

# **A CRITICAL ANALYSIS OF THE EFFECTS OF PARENTAL PSYCHOLOGICAL CONTROL ON INTERNALIZED BEHAVIORS OF HIGH SCHOOL STUDENTS**

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## **Abstract**

The purpose of this study was to explore the effects of parental psychological control on internalized behaviors of high school students. A total of 480 high school students (240 males and 240 females) from 8 selected schools in Sagaing Region and 6 selected schools in Mandalay Region. The required sample was selected by using random sampling technique. Quantitative research approach was used in this study. Questionnaire survey method was used to measure parental psychological control and internalized behaviors of high school students. This study was conducted at Sagaing Region and Mandalay Region. As the research instruments, Psychological Control Scale-Youth Self- Report (PCS-YSR) by Barber (1996) and Psychological Control-Disrespect Scale (PCDS) by Barber et al., (2012) were used to measure parental psychological control and Child Behavior Checklist (Child-Report Form, Achenbach, 2001, revised form) was used to measure internalized behaviors of high school students. In the analysis of data, descriptive statistics, independent samples *t*-test, one-way ANOVA, Post Hoc Test, correlation and stepwise multiple regression analysis were used in this study. The overall results showed that most of high school students fell into moderate parental psychological control level group. The results revealed that gender difference was found on parental psychological control. Analysis of the results indicated that female students had high level of parental psychological control than that of male students. The result of ANOVA indicated that there were statistically significant differences among parental psychological control levels on internalized behaviors of high school students.

**Keywords:** parental psychological control, internalized behaviors, high school students

## **Introduction**

Adolescence is characterized by many changes that are related to adolescents' perceptions of themselves and their family life (White & Renk, 2012). An overview of adolescence reveals that during this stage of development young people are "in an active, purposeful 'flight' away from attachment relationships with parents". If parental control is not diminished it results in increased conflict between adolescents and parents, such as the breaking of rules and antisocial behavior.

Adolescence is a critical period of development. Adolescents are continuously changing mentally, physically, and psychologically (Santrock, 2004). They are learning more about the 'real world' and trying to strive for both independence from parents and inclusion in social groups (Santrock & Yussen, 1984). Adolescents want to be perceived as adults with capable decision-making skills, but also want to remain members of a large peer group. As children move into adolescence, monitoring becomes an important aspect of parenting.

Additionally, these young people desire support and structure from their parents, though they project an indifferent demeanor and challenge the supportive measures of their parents. Whether parents are involved in and support their adolescents' school life can directly affect their personal and social development as well as their academic success (Jeynes, 2007).

Researchers have demonstrated that the single most consistent predictor of adolescent emotional and psychological well-being is the quality of the parent-child relationship (Steinberg & Silk, 2002). Furthermore, parental psychological control is a parenting practice that manipulates children and adolescents by inducing guilt and instilling anxiety, sometimes leading

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to low levels of self-esteem and high levels of internalizing problems in children and adolescents (Grolnick, 2003).

Psychological control was viewed as distinct from behavioral control in that it involved attempts to control the child's psychological world (e.g., feelings, aspirations, and identity choices). Specifically, Barber (1996) defined psychological control as "socialization pressure that is non-responsive to the child's emotional and psychological needs stifles independent expression and autonomy". Psychologically controlling parents would intrude on the psychological and emotional development of the child through internally controlling and emotionally manipulative means such as guilt induction, love withdrawal and invalidating feelings (Barber & Harmon, 2002).

Many adolescents experience adjustment problems including internalizing and externalizing problems. During this developmental stage, internalizing symptoms can also develop, and they occur with a higher prevalence in girls. Parents can be very important allies and useful alternatives in the identification of several aspects of internalizing problems in childhood and adolescence.

Therefore, in early childhood, internalizing problems are the most reliably diagnosed types of psychopathology. Data suggest that these problems are closely related and are likely to co-occur not only in childhood, but also in adolescence. Internalizing symptoms are directed to oneself and thus may be more difficult to identify. The internalizing behaviors which are the focuses of this study include depression, anxiety and withdrawal. Furthermore,

children with internalizing problems are more likely to experience sadness, low impulsivity, and exhibit less social contact.

