



Choices and Complaints: A Study on the Correlation Between Autonomy and Complaint Behavior																									
	INTRODUCTION - AUTONOMY: referenced by Self Determination Theory (Ryan, Deci, 88) is a core concept of motivation. - SATISFACTION: do the children feel good about the quality and quantity of what they have learned. - COMPLAINT: any negative feedback received from the participants. Previous studies have shown utilization of autonomy in educational settings can lead to an increase in satisfaction of learning and inversely a decrease in complaint behavior.																								
	RESEARCH QUESTION Based on those three concepts, I proposed the question: do children who have more autonomy during educational activities display decreased complaint behavior compared to children with less autonomy?																								
	METHODOLOGY Children aged 7-8 participate in a virtual activity wherein they watch one of three nearly identical videos about three of Jupiter's moons (Metis, Amalthea, and Thebe). After watching one of the three videos, the children answer a series of questions gaging for curiosity, complaint behavior, and retention. Autonomy is being manipulated by how the video is chosen. The participants are divided into three conditional groups: Conditional Group One: Children choose their videos, full autonomy condition. Conditional Group Two: The RA chooses the video, mixed autonomy condition. Conditional Group Three: The video is chosen by a computer-generated spinning wheel, no autonomy condition. To gage complaint behavior, we ask the participants "If your friend were to do an activity with us, would you tell them to do this same moon video activity or a different activity I have? Why?" Responses to these questions are coded for suggestions of dislike and dissatisfaction. Afterwords, codes are compared across the three conditional groups to see if conditional group one, children who chose their own video, have less complaint behavior which suggests an effect of increased autonomy.																								
RESULTS Question: If your friend were to do an activity with us, would you tell them to do this same moon video activity or a different activity? <table><tr><th></th><th>Same Activity</th><th>Different Activity</th><th>Row Total</th></tr><tr><td>Conditional Group 1</td><td>15 (14.82) [0.00]</td><td>12 (12.18) [0.00]</td><td>27</td></tr><tr><td>Conditional Group 2</td><td>15 (14.82) [0.00]</td><td>12 (12.18) [0.00]</td><td>27</td></tr><tr><td>Conditional Group 3</td><td>15 (14.82) [0.00]</td><td>13 (12.63) [0.01]</td><td>28</td></tr><tr><td>Column Total</td><td>45</td><td>37</td><td>82 (Grand Total)</td></tr><tr><td></td><td>Chi-square statistic = 0.0293</td><td>P-value = .985449</td><td></td></tr></table> Across the conditional groups, the answers were the same (with one additional vote in group 3 to account for the additional participant). This data suggests that autonomy does not have an impact on complaint behavior.			Same Activity	Different Activity	Row Total	Conditional Group 1	15 (14.82) [0.00]	12 (12.18) [0.00]	27	Conditional Group 2	15 (14.82) [0.00]	12 (12.18) [0.00]	27	Conditional Group 3	15 (14.82) [0.00]	13 (12.63) [0.01]	28	Column Total	45	37	82 (Grand Total)		Chi-square statistic = 0.0293	P-value = .985449	
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FUTURE DIRECTIONS This data contradicts previous studies and requires further studies to see if autonomy has any effect on complaint behavior.																									
ACKNOWLEDGEMENTS Dr. Jamie Jirout Dr. Katherine Bielaczyc Natalie Hutchins Estela Baka Ryan Burke National Science Foundation (#2145478) the Jirout REAL Lab The University of Virginia The Leadership Alliance	REFERENCES Baker, J. P., & Goodboy, A. K. (2019, January 1). The choice is yours: the effects of autonomy-supportive instruction on students' learning and communication. <i>Communication Education</i>, 68(1), 80 - 102. Deci, Edward L, and Richard M Ryan. <i>Intrinsic Motivation and Self-Determination in Human Behavior</i>. New York, Springer Science & Business Media, 1985. Ke, Ting. "The Development of Children's Autonomy and Reasonable Paternalistic Intervention." <i>Humanities and Social Sciences Communications</i>, vol. 10, no. 1, 27 Nov. 2023, pp. 1–7, www.nature.com/articles/s41599-023-02395-2, https://doi.org/10.1057/s41599-023-02395-2. Liu, M. C., Huang, Y. M., & Xu, Y. H. (2018). Effects of individual versus group work on learner autonomy and emotion in digital storytelling. <i>Educational technology research and development</i>, 66, 1009-1028. Sanchez, Christine I, et al. "Development of a New Scale to Assess Students' Autodetermination at School (AAS)." <i>ProQuest</i>, 2024, p. 181, www.proquest.com/central/docview/2918717312/C83F71A5EAC4FD6PQ/1?sourcetype=Scholarly%20Journals&parentSessionId=6XFs32O5h5QAYmqC0sQOzltu6PCQI17QgMLlehqMy8A%3D, https://doi.org/10.3390/ejihpe14010012. Accessed 7 Mar. 2024.																								