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Parental Control, Self–Construal and Well-Being: Evidence from Individualistic and Collective Culture

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ABSTRACT

The aim of this study is to examine the associations of perceived parenting, self-construal and psychological flourishing from a cross-cultural perspective. Instruments tapping into four types of perceived parenting style (psychological control, behavioral control, autonomous support, and responsiveness), positive and negative affect, relational self and flourishing were administered to a sample of 579 university students from France (n = 325) and Turkiye (n = 324). Latent profile analysis (LPA) and ANOVA tests were performed. The results showed that French university students presented lower levels of positive affect, negative affect, and psychological flourishing compared to Turkish university students. Differences were found between these two groups in terms of psychological and behavioral control, and their respective consequences on self-construal and psychological flourishing. Turkish parents present higher levels of psychological and behavioral control in their relationships with their children compared to their French counterparts.

Parental attitudes toward childrearing have been an important topic for a long time (Deci et al., 1994). Parental control has been reported to be influential in adolescents' problematic behavior (Albrecht et al., 2007), low academic achievement (Marbell & Grolnick, 2013), and low self-esteem (Bean et al., 2003). Besides those findings behavioral and psychological control of the parents has been found to be related to adolescent well-being (Bean et. al., 2006; Kocayörük et. al., 2021). Self-construal is another element that develops in the family and is affected by the family attitude (Kağıtçıbaşı, 2005). The current study aimed to compare the perceived parenting, self,-construal and psychological functioning of late adolescents in two countries; France and Turkiye. French culture shows a predominantly individualistic orientation, which tends to support autonomy and reduces control in daily interactions (Hofstede, 2001). On the other hand, Turkish culture shows both collectivist orientation characteristics emphasizing in-group loyalty, family ties, obedience to elders, and individualistic orientation characteristics such as encouraging offspring's financial autonomy (Kağıtçıbaşı, 2005). The significance of this study to contribute a better understanding of the associations between parenting, self-construal and well-being in two cultural groups (individualist versus collectivist). Moreover, the different parenting relationships were explored in each group for to characterize the better parenting relationships profile in terms of self-construal and well-being in French and Turkish groups. In addition, all profiles were compared for parenting relationships and its consequences on self-construal and well-being. Despite the recent growth interest in the father's contributions , it is still not a common practice in research on parent-adolescent interactions to take special elements of both maternal and paternal parenting into account.. Inconsistent finding

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have been found in the few studies that have distinguished between mother and paternal influences on adolescents' adjustment. On the other hand some the studies revealed disparities in the impacts of male and maternal parenting.. For instance, findings of the researches state connections with mothers prone to be closer, although fathers are perceived as being in a position of authority, also mother support and control are more essential than paternal support and control (e.g., Mastrotheodoros et al. 2018). It was hypothesized that the Turkish parenting relationships profiles were characterized with higher behavioral and psychological control levels associated with lowest self-construal and well-being than French parenting profiles. The research question of this study is as follows: Is there a difference between the self-construal and well-being of Turkish and French adolescents according to their perceived parental attitudes?

Literature Review

Parental Behaviors and Well-Being of Adolescents

Parental behaviors have been considered a crucial issue in the relations between parents and children for a long time and have yielded disputable findings since the time it appeared in the literature (Grolnick & Pomerantz, 2009). Literature has been also many attentions to influence of parenting on children that how child rearing practices play an important role in the regulation of children's behavior (Deci et al., 1994). On the basis of the results of a variety of investigations, more recent studies have reported a modest relationship between parenting practices and adolescents' developmental outcomes including problem behaviors such as delinquency and aggressive (Amato & Fawler, 2002), lower achievement orientation (Ingoldsby et al., 2003) or including positive effect such as psychosocial well-being (Barber, 2002; Kocayörük et. al., 2015) and self-esteem (Bean et al., 2003). Given this association, there are two ways in which parenting influences might account for the relationship between parenting practices and adolescents' developmental outcomes. In these ways, parental control such as psychological control and behavioral control, and supportiveness such as autonomous support and responsiveness have been depicted as crucial parenting behaviors in the relations between parents and children.

Parental control refers to practices such as parents controlling and regulating the activities and habits and directing the thoughts and feelings of their children and ensuring their children's dependence on them. Barber (1996) claimed to make it easier to examine the effects of control by dividing the controlling practices into two parts: practices controlling the child's psychology and practices controlling the child's behavior.

