

Effect of Psychological Control on Stress in Second Year Intermediate Students

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Abstract: Research has shown that an individual's psychological and physical wellbeing is dependent on internal characteristics and external factors. Environmental influences like parents and the parenting styles adopted constitute the most important of the external factors. Psychological control, an aspect of parenting, is defined as parental control that intrudes on the psychological and emotional development of the adolescent (Barber et al., 2005). The broad objectives of present study were to investigate the relationships between psychological control on perceived stress. The study also examined the role of type of entrance examination, annual family income and gender of second year intermediate students on psychological control and perceived stress. The statistical analysis revealed that in the students attempting either the national entrance examination and/or the state entrance examination, perceived stress was predicted by psychological control and its dimension of perceived mother control. There was a significant difference between students attempting national and state entrance examination with respect to perceived stress. There was a significant difference between genders with respect to psychological control and its dimensions viz., perceived mother disrespect and father disrespect and perceived stress. Students belonging to different classes of family income displayed a significant difference with respect to the dimensions of psychological control viz., perceived father disrespect and mother disrespect and perceived stress. A significant difference was observed between students belonging to the family income classes of below 2 lakhs and 2-5 lakhs with respect to the perceived mother disrespect dimension of psychological control; 5-10 lakhs with respect to the perceived father disrespect dimension of psychological control; and above 10 lakhs with respect to psychological control and its dimensions viz., perceived mother disrespect and perceived father disrespect. A significant difference was observed between students belonging to the family income classes of below 2 lakhs and 2-5 lakhs and 2-5 lakhs and above 10 lakhs with respect to perceived stress. Students of the income group of 2-5 lakhs showed the highest levels of perceived stress. The mental health of the student population deserves our special attention because not only do intermediate students have to deal with academic demands and heavy workloads associated with pursuing higher education, but also have to face a wide myriad of personal, academic and social challenges in this critical and often transitional period of one's life.

Keywords: Psychological Control, Stress, Adolescents, Entrance Exams

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I. INTRODUCTION

In India, emphasis has always been placed on a good education. Moreover, a professional education, which includes the fields of medicine, engineering, information technologies, law, and so on, is considered to be the catalyst for success as it confers on an individual professional and financial stability.

To begin preparation for the board and entrance exams, most adolescents are enrolled into intensive tuitions and rigorous coaching institutions in their first year of intermediate/junior College. Some may begin even earlier (end of 10th standard). Coaching institutions are commercialised spaces where students are given training by specialised staff and tutors to assist them in the preparation of different parts of the examination. The atmosphere here is competitive, rigorous and target oriented.

Stress is an important factor affecting health and wellbeing of a person (Sindik et al., 2014). Extreme quantities of stress are correlated with many damaging and unhealthy effects in the lives of children. A prolonged stress response can result in biological damage illustrating its direct physiological effect (McEwen, 2005). Besides the biological effects which are hidden and not observable, a more evident effect of stress can be seen in the form of poor sleep, limited mental functioning, anti-social displays, and, reciprocally, higher stress (Carskadon et al., 2004; McEwen, 2006; Lund et al., 2010). Many studies establish that the leading causal factors for students failing to get adequate amounts of sleep are excessive homework and stress (Noland et al.,

2009, Lund et al., 2010; Conner et al., 2009). Thus, inadequate sleep may drive and result from academic stress and heavy school workloads (Noland et al., 2009). Additionally, stress in adolescents correlates with escalated incidences of destructive behaviours, for instance, smoking, substance abuse, or alcoholism (Brooks et al., 2002; Field & Powell, 2007; Scales, 2008).

Young adolescents in high-achieving academic programs and coaching academies that focus on clearing entrance exams such as EAMCET, NEET, IIT-JEE provide a sample that may yield valuable insights on stress in this demographic. The focus of stress research has steadily changed with time where past research primarily studied traumatic life events and extreme stressors like poverty, divorce while recent literature looks at stressors like academic demands, peer pressure and so on. American youth have, in fact, reported that academic performance is one of the top stressors in their lives (APA, 2009). High-achieving scholars have been studied (Shaunessy et al., 2006; Suldo et al., 2008) in detail but little has been done on populations composed entirely of students answering competitive exams.

Research has shown that an individual's psychological and physical wellbeing is dependent on internal characteristics and external factors (National Research Council, 2004; Rees, 2007). Internal characteristics include beliefs, attitudes that develop the individual's personality and behaviour. Environmental influences like parents and the parenting styles adopted constitute the most important of the external factors. Psychological control, an aspect of parenting, is defined as the "characteristic of parents who engage in controlling and meddling behaviours towards their children, like guilt-induction, shaming, and conditional approval" (Barber, 1996). It also includes parental behaviours towards their wards that encroach upon and manipulate thoughts, feelings and attachments to parents. This dimension has been found to have a damaging effect on the child's wellbeing (Barber & Harmon, 2002; Grolnick, 2003) and is dependably related to high levels of internalized problems and depressive emotional states (Barber & Harmon, 2002).

Research done on psychological parental control has found that it has a significant effect on the socialisation, identity formation, patterns of development, and volitional functioning of adolescents. There is overwhelming proof that maladjustment, psychopathology, depression (e.g; Barber, 1996), anxiety (e.g; Pettit et al., 2001), and low self-esteem (e.g; Soenens et al., 2005) in adolescents is linked with perceived parental psychological control.

Soenens and Vansteenkiste (2010) aimed at bringing about a relationship between the constructs of psychological control and self-determination theory. They said that parents could engage in 'controlling socialisation' by using love withdrawal, guilt induction, or shaming to activate internal pressure in children. Internally pressuring the child could lead them to feel an internal compulsion to perform the demanded behaviour, as well as feel the want to avoid it altogether. Such internal conflict could make them vulnerable to maladaptive patterns of development (Ryan, 1993; Ryan et al, 2006). Baumrind (1971), a pioneer in parenting and developmental psychology classified four parental styles on the basis of two dimensions: 'Parental Responsiveness' or warmth, referring to the extent the child's needs are responded to; and, 'Parental Demandingness' or control, which is the degree to which the child's behaviour is restricted to meet societal norms, expecting mature and responsible behaviour from them. Parents employing the authoritative strategy (warm and compassionate but unwavering about rules and their enforcement) are inclined to have more stable and healthy relationships with their children. The children are able to surpass their adolescence phase with short-lived problems (Steinberg and Morris, 2001). Conversely, parents who set inflexible rules and withhold warmth from their children (authoritarian) or the other end of the spectrum, who are indulgent, are likely to see their children exhibiting emotional and behavioural problems (Baumrind, 1980).

Parental involvement has been found to be a critical influence in a child's education. Epstein (in Richardson, 2009), reiterates the same and believes that it can have behavioural and academic effects on students. Although initial research on family involvement analysed the links between general measures of parental involvement with academic performance such as the test scores and grades of students, it did not focus on distinguishing between the effects of specific types of involvement on definite student outcomes (Sheldon, 2009). This has changed with recent studies which have started exploring how specific student outcomes connect with different types of familial and parental involvement.

Over the past 20 years, emerging research has focussed on how economic hardship impacts families. Many studies have revealed parenting style may be significantly influenced by a family's socioeconomic status and can influence the motivation orientation of children. This necessitates an investigation of the linkages among these variables given the paucity of studies on the same.

Generally, parent-child relationships in the Indian context can be regarded as being warm and intimate. Larson et al. (2000) reported that in comparison with American adolescents, Indian youth spend more time with their family than their friends. While this may be due to a strong imposition of cultural conditioning which restrains adolescents (especially girls) from being away from home or spending time with peers particularly without any adult chaperone (Saraswathi, 1999), the respondents who were studied, appeared to actually like the company of their families.

Given the cultural significance of education, there is a certain amount of parental involvement where Indian parents attempt to build an environment in which there is an expectation and value of academic achievement. Young adolescents are enrolled in coaching classes or tuitions which advertise excellent academic results and guarantee high level ranks in the competitive examinations. Many parents, during the high school years, even go to the extent of compromising their own lifestyles, changing their daily routines or making sacrifices so that they can ensure their children have an environment in which distractions are minimal and concentration is maximised (Rao, 2008).

In India, a country where more than a billion people compete for resources, jobs and economic success, parental pressure plays a central role in the academic success of their children. Studies are scarce in the sub-group of the students studying in intermediate colleges which show how they are able to manage the stress of the life-determining competitive common entrance exams while simultaneously trying to fulfil parental high expectations and dreams which acts as another powerful stressor. It is against this backdrop that the present study was posited.