### **Purpose of the Study**

The purpose of this study was to explore the effects of parental psychological control on internalized behaviors of high school students.

### **Definition of Key Terms**

**Parental Psychological Control.** Parental psychological control as intruding upon, manipulating, and constraining children's and adolescents' psychological worlds and as "a type of interpersonal interaction in which the parent's psychological status and relational position to the child is maintained and defended at the expense and violation of the child's development of self" (Barber, 2002).

**Internalized Behaviors.** Internalized behaviors directed towards individual, over-controlled and inner-directed patterns of disturbing to individual (White & Renk, 2012).

**High School Students.** High school students mean public school students enrolled in any of grades 9 through 12 and they are in full-time attendance at a high school (Smetana et al., 2005).

### **Review of Related Literature**

Parents who are psychologically controlling have been characterized as controlling their children's attitudes, behaviors, feelings, and thoughts through manipulative means, and using psychological tactics such as conditional approval and shaming (Barber, 1996). More specifically, parental psychological control has been characterized as a form of insensitive parenting which undermines the child's sense of self by inducing guilt, arousing anxiety, provoking shame, and withholding affection and love by making them contingent upon the child's behaviors (Doyle & Markiewicz, 2005).

Grolnick (2003) has given a clear example of parental psychological control by depicting three different parental approaches to the same situation. In her example, a child comes home with three Cs on her report card and her parents are upset and concerned. Her parents want their daughter's grades to improve on the next report card. The three different parental approaches are as follows: (a) a positive controlling approach, where the parents use positive reinforcement (monetary reward) as an incentive for the daughter to improve her grades in the future; (b) a psychological controlling approach, where the parents tell their daughter that they are disappointed in her and that she let them down again (i.e., use of guilt induction) and they are cold to her for a few days speaking only to answer questions in order to prove to her how upset they are (i.e., love withdrawal); and (c) an autonomy-supportive approach, where the parents sit down together with their daughter and ask her what she thinks went wrong with her grades this period and then brainstorm with her about what she thinks might help improve her grades in the future (i.e., involving their daughter in the decision-making process).

Grolnick (2003) has explained that the first two approaches are both controlling and have a similar goal – coercing the child into changing her behavior. In both situations, the daughter feels pressure from her parents – in the first case, pressure from the desired reward, and in the second case, pressure from fear of losing her parents' love, as well as their disappointment and anger. Grolnick (2003) has further explained that in the first two approaches, the child will be changing her behavior for external reasons - to either obtain money or to avoid parental hostility. However, in the third case, the daughter does not feel pressure and feels that she is the one who can initiate changes in her own behavior.

Although psychological control was initially theorized to be quite specifically linked to internalizing problems in children and adolescents, many studies have demonstrated associations with externalizing problems as well, although these associations were found somewhat less consistently than associations with internalizing problems (Barber & Harmon, 2002).

Perceived parental psychological control was predictive of depression and antisocial behavior and was salient in all cultures studied (Barber et al., 2005). Parental behavioral control was associated with lower levels of antisocial behavior, but was not predictive of depression and social initiative, supporting the previously noted need to separate parental control into behavioral and psychological. Barber and colleagues (2005) research supported that parental psychological control was related to internalized psychological problems, externalized behavioral problems, was relevant in many cultures, and was harmful to children and adolescents' future development.

When it comes to parenting, negative parenting practices have been shown to be associated with increased internalizing behavior in children of varied ages. They found that harsh parenting is related to increases in internalizing and externalizing behavior in toddlers. They found that poor supervision and inconsistent discipline are correlated with more internalizing and externalizing by pre-adolescents. One possibility is that the effect of psychological control on internalizing problems depends on the child's personality or temperament.

Lee, Lee, and August (2011) found that poor communication between parents and their child, less parental involvement, a parent's lack of confidence in parenting, and overall poor parent-child relations were related to increases in internalized and externalized behavior in children. Adding to the research that supports a relationship between specific parenting practices and internalizing behavior, this study focused on parental use of psychological control and the relationship this practice has with internalizing behavior.