Psychological control is considered a manipulation through psychological aspects such as pride, guilt, love, and shame (Barber, 1996). Barber suggests that psychologically controlling parents tend to use these manipulative techniques to make their offspring meet their demands and expectations. Moreover, such parental intervening might be an intrusion of the offspring's personal domain and/or disrespect towards the offspring's individuality (Barber, 1996). Loeb et al. (2021) emphasize that perceived parental psychological control in early adolescence potentially undermines autonomy and leads to less positive outcomes in adulthood. More controlling environments cause the lack of integrity and increase problematic behaviors (Albrecht et al., 2007). Consequently, psychological control has adverse effects on adolescent functioning such as high depressive symptoms (Barber, 1996), poor self-esteem (Bean et al., 2003), poor academic engagement (Marbell & Grolnick, 2013), low grades (Wang et al., 2012), and negativities in the search for the meaning of life (Shek et al., 2021).

Contrary to psychological control, parental behavioral control describes parental practices aiming to regulate the child's behaviors in various domains such as manners, children activities, and peer relationships by setting clear rules and expectations for children and providing necessary feedback regarding their progress (Barber, 1996; Grolnick & Pomerantz, 2009; Soenens & Vansteenkiste, 2010). There is much evidence that behavioral control is found to be influential on adolescent's well-being, academic achievement and behaviors in society. For instance, Bean et al. (2006) revealed that behavioral control was found to be more related to better adolescent functioning and parental support and behavioral control yielded less problematic behaviors and higher academic and social success. Behavioral control of the parents of the adolescents is not interpreted as

negative by children and the behavioral control practices do not make the adolescents feel more worthless (Kindap et. al., 2008; Selçuk et. al., 2022) . Similarly, such parental attitudes were associated with a higher level of emotional well-being (Wang et al., 2007), and self-esteem (Bean et al., 2003). Those studies suggest that parental behaviors appear as central issues related to self and well-being.

On the other hand, the level of acceptance and warmth of parents express towards to their children could be conceptualized as parental autonomy-support. Explicitly, parental autonomy-support refers to parental practices meeting the psychological and emotional needs of the children by allowing them to think autonomously and make their own decisions about their lives and free time activities (Manzi et al., 2012). According to Bean and colleagues (2006) well-being can be explained by being aware of one's own capabilities, being able to cope with daily stress, being productive, having positive emotions, and mental and social functionality, all of which can be managed by parental support. The authors also stated that parental support is significantly and negatively related to youth depression regardless of the adolescent's grade level and gender. Moreover, numerous studies have revealed that autonomy-supportive parenting contributes to well-being (Wang et al., 2007) and parental autonomy support has also been found to be associated with child adjustment (Deci et al., 1994) and self-esteem (Bean et al., 2003).

Parenting and Relational Self-Construal

Cross et al. (2000) defined relational self as how people identify themselves with their close relationships in a society. The concepts of individualism and collectivism present the possibility of making a systematic comparison of cultures and defining the behavioral indicators of different cultures. Individualism is defined as being emotionally independent from society, organization, and other communities whereas collectivism is seen as one's dependency on family, relatives, and society (Hofstede, 2001). Self-construal is considered as mediation for the effects of culture on person's various social behaviors in the cultural context (Levine et al., 2006). In other words, people create their relational selves with the relationships in which they develop within the society. It has been argued that Western cultures, such as European countries, tend to think themselves as autonomous or separated from others (independent self-construal) while collectivist cultures, such as Japan or China, tend to think themselves as interdependent with close others (interdependent self-construal) (Cross et al., 2000; Marcus & Kitayama, 1991).

Kağıtçıbaşı (2005) suggests that parental behaviors also play important roles in the development of self-construal. In her Family Change Theory, she describes three models of family: model of interdependence, model of emotional/psychological interdependence, and model of independence. In the model of interdependence, parents explicitly apply control over their children in order to maintain material and psychological interdependency. The model of independency is characterized by less parental control but parental autonomy support. In the last model, psychological interdependency, parents apply control over children to maintain psychological interdependency and support children's autonomy at the same time. Kağıtçıbaşı states that the situation that leads to the development of the autonomous-related self is the combined autonomy and control orientation in parenting.

Similarly, Soenens and Vansteenkiste (2010) define a conceptual framework for parental psychological control and the promotion of independence/dependence. In their conceptual framework, there are four possible patterns of parent-child relationships. In the first pattern, parents might exert psychological control over their children in order to encourage their reliance on them. As a result of guilt induction, blame and other parental psychological manipulation tactics, children are likely to become more interdependent. On the contrary, in the second pattern, parents might exert psychological control in order to encourage the independence of their children. Parents provide no guidelines for the children to be independent but use guilt induction and social comparison when their offspring are not able to be independent. In the third pattern, parents allow children to be dependent on themselves without exerting any psychological control tactics. In the last pattern, parents actively encourage children to be independent. They make sure that the children make their own decisions by supporting their autonomy as much as possible. This theoretical framework supports the pivotal role of control in parental behaviors towards children. Given the model of association between self-construal and well-being, the concepts of "being" and "wellness" are culturally constructed (Marcus & Kitayama, 1999).

