

Welcome

to RSEC18 Conference

**Complexity in Research:
Researcher–Participant Dynamic Interactions**

3 July 2025

9:00 - 16:30

University House,
LS2 9JR



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Afternoon Session Presenters

- **Power, voice, and presence: Navigating research challenges with Indonesian parent-child dyads in the UK.**

Asa Ismia Bunga Aisyahrani, MA Childhood Studies, School of Education, University of Leeds

- **Working with a Research Support Group: Collaboration and care in research methods.**

Charlotte White, PGR, School of Education, The University of Sheffield

- **Navigating cultural sensitivity and researcher positionality without participants.**

Megan Stock, School of Education, University of Leeds

- **Career pathways of PGRs at the School of Education: Insights from current PGRs and alumni.**

Closing presentation: Dr Yen Dang & Dr Peter Hart, School of Education, University of Leeds

Asa Ismia Bunga Aisyahrani

MA Childhood Studies,
School of Education,
University of Leeds

**Power, voice, and
presence: Navigating
research challenges with
Indonesian parent-child
dyads in the UK**

Power, Voice, and Presence: Navigating Research Challenges with Indonesian Parent-Child Dyads in the UK

Presented by:

Asa Ismia Bunga Aisyahrani

MA Childhood Studies

Supervised by:

Professor Louise Tracey

University of Leeds





“Exploring the Interplay Between Perceptions of Parenting Dynamics and Children's Agency”

BACKGROUND

- Concerns about children being treated with harsh words and unkind behaviours ~> poor psychological outcomes (Wei and Kendall, 2014; Smokowski et al., 2015; Yang et al., 2023; Allbaugh et al., 2024; Gniewosz and Gniewosz, 2025).
- Limited qualitative research exploring parenting from children's perspectives.
- Children's agency in parenting is still underappreciated (Katz, 2013; Joussemet and Grolnick, 2022).

AIM

To investigate parent-child perceptions of positive and negative parenting dynamics, and the impact of children's agency on these dynamics.

SIGNIFICANCE

- A multiperspective understanding of parenting.
- Amplification of children's agency.
- Improvement in parenting dynamics.

