

Parental Psychological Control, Adolescent's Emotional Autonomy and its Relationship with Academic Resilience

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Abstract

Objectives: Aim of this research was to examine the impact of parental psychological control on adolescent's emotional autonomy and its relationship with academic resilience.

Method: The sample comprised of 300 adolescents, data were collected from the districts of Attock, Rawalpindi and Islamabad. Age range of participants was 16 to 18 years ($M_{age} = 16.50$, $SD = 1.25$). Self-report measures including Psychological Control Scale (), Academic Resilience Scale () and Adolescents Emotional Autonomy Scale () were used to collect information from adolescents. Data were analyzed by using SPSS (Version-23).

Results: Results of the study revealed that parental psychological control has negative relationship with academic resilience. Results on mediation model indicated that academic resilience significantly partially mediates the association between parental psychological control and emotional autonomy among adolescents. There were no age-related differences among adolescents in parental psychological control, emotional autonomy and academic resilience.

Conclusion: Findings on levels of education indicated that academic resilience in relationship to parental psychological control needs studying among young people. Thus, current study has implications for clinical psychologists, practitioners and researchers who are inspired to increase confidence and personal autonomy among adolescents.

Keywords: Parental Psychological Control, Academic Resilience, Emotional Autonomy, Adolescents



Introduction

Family is an integral part of the society that has impact on every individual's life and behavior. Family affects children in a number of ways including their psychological, physical and academic growth. There is a great connection between mental and physical health of a person and correct and balanced relationship with his family and parents (Zahedani, Rezaee, Yazdani, Bagheri, & Nabeiei, 2016). In a family environment, generally parents set in-house rules and structures that contribute towards development of identity and autonomy also serve as encouraging patterns for resilience characters (Smith, 1999). Leading from primary school to high school, parenting, family and personal characteristics sometimes favour risky behaviors which frequently lead to failures in schools. Thus, numerous variations and susceptibilities affect adolescents at this stage of life. Prominent risk factors are adolescence, school, teacher, family, and community influences that increase a young people's probability of developing, sustaining, or exacerbating social and mental health issues, which in effect decreases academic resiliency (Jones & Prinz, 2005). According to Zahedani et al. (2016), parenting and emotional autonomy may effect psychological development of adolescents. However, many adolescents overcome these risk factors and excel in the academic and social setting due to their reliance upon the strength of their resilience (Altaf et al, 2021: Waxman, Gray, & Padron, 2003).

Parental Psychological Control

The degree to which parents seek to control the child's mental state or values is psychological influence, also called parental psychological control or psychological intrusiveness. For example, they may use the induction of guilt or make the child feel that they're not going to be loved unless they do what their parents want. The core of psychological control is that it attacks the child's self (Xu, Dai, Liu, & Deng, 2020).

McKinney, Donnelly, and Renk (2008) observed that any child who is unable to perform well in his or her studies often develop

low self-esteem, self-efficacy, and are at a greater difficulty in regulating their emotions. Beyers and Goossens (1999) said that these students may fail to realize their real potential. In academic they perform low and are more vulnerable to drop out of school. Bentley (2013) proposed that family factors may have a direct effect on children's social and emotional development. Another such risk factor is the low socio-economic status (SES) identified as a potential predictor of negative outcomes in a child's life.

Nonetheless, many teenagers have the potential to succeed through their lives, regardless of other adverse circumstances. Not only do many thrive, but they are still academically and socially successful. Thus, notion of resilience is characterized by the ability to thrive in difficult circumstances. The resilience theory tries to understand why certain students are doing well in their grades and thriving in their life given adverse environmental or social circumstances (Rogers, Buchanan, & Winchell, 2003).

Emotional Autonomy

Zimmer-Gembeck, Collins, and Adams (2003) defined emotional autonomy as "a sense of parental individuation and loss of reliance on parents, and that means changing expectations and relationships with parents". It is suggested that psychological control and emotional autonomy processes can predict diverse consequences like psychological control may be predominantly predictive of illness and psychopathology, and that emotional autonomy would be particularly predictive of well-being.

Self-regulation as an ability to respond and react in long term interest in a person's favour. Self-regulation is a possible representative of the association between parental warmth, their participation and academic engagements of the children. Jacobson and Crockett (2000) used both self-report data and observational method to measure the correlation between involvements of parental warmth in school engagements. He concluded that psychologists should be mindful while dealing with the students suffering from such conditions which are directly related to student's mental absence or

less interest in studies as normally their struggles in education system has a direct link with parent-child relationship (McClelland & Cameron, 2011).