Method

Participants and Procedure

The study consisted of 579 university students. They were recruited from undergraduate level of Humanities (France) and Psychological Counselling departments (Turkiye). Participant's age was between 17 and 25 years (Mean of age= 20.35, SD= 3.89). Turkish sample is composed of 324 undergraduate students with 218 females and 106 males (Mean of age= 20.23, SD= 2.95). French sample is composed of 255 undergraduate students with 198 female and 57 males (Mean of age= 20.78, SD= 3.27).

The data was collected during the 2017 Spring semester both in Turkiye and France. The ethical permission was granted from Canakkale Onsekiz Mart University Social Sciences and Educational Sciences Ethics Committee before the data collection (Date: 29.08.2014 No: 2014/19). After the participants were informed about the research, the volunteers completed the scales including perceived parenting, flourishing, self-construal and affection (positive and negative affect) scales. The data were administrated in a class hour with completion time between 20 and 30 minutes.

Instruments

The Leuven Adolescent Perceived Parenting Scale (LAPPS). It was originally developed by Soenens et al. (2004) for Dutch-speaking adolescent living in Belgium and has been adapted in different language such as French (Delhaye et al., 2012) and Turkish (Sevim, 2014). Internal consistency coefficients for the French version of the scale ranged from .76 to .90 for the adolescent-mother version, and between .71 and .91 for the adolescent-father version; Turkish version of the scale ranged from .58 to .88 for the adolescent-mother, and between .67 and .91 for the adolescent-father. The LAPPS is a 28-item self-report scale that evaluates the parental behaviors (mother and father separately) toward adolescent consists in four dimensions: Behavioral control, Psychological Control, Autonomy, and Responsiveness, and each dimension include 7-items (e.g., "My mother/father is very strict with me", "My mother/father will avoid looking at me when I have disappointed her/him", "My mother/father helps me to choose my own direction", "My mother/father makes me feel better after talking over my worries with her/him") Respondents indicated their score on 5-points Likert scale ranging from 1 ("Completely disagree) to 5 ("Completely agree"). Higher scores indicate a higher level of the related sub-scale. In the current study, the internal consistency of the scale was satisfactory (Turkish sample, Cronbach alpha ranged from .64 to 71 for mother, Cronbach alpha ranged from .66 to .75 for father; French sample, Cronbach alpha ranged from .67 to .75 for mother, Cronbach alpha ranged from .64 to .73 for father).

The Positive and Negative Affect Schedule (PANAS). Watson et al. (1988) developed the original form of The Positive and Negative Affect Scale and it has been adapted in French by Bouffard and Lapierre (1997) and Turkish by Gençöz (2000). The internal consistency coefficients for the positive affect was .88 and negative affect was .87 for the original scale; and .83 and .86 for the Turkish adaptation, respectively. The validity and reliability study of the French version of the scale was conducted by Gaudreau et al. (2006) and it was found to have acceptable reliability and validity (internal consistency coefficients were between .74 and .91). The PANAS includes 20 self-report item that measures the positive (10 item) and negative (10 item) affect. Respondents indicated their score on 5-points Likert scale ranging from 1 ("Very Slightly or Not at All") to 5 ("Extremely"). Higher scores for each subscale indicates higher level of positive or negative affect. In the current study, the internal consistency of the scale was satisfactory (French sample: alpha = .84; Turkish sample: alpha = .87).

The Psychological Flourishing Scale (PFS). This scale is about measuring the present subjective well-being state. Diener et al. (2010) developed the original form of the scale. It has been adapted French by Villieux et al. (2016) and Turkish by Akın and Fidan (2012). The reliability of the Turkish version of the scale was determined as .83, and it was .81 for the French adaptation. PFS is used to evaluate psychological flourishing. Scale includes eight items associated one question. All of the 8 items are evaluated by respondents on a 7-point Likert scale ranging from 1 ("Strong Disagreement") to 7 ("Strong Agreement"). Overall psychological

flourishing score is calculated by combining scores on 8 items. Higher overall scores are related to higher psychological flourishing. In the current study, the internal consistency of the scale was satisfactory (French sample: α = .83; Turkish sample: α = .85).

Relational-Interdependent Self-Construal Scale (RISC). The instrument was developed by Cross et al. (2000) to evaluate relational-interdependent self-construal. Validity and reliability of French version of the scale was done by Larabie (2015) and internal consistency coefficients were calculated between .88. Validity and reliability of Turkish version of the scale was done by Akın et al. (2010) and the internal consistency coefficient was determined as .85. Participants rated 11 items on a 7-point Likert scale (1-strongly disagree to 7-strongly agree), possible range of scores are between 11 and 77 and higher scores indicate higher levels of interdependence. In current study, Cronbach's alpha across the studies was found satisfactory (French sample: α = .68; Turkish sample: α = .75).