Hence the present study was taken with the following set of research questions and hypotheses,

Research Questions

1. Does Psychological Control and its 4 dimensions (namely; perceived mother control, perceived father control, perceived mother disrespect and perceived father disrespect) predict Perceived Stress?
2. Is there a role of Type of Examination (namely; National Entrance Examination and State Entrance Examination) and Gender (namely; Girls and Boys) of second year intermediate students on, Psychological Control and its 4 dimensions (namely; perceived mother control, perceived father control, perceived mother disrespect and perceived father disrespect) and Perceived Stress?

Hypotheses

H1. Psychological Control and its 4 dimensions (namely; (i) perceived mother control, (ii) perceived father control, (iii) perceived mother disrespect and (iv) perceived father disrespect) will significantly predict Perceived Stress among second year intermediate students undergoing coaching for National Entrance Examination and/or State Entrance Examination.

H2. There will be a significant role of type of examination and gender between second year intermediate students with respect to: (a) Psychological Control and its 4 dimensions, namely; (i) perceived mother control, (ii) perceived father control, (iii) perceived mother disrespect and (iv) perceived father disrespect and; (b) Perceived Stress.

H3. There will be a significant interaction effect of Type of Entrance Examination and Gender on (a) Psychological Control and its 4 dimensions, namely; (i) perceived mother control, (ii) perceived father control, (iii) perceived mother disrespect and (iv) perceived father disrespect and; (b) Perceived Stress.

H4. There will be a significant difference between second year intermediate students with different Annual Family Incomes (namely; below 2 Lakhs, 2 – 5 Lakhs, 5 – 10 Lakhs and above 10 Lakhs) with respect to (a) Psychological Control and its 4 dimensions, namely; (i) perceived mother control, (ii) perceived father control, (iii) perceived mother disrespect and (iv) perceived father disrespect and; (b) Perceived Stress.

II. METHODS

Research Design: The present study employed the correlational design to determine whether psychological control had an influence on the perceived stress among intermediate students preparing for National and/or State Entrance Examinations in the twin cities of Hyderabad and Secunderabad. Indirect and direct effects were tested using hierarchical multiple regression. Furthermore, the study also adopted Between Groups design to determine whether there are any gender differences between second year intermediate students attempting National Entrance Examination and/or State Entrance Examination belonging to families with different Annual Family Incomes with respect to, Psychological Control and its 4 dimensions (viz., perceived mother control, perceived father control, perceived mother disrespect and perceived father disrespect) and Perceived Stress.

Sample: A purposive sampling technique was used to select 600 intermediate students (300 Girls and 300 Boys) in the twin cities of Hyderabad and Secunderabad. Among them 150 Girls and 150 Boys were preparing for National Entrance Examination and 150 Girls and 150 Boys were preparing for State Entrance Examinations. Age group of the sample was 16-18 years, mean age being 17 years. Out of the 649 received responses, 49 were non respondents and were omitted from the study.

Inclusion Criteria:

1. Students studying in intermediate (second year) were included in the sample.
2. Intermediate students who were undergoing coaching for common entrance test, i.e., only state level (EAMCET) and/or national level (IIT- JEE and NEET) were included in the sample.

3. Both girls and boys were included in the sample.
4. The sample was selected from the residential and non- residential, private and government colleges in the twin cities of Hyderabad and Secunderabad.

Exclusion Criteria:

1. Students who were appearing for the second time for National and State level entrance examinations.
2. Intermediate students having divorced/separated/deceased parents were not included in this sample.

Instruments: Three questionnaires were used in this research. They were,

1. **Information Schedule:** The participants were asked to fill in an information schedule which included their specific demographic details like Age, Gender, Type of Entrance Examination, Annual Family Income and the like.
2. **Psychological Control Scale:** The Psychological Control Scale was developed by Barber (1996). This 16-item scale was used to measure the 6 dimensions of psychological control: constraining verbal expressions, invalidating feelings, personal attack, love withdrawal, guilt induction, and erratic emotional behaviour. Later, the scale was revised to only 8 items and renamed the Psychological Control Scale–Youth Self-Report (PCS-YSR; Barber, 1996). This shorter set of items kept the assessment of invalidating feelings, constraining verbal expressions, personal attack, and love withdrawal. Response options ranged from 1 not like her/him to 3 a lot like her/him. The adolescent participant rated the item for both mother and father on the 16 items. Cronbach's Alpha for the present study was 0.897 and the Split Half reliability was 0.920. The Cronbach's Alpha for the dimensions- Mother Control, Father Control, Mother Disrespect and Father's Disrespect was 0.724, 0.780, 0.674, and 0.699 respectively while the Split Half reliability was 0.705, 0.799, 0.592, and 0.658 respectively. The PCDS was combined with the PCS-YSR to provide a more complete measure of parental psychological control.
3. **Perceived Stress Scale (PSS):** The Perceived Stress Scale (PSS; Cohen, Kamarck, & Mermelstein, 1983) is a tool for measuring psychological stress levels. The questionnaire consists of 14 questions. A five-point Likert scale is provided. A score of 0 signifies a response of "Never" whereas a 4 signifies "Very Often." A high cumulative score would indicate that the person is currently experiencing large amounts of stress, whereas a low score would indicate that the person is enduring very little stress. The Cronbach's alpha for this scale was previously found to be $\alpha = .91$ (Cohen et al., 1983) and the current study found that Cronbach's Alpha was 0.665 and the Split Half reliability was 0.592.

Procedure

After selecting the measures, the potential colleges were identified, approached and permission sought to conduct the study. Once permission was granted the second year intermediate students in the colleges were approached and rapport was established. The students were first briefed about the study and the informed consent was taken from them. Those who consented were provided with the Information Schedule and were asked to fill it. The students who met the criteria of the study were given the questionnaires to be filled. Written and oral instructions were given to them and they were asked to seek clarifications for any doubts. They were informed that there is no time limit, however, it would take 40 – 45 minutes to be fill the questionnaires.

Data Analysis

The Statistical Package for Social Sciences (SPSS) Tool, Version 20.0 was the software used for the analysis of the data collected.

Descriptive Statistics were used to measure the means and the standard deviations of all the variables (viz., Psychological Control and Perceived Stress) for the intermediate students (Girls and Boys) preparing for National Entrance Examination and State Entrance Examinations. Furthermore, multiple hierarchical regression was used to determine whether Psychological Control and its dimensions contribute to Psychological stress. The Two-Way ANOVA was used to determine whether there is a role of the Type of Entrance Examination (viz. National Entrance Examination and State Entrance Examination) and Gender (viz., Girls and Boys) on Psychological Control and its 4 dimensions (perceived mother control, perceived father control, perceived mother disrespect and perceived father disrespect) and Perceived Stress. One-Way ANOVA and Post-Hoc (Tukey LSD) was computed to determine if there is a role of Annual Family Income as independent variable and Psychological Control and its four dimensions (viz.; Perceived Mother Control, Perceived Father Control, Perceived Mother Disrespect and Perceived Father Disrespect) on Perceived Stress as dependent variables of the students.

III. RESULTS

Table 1: Sample Demographics (N = 600)

Criterion	Characteristics	
Age	16 years	22.30%
	17 years	61.50%
	18 years	16.20%
Gender	Girls	50%
	Boys	50%
Type of Entrance Examination	National Entrance Examination	
	Girls	25%
State Entrance Examination	Boys	25%
	Girls	25%
Annual Income	Boys	25%
	Below 2 Lakhs	37.50%
	2-5 Lakhs	20.17%
	5-10 Lakhs	20.50%
Medium of Instruction	Above 10 Lakhs	21.83%
	English	91.30%
	Hindi	5.40%
	Telugu	3.40%
Residential Status	Living with Parents	63.40%
	Living with Grandparents	10.10%
	Joint Family	10.10%
	Hostel	16.40%
Fathers Educational Qualification	SSC	7.40%
	Intermediate	12.50%
	Graduate	17%
	Post Graduate	40.90%
	Doctorate	22.20%
Mothers Educational Qualification	SSC	25.20%
	Intermediate	19.20%
	Graduate	38.70%
	Post Graduate	13.30%
	Doctorate	3.65%

Hierarchical Multiple Regression

The hierarchical multiple regression analysis (Table 2) revealed that at stage 1 Psychological Control contributed significantly to the regression model ($\beta = 0.16$; $p < 0.01$) and accounted for 2.6% percent of the variation in Perceived Stress. Introducing perceived mother control in stage 2 explained an additional 3.2% of the variation in Perceived Stress and this change was significant ($\beta = -0.15$; $p < 0.05$). Adding perceived father control to stage 3 of the regression model explains 3.2% of the variation in Perceived Stress however not much change is seen with this addition.