Academic Resilience

Academic resilience is another development that was proposed by Martin (2013), closely linked to institutional resiliency. It is identified as the capacity to resolve the shortcomings, difficulties and problems that are part of daily academic life. It is realised as separate from academic flexibility, which instead relates to the ability to stunner major difficulties that threaten the development of student education. Martin (2013) provides proof that while buoyancy and resilience are linked, buoyancy better forecasts negative outcomes at low rates and resilience better predicts substantial negative consequences in line with the earlier buoyancy definition by Martin and Marsh (2008) as reflecting "everyday" academic resilience.

Waxman et al. (2003) stated that resilience denotes to influences and processes which reduce stress-related negative behaviors and result in adversity-related adaptive outcomes. They address the cost of resilience research to understand alterations between resilient and non-resilient students and to concentrate on adjustable causes to establish more successful instructional approaches. They claim that concentrating on behavioral adaptation and other features that can be modified to encourage adaptation will help to overcome the achievement gap between the effective students and those who are leading towards failure (Waxman et al., 2003).

Researchers suggested that academic resilience mediate hardship and achievement in university students. Hamill (2003) Prioritized self-efficacy while compared to resilience considerations, the capacity for creating resilience provides a central hypothesis for this analysis to examine academic self-efficacy as a mechanism that affects student responses to academic adversity. Resilience work has developed rapidly, particularly in developmental psychology, family psychology, counselling, recovery and clinical psychology (Kumpfer, 2002). Wang and Gordon (2012) suggested academic resilience

as an increased likelihood of success in school despite personality traits, conditions and experiences of environmental adversity.

Rationale of the Study

Parenting has frequently remained the topic of interest for researchers during past several decades. In particular it is often studied as a phenomenon which has direct relationship with developmental outcomes for children. However, the existing literature is unable to build consensus on the parenting style elements which are likely to be most significant in context of adolescents' wellbeing. In addition, the relationship of various parenting styles with adolescent development such as academic resilience, social bonding and mental development as evident through various research studies are not effectively translated into policies.

This research study intends to focus upon three major areas related to adolescent development. First, keeping in view existing literature, present study will investigate the concept of psychological control and its connotation with emotional autonomy and academic resilience of adolescents. There is a greater need to probe the relationships between parental psychological control, adolescent's emotional autonomy, and academic resilience in the context of Pakistan. The existing body of literature does suggest that parent's attitude plays pivotal role in academic performance of their children. Therefore, this study will attempt to investigate the psychological control factors in the local settings that may have any relationship with the academic performance of adolescents.

Moreover, this study is an add-on to the existing body of literature on psychological control by parents on their children and its association with academic resilience of adolescents. It will explore the correlation between emotional independence of adolescents with psychological control attitude of their parents in which they have grown up. Further, the study will provide a strong foundation for policy maker and all the concerned stakeholders to revisit their policies and measures for promoting academic reliance in adolescents. It will provide a detailed insight on good academic performance as well as

prerequisites for the parents to cope with external and internal psychological factors that bar their children to grow their skills and perform well academically.