Statistical Analysis

First, a comparison of the Turkish sample (n = 324) and the French sample (n = 255) in the context of perceived parenting, negative and positive affect, self-construal, and flourishing was made with SPSS v.20 using t-test. Second, we run Latent profile analysis with Latent Gold 4.5 software allows characterizing each sample in the light of perceived parenting and identifying and comparing the different parenting profiles in each sample. Latent Gold 4.5 software was used to test profile solutions of 2 to 6 classes (Vermunt & Magidson, 2002). Latent profile analysis was performed to determine the most appropriate number of profiles and compositions in both Turkish and French samples. In the latent profile analysis, four dimensions of the Leuven Adolescent Perceived Parenting Scale were taken into consideration (Responsiveness–RS; Behavioral Control–BC; Psychological Control–PC; Autonomy Support–AS). Optimal number of perceived parenting profiles and their relationships with other variables of the study were found by considering the identification of the profiles. The recommendations of Lanza, Collins, Lemmon and Schafer (2007) were used to test the models. Akaike Information Criterion (AIC, Akaike, 1987), Bayesian Information Criterion (BIC, Schwarz, 1978) and Entropy values were used to determine the best model fit. The lower values of AIC and BIC associated with a higher Entropy value indicate optimal model compatibility. Third, a One-way MANOVA was conducted for the profile check. For the analysis, five perceived parenting profile groups was considered as the independent variables and the four dimensions of the perceived parenting considered as the dependent variables. Then, ANOVA tests and New Man Keuls' post hoc test were run to compare the different profiles on each dependent variable.

Results

Group comparison between Turkish and French

A group comparison between with Student's t-test revealed significant differences (see Table 1). Systematically, the Turkish group reported a higher level of psychological control (M_{father} = 2.99; M_{mother} = 3.05) compared to the French parents (M_{father} = 2.24; M_{mother} = 2.32, $p < .001$). The autonomy support of the Turkish group (M_{father} = 3.81; M_{mother} = 4.03, $p < .001$) was higher compared to the French parents (M_{father} = 3.43; M_{mother} = 3.65, $p < .001$).The Turkish group also reported a higher level of father responsiveness compared to the French group ($M_{Turkish}$ = 3.84; M_{French} = 3.24, $p < .001$). No difference was found regarding mother responsiveness or behavioural control. The Turkish group also presented a higher level of Positive Affect (M = 3.39, $p < .001$) and Negative affect (M = 2.54, $p < .001$), Self-construal (M = 5.42, $p < .001$) and Psychological Flourishing (M = 6.28, $p < .001$) than the French group.

Table 1. Comparison of Student's t-test on Turkish sample and French sample

	Mean TR	SD	Mean FR	SD	*t* value	*p*
Age	20.44	2.09	21.08	3.82	-2.58	.01
Parenting						
RS. Father	3.84	0.76	3.24	1.20	7.34	.00
BC Father	2.48	0.89	2.42	0.79	0.89	.37
PC Father	2.99	1.02	2.24	0.95	9.09	.00
AS Father	3.81	0.73	3.43	0.69	6.48	.00
RS. Mother	4.20	0.64	4.20	0.92	0.04	.97
BC Mother	2.36	0.82	2.46	0.83	-1.48	.14
PC Mother	3.05	1.02	2.32	1.05	8.48	.00
AS Mother	4.03	0.66	3.65	0.56	7.20	.00
Variables						
Positive Affect	3.39	0.75	3.07	0.70	5.29	.00
Negative Affect	2.54	1.12	1.66	0.62	11.35	.00
Self-Construal	5.42	0.72	5.19	0.96	3.21	.00
P. Flourishing	6.28	0.33	5.45	0.87	15.83	.00

Note. Turkish sample n= 324 ; French sample n= 255, N = 579
RS= Responsiveness, BC = Behavioral Control, PC =Psychological Control, AS = Autonomy Support,
P. Flourishing. = Psychological Flourishing

Considering the findings, Turkish sample appeared to be the simultaneously more controlled (PC) and more autonomy supported (AS) group. No difference was found between the Turkish and French sample regarding Father and Mother Behavioral Control, and Mother Responsiveness. This particular result with the Turkish group characterized simultaneously by highest level of autonomy support and control which has been conducted thorough exploration of each sample (Turkish and French) in the light of perceived parenting.