On the basis of these characteristics, it could be hypothesized that whereas undercontrolled children and adolescents would typically react to parental control and pressure by acting out and by rebelling against parental authority (kind of behavior that is predominant in

their behavioral repertoire), overcontrolled individuals may respond to pressure in a different fashion. They may be more likely to turn the external pressure inward, thereby slavishly complying with parental authority and behaving on the basis of introjected parental demands.

Some preliminary evidence for this type of interactions between adolescent personality and parenting was found by Prinzie et al., (2004), who showed that children low on conscientiousness (characteristic of the undercontrolled prototype), when exposed to coercive parenting, showed increased levels of internalizing problems.

Similarly, Morris et al., (2002) found that children low on effortful control -- defined as the capacity to inhibit impulsive behavioral responses and to adequately regulate one's behaviors and emotions -- displayed increased internalizing problem behaviors in response to hostile parenting. Further, undercontrolled adolescents experiencing high levels of restrictive parental control also displayed increased levels of depressed affect and internalizing problems, indicating that undercontrolled adolescents may respond to parental control and coerciveness with both internalizing and externalizing problems.

## **Methodology**

### **Research Design**

Quantitative perspective and questionnaire survey method was used to measure the parental psychological control and internalized behaviors of High School Students.

### **Participants of the Study**

First of all, the sample for 5 Basic Education High Schools and 3 Basic Education High Schools (Branch) from Sagaing Region and 3 Basic Education High Schools and 3 Basic Education High Schools (Branch) from Mandalay Region. A total of 480 Grade 10 students participated in this study. Participants of this study were Grade 10 students from selected regions in the academic year of 2020-2021. Out of 480 Grade 10 students, 240 (50%) are boys and 240 (50%) are girls and their ages range from 14 to 17 years.

### **Research Instruments**

Parental Psychological Control Scale was adapted from Psychological Control Scale-Youth Self-Report (PCS-YSR) by Barber (1996) and Psychological Control-Disrespect Scale (PCDS) by Barber et al., (2012). PPCS consists of 41 items: constraining verbal expression (5 items), invalidating feelings (6 items) and personal attack on child (5 items), guilt induction (6 items), love withdrawal (5 items), erratic emotional behavior (4 items), achievement-oriented psychological control (5 items) and separation-anxious psychological control (5 items). It is 5-point Likert Scales ranging from never (1), rarely (2), sometimes (3), Often (4) and Always (5).

There are three forms of checklist (Parent Report Form, Teacher Report Form and Child Report Form) to measure the internalized and externalized behaviors of adolescents. This checklist was first formulated by Achenbach (1991) to examine behavioral and emotional problems. Among them, Child Report Form (Achenbach, 2001, revised form) was utilized to measure the internalized behaviors of high school students in this study. In the original checklist, there are 118 items and it is assessed by the child himself/ herself and small number of items was dropped to reduce the potential difficulties with children.

After constructing the instruments, face validity and content validity were ensured by seven experts from Department of Educational Psychology, Yangon University of Education and 2 experts who have more teaching experiences, retired lecturers from Department of Educational Psychology, Yangon University of Education.

Pilot testing was done with a sample of 160 high school students (Grade 10) from No.2, Basic Education High School, Myinmu in third week of January, 2020 to test whether the wording of items, statements and instructions were appropriate, relevant and clear for them. And then, the wordings and phrases of some items were modified to adapt with students' understanding levels. After conducting the pilot study, reliability coefficients for PCS-YSR (0.86) and PCDS (0.84) were established for Parental Psychological Control Scale and Child-Behavior Checklist was 0.82 in this study.