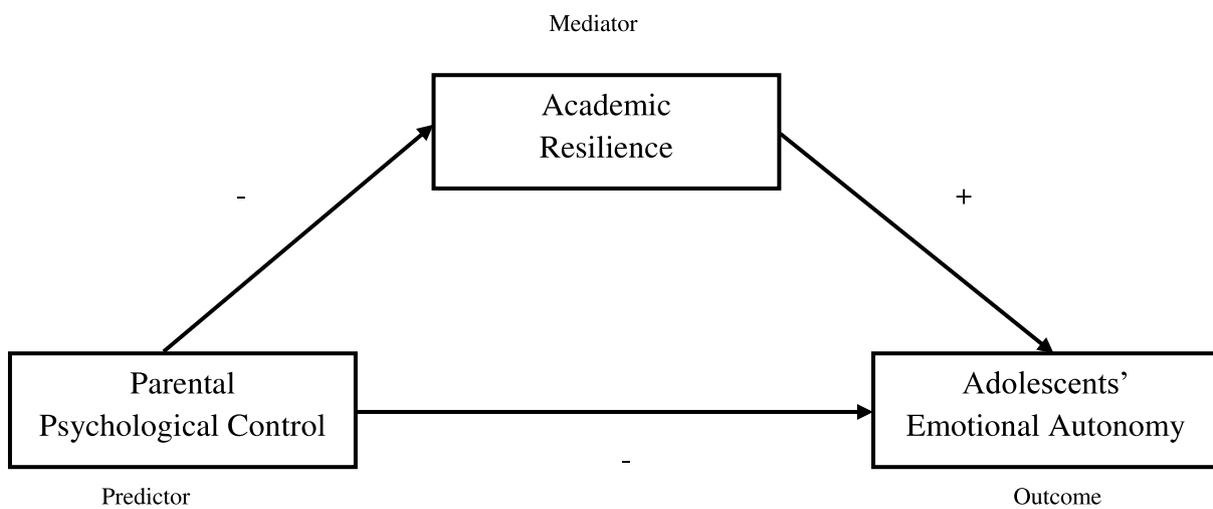
Objectives

1. To investigate the relationship between parental psychological control, academic resilience, and emotional autonomy in adolescents.
2. To examine the difference among individuals on the basis of gender, age, education and GPA/percentage.

Hypotheses

1. Parental psychological control has negative relationship with adolescents’ emotional autonomy resulting in poor academic performance.
2. Academic resilience acts as a mediator between parental psychological control and adolescents’ emotional autonomy.
3. Males are more resilient academically as compared to females.
4. There is a significant difference among individuals on the basis of gender, age, education and GPA.

Conceptual framework



Methodology

Research Design

In the current study the research design was cross sectional survey.

Sample

The sample comprised of adolescents (N = 300) including male adolescents (n = 150) and female adolescent (n = 150) in equal counterparts. The adolescents were studying in intermediate/A levels, B.A, BSc and BS from inter colleges and universities of the cities such as main district Attock, Rawalpindi and Islamabad. The age range of participants will be 16 to 18 years (M_{age} = 16.50, SD = 1.25). Participant selection was done by using purposive sampling technique.

Inclusion Criteria

Adolescents were selected from general population who are studying in colleges and universities. Only undergraduate students were

studied and age ranges have be 16 to 18 years. For the collection of data only Attock, Rawalpindi and Islamabad were chosen.

Exclusion Criteria

Adolescents, who were not studying in formal academic institutions were excluded.

Instruments

Academic Resilience Scale.

The scale was developed by Cassidy (2016) was used. It is 30 items rating scale for measuring student’s academic resilience. It’s comprised of four subscales: cognitive effectiveness, self-efficacy, behavioural responses to adversity and self-regulating learning. Subscales scores can be used as standalone resilience indicators or they can be summed to create a total student’s academic resilience. There are three major factors loaded in these scales. Items: 11, 16, 2, 3, 13, 5, 4,

17,8, 30,10,9,15,1 measure Perseverance factor, items: 27, 22, 26, 24, 25, 21, 20, 29, 18 measure reflection and adaptive help seeking factor and negative effect and emotional response factors are measured on the items: 28, 7,12, 14, 9,6, 28. ARS has good internal consistency measured by the alpha Cronbach's coefficient that ranges from .76 to .83.

Psychological Control Scale—Youth Self-Report (PCS-YSR)

Psychological Control Scale For the assessment of psychological power. The scale was the only existing parent-child assessment instrument which includes a specific psychological control measure. The subscales include guilt induction, love withdrawal, and excessive pressure for change was part of the scale. The items are scored 1 = not like me, 2 = somewhat like me, and 3 = a lot like me (Barber, 1996). The scale has reliability of .72 to .86. Internal reliability also was good with Cronbach's alpha ranging from .80 to .83.

Adolescents Emotional Autonomy Scale

The scale was developed by Steinberg and Silverberg (1986) was used. It has 20 items and 5 points Likert scale from strongly agree to strongly disagree. The notation after each item give direction for relevant subscale

(I=individuation; D=parental de-idealization; N=no dependency on parents; P=perceives parents as people). Cronbach's alpha of the scale is .75. High score on the scale indicates greater emotional autonomy.

Procedure

Prior permission was taken from concerned authorities, students of schools and colleges were approached by the researcher. Before starting the study, a brief introductory session was taken with the participants and authorities for obtaining informed consent. Then the data was collected and all confusions regarding data collection were made clear. In addition, participants were asked to be truthful as they received the response, and they were praised for their help at the end.