Perceived parenting profile analysis

Latent profile analysis (LPA) indicated two possible solutions: (1) the Turkish and French groups represent two large homogeneous populations or (2) the Turkish and French groups represent two large heterogeneous populations composed of many homogeneous populations. These homogeneous populations within the larger populations represent the different perceived parental profiles.

When the results of the analysis are examined in the light of the current literature, it is evaluated that a two-profile situation is more suitable for the Turkish group. The entropy, BIC and AIC all suggested a well-fitted solution with two-profiles for perceived parenting (entropy = 0.8385, BIC= 15322.22, AIC= 14547.16). For the French group the entropy, BIC and AIC suggested a well-fitted solution with three-profiles (entropy = 0.8388, BIC= 12890.95, AIC = 12136.66). The means of the Leuven Adolescent Perceived Parenting Scale subscales for each profile are reported in Table 2 and presented in Figure 1 for Turkish and French groups.

For the Turkish sample, Profile 1 corresponded to 41.05% of the Turkish sample (n = 133, "High RS - AS Profile") and was characterized by high levels of RS and AS for father and mother. Profile 2 corresponded to 58.95% of the sample (n = 191, "Moderate RS - AS – High PC Profile") and was characterized by a moderate level of RS – AS, and high levels of PC for father and mother.

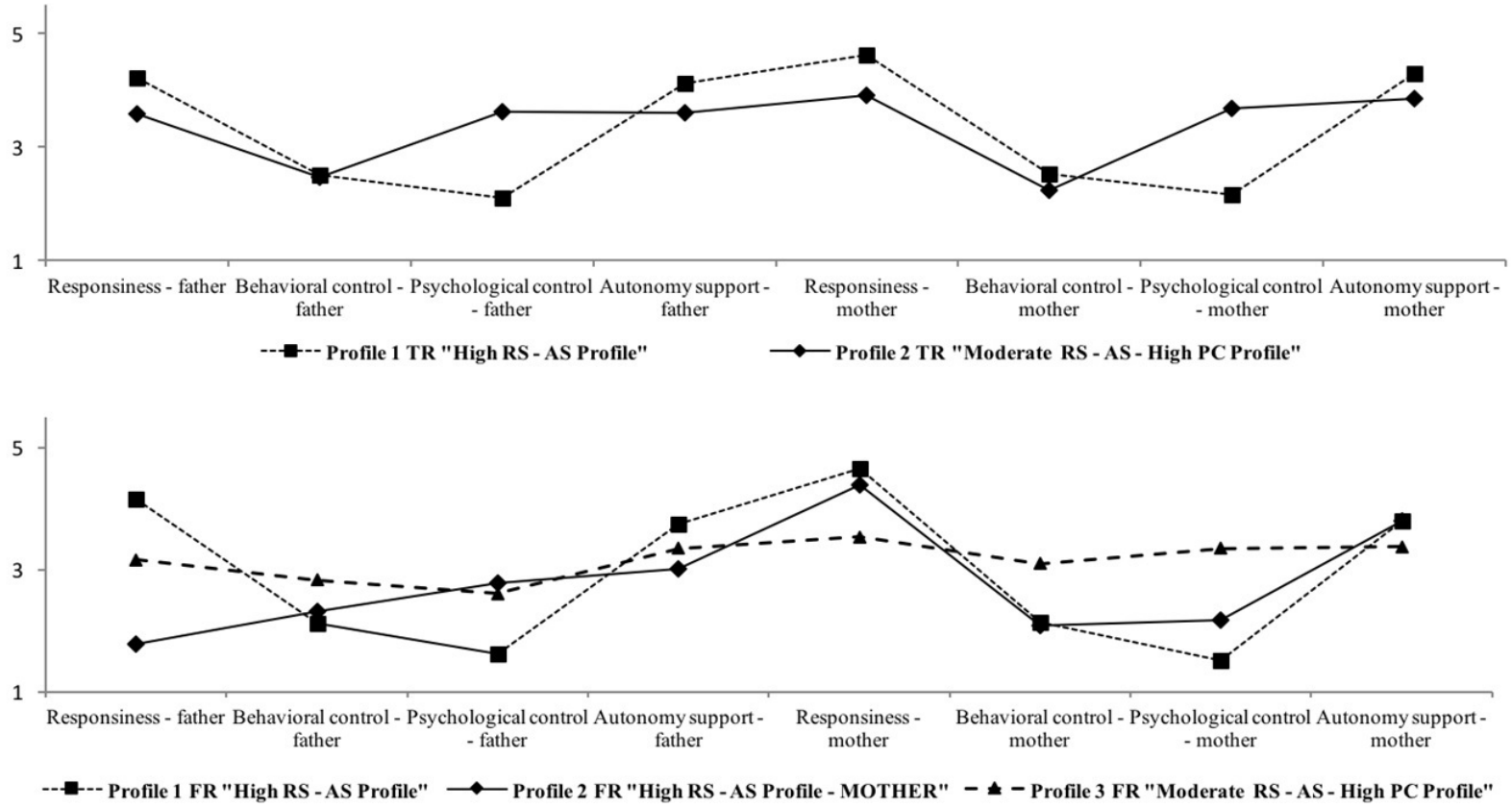
For the French sample, Profile 1 corresponded to 23.92% of the French sample (n = 61, "High RS - AS Profile") and was characterized by high levels of RS and AS for father and mother. Profile 2 corresponded to 41.18% of the sample (n = 105, "High RS - AS Profile – Mother") and was characterized by high levels of RS and AS for mother only. Profile 3 corresponded to 34.90% of the sample (n = 89, "Moderate RS - AS – High PC Profile") and was characterized by a moderate level of RS - AS, and high levels of PC for father and mother.