## Data Analysis and Research Findings

### Analysis of Parental Psychological Control Level of High School Students

#### Descriptive Statistics of Parental Psychological Control

Descriptive analyses revealed that the mean and standard deviation of high school students' parental psychological control were 106.84 and 17.03 respectively. The maximum possible score is 176 and minimum possible score is 0. The respondents' scores ranged from a low of 5 to a high 205. Respondents with scores in the range of 0 to 75 were considered low parental psychological control. Scores in the range of 76 to 150 represented moderate parental psychological control in respondents. Students with high parental psychological control scores ranged from 151 to 205.

**Table 1** Descriptive Statistics of High School Students' Parental Psychological Control

	<i>N</i>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<i>SD</i>
Parental Psychological Control	480	56	184	106.84	17.03

The results indicated that 10.5% of the students had low level of parental psychological control and 18.2% of students had high level of parental psychological control. But, the majority of respondents were scored as possessing moderate parental psychological control (N=342, 71.3%) (See Table 2). Figure 1 illustrates the distribution of the respondents PPCS scores in range of low, moderate and high.

**Table 2** Frequency and Percentage of High School Students' Parental Psychological Control Levels

<b>Parental Psychological Control Level</b>	<b>Percentage</b>	<b>Number</b>
Low	10.5%	51
Moderate	71.3%	342
High	18.2%	87



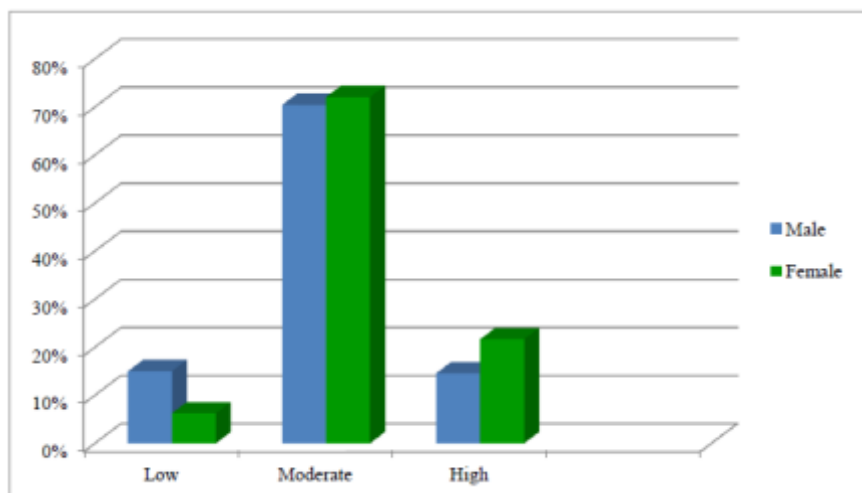
**Figure 1** Percentage of High School Students on Parental Psychological Control Level

**Comparison of Parental Psychological Control Level by Gender**

**Table 3** Number and Percentage of High School Students on Parental Psychological Control Level by Gender

Parental Psychological Control Level	Gender		Total
	Male	Female	
Low	36 (15%)		15 (6.25%)
Moderate	169 (70.42%)	173 (72.08%)	342 (71.3%)
High	35 (14.58%)	52 (21.67%)	87 (18.2%)
Total (N)	240		240

Table 3 revealed that the number and percentage of male students in low parental psychological control level was more than the number and percentage of female students in low parental psychological control level. But the number and percentage of female students in high parental psychological control level was more than the number and percentage of male students in high parental psychological control level.



**Figure 2** Percentage of High School Students on Parental Psychological Control Level by Gender

### Comparison of Parental Psychological Control of High School Students by Gender

According to Table 4, the mean score of female students was more than that of male students. It was concluded that parents of female students used more parental psychological control than parents of male students. To confirm the result, the independent samples t-test was used. The result indicated that gender difference was found to be on parental psychological control. This finding was consistent with the findings of Lue et al., (2010) that girls felt their parents more psychologically controlled than boys.