Results

Findings show descriptive statistics and alpha reliability coefficients for parental psychological control, academic resilience and emotional autonomy among adolescents. Results show that data was normally distributed and therefore parametric statistics can be applied. Alpha reliability coefficients values revealed that all the scales and subscales have satisfactory level of alpha reliability (i.e., $\alpha > .70$).

Table 1

Pearson Correlation for Parental Psychological Control, Academic Resilience and Emotional Autonomy among Adolescents (N = 300)

Variables	1	2	3
Emotional Autonomy	--	-.09	.04
Academic Resilience		--	-.19**
Parental Psychological Control			--

** $p < .01$

Table 1 shows Pearson correlation for parental psychological control, academic resilience and emotional autonomy among adolescents. Results indicate that parental psychological control has significantly negative relationship with academic resilience $r = -.19, p < .01$. whereas emotional autonomy is non significantly related to academic resilience. Therefore, first hypothesis “parental psychological control has negative relationship with adolescents’ emotional autonomy resulting in poor academic performance” was partially supported by the current findings.

Table 2

Independent Sample t test to investigate Age Related Differences in Parental Psychological Control, Academic Resilience and Emotional Autonomy among Adolescents (N = 300)

Variables	18 to 20 years (n = 198)		21 to 22 years (n = 102)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
	Emotional Autonomy	2.49	.20	2.50			.28	.31	
Academic Resilience	3.66	.40	3.74	.34	1.58	.112	-.16	.01	.21
Parental Psychological Control	2.05	.18	2.04	.18	.27	.780	-.03	.05	.05

df=298

Table 2 shows independent sample t test to investigate age related differences in parental psychological control, academic resilience and emotional autonomy among adolescents. Results were non-significant on emotional autonomy $t(298) = .75, p > .05$, academic resilience $t(298) = .11, p > .05$, and parental psychological control $t(298) = .78, p > .05$.

Table 3

One Way ANOVA to Investigate Differences on the Basis of Education Level in Parental Psychological Control, Academic Resilience and Emotional Autonomy among Adolescents (N = 300)

Variables	Intermediate (n = 25)		BSc (n = 149)		BS (n = 126)		F	p
	M	SD	M	SD	M	SD		
	Emotional Autonomy	2.47	.21	2.48	.21	2.51		
Academic Resilience	3.92	.41	3.59	.35	3.77	.37	13.46	.000
Parental Psychological Control	1.91	.08	2.10	.17	2.00	.19	18.91	.000

Table 3 shows one way ANOVA to investigate differences on the basis of education level in parental psychological control, academic resilience and emotional autonomy among adolescents. Results show significant differences on the basis of education level in academic resilience [$F(2, 297) = 13.46, p < .01$], and parental psychological control [$F(2, 297) = 18.91, p < .01$]. Results were non-significant on emotional autonomy [$F(2, 297) = .58, p > .05$].

Table 4

Post Hoc Test (Gabriel Method) for investigating Multiple Comparisons with Respect to Education Level (N = 300)

Dependent Variable	(I) your education	(J) your education	MD (I-J)	SE	P	95% CI	
						LL	UL
Academic Resilience	Inter	BSc	.33*	.08	.002	.15	.51
		BS	.15	.08	.121	-.02	.33
	BSc	Inter	-.33*	.08	.001	-.51	-.15
		BS	-.18*	.04	.000	-.28	-.07
	BS	Inter	-.15	.08	.123	-.33	.02
		BSc	.18*	.04	.000	.07	.28
Parental Psychological Control	Inter	BSc	-.19*	.03	.000	-.27	-.10
		BS	-.09*	.03	.021	-.18	-.00
	BSc	Inter	.19*	.03	.000	.10	.27
		BS	.09*	.02	.000	.04	.15
	BS	Inter	.09*	.03	.020	.00	.18
		BSc	-.09*	.02	.001	-.15	-.04

* $p < .05$

Table 4 shows post hoc test for investigating multiple comparisons with respect to education level. Results show that in academic resilience there was significant difference between the scores of intermediate level and BSc ($p = .05$), and in parental psychological control there was significant difference between the scores of BSc and intermediate level ($p = .05$).