The MANOVA results showed significant differences between the five groups on the Leuven Adolescent Perceived Parenting Scale dimensions [$F(8, 32) = 59.36$, $p < .001$]. This latter result confirmed that the number

of profiles was valid in the sample (see Figure 1). No difference was found between the five profiles in terms of age (Table 2).

ANOVA and New Man Keuls' post hoc tests were used to analyze the relationships between perceived parenting profiles and Psychological Flourishing, Self-construal and PANAS. The results indicated a significant relationship between the perceived parenting profiles and the variables of the study (Psychological Flourishing, Self-construal and PANAS) (Table 2). First, profile 1 TR ("High RS - AS Profile") and profile 1 FR ("High RS - AS Profile") were associated with the highest level of Positive Affect [$F(4, 574) = 7.39$, $p < .001$], Self-construal [$F(4, 574) = 15.84$, $p < .001$], Psychological Flourishing [$F(4, 574) = 73.65$, $p < .001$], and the lowest level of Negative Affect [$F(4, 574) = 137.81$, $p < .001$]. However, Profile 1 TR presented systematically higher levels of PC, BC and AS for father and mother compared to Profile 1 FR. No difference was found between these profiles in terms of RS. Second, no significant differences were found between Profile 2 FR ("High RS - AS Profile – Mother") and the profile 3 FR ("Moderate RS - AS – High PC Profile") in terms of the study variables. These two profiles were related with the lowest level of Positive Affect, Self-construal and Psychological Flourishing. Third, two similar profiles found in both the Turkish sample (Profile 2 TR "Moderate RS - AS – High PC Profile") and the French sample (Profile 3 FR "Moderate RS - AS – High PC Profile") were characterized by a moderate level of RS - AS, and high levels of PC for father and mother. In this profile, Turkish university students presented higher levels of positive affect, negative affect and psychological flourishing compared to French university students, but the level of self-construal was similar in both groups. Although similar perceived parenting profile to the French Profile 3 FR ("Moderate RS - AS – High PC Profile"), the Turkish sample showed a high levels of difference on positive affect, negative affect and psychological flourishing were found (Despite being similar to the French Profile 3 FR ("Moderate RS - AS – High PC Profile"), the Turkish sample was found to have a high level difference on positive affect, negative affect and psychological flourishing). However, the Profile 2 TR presented higher levels of RS, PC and AS for father and mother compared to Profile 3 FR. While Profile 3 FR presented a higher level of BC compared to Profile 2 TR.

Figure 1. Optimal profile solutions for Turkish sample (2 profiles) and French sample (3 profiles).



Note: RS = Responsiveness, AS = Autonomy Support, PC = Psychological Control

Table 2. Means and Standard deviations for study variables as a function of clusters.