**Table 4** Mean Comparison of High School Students' Parental Psychological Control by Gender

	Mean	SD	t	p
Male	104.623	12.82	-3.928***	.000
Female	108.210	15.46		
<b>Total</b>	<b>106.84</b>	<b>17.03</b>		

Note. \*\*\*  $p < 0.001$  level

Moreover, the differences between eight components of parental psychological control on gender were investigated. Table 5 indicated that the mean differences between parental psychological control components on gender. Among these eight components, the mean scores of female students were significantly higher than that of male students in constraining verbal expression, guilt induction, love withdrawal, erratic emotional behavior and separation-anxious psychological control. It was concluded that female students expressed that their parents more used constraining verbal expressions, guilt induction, love withdrawal, erratic emotional behavior and separation-anxious psychological control than male students.

**Table 5** Mean Comparison of High School Students' Parental Psychological Control Components by Gender

PPC Components	Gender	Mean	SD	t	df	p
Constraining verbal expressions	Male	13.495	3.23	<b>3.130**</b>	478	.002
	Female	14.420	2.64			
Invalidating feelings	Male	17.370	3.71	-.629	478	.729
	Female	16.995	3.83			
Personal attack on Child	Male	13.300	3.17	-2.372	478	.421
	Female	12.993	3.01			
Guilt Induction	Male	10.45	3.68	<b>-6.342***</b>	478	.000
	Female	11.47	3.63			
Love Withdrawal	Male	10.635	2.94	<b>-6.521**</b>	478	.001
	Female	11.18	2.96			
Erratic Emotional Behavior	Male	9.905	2.90	<b>-.231**</b>	478	.034
	Female	10.17	2.99			
Achievement-oriented Psychological Control	Male	17.35	2.99	-2.953	478	.526
	Female	15.80	3.14			
Separation-anxious Psychological Control	Male	13.34	3.32	<b>3.41**</b>	478	.003
	Female	14.46	3.21			

Note. \*  $p < 0.05$  level, \*\*  $p < 0.01$  level, \*\*\*  $p < 0.001$  level

### Analysis of Internalized Behaviors of High School Students Descriptive Statistics of High School Students' Internalized Behaviors

Descriptive analyses revealed that the mean and standard deviation of high school students' internalized behaviors were 136.79 and 16.09 respectively.

**Table 6** Descriptive Statistics of High School Students' Internalized Behaviors

	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Internalized Behaviors	480	86	108	136.79	16.09

Moreover, Table 7 showed that the mean percentage of anxiety was the highest compared with other internalized behaviors components.

**Table 7** Descriptive Statistics of High School Students' Internalized Behavior Components

IB Components	Mean	Mean %	<i>SD</i>
Depression	15.11	45.33%	2.68
Anxiety	17.77	84.92%	2.92
Social Withdrawal	13.28	78.68%	2.24
Somatic Complaints	9.64	62.53%	1.69
Shame	7.26	58.72%	1.64

Anxiety is a state of excessive worry and may include restlessness, irritability, difficulty concentrating, fatigue, muscle tension and sleep disturbances and occurs when an individual perceives a high level of threat (Derakshan & Eysenck, 2009). Anxiety disorders common among children include: separation anxiety, selective mutism, reactive attachment disorder and generalized anxiety.

### Comparison of High School Students' Internalized Behaviors by Gender

The results indicated that the mean score of female students (138.32) was significantly higher than that of male students (135.19). To investigate the differences of internalized behaviors by gender, independent samples t-test was utilized. According to the result, there was significant difference between male and female students on internalized behaviors. It was found that female high school students had more internalized behaviors than male high school students. So, female students had more internalized behaviors than male students (See Table 8).

**Table 8** Mean Comparison of High School Students' Internalized Behaviors by Gender

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>p</i>
Male	240	135.19	15.36	<b>-3.199**</b>	<b>.002</b>
Female	240	<b>138.32</b>	13.42		
<b>Total</b>	<b>480</b>	<b>136.57</b>	<b>12.78</b>		

Note. \*\*  $p < 0.01$  level

And then, the differences between five internalized behaviors components on gender were investigated. Table 9 showed that the mean differences between internalized behaviors components on gender. Among five components, the mean scores of female students were significantly higher than that of male students in depression, anxiety, social withdrawal and shame. This finding evidently pointed out that female students' depression, anxiety, social



withdrawal and shame about their behavioral and social problems are significantly more than male students.