Therefore, when parental psychological control is seen independently, $\beta = 0.16$ but with inclusion of perceived mother control the β of parental control is 0.29 and the variance increases from 2.6% to 3.2%. In stage 3 with the inclusion of perceived father control there is a decrease in β of parental psychological control to 0.28. Further addition of perceived mother disrespect and perceived father disrespect each explains only a total of 3.3% variation in the regression model. Overall the β coefficients were found to be not significant except for parent psychological control and perceived mother control.

The most important predictor of Perceived Stress was the total Psychological Control ($\beta = 0.28$; $p < 0.01$) which explained 3.2% of the variance in Perceived Stress. Together, the five independent variables accounted for 17% of the variance in Perceived Stress. In other words, increased parental control, especially

increased mother control leads to a marginal increase in Perceived Stress. Therefore Hypotheses H1a, and H1a (i) are accepted.

Table 2: Indicating a hierarchical multiple regression analysis predicting Perceived Stress from Psychological Control total score and its 4 dimensions (perceived mother control, perceived father control, perceived mother disrespect and perceived father disrespect) (N=600)

Predictor	Δ R ²	β
Step 1	0.026	
1. Psychological Control		0.16**
Step 2	0.032	
1. Psychological Control		0.29**
2. Perceived Mother Control		(-)0.15*
Step 3	0.032	
1. Psychological Control		0.28**
2. Perceived Mother Control		0.15*
3. Perceived Father Control		0.01
Step 4	0.033	
1. Psychological Control		0.15*
2. Perceived Mother Control		0.13
3. Perceived Father Control		0.06
4. Perceived Mother Disrespect		0.08
Step 5	0.033	
1. Psychological Control		0.24
2. Perceived Mother Control		0.15
3. Perceived Father Control		0.03
4. Perceived Mother Disrespect		0.06
5. Perceived Father Disrespect		0.03
Total R²	0.17	

Two-way ANOVA

Table 3 revealed gender differences with respect to Psychological Control (F = 5.46, p<0.05) and its dimensions of perceived father disrespect (F = 5.29, p<0.05) and perceived mother disrespect (F = 9.31, p<0.01). Further analysis revealed that girls perceived higher Psychological Control (M = 53.57), perceived mother disrespect (M = 13.58) and perceived father disrespect (M = 13.23). Thus hypotheses H3a, H3a (iii) and H3a(iv) were accepted and H2a, H2a(i), H2a(ii), H2a(iii), H2a(iv), H3a(i) and H3a(ii) were not accepted. No gender differences were observed on the dimensions of perceived mother control and perceived father control thereby indicating that the groups were homogenous. The interaction effect between type of examination and gender was not significant.

Table 3: Indicating the Mean, Standard Deviation, 2-Way ANOVA and Interaction Effect with Type of Entrance Examination and Gender as IVs Psychological Control and its 4 dimensions (viz., perceived mother control, perceived father control, perceived mother disrespect, and perceived father disrespect) as DVs

Variables	Type of Examination		F	Gender		F	Interaction Effect (Type of Examination * Gender)
	National Entrance Examination	State Entrance Examination		Girls	Boys		
	M (SD)	M (SD)		M (SD)	M (SD)		
Psychological Control	52.22 (13.46)	52.50 (12.03)	0.69	53.57 (13.46)	51.14 (11.91)	5.46*	0.75
Perceived Mother Control	13.25 (3.57)	13.30 (3.25)	0.24	13.46 (3.40)	13.09 (3.43)	1.7	0.89
Perceived Father Control	13.17 (3.90)	13.20 (3.60)	0.009	13.36 (3.72)	13.00 (3.81)	1.29	0.41
Perceived Mother Disrespect	13.05 (3.61)	13.22 (3.59)	0.34	13.58 (3.77)	12.69 (3.36)	9.31**	1.61
Perceived Father Disrespect	12.81 (4.07)	12.93 (3.69)	0.16	13.23 (4.07)	12.51 (3.65)	5.29*	0.68

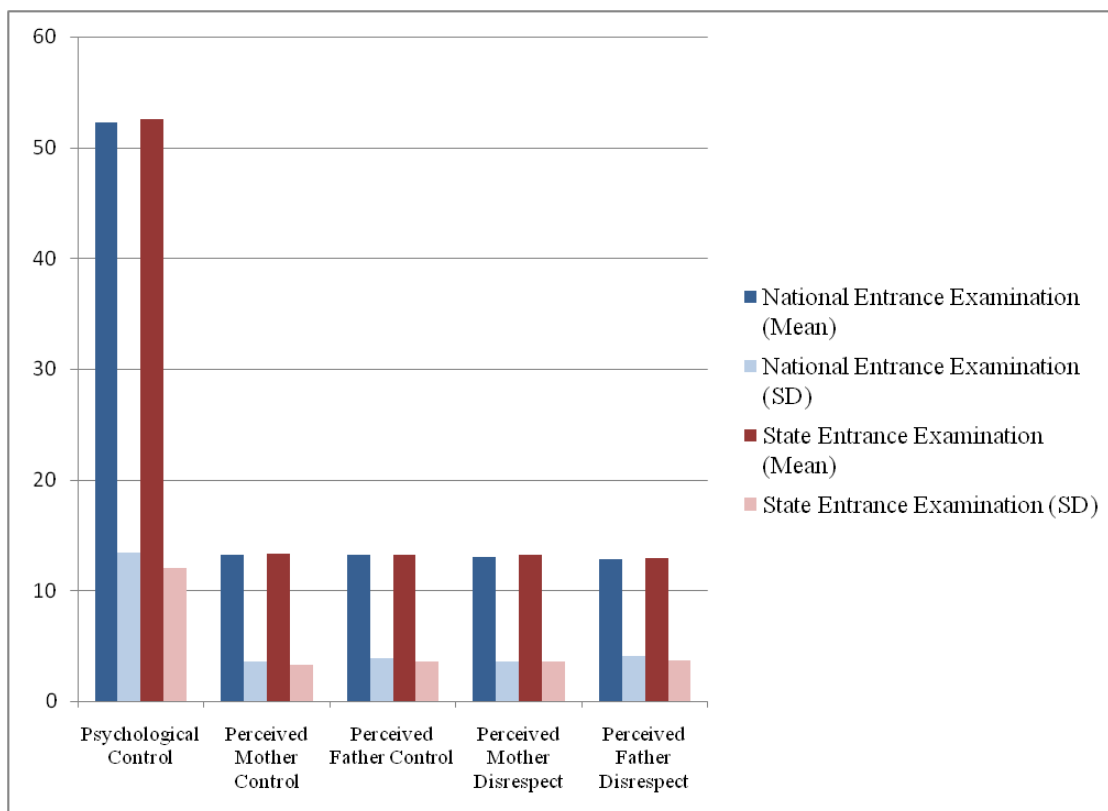


Figure 1: Indicating the Means and Standard Deviations with Type of Entrance Examination as IV and Psychological Control and its 4 dimensions (viz., perceived mother control, perceived father control, perceived mother disrespect, and perceived father disrespect) as DVs