Table 5

Independent Sample t test to investigate Gender Differences in Parental Psychological Control, Academic Resilience and Emotional Autonomy among Adolescents (N = 300)

Variables	Males (n = 135)		Females (n = 165)		t	p	95% CI		Cohen 's d
	M	SD	M	SD			LL	UL	
Emotional Autonomy	2.51	.24	2.48	.21	1.05	.293	-.02	.08	.12
Academic Resilience	3.74	.38	3.67	.37	1.75	.081	-.00	.16	.20
Parental Psychological Control	2.02	.20	2.06	.16	2.08	.038	-.08	-.00	.24

df=298

Table 5 shows independent sample t test to investigate age related differences in parental psychological control, academic resilience and emotional autonomy among adolescents. Results show that males were significantly higher on parental psychological control $t(298) = 2.08$, $p < .05$, as compared to the female participants. Results were non-significant on emotional autonomy $t(298) = 1.05$, $p > .05$, academic resilience $t(298) = 1.75$, $p > .05$.

Table 6

By Using Process Method to Investigate the Mediating Role of Academic Resilience between Parental Psychological Control, and Emotional Autonomy among Adolescents (N = 300)

	Academic Resilience		
	B [95% CI]	SE B	β
Step I			
Constant	2.37** [2.08, 2.66]	.14	
Parental Psychological Control	-.05* [-.08, -.20]	.11	-.04*
$R = .189, R^2 = .036, F(1, 298) = .67, p > .05$			
Step II			
Constant	2.02** [1.37, 2.66]	.32	
Parental Psychological Control	-.38** [-.61, -.15]	.11	-.18**
Emotional Autonomy	.13* [-.32, -.04]	.09	-.08*
$R = .20, R^2 = .043, F(1, 298) = 6.67, p < .001$			

* $p < .05$, ** $p < .01$

Table 6 shows process analysis to investigate the mediating role of academic resilience between parental psychological control, and emotional autonomy among adolescents. In step-II the R^2 value of .043 explained 4% variance in the outcome variable by the mediator academic resilience, $F(1, 298) = 6.67$, $p < .01$. Results show that academic resilience ($B = -.13$, $p < .05$) significantly partially mediated the relationship between parental psychological control and emotional autonomy among adolescents.

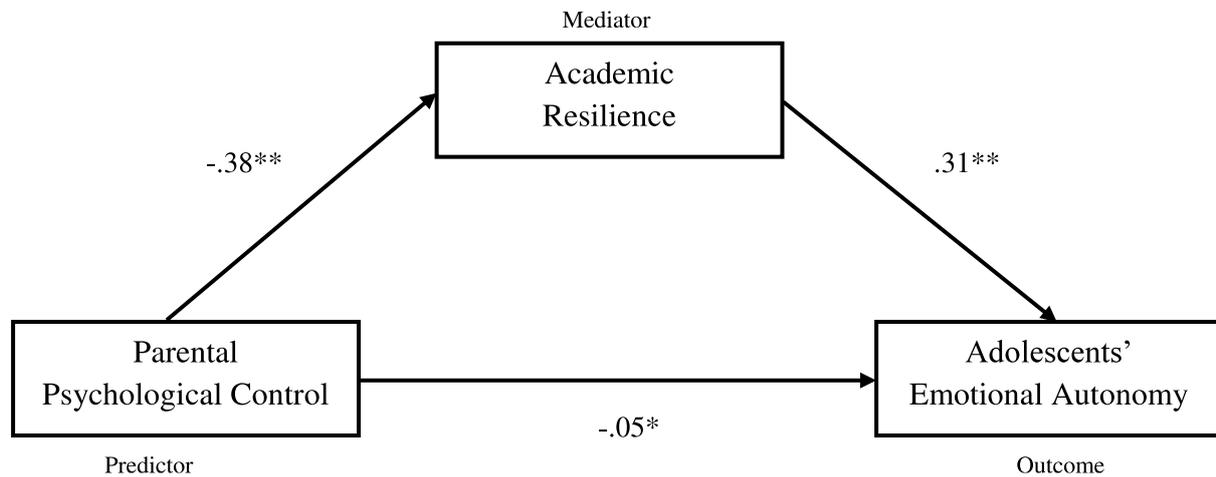


Figure 1. Figure is showing the direct effect of parental psychological control on adolescents' emotional autonomy ($B = -.05, p < .05$) and an indirect effect of parental psychological control through academic resilience ($B = -.38, p < .01$) on adolescents' emotional autonomy ($B = .31, p < .01$).