Profiles	***Profile 1 TR (n =133)*** *"High RS - AS Profile"* *(41.05 %)*		***Profile 2 TR (n= 191)*** *"Moderate RS-AS/ High PC Profile"* *(58.95 %)*		***Profile 1 FR (n=61)*** *"High RS - AS Profile"* *(23.92 %)*		***Profile 2 FR (n=105)*** *"High RS - AS Profile - MOTHER"* *(41.18 %)*		***Profile 3 FR (n=89)*** *"Moderate RS - AS/ High PC Profile"* *(34.90 %)*		***F***	***p***	***η²***
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*			
age	20.44 $_a$		20.43 $_a$		21,20 $_a$	4,25	21,16 $_a$	2,65	20,88 $_a$	3,99	1,82	.12	0,01
Parenting													
RS Father	4,21 $_a$	0,75	3,58 $_b$	0,66	4,15 $_a$	0,70	1,79 $_c$	0,72	3,16 $_d$	0,85	142,01	.12	0,50
BC Father	2,51 $_a$	0,87	2,46 $_a$	0,90	2,13 $_b$	0,64	2,31 $_a$	0,90	2,83 $_c$	0,70	9,41	.01	0,06
PC Father	2,09 $_a$	0,69	3,62 $_b$	0,68	1,62 $_c$	0,56	2,78 $_d$	1,00	2,60 $_d$	0,88	154,35	.01	0,52
AS Father	4,12 $_a$	0,68	3,60 $_b$	0,69	3,74 $_b$	0,47	3,00 $_c$	0,84	3,35 $_d$	0,63	36,80	.01	0,20
RS Mother	4,62 $_a$	0,46	3,91 $_b$	0,58	4,65 $_a$	0,52	4,38 $_c$	0,78	3,54 $_d$	1,00	60,16	.01	0,30
BC Mother	2,53 $_a$	0,90	2,24 $_b$	0,73	2,15 $_b$	0,65	2,08 $_b$	0,66	3,09 $_c$	0,76	27,22	.01	0,16
PC Mother	2,15 $_a$	0,75	3,68 $_b$	0,66	1,52 $_c$	0,53	2,18 $_a$	0,85	3,35 $_d$	0,69	222,60	.01	0,61
AS Mother	4,28 $_a$	0,61	3,85 $_b$	0,63	3,80 $_b$	0,49	3,81 $_b$	0,45	3,37 $_c$	0,62	33,45	.01	0,19
Variables													
Positive Affect	3,40 $_a$	0,71	3,39 $_a$	0,78	3,14 $_b$	0,76	3,03 $_b$	0,65	3,02 $_b$	0,67	7,39	.01	0,05
Negative Affect	1,63 $_a$	0,59	3,18 $_b$	0,96	1,54 $_a$	0,52	1,70 $_a$	0,73	1,77 $_a$	0,63	137,81	.01	0,49
Self-Construal	5,74 $_a$	0,70	5,19 $_b$	0,65	5,43 $_c$	0,88	5,05 $_b$	1,02	5,01 $_b$	0,95	15,84	.01	0,10
P. Flourishing	6,26 $_a$	0,35	6,29 $_a$	0,31	5,70 $_b$	0,68	5,23 $_c$	0,99	5,30 $_c$	0,91	73,65	.01	0,34

Note. Turkish sample n= 324 ; French sample n= 255, N = 579
RS. = Responsiveness, BC = Behavioral Control, PC =Psychological Control, AS = Autonomy Support, P. Flourishing. = Psychological Flourishing

Discussion

The findings provided evidence that adolescent's perception and reports on controlling and autonomy-supportive parenting differed in the Turkish and French samples, but the predictive power of such parenting on adolescent's perception of responsiveness parenting was found to be similar in the two countries when High RS - AS Profile (Profile 1 TR – Profile1 FR) was taken into consideration. This means that adolescents' perceived responsiveness of parents is not significantly different when the autonomy-supportive parenting in both cultures is considered. On the other hand, Turkish adolescents reported a higher perception of mother and father behavioral controlling and autonomy support compared to French adolescents. Turkish adolescents also presented a higher score on psychological control of parents compared to French adolescents, with respect to High RS - AS Profile.

Furthermore, Turkish adolescents reported higher positive affect, self-construal and flourishing scores than French adolescents. Although cultural relativist perspectives on well-being have called into question the uniformity of the undermining role of parenting with psychological control (e.g., Soenens et al., 2015), the empirical evidence to date yielded by research comparing both the Turkish and French generally does not support such perspectives. There are several possibilities for such findings. In collectivist cultures, since parental control might be the norm children might be more likely accept it (Kağıtçıbaşı, 2005; Rudy & Grusec, 2006). For instance, in collectivist cultures (e.g. China), parental control is not perceived very negatively by children and is more accepted, so its negative effects are not as strong as in Western countries (Rudy & Grusec, 2006). As a result, it might have less negative effects on the developmental outcomes. Indeed, in collectivist cultures, the detrimental effect of parents making decisions on behalf of children is limited, because children's perception of their parents' decisions as their own provides an opportunity for them to harmonize with their parents. Considering this frame of reference, the positive affect, self-construal and flourishing scores of Turkish adolescents are higher than their French counterparts when they perceived autonomy and supportiveness from their parents even if their parents exerted psychological control. In collectivist cultures, as control has been seen as a part of good parenting and may exert control more deliberately and calmly, it has less negative effect. (Wang et al., 2007). Another possible explanation is that the meaning of psychological control differs in every culture. Such parenting constructs might be related to the way parents show their care and love towards their children in the collectivist cultures (Chao, 1994).