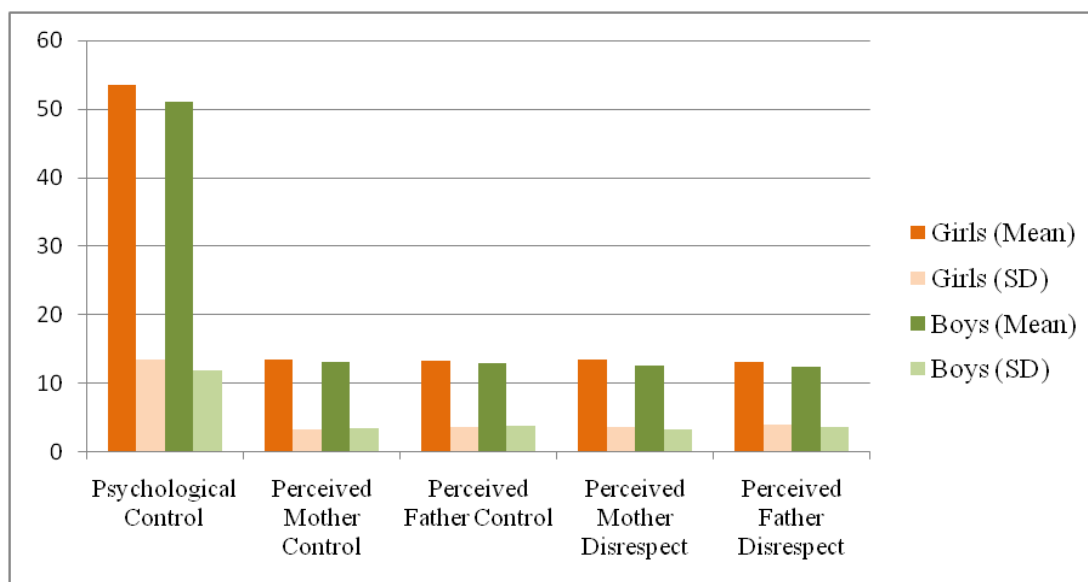


Figure 2: Indicating the Means and Standard Deviations with Gender as IV and Psychological Control and its 4 dimensions (viz., perceived mother control, perceived father control, perceived mother disrespect, and perceived father disrespect) as DVs.

Table 4 revealed that there was a significant difference between the Type of Entrance Examination ($F = 4.34, p > 0.05$) and the Gender ($F = 5.66, p > 0.05$) of the student on Perceived Stress. Analysis revealed that students appearing for the State Entrance Examination ($M = 28.59$), especially girls ($M = 28.66$) experienced higher levels of Perceived Stress. Thus hypothesis H2b and H3b were accepted. No significant interaction effects between Type of Examination and Gender were exhibited for Psychological Control and its 4 dimensions and Perceived Stress.

Table 4: Indicating the Mean, Standard Deviation, 2-Way ANOVA and Interaction Effect with Type of Entrance Examination and Gender as IVs Perceived Stress as DV

Variables	Type of Examination		F	Gender		F	Interaction Effect (Type of Examination * Gender)
	National Entrance Examination	State Entrance Examination		Girls	Boys		
	M (SD)	M (SD)		M (SD)	M (SD)		
Perceived Stress	27.51 (6.57)	28.59 (6.14)	4.34*	28.66 (6.41)	27.43 (6.29)	5.66*	0.87

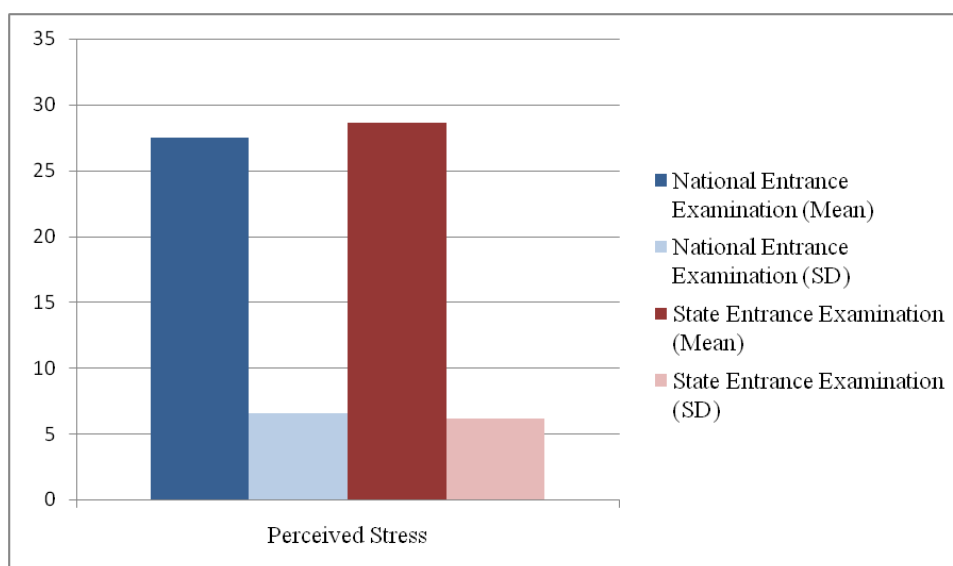


Figure 3: Indicating the Means and Standard Deviations with Type of Entrance Examination as IV Perceived Stress as DV

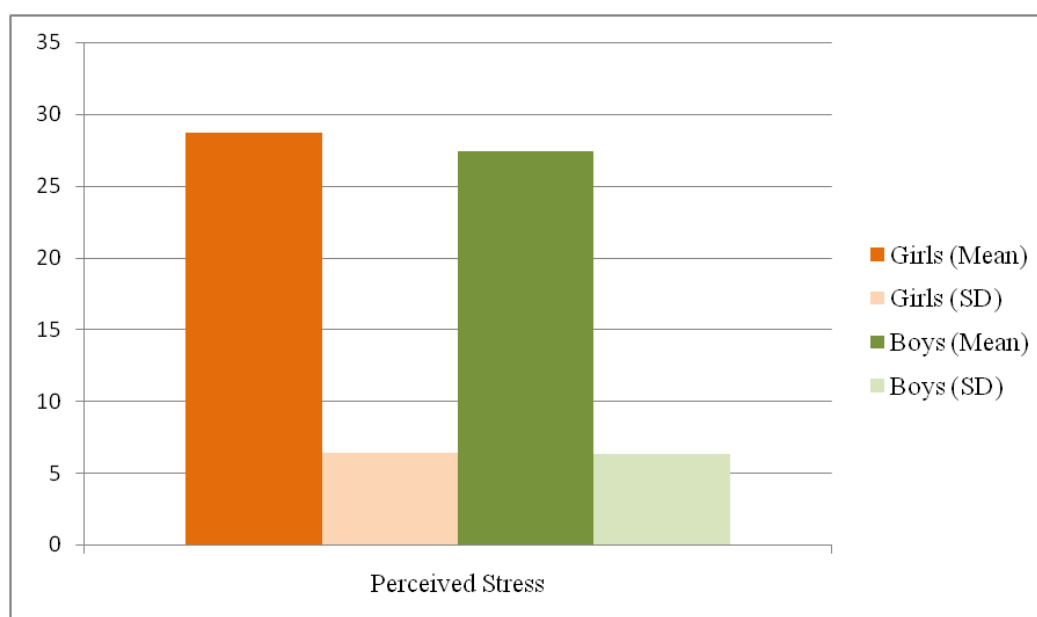


Figure 4: Indicating the Means and Standard Deviations with Gender as IV and Perceived Stress as DV

One-way ANOVA and Tukey’s Post-Hoc LSD

Table 5 indicated that the four groups presented below differed in the levels Psychological Control and its 4 dimensions (viz., perceived mother control, perceived father control, perceived mother disrespect, and perceived father disrespect). Significant differences were observed on the dimension perceived mother disrespect between the four different classes of Annual Family Income ($F = 4.76, p < 0.01$). As is evident from Table 5, students whose family income was above 10 Lakhs scored a higher mean ($M = 13.84$) when compared to other three groups viz., 2 – 5 Lakhs ($M = 13.50$); 5 – 10 Lakhs ($M = 13.21$) and the least being below 2 Lakhs ($M = 12.47$). In other words it can be said that students whose Annual Family Income was above 10 Lakhs perceived to be disrespected by their mother in comparison to the other groups. Thus, hypothesis H4a(iii) was accepted and hypotheses H4a, H4a(i) and H4a(ii) were not accepted.

Furthermore, Table 5 indicated that there was a significant difference between the students belonging to different classes of Annual Family Income with respect to the dimension of perceived father and mother disrespect ($F = 4.58, p < 0.01$). As is evident from the Table presented above, students whose family income was above 10 Lakhs scored a higher mean ($M = 13.54$) when compared to other three groups viz., 5 – 10 Lakhs (13.38), 2 – 5 Lakhs ($M = 12.91$) and Below 2 Lakhs ($M = 12.17$). In other words it can be said that students whose Annual Family Income was above 10 Lakhs perceived to be disrespected by their mother and father in comparison to the other groups. Thus, hypothesis H4a(iv) was accepted.