**Table 9** Mean Comparison of High School Students' Internalized Behaviors by Gender

IB Components	Gender	Mean	<i>t</i>	<i>df</i>	<i>p</i>
Depression	Male	14.74	<b>-2.19***</b>	478	.002
	Female	15.52			
Anxiety	Male	17.58	<b>-2.72***</b>	478	.000
	Female	17.97			
Social Withdrawal	Male	12.89	<b>-4.244**</b>	478	.014
	Female	13.71			
Somatic Complaints	Male	9.65	.103	478	.918
	Female	9.63			
Shame	Male	7.29	<b>.306**</b>	478	.032
	Female	7.22			

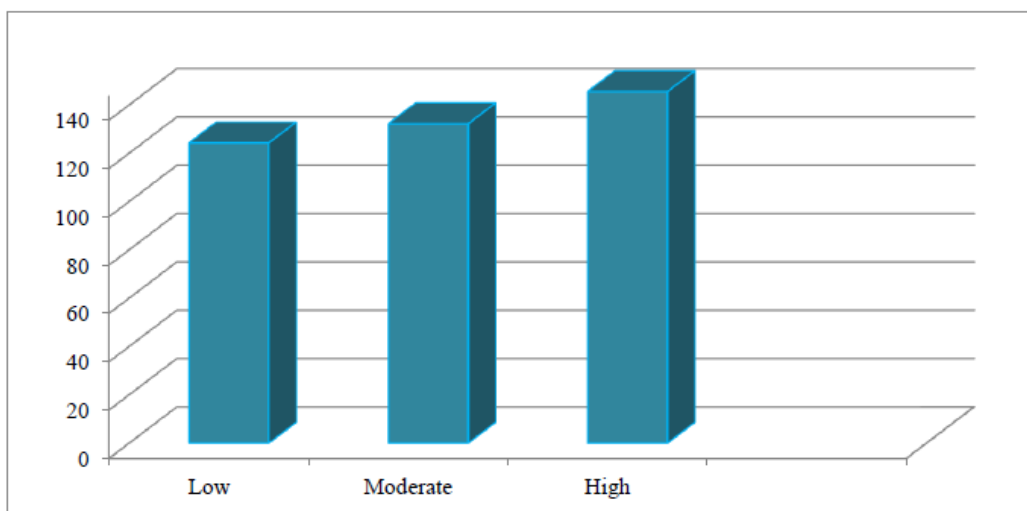
Note. \*\*  $p < 0.01$  level, \*\*\*  $p < 0.001$  level

Moreover, to examine more detailed information for internalized behaviors of particular group according to parental psychological control levels, One-way ANOVA was utilized (See Table 10).

**Table 10** Comparison of High School Students' Internalized Behaviors by Parental Psychological Control Levels

PPC Levels	<i>N</i>	Mean	<i>SD</i>	<i>F</i>	<i>p</i>
Low PPC	51	124.23	13.48	<b>142.58***</b>	<b>.000</b>
Moderate PPC	342	132.14	10.57		
High PPC	87	145.47	12.36		

Note. \*\*\*  $p < 0.001$  level



**Figure 3** Mean Comparison of High School Students' Internalized Behaviors by Parental Psychological Control Levels

### Relationship of Parental Psychological Control and Internalized Behaviors of High School Students

To investigate how parental psychological control were correlated with the components of internalized behaviors, correlation was calculated.

**Table 11** Correlation between Components of Parental Psychological Control and Components of Internalized Behaviors

	PPC	Depression	Anxiety	SW	SC	Shame
PPC	1	.438**	.647**	.426**	.416**	.625**
Depression		1	.329**	.591**	.471**	.527**
Anxiety			1	.327**	.319**	.421**
SW				1	.351**	.619**
SC					1	.312**
Shame						1

Note. \*\*  $p < 0.01$  level

PPC - Parental Psychological Control

SW - Social Withdrawal

SC - Somatic Complaints

As already mentioned above, parental psychological control were significantly positively correlated with depression, anxiety, social withdrawal, somatic complaints and shame.