Table 7

Multiple Regression Analysis to Investigate the Parental Psychological Control and Academic Resilience as Predictors and Emotional Autonomy as an Outcome Variable among Adolescents ($N = 300$)

Predictors	Emotional Autonomy		
	<i>B</i>	<i>SEB</i>	β
Model 1 (Constant)	2.35	.15	
Parental Psychological Control			
Guilt Induction	-.14	.53	-.11
Love Withdrawal	-.06	.07	-.18
Emotional Behavior	.09	.09	.21
Verbal Expression	.02	.07	.06
Invalid Feelings	.02	.10	.05
Personal Attack	.03	.10	.07
	.10	.09	.20
	$R = .29, R^2 = .089, F(7, 292) = 4.06, p < .001$		
Model 2 (Constant)	2.70	.24	
Parental Psychological Control			
Guilt Induction	-.21	.53	-.17
Love Withdrawal	-.05	.07	-.16
Emotional Behavior	.09	.09	.21
Verbal Expression	.02	.07	.06
Invalid Feelings	.03	.10	.06
Personal Attack	.03	.10	.06
Academic Resilience	.10	.09	.22
Perseverance	-.08	.21	-.14
Reflection and Adaptive Help Seeking	-.07	.04	-.13
Negative Effect and Emotional Response	-.01	.04	-.02
	.03	.02	.09
	$R = .32, R^2 = .108, F(7, 292) = 3.49, p < .001$		

Table 7 shows multiple regression analysis to investigate the parental psychological control and academic resilience as predictors and emotional autonomy as an outcome variable among adolescents. In model-2 the R^2 value of .108 explained 10.8% variance in the outcome

variable by the predictors, $F(7, 292) = 3.49, p < .01$. Results show that parental psychological control, academic resilience and their subscales did not significantly predicted emotional autonomy among adolescents.

Discussion

The 1st hypothesis “parental psychological control has significantly negative relationship with academic resilience among adolescents” was supported by the current findings. The current findings are in the line with many previous studies which revealed a negative impact of parental control on adolescent’s academic resilience and performance. As indicated by the current findings, parental mental control has been seen as unsafe for adolescent’s academic resilience and learning both in Western and Eastern societies. Parental psychological control may increase maladaptive academic performance, and versatile scholarly functioning is diminished by parental psychological control, proposing a progressively liquid, dynamic parents and adolescent’s collaboration over a period of time (Xu et al., 2020). The anticipated relations can be seen between parental psychological control and scholarly working of adolescents engaged in higher studies. Progressively urbanized adolescents had a higher propensity to see their parents as psychological more controlling, proposing an adjustment in culture with respect to the significance of individual emotional autonomy for increasingly urbanized youths (Xu et al., 2020).

The 2nd hypothesis “emotional autonomy will play a mediating role between parental psychological control and academic resilience among adolescents. Findings of the current study show that emotional autonomy significantly partially mediated the relationship between parental psychological control and academic resilience among adolescents. Concerning the role of parental psychological control, there exists research that highlights the significance of parental psychological control in the turn of events and adolescents’ emotional autonomy (Fletcher, Steinberg, & Williams - Wheeler, 2004; Jacobson & Crockett, 2000), it stays a sound measurement on account of its multifaceted nature as a build since, despite the fact that there is an accord about the negative relationship between parental psychological control and adolescents academic and behavioural problems (Fletcher et al., 2004),

the particular segments of parental psychological control that add to anticipating enthusiastic and emotional issues are frequently not satisfactory. In fact, results from various studies on the impacts of parental psychological control on adolescents are frequently opposing (Calafat, García, Juan, Becoña, & Fernández-Hermida, 2014). Adolescents whose guardians are tolerant and liberal present social issues less frequently than adolescents whose guardians utilize tyrant or submissive styles and academic resilience and emotional problems are common due to lack of emotional autonomy given by their authoritative parents (Calafat et al., 2014).