Table 5: Indicates the Mean, Standard Deviation and F-ratio with Annual Family Income as IV and Psychological Control and its 4 dimensions (viz., perceived mother control, perceived father control, perceived mother disrespect, and perceived father disrespect) as DVs

Variables	Family Income					Total	F
	Below 2 Lakhs	2 - 5 Lakhs	5 - 10 Lakhs	Above 10 Lakhs			
	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)		
Psychological Control	50.60 (12.60)	53.02 (12.79)	52.95 (12.88)	54.16 (12.65)	52.36 (12.76)		2.51
Perceived Mother Control	13.23 (3.63)	13.37 (3.30)	13.24 (3.37)	13.30 (3.21)	13.28 (3.41)		0.05
Perceived Father Control	12.80 (3.74)	13.23 (3.82)	13.49 (3.90)	13.49 (3.63)	13.18 (3.77)		1.33
Perceived Mother Disrespect	12.47 (3.49)	13.50 (3.77)	13.21 (3.59)	13.84 (3.46)	13.14 (3.60)		4.76**
Perceived Father Disrespect	12.17 (3.80)	12.91 (3.81)	13.38 (4.08)	13.54 (3.75)	12.87 (3.88)		4.58**

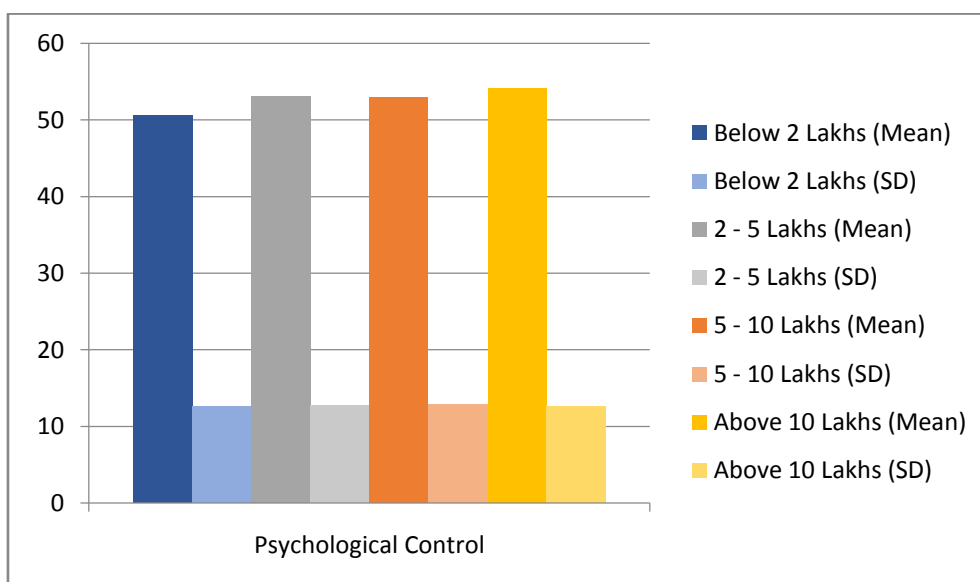


Figure 5: Indicating Mean and Standard Deviation with Annual Family Income as IV and Psychological Control as DV.

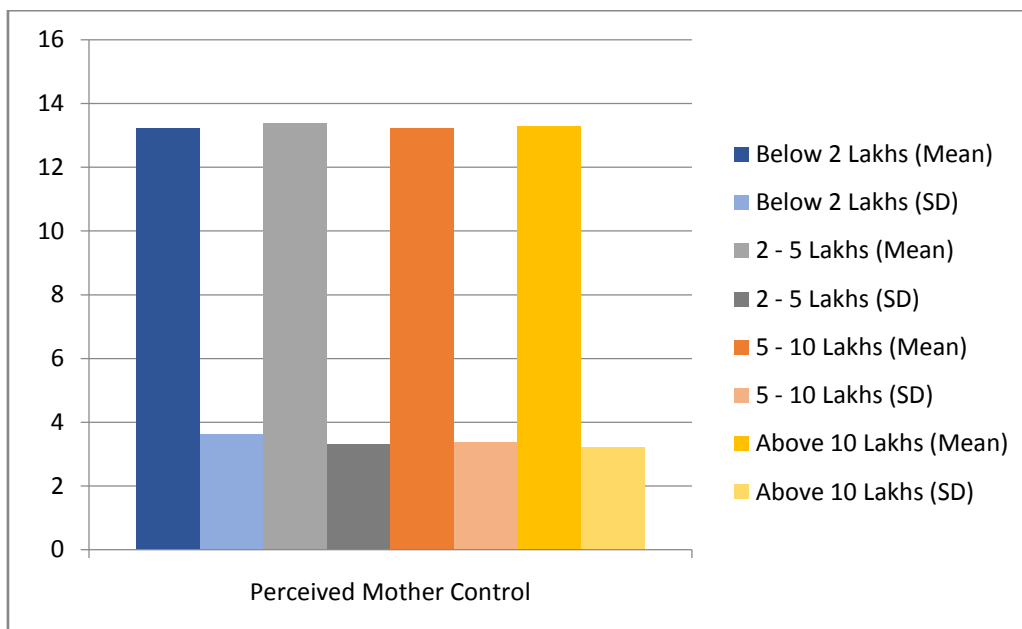


Figure 6: Indicating Mean and Standard Deviation with Annual Family Income as IV and perceived mother control dimension of Psychological Control as DV.

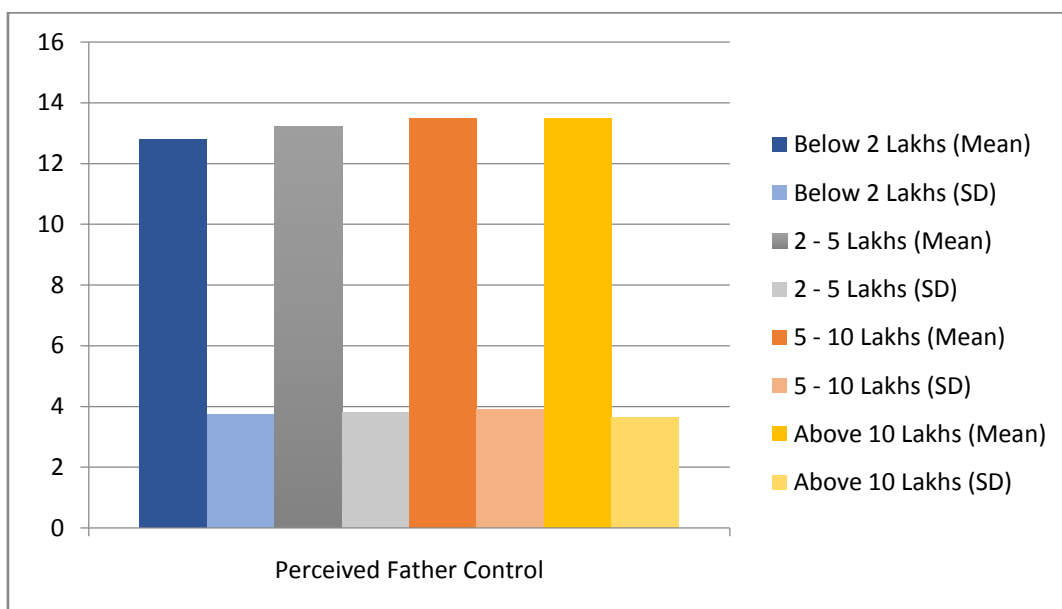


Figure 7: Indicating Mean and Standard Deviation with Annual Family Income as IV and perceived father control dimension of Psychological Control as DV.

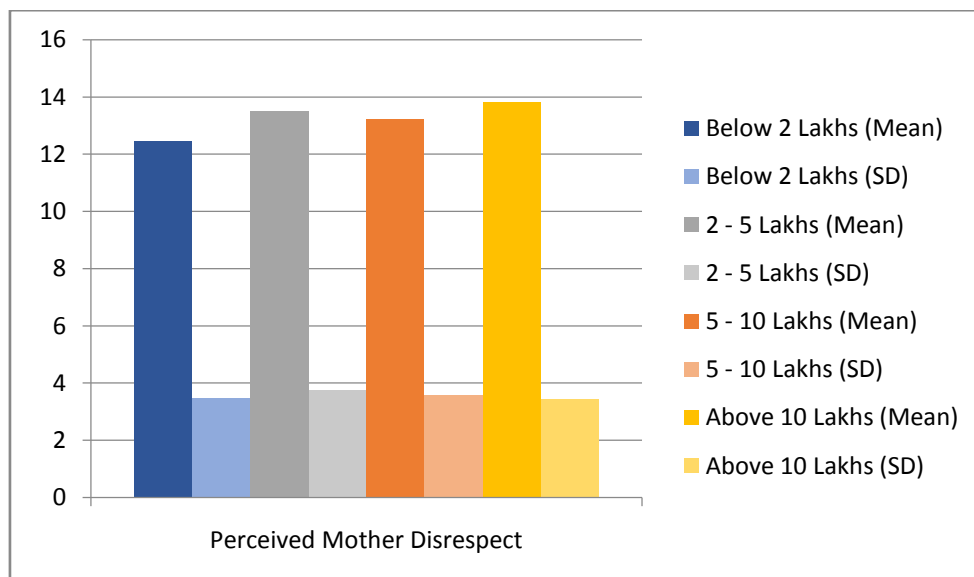


Figure 8: Indicating Mean and Standard Deviation with Annual Family Income as IV and perceived mother disrespect dimension of Psychological Control as DV.