In addition, Turkish adolescents also report higher negative affect than French adolescents. The possible explanation may be the style of internalization. Self-Determination Theory (SDT) distinguishes between several types of behavioral regulation, which differ in the extent to which they reflect internalization into the self. SDT posits five styles of internalization, namely a motivation, external regulation, introjection regulation, identified regulation and autonomy-supportive style. SDT claims that if parents are autonomy supportive, adolescents would feel competent, related, and autonomous. To integrate a regulation, people must grasp its meaning and synthesize that meaning with respect to their other goals and values. On the other hand, close relations are desired rather than individualistic separation which explains the existence of parental control. The resultant self is the "autonomous-related self" which is different from both the (autonomous-) separate self and the (heteronomous-) related self (low SES/rural) family (Kağıtçıbaşı, 2005). Sperate self is typical in Western individualistic family patterns and related self is typical in traditional collectivist families. This combination indeed points to the compatibility of "control" and "autonomy" orientations in child rearing, a finding that supports Kağıtçıbaşı's family model of emotional (psychological) interdependence.

Given the results of the current study, introjection involves regulation but does not involve total acception and may be the type of " autonomous-related self." This is a relatively controlled form of regulation in which behaviors are carried out to avoid relative guilt or anxiety, or to achieve pride. Psychological control can cause negative feelings for the children/adolescents; however, introjection style of regulation allows them to harmonize and be compatible with their parents, which as a result makes them feel better. Findings to date are consistent with SDT's (Deci & Ryan, 1985) notion that there is a universal need for autonomy and controlling environments harm to the fulfilment of autonomy.

Conclusion

To summarize, this cross-cultural study examined the relationships between parental control with self-construal and psychological flourishing of children within both Turkish and French group. Differences were found between these two groups in terms of psychological and behavioral control, and their respective consequences on self-construal and psychological flourishing. Clearly, the Turkish parents present higher levels of psychological and behavioral control in their relationships with their children compared to French parents. These results are consistent with Kağıtçıbaşı's (1996, 2005) prediction. In addition, the Turkish group, which is characterized in literature as a collectivist-oriented culture presented systematically higher levels of autonomy support compared to French parents in all group comparisons (Table 1) and also in each profile (Table 2). This result shows that the Turkish group no longer corresponds entirely to a collectivist culture but does not fulfil the criteria of an individualistic culture either. These results support the pivotal role of psychological and behavioral control in Turkish parental behaviors, and Turkish parents seem to give gradual importance to support for autonomy. These findings may contribute to a better comprehension of mechanisms that organize the parental relationships in Turkish and French parents. Behavioral and psychological controls are clearly not adaptive parental behaviors in France but represent adaptive behaviors in Turkiye. The strict transposition of the individualist culture parental control is not adaptive for the Turkish context. In addition, Turkish parents seem to be partially adopting individualistic parenting practices, which are mostly important according to autonomy support.

Limitations and Suggestions

A number of limitations should be emphasized in this study. First limitation is that the sample consisted of university students from urban areas in Turkiye. These adolescents groups are exposed to Western society through media, such as TV programs that promote Western values. Future studies should examine the associations among the study variables using data from adolescents and children living in rural areas. Second, the present study is a casual comparative study, and it aims to figure out the direction of causal links between parental characteristic and child developments. It is obvious that children who have already internalized respect and family values require less compulsion, and they may also have parents who are more supportive of their liberty. Although, not unique to Turkish culture, adolescents who have more positive affect and psychological well-being tend to have parents who Parenting that is psychologically controlling has detrimental effects even if it has been demonstrated to encourage the internalization of hierarchical values and predict more affiliation with family values. This study is also limited with university students (ages between 18 and 25) and middle-income families.

While evaluating the results of this reasearch, a few other limitations should also be taken into account. Firstly, the cross-sectional design precluded examinging the casual relationships between the effects. In particular, it made it more diffucult to accurate gauge the indirect consequences. But, research also demostrates that as adolescents mature, parents' and adolescents' perspectives on parenting converge more (Mastrotheodoros et al. 2018). In addition, adolescents' self-reported on all measured constructs, which may have enhanced the connections between the variables. In keeping the mind, gender of the adolescents might be considered for the prospective studies that gender of adolescents provides more detail information about the relations between parent and adolescent. Finally, since developmental age was the main emphasis, university students in France and Turkey were sampled. It could be argued that the developmental contexts offered by high school versus university provide different.To address the limitations of this study, future research utilizing longitudinal designs, samples from both high school and university settings, and multi-informant assessments is necessary.

The type of internalization of family values requires further explanation in emotional/ psychological - independence culture and collectivist culture. According to results of this study, it is crucial for counselors or family therapists to enhance clients to explore what parent practices may be resulted in endorsement of self (individualistic or relational) and how to develop different perspectives and experiences with the mainstream culture to help with cultural adjustment.

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