This decrease in emotional autonomy due to parental psychological control results in poor academic resilience. Parental psychological control is related with emotional problems (Silk, Morris, Kanaya, & Steinberg, 2003), the term indicates to control procedures utilized by guardians on their adolescents, for example, emotional blackmail, blame induction, overpowering burdens, or love withdrawal, and frequent use of negative strategies to minimize emotional autonomy of their children and adolescents (García & Gracia, 2014). In the end truth be told, guardians who do not show much autonomy practices will in general utilize psychological control techniques when adolescents act in manners that they do not like (Oliva, 2006). Mental control is traditionally been viewed as a pessimistic type of control in that it influences the adolescent inwardly, smothering their capacity to set up passionate connections with others, the improvement of their own character, and their self-rule (Barber, 2002). Previous studies on lack of emotional autonomy as an outcome of parental psychological control on their adolescents results in poor academic resilience such as it is decidedly associated with burdensome side effects including low confidence, poor emotional regulation, low academic self-efficacy, low academic self-concept, unable to manage personal and class room related challenges (Kunz Jennifer & Grych, 2013).

On investigating the age differences in emotional autonomy, academic resilience and parental psychological control among

adolescents the results were non-significant in the current study. Some previous studies also support our findings i.e. (Soenens & Vansteenkiste, 2010). Parental psychological control has negative impacts on both children and adolescents of any age however more it has more devastating effect on the growing children during developmental stage as it effects on child need for emotional autonomy (Soenens & Vansteenkiste, 2010). Same findings can be seen with respect to age differences in emotional autonomy as parental psychological control in the form of negative parenting also negatively impacts in the development of emotional regulation in all age groups (Cui, Morris, Criss, Houlberg, & Silk, 2014; Eisenberg, Spinrad, & Eggum, 2010). In the current findings age differences in academic resilience was also non-significant. The reason may be that in the current study there was very small age difference between the two groups of adolescents (i.e., 18 to 20 years, 21 to 22 years). Another reason may be that previous studies revealed that academic resilience is consistent throughout the increase in age (i.e., childhood to late adolescence) (Cosco, Howse, & Brayne, 2017).

Findings on gender show that males were higher on parental psychological control as compared to the female participants. However, results were non-significant on emotional autonomy and academic resilience. In the line with current findings, Rogers et al. (2003) investigated that girls are more likely than boys to respond with internalizing issues to psychologically mediated parenting. However, there is no little evidence of systematic gender differences in the psychological control experience, nor is there consistent evidence for a moderating role of gender, Soenens, Vansteenkiste, Luyten, Duriez, and Goossens (2005) further conducted a study to address this issue and found The girls experience parental psychological influence more often revolved around emotional closeness and separation problems while boys experience parental psychological influence most often revolved around success and accomplishment problems.

Finally, the results show that in academic resilience there was significant

difference between the scores of BSc and in parental psychological control there was significant difference between the scores on intermediate level. It was found that adolescents with intermediate level of education were significantly higher on academic resilience whereas adolescents with BSc level (i.e., 14 years of education) were significantly higher on parental psychological control. There is lack of literature available on the influence of adolescents' parental psychological control and resilience however some studies concentrated on the impact of parental education i.e., (Steinberg, 2001; Tamis-LeMonda, Briggs, McClowry, & Snow, 2009). Parental education has been found as important factor improved developmental consequences in adolescents and children (Steinberg, 2001; Tamis-LeMonda et al., 2009). Moreover, these differences may be due to some cultural values as in the context of Pakistan with a collectivistic culture, parents develop their hopes on their children who are elders or who have higher education level than children with less education or younger children (Steinberg, 2001).

Limitations and Suggestions

There are some limitations of the current study which should be improved in future research. First data was collected only from three cities of Pakistan (i.e., Attock, Rawalpindi, and Islamabad) which may limit the external validity and generalizability of the research findings. In future research it is suggested that data should also be collected from other cities and provinces of Pakistan to increase research generalizability. Secondly impact of some other negative and positive parental personality factors such as neuroticism, extroversion, agreeableness etc. on adolescents' emotional autonomy and academic resilience should also be investigated in future research to explore the comprehensive phenomenon of parental psychological control on adolescents.

Conclusion

Findings of the study revealed that parental psychological control has negative relationship with academic resilience among adolescents. Emotional autonomy mediated the relationship between parental psychological

control and academic resilience among adolescents. These findings suggest that parents need awareness and training that their parenting styles can have a substantial impact upon academic success and performance of their children. Besides parents need to focus more training their children to regulate their emotions autonomously so that they become more resilient and handle problems at their own.

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