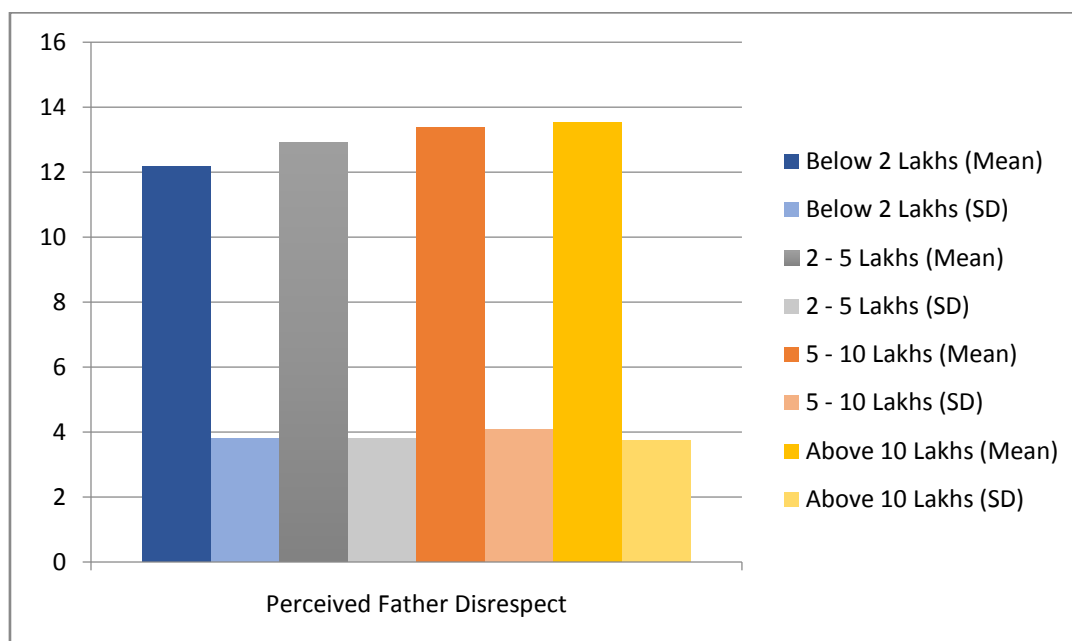


Figure 9: Indicating Mean and Standard Deviation with Annual Family Income as IV and perceived father disrespect dimension of Psychological Control as DV.

Table 6 revealed a significant difference between students belonging to different classes of Annual Family Income with respect to the dimension of Perceived Stress ($F = 2.62, p < 0.05$). The Table further revealed that students belonging to the Family Income class of 2 – 5 Lakhs experienced higher levels of Perceived Stress ($M = 29.26$) in comparison to the other three groups followed by 5 – 10 Lakhs ($M = 28.49$), below 2 Lakhs ($M = 27.57$) and above 10 Lakhs ($M = 27.36$). Thus hypothesis H4b was accepted.

Table 6: Indicates the Mean, Standard Deviation and F-ratio with Annual Family Income as IV and Perceived Stress as DVs

Variables	Family Income				Total	F
	Below 2 Lakhs	2 - 5 Lakhs	5 - 10 Lakhs	Above 10 Lakhs		
	M (SD)	M (SD)	M (SD)	M (SD)		
Perceived Stress	27.57 (5.34)	29.26 (6.51)	28.49 (6.29)	27.36 (7.67)	28.05 (6.37)	2.62*

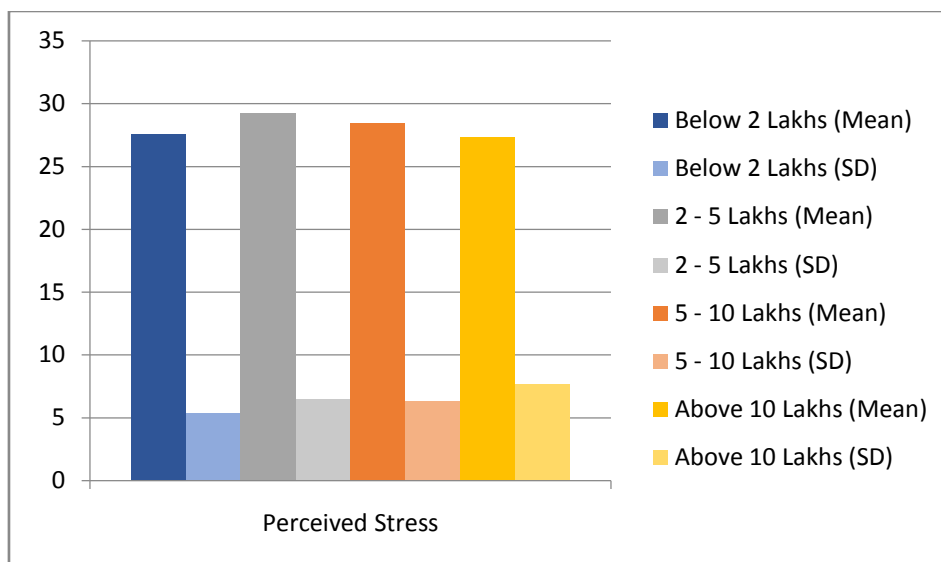


Figure 10: Indicating Mean and Standard Deviation with Annual Family Income as IV and Perceived Stress as DV.

Table 7 revealed that there was a significant difference on the dimension of Psychological Control between students belonging to Annual Family Income classes of below 2 Lakhs and Above 10 Lakhs [(I-J) = -0.356, $p < 0.05$]. Thus, it can be said that Students belonging to the higher Annual Family Income class perceive greater Psychological Control when compared to those belonging to the lower Annual Family Income class.

There was a significant difference with respect to the perceived mother disrespect dimension of Psychological Control between students belonging to the Family Income classes of Below 2 Lakhs in comparison to those belonging to the Annual Family Income classes of 2 – 5 Lakhs [(I-J) = -1.03, $p < 0.01$] and Above 10 Lakhs [(I-J) = -1.36, $p < 0.05$]. Thus, it can be concluded that an increase in Annual Family Income may also lead to an increased perceived mother disrespect.

It can further be seen that there was a significant difference with respect to the perceived father disrespect dimension of Psychological Control between students belonging to the Family Income classes of Below 2 Lakhs in comparison to those belonging to the Family income classes of 5 – 10 Lakhs [(I-J) = -1.21, $p < 0.01$] and Above 10 Lakhs [(I-J) = -1.38, $p < 0.05$]. Thus, it can be concluded that an increase in Annual Family Income may also lead to an increased perceived father disrespect. In other words, it can be expressed that students who belong to families with a higher Annual Family Income perceive their parents to intrude on their psychological and emotional domains by invalidating feelings, constraining verbal expressions, personal attack and love withdrawal.

There was a significant difference in the perceived stress levels between the income groups of 2 Lakhs and 2 – 5 Lakhs [(I-J) = -1.69, $p < 0.05$], as well as between the income groups of 2 – 5 Lakhs and above 10 Lakhs [(I-J) = 1.90, $p < 0.05$], indicating that students belonging to the middle class income bracket perceive the most amount of stress when compared to their counterparts of the lowest and highest income brackets.

Finally, the study indicated that there were no significant differences observed between the four classes of Annual Family Income (viz., Below 2 Lakhs, 2 – 5 Lakhs, 5 – 10 Lakhs and Above 10 Lakhs) in the 2 dimensions of Psychological Control viz., perceived mother control and perceived father control. In other words, it can be expressed that the above mentioned variables do not affect and cause variations among the four different classes of Annual Family Incomes.