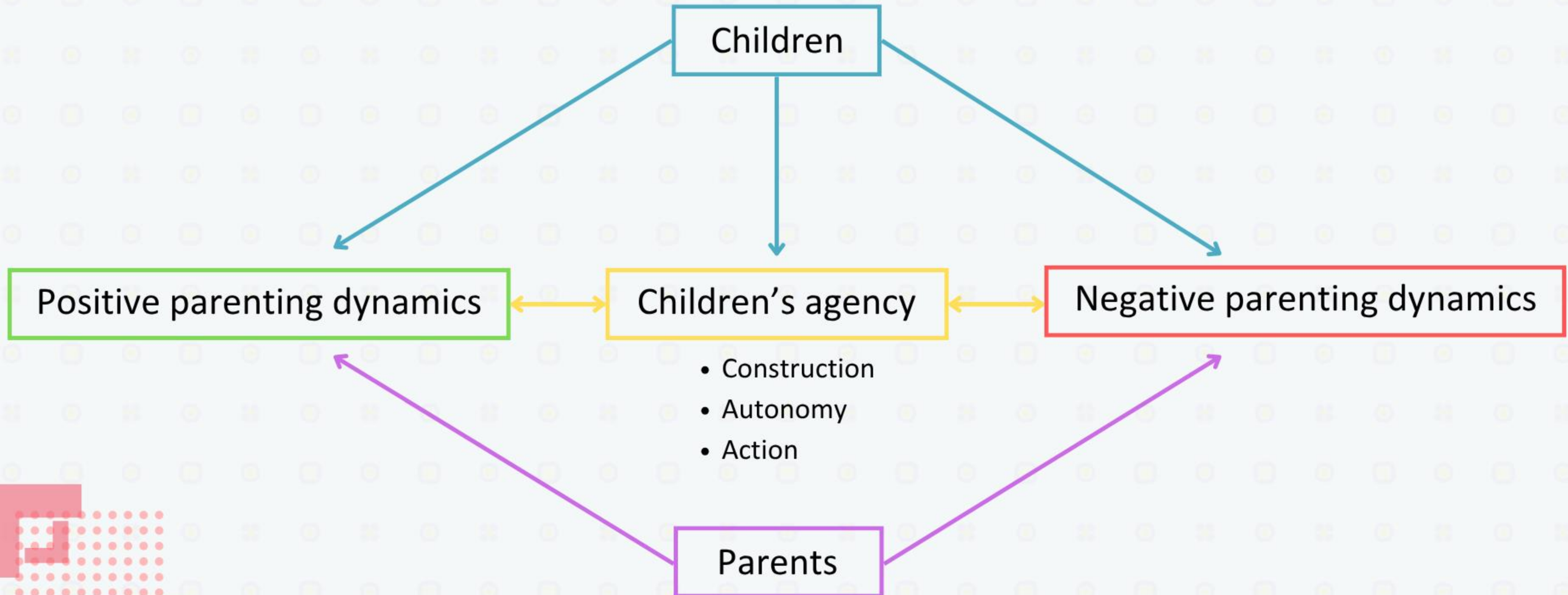


RESEARCH QUESTIONS

- How do children and parents perceive positive and negative aspects of parenting dynamics, and in what ways do their perceptions align or differ?
- To what extent does children's agency influence parenting dynamics?



CONCEPTUAL FRAMEWORK



RESEARCH DESIGN

Methodology

Mixed-methods; embedded design
(Creswell and Plano Clark, 2011)

Instruments

Children: Drawing (Altalib, 2013) +
semi-structured interview (Bevan,
2014) ~> "Draw-and-talk"

Parents: Child-Parent Relationship
Scale-Short Form (CPRS-SF) (Pianta,
1992)



Sample

4 Javanese child-parent dyads, aged 6-8

Purposive sampling



Challenges



- Identifying suitable research participants.
- Recruiting participants who are willing to participate voluntarily.
- Establishing rapport with children and parents (Greene and Hogan, 2005).
- Creating a safe, comfortable, and enjoyable space for participants.

Building rapport and trust



→ **Strategy prior to participant recruitment:**

I volunteered as a **teacher/facilitator** in an evening extracurricular programme run by the Indonesian Muslim Community in Leeds.

Frequency:

Once a week (Fridays) and on special occasions.

3 meetings (@ approximately 2 hours long) before recruiting research participants.



Building rapport and trust

Achievements:

- Became acquainted with parent-child dyads and developed positive relationships.
- Identified potential research participants and recruited them.
- Fostered an atmosphere of safety and comfort (Schmid et al., 2024).

Outcomes:

- Participant recruitment became easier (Horsfall et al., 2021).
- Participants were motivated to contribute meaningfully to the research (Leslie et al., 2023).



A case of over-rapport



I helped in looking after a child participant while the child's parents were overseas. **I had an existing connection with the family.*

Duration: 20 days of residing together.

The child participant was **reluctant to fully engage** in the research and **hesitant to share rich information** due to personal closeness and blurred boundaries with the researcher.

Key note:

Rapport should be maintained at a **moderate level** (Guillemin and Heggen, 2009).

Under-rapport	Rapport	Over-rapport
• Researcher is unprepared for the interview • Researcher and participant are not tuned in to each other • Researcher is insensitive towards participants' needs • Participant may feel intimidated • Lack of free flow of information • Researcher pushes for information • 'Dead experience'	• Researcher is clear about role boundaries • Researcher shows empathy, warmth and authenticity • Researcher displays emotional competence and is responsive to emotional distress • Free flow of information • Researcher strikes a balance between participant's well-being and research interests	• Role ambiguity between research, counselling and therapy • 'Faking friendship' • Information flow beyond the scope of the study • Participant feels exposed and regrets information sharing • Participant may <u>withdraw consent</u> • Participant risks re-traumatisation and re-victimisation

Demonstrating cultural awareness and sensitivity

No.	Case	Strategy
1	I share the same cultural background with my research participants.	I maintained reflexivity by keeping personal notes (Olmos-Vega et al., 2022).
2	Indonesian children in the UK speak a mix of Indonesian and English.	I tried to communicate based on their language preference .
3	There is an Indonesian tradition of giving gifts when visiting someone's house (data collection took place in participants' houses).	I prepared simple gifts to appreciate participants' contribution and respect Indonesian culture.



Balancing power dynamics and empowering participants



Power imbalance from **dyadic participation**:

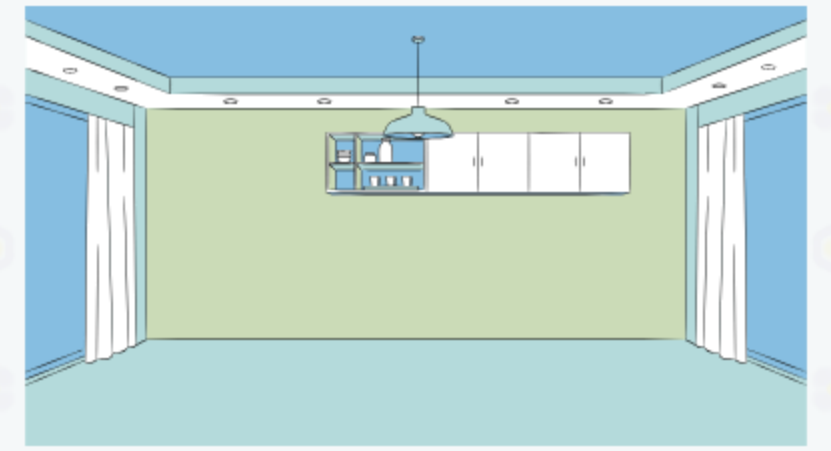
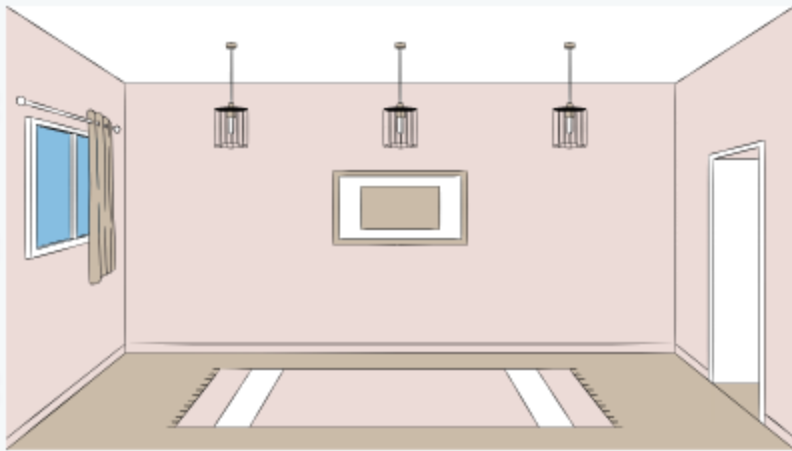
- Children might feel threatened by parents' authority, while parents might feel judged by children's perspective (Davies, 2017).



During each data collection session:

- The child participated in a draw-and-talk session with me.
- The parent completed the questionnaire in a **separate room nearby**.

—ensuring confidentiality and maintaining proximity for safeguarding.



Balancing power dynamics and empowering participants

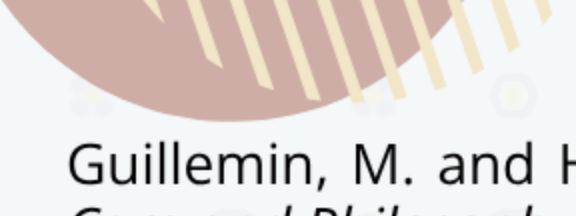
Age, physical size, and status **differences** between the child participant and the researcher (Einarsdóttir, 2007).



- Welcoming children's **decisions** related to the consent form, as well as how and when to begin drawing and discussing the topic under inquiry—giving a sense of **partnership** in the research (El Gemayel and Salema, 2023).
- Respecting their views by always using **non-judgmental** language.

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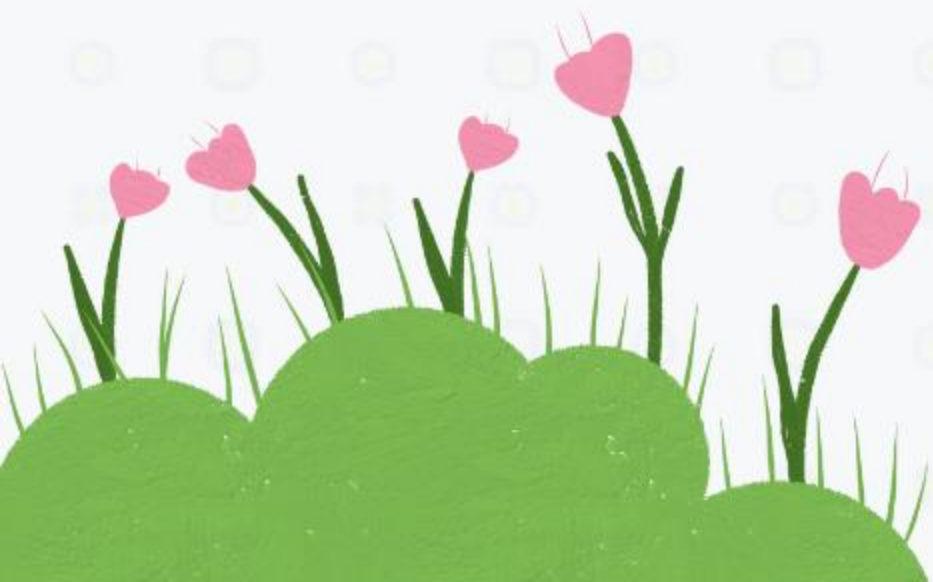
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Thank you
for listening!



We hope you found the sessions
insightful and the discussions enriching.
To help us improve future events, we'd
really appreciate your feedback.

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