy support

Result

Table 1 Descriptive Statistics and Correlation Matrix of Relationship between Parenting Style and Need Satisfaction

Variable	Mean	SD	1	2	3	4	5	6
1. Autonomy need satisfaction	3.31	0.62	-	.38**	.39**	.20**	.21**	.28**
2. Relatedness need satisfaction	3.70	0.73		-	.43**	.40**	.39**	.41**
3. Competence need satisfaction	3.49	0.53			-	.29**	.31**	.32**
4. Parental Warmth	3.40	0.51				-	.53**	.60**
5. Parental Structure	3.28	0.49					-	.53**
6. Parental Autonomy Support	3.33	0.44						-

** Correlation is significant at the 0.01

Of three needs satisfaction, table 1 showed that relatedness needs satisfaction had the highest mean, followed by competence need satisfaction and autonomy need satisfaction. On the parenting dimensions, the highest mean was parental warmth, followed by parental autonomy support and parental structure. The intercorrelations of the three need satisfactions were moderate, with r 's ranging from .38 to .43. The moderate intercorrelation also found between three parenting dimensions, with r 's ranging from .53 to .60. All of the need satisfactions significantly correlated with parenting dimensions (with correlation coefficients ranging from .20 to .41).

Table 2 Multiple regression of Parenting Dimensions to Need Satisfaction

Outcome	Predictor	Adj R ²	Unst. B	Unst. SE	Stand β	F	t	p
Autonomy Need Satisfaction	Parental Warmth (PW)		.029	.044	.024		0.664	.507
	Parental Structure (PS)		.093	.042	.073		2.182*	.029
	Parental Autonomy Support (PAS)		.324	.050	.231		6.451*	.000
	PW, PS, PAS	.083				38.864		
Relatedness Need Satisfaction	Parental Warmth (PW)		.272	.047	.189		5.790	.000
	Parental Structure (PS)		.282	.046	.191		6.180	.000
	Parental Autonomy Support (PAS)		.315	.054	.191		5.827	.000
	PW, PS, PAS	.227				123.580		
Competence Need Satisfaction	Parental Warmth (PW)		.133	.048	.095		2.752	.006
	Parental Structure (PS)		.236	.047	.164		5.020	.000
	Parental Autonomy Support (PAS)		.283	.056	.177		5.099	.000
	PW, PS, PAS	.133				64.982		

As can be seen in table 2, relatedness need satisfaction and competence need satisfaction were predicted by all three parenting dimensions investigated in this study. Meanwhile, autonomy need satisfaction was predicted by parental structure and parental autonomy support, but not by parental warmth.

Discussion

The present study investigated the relations on three parenting dimensions (i.e., warmth, structure, and autonomy support) to each of three basic psychological needs (i.e., need for relatedness, need for competence, need for autonomy). The result indicated the existing relationship between parenting dimensions and satisfaction of basic psychological needs beyond one to one relation. Relatedness not only are satisfied by parental warmth but also by parental structure and parental autonomy support as well. So is competence need, not only supported by parental structure but also by a combination of those three parenting dimensions. Different path found on autonomy needs satisfaction, which satisfied by parental structure and autonomy support but not by parental warmth. This result partially in line and partially contrary to the relative similar study conducted by Costa & Cuzzocrea (2019). The inline result lies in the conclusion that multiple dimensions of parenting affect particular needs satisfaction. The contrary result lies in their funding that parental structure did not affect the satisfaction of the competent need.

The empirical evidence that showed a consistent combination of parental structure and autonomy support affected all three basic psychological needs could be explained by the relation between those two parental dimensions. Although in this study correlation of those dimensions is not the highest between three dimensions (see table 1), but a study by Sher-Censor, Assor, & Oppenheim (2015) found that combination of higher maternal perspective taking as expression of autonomy support and ma-

ternal communication of expectation as expression of structure related to fewer externalizing problems in male adolescents. Parents who value their children's perspective (a feature autonomy support) tend to provide rational direction (a feature structure) by communicating it both ways, respect the children's point of view (Soenens et al., 2017). In this study, all three positive dimensions of parenting predict the satisfaction of relatedness and competence needs. Warmth is an essential dimension of parenting, therefore prominent in almost all conceptualizations of parenting (Rohner, 1988). Often labeled as acceptance, warm parents will love and appreciate their children. In combination with structure and autonomy support, the way parents give boundaries and guidance to their adolescent will be accompanied by affective ways and take into account the perspective of children. Thus, even though the parent-child relationship is particularly likely to change and challenging during adolescence (Steinberg, 2014), the combination of three positive dimensions practiced by the parent will ensure adolescent to feel capable of making decisions (competence fulfillment) even though they have a different perspective (autonomy fulfillment).

Although all three psychological needs are considered to be essential to healthy development and well-being, the need for autonomy has been the main focus of SDT research given that the other two needs have received considerable empirical attention in other fields of research (Whipple, Bernier, & Mageau, 2009). From this study, the autonomy need was satisfied only by parental structure and parental autonomy support, but not by parental warmth. This pattern is different from two other needs satisfaction and a study by Soenens & Vansteenkiste (2005) which found that parents and teachers who are sensitive to their children's needs and who are able to provide choices to their children are expected to facilitate feelings of autonomy. The explanation could be traced to the characteristic of the adolescent itself. The emergence of more autonomous functioning is a crucial developmental process for adolescents. As a consequence, an important task for parents is to support their offspring's autonomous regulation (Soenens et al., 2007). The expression of warmth in an adolescent could be perceived as conflicting for adolescent autonomy. Because parenting style influenced by cultural value, Indonesian adolescents may still hold the value of *bekti*. *Bekti* refers to the value of giving thanks to their parents, for their caring and sacrifices in raising them. This value hinders the children on being rude to parents, being disobedient, and argue with their parents even if they have different perspectives (Serad, 2012 in Rianny, Meredith, & Cuskelly, 2016).

Our research has several limitations. First, we conducted a single cross-sectional study based on self-report measures. No causality can be inferred from the results. A second limitation concerned the use of adolescents' reports only, which leads to the common method bias. Future studies should include the parents' reports to obtain a complete picture of the relations. Third, the investigation relied on a convenient sample. Therefore, generalization to other groups should be done cautiously.

Conclusions

The SDT framework about basic psychological needs satisfaction is fundamental to understand and predict how parenting relates to children's adjustment (Ahmad, Vansteenkiste, & Soenens, 2013). The result of this study supports the tenets of SDT and previous SDT researches that parental behavior plays an important role in satisfying adolescents' basic psychological needs. The result also showed the influence of culture on the dynamic of the three basic psychological needs satisfaction (Chen et al., 2015; Ryan & Deci, 2000). The finding that parental warmth does not affect autonomy satisfaction, emphasizing the importance of understanding parenting development as children develop. This result gives practical implications to the intervention program to improve the parenting skills of adolescent parents. While parenting style on an adolescent is crucial in adolescent adjustment, parental autonomy support and parental structure as keys to satisfy adolescent 's three basic psychological needs have to be informed to parents of adolescent.

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