Table 7: Indicates Tukey LSD multiple comparisons of students' Family Income (viz., Below 2 Lakhs, 2 – 5 Lakhs, 5 – 10 Lakhs and Above 10 Lakhs)

Dependent Variable	Annual Family Income		Mean Difference (I - J)
	Below 2 Lakhs	Above 10 Lakhs	
Perceived Mother Disrespect	Below 2 Lakhs	2 - 5 Lakhs	(-)1.03*
		5 -10 Lakhs	(-)0.74
		Above 10 Lakhs	(-)1.36**
	2 - 5 Lakhs	5 -10 Lakhs	0.29
		Above 10 Lakhs	(-)0.33
Perceived Father Disrespect	Below 2 Lakhs	2 - 5 Lakhs	(-)0.74
		5 -10 Lakhs	(-)1.21*
		Above 10 Lakhs	(-)1.38**
	2 - 5 Lakhs	5 -10 Lakhs	(-)0.46
		Above 10 Lakhs	(-)0.64
Perceived Stress	Below 2 Lakhs	2 - 5 Lakhs	(-)1.69
		5 -10 Lakhs	(-)0.93
		Above 10 Lakhs	0.21
	2 - 5 Lakhs	5 -10 Lakhs	0.76
		Above 10 Lakhs	1.90
Psychological Control	Below 2 Lakhs	2 - 5 Lakhs	(-)2.42
		5 -10 Lakhs	(-)2.35
		Above 10 Lakhs	(-)3.56*
	2 - 5 Lakhs	5 -10 Lakhs	0.07
		Above 10 Lakhs	(-)1.14
Perceived Mother Control	Below 2 Lakhs	2 - 5 Lakhs	(-)0.14
		5 -10 Lakhs	(-)0.009
		Above 10 Lakhs	(-)0.07
	2 - 5 Lakhs	5 -10 Lakhs	0.13
		Above 10 Lakhs	0.07
Perceived Father Control	Below 2 Lakhs	2 - 5 Lakhs	(-)0.06
		5 -10 Lakhs	(-)0.43
		Above 10 Lakhs	(-)0.69
	2 - 5 Lakhs	5 -10 Lakhs	(-)0.68
		Above 10 Lakhs	(-)0.26
	5 - 10 Lakhs	Above 10 Lakhs	(-)0.25
	5 - 10 Lakhs	Above 10 Lakhs	0.006

Note: **p<0.01; *p<0.05

IV. DISCUSSION

In the study's population of second year intermediate students attempting either the National Entrance Examination and/or the State Entrance Examination, perceived stress was predicted by psychological control and its dimension, perceived mother control. Where expectations and pressure are high for children to perform well academically, their welfare is always negatively impacted and can lead to feelings of being overwhelmed and fearful. In India, adolescents who cannot match their parents' expectations tend to feel that they have failed their parents by letting them down (Pasmantier, 2005). All of these latent feelings brewing in the psyches of young adolescents could bring about serious mental health problems like law-breaking, and estrangement (Kim, 1993; Thompson & Bhugra, 2000). Psychological Control is thus a powerful stressor (Barber, 1996). Although perceived stress was found to be predicted by psychological control in the current study, the relationship between the two variables was a positive one and much lower in strength.

Thompson & Bhugra's (2000) model identified that "high parental expectations, school performance anxiety, peer pressure, parental restrictions and poor social relationships contribute to poor self-esteem and self-identity". From the model it is quite clear that parental expectations, parental restrictions and pressure are strong predictors of mental wellbeing of adolescents. Similar results were found in Japan and with Korean settlers in the United States. Parental academic involvement in these ethnicities is very high and can be a source of stress rather than support for their children (Schoolland, 1990; Kim, 1993). The same is also true of Indian parents (Verma & Gupta, 1990).

Within the current study, of the four dimensions of psychological control measured, mother control was found to be a significant predictor of perceived stress. Furthermore, father control and father disrespect were found not to be significant predictors of perceived stress among second year intermediate students. This may be supported by the fact that the father, especially in the Indian scenario is considered to be the breadwinner of the family (Agarwal, 1973) while the mother, often taking up the role of the homemaker plays a dominant, crucial role in the upbringing of the children, thus holding a greater say and a higher level of control over the important decisions in the life of their children as also reported by Dhawan (2005). Parents who use psychological control are associated with personality traits like critical, domineering, achievement oriented, highly demanding and austere (Pomerantz & Eaton, 2001; Barber & Harmon, 2002).

Parental pressure, presented as significant cause for stress for some adolescents, was exerted through the expression of disappointment or shame or by controlling how the adolescents spent their time efficiently. In previous studies, a large proportion of adolescents stated that their academic performance and acceptance into an esteemed institution was contiguous with parental approval (Pasmantier, 2005; Rao, 2008). While some adolescents were intrinsically driven by factors such as the promise of future success, others were controlled by a need to avoid disappointing their parents. These young adolescents felt that their parent's pride or shame hinged on their academic outcomes of success or failure. Similar findings have been reported in Korean immigrant families in the U.S. (Kim, 1993) and in India (Rao, 2008).

Contrary to expectations, it was found that there was a significant difference in the perceived stress between students attempting state level examinations and students attempting national level examinations. Perceived stress was higher in students attempting only state level examinations rather than those taking both state and national level examinations. Possible explanations for this could be due to the fact that students appearing for both entrance examinations are faced with more options in terms of making the appropriate choice of medical/engineering college from a greater number of colleges across the country. Coaching centres encourage students preparing for national exams to write the state entrance exam as it will serve as a practice test or a pre-final for the national entrance exams. In contrast, those appearing only for the State Entrance Examination have restricted choice from among the medical/engineering colleges within the state and therefore have to achieve a good rank thus increasing their level of perceived stress.

Another plausible explanation is the bifurcation of the State of A.P into Telangana and A.P. during the time of the study, which generated a lot of controversy regarding counselling and acceptance into colleges in the state for EAMCET aspirants. Students may have been very stressed by the confusion generated, the insecurity about the availability of seats and the outcomes especially in the context of students who were originally from A.P.

Parents who are psychologically controlling are commonly known to disrespect boundaries and encroach into their children's lives. They exert parental authority, intervene in the individuation process, thus bringing about an unhealthy psychological and emotional dependence between their children and themselves and impeding key developmental processes (Steinberg, 2005; Barber & Xia, 2013). Psychologically controlling parents may be unable to properly regulate their own emotions or may not be as inclined to use effective emotion socialization strategies like emotional self-regulation and emotion coaching (Gottman & DeClaire, 1998; Syder et al., 2013) thereby fostering a negative family emotional climate. In these types of environments, children's feelings may be invalidated, they may be pressured to change their thoughts, negative emotions such as guilt or shame may be induced, their individuality disrespected and volitional functioning impeded (Barber & Xia 2013; Barber et al., 2012) which can all lead to increased stress.

The current study showed that psychological control significantly differed among girls and boys. Girls experienced more psychological control especially with respect to perceived mother and father disrespect. When children are constantly pressurised to succeed and attain lofty standards set for them, the probability of them developing a self-critical orientation is high. Applying this theory to females, Blatt and Homann (1992) posited that when dependency is forced by parents (for example, by displaying anger and withholding love when girls exhibit independent behaviour), girls are likely to lose confidence in their capacity to operate as independent entities.

There are interesting observations when taking into account the gender of the child and the parent. Parenting styles seem to affect women more positively than men (Klein et al., 1996; Dallaire et al., 2006). Daughters were more influenced by the parenting style of their mothers while sons were by their father (Barton & Kirtley, 2012). It was also found that women interacted differently with their children based on age and gender. The biggest effect was on female children in late adolescence (Alsheikh et al., 2010; Barton and Kirtley, 2012). Authoritative parenting backgrounds produced children who had high social and mental proficiency (Dornbusch et al., 1987). Girls with authoritative parents exhibited more independence and socially responsibility, while with boys there was no particular impact that distinguished them from other children (Dornbusch et al., 1987).

One of the plausible explanations for girls to perceive higher mother and father disrespect as indicated by the results of the current study, were highlighted by the studies of Conger et al., (1997) and Rodgers, Buchanad and Winchell (2003). Girls who perceive higher levels of disrespect and restrictive parental psychological control might be driven to demonstrate their independence and feminism. They may feel their parents undermine their need for autonomy and oppose the current trend of feminism with respect to their values of self-assertion and independence. Furthermore paternal and maternal psychological control may undermine the father-daughter relationship and mother-daughter relationship and decrease effective communication between the parents and the daughter which in turn leads to the girls' perceiving higher parental disrespect.

To substantiate previous research (Garton & Pratt, 1995; Steiner et al., 2002; Verma et al., 2002), the present study found that it was the females of the sample population of young adolescents who reported feeling stressed more than their male counterparts. Girls may experience higher levels of perceived stress along the lines of various explanations provided above in terms of gender discrimination (Lata, 2001; Ahuja, Rao, Kiran and Subbakrishna, 1999).

Results uncovered a significant difference between family income levels and the dimensions of psychological control in students undergoing coaching for competitive exams. Students belonging to the family income class of above 10 lakhs experienced the highest levels of perceived psychological control especially in terms of perceived mother and father disrespect when compared with the 2 lakh income bracket. Students belonging to the family income class of 5-10 lakhs experienced a significant difference in father disrespect while 2-5 lakhs experienced a significant difference in the dimension of mother disrespect compared to the 2 lakh income bracket. Low Socio-Economic Status is associated with the severe, authoritarian parenting style, possibly regulated by other elements. When considering how motivation orientation of a child was determined, it was found that parenting styles may have an effect. "Authoritarian parenting results in the cultivation of extrinsic motivation, authoritative parenting results in intrinsic motivation, while neglectful parenting leads to amotivation (Fox & Timmerman, 2000)."

The relationship between authoritarian parenting and low SES has been documented in several studies (McLoyd, 1990; Conger et al., 1994; Grimm-Thomas & Perry-Jenkins, 1994; Shumow et al., 1998; Bluestone & TamisLeMonda, 1999). Mothers especially who are involved more in a child's education may be responsible for the child feeling disrespected. Therefore it is possible, that the income groups of 2-5 lakhs may feel greater mother disrespect. Having said that, it is not always the case that low SES will predict authoritarian parenting as demonstrated by Grimm-Thomas and Perry-Jenkins (1994) who discovered that low SES, blue-collar working fathers whose work life was more positive and fulfilling employed authoritative parenting techniques. Further, low SES household mothers according to Rosier and Corsaro (1993) were disposed to facilitate independence, distinctiveness, and self-sufficiency in their offspring (all characteristics of authoritative parenting) in order to train them in resiliency.

Researchers (Lazarus & Folkman, 1984) suggest that the concept of stress is a multilayer phenomenon that includes environmental stressors or daily hassles. The hassles are brought on by certain stimuli such as demands, harm, threat or lead that provoke a stressful response. We all experience daily hassles from our roles in living and these hassles are irritating or distressing to people. Parental disrespect, if a regular occurrence, may become a daily hassle that contributes to irritation or distress in students who experience it. This could explain reasons for a higher perception of mother and father disrespect in the current sample.

The investment model of family wealth/income (Conger & Donnellan, 2007; Gershoff et al., 2007) proposes that with greater economic resources, the more is invested in a child's growth and development. Consequently, an extensive range of academic and social aptitudes are promoted that accumulate to the benefit of the child (Mayer, 1997; Bradley & Corwyn, 2002). As a consequence, parents may expect more from their children and these demands may become a source of conflict especially during adolescence over issues of independence, structuring of time and academic performance (Laursen & Collins, 1994). As teenagers are at a stage in their life where they want to break free from parental control and assert their own independence, they may feel easily disrespected. Chang (2007) found that parents who send their children to expensive colleges and spend that money on their child's education are more likely to put pressure on their children which is likely to make the child feel disrespected.

Students may be more likely to consider non-traditional careers and want a greater variety in their career plans when they come from affluent backgrounds however, they may be forced into taking the conventional subjects and professional courses rather than subjects and professions to their liking. Oftentimes this happens because parents desire that their children enjoy the same satisfactions, like job and salary security, which they received from their own educational and professional experiences. Inevitably this difference between what the child wants and what the parents want for their child may lead to children feeling disrespected by their parents.

In India, parents tended to reprimand their children for not devoting sufficient time to their schoolwork, employed a form of emotional coercion by exclaiming how saddened a poor set of results would make them,

and made comparisons between the child and his/her classmates or cousins. Despite the fact that most adolescents understood the reasoning behind their parents employing such types of behavioural strategies, these parental behaviours were still regarded as a source of irritation by some students. In the over 10 lakh bracket, social comparisons may also be a problem faced increasingly by children of these parents.

The results also revealed a significant difference in the stress of intermediate students writing national and state level exams in the income bracket of below 2 lakhs and 2-5 lakhs; and 2-5 lakhs and over 10 lakhs with those falling in the 2-5 lakh bracket experiencing the highest amount of stress compared to the other two groups. A lot of Indian parents make personal and professional sacrifices during this time for their children to ensure that they can just focus on their studies or that they get the best coaching or that they have access to the best opportunities. Consequently, Indian children, like their East Asian peers, may feel forced to satisfy their parents' expectations. Children of middle class families (2-5 lakh bracket can be considered middle class) are likely used to seeing their working parents struggle to make ends meet and provide them with a good education. It is also likely that parents within this socioeconomic class see employment as a source of "financial security rather than personal satisfaction" (Rao, 2008) and pressured their children into pursuing traditional streams of academics which would guarantee them job security.

If the relationship between parenting style and SES is taken into account, then perhaps children of the 2-5 lakh bracket may be more stressed as their parents are not as supportive, consistent or involved as parents of the other income brackets (McLoyd, 1990). Lower class parents are more likely to "issue commands without explanation, less likely to consult the child about his or her wishes, and less likely to reward the child verbally for behaving in desirable ways" (McLoyd, 1990) thereby increasing stress.

Parents who appear to excessively value personal successes over personal courtesy and kindness, tend to have children who show increased signs of distress, depression and anxiety. To experience parental pride and an intrinsic self-worth, adolescents are constantly pursuing the achievement and maintenance of star status. They don't seem to hear from their parents "Beta, do the best you're capable of." Rather, it is, "You've got to get good marks in the test today; you fell behind last exam." These negative messages can even be transmitted non-verbally, by a hard stare, crossed arms, stiffening of the back in response to a judged mistake failure. The immense pressure of performing well is perceived by the child as parental reproach and this seems to be the most prevalent in the family income level of 2-5 lakhs. Any failure to accomplish those expectations will seriously affect and lower the sense of perceived parental acceptance and respect towards them. Other possible studies in line with the current study, found that low quality parent-adolescent relationship increases the influence of stress and risky health behaviours in adolescents (Allen et. al., 2012; Mason et al., 1994; Whitaker & Miller, 2000). Lastly, Thompson and Bhugra (2000) brought out that the level of stress cumulatively increases as parental expectations and restrictions increase.

Children from higher-income families are likely to have the abilities and resources to deal with establishments and succeed in schools and workplaces thus experiencing minimal stress. Parents with high incomes see their children as "projects in need of careful cultivation." They devote time and money in their capacities, interests and proficiencies through meticulous supervision and structured activities, teach children to be inquisitive, hold authority figures accountable and admit them into elite institutions. In contrast, working class parents believe their children need to operate within certain boundaries that have been tried and tested to yield success. They are taught to be compliant, obedient and respectful of authority figures. In turn inculcating a higher need for academic performance and achievement in these students. This need may be seen as a precursor to increased stress among this group of students (Miller, 2015).

V. CONCLUSION

The current study's strengths were that adolescent reports of parental psychological control were used since the way they perceive parental psychological control is much more relevant than other reporters in the examination of psycho-social adjustment. The investigation by gender composition of the particular parent/child dyad is one of the primary strengths of the study. The study's limitations are that the entire sample is made up of participants from a particular geographic location, the sample only comprised of urban, middle adolescents and the questionnaires were administered in English which left out a larger subset of the rural non English speaking student population.

The findings of the present study recommend the need for programs encompassing the impacts of psychological control. Programs educating parents on the negative impacts of psychological control as a parenting strategy, the identification and reduction of the usage of guilt induction, love withdrawal types of behaviours should be developed. Adolescent programs that teach adolescents adaptive emotional regulative skills and anger regulation skills (Cui et al., 2014) along with effective stress management techniques should be devised. This may go a long way in helping today's youth with stress management, academic achievement, personality development, and positive adaptation.

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