The following regression analyses were conducted to measure the influence of parental psychological control on internalized behaviors of high school students. An eight step stepwise multiple regression analysis was used to assess how much additional variance in internalized behaviors can be explained by incrementally additional variance in internalized behaviors can be explained by incrementally adding predictor variables to the equation. Variables that explained internalized behaviors were entered eight steps.

In Step 1, internalized behavior was the dependent variable and constraining verbal expression was the independent variable. In Step 2, invalidating feeling was entered into the Step 2 equation. The process was repeated at Step 3 with personal attack on child, at Step 4 with guilt induction, at Step 5 with love withdrawal, at Step 6 with erratic emotional behaviors, at Step 7 with achievement-oriented psychological control and at Step 8 with separation-anxious psychological control.

Before the stepwise multiple regression analysis was performed, the independent variables were examined for collinearity. Results of inflation factor VIF (all less than 2.1) and collinearity tolerance (all greater than .57) suggested that the estimated  $\beta$ s are well established in the following regression model.

**Table 12** Standardized Beta Coefficients from Stepwise Multiple Regression Analysis of Parental Psychological Control Components on Internalized Behaviors

Predictors	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
1.CVE	.189***	.243**	.178**	.153**	.089**	.081**	.024	.011*
2.IF		.251**	.175**	.116**	.104**	.092**	.071**	1.48
3.PAC			.308**	.231*	.192**	.156**	.129**	2.52**
4.GI				.329**	.216**	.152**	.134*	4.48***
5.LW					.275**	.219**	.198**	5.72***
6.EEB						.312**	.249**	6.15**
7.APC							2.51**	7.29***
8.SPC								6.821**
9.R <sup>2</sup>	.072	.085	.098	.132	.164	.231	.267	.289
10.Adj R <sup>2</sup>	.072	.082	.095	.128	.160	.228	.265	.285
11.R <sup>2</sup> Change	.072**	.056**	.025**	.067*	.059**	.031***	.029**	.019**
12.F value	F (1,478) =125.32 p<0.002	F(2,477) =94.85 p<0.001	F(3,476) =72.68 p<0.000	F(4,475) =102.12 p<0.002	F(5,474) =98.43 p<0.000	F(6,473) =68.37 p<0.000	F(7,472) =116.21 p<0.000	F(8,471) =108.54 p<0.000

Note. \* p < 0.05 level, \*\* p < 0.01 level, \*\*\* p < 0.001 level

The results of the regression analysis showed that constraining verbal expression was able to account for 7.2 % of the variance in internalized behaviors when entered at Step 1, R<sup>2</sup>=.072, F (1,478) = 125.32, p < 0.002. Invalidating feeling was able to account for 8.2 % of the variance in internalized behaviors when entered at Step 2, R<sup>2</sup>=.085, F (2,477) = 94.85, p < 0.001. Personal attack on child was able to account for 9.5% of the variance in internalized behaviors when entered at Step 3, R<sup>2</sup> = .098, F (3,476) =72.68 p < 0.000. Guilt orientation was able to account for 12.8 % of the variance in internalized behaviors when entered at Step 4, R<sup>2</sup>=.132, F (4,475) =102.12, p < 0.002. Love withdrawal was able to account for 16 % of the variance in internalized behaviors when entered at Step 5, R<sup>2</sup>=.164, F (5,474) =98.43, p<0.000. Erratic emotional behavior was able to account for 22.8 % of the variance in internalized behaviors when entered at Step 6, R<sup>2</sup>=.231, F (6,473) =68.37, p < 0.000. Achievement-oriented psychological control was able to account for 26.5 % of the variance in internalized behaviors when entered at Step 7, R<sup>2</sup>=.267, F (7,472) =116.21, p < 0.000. Separation-anxious psychological control was able to account for 28.5% of the variance in internalized behaviors when entered at Step 8, R<sup>2</sup>=.289, F (8,471) =108.54, p < 0.000.

At Step 8, the β results revealed that personal attack on child (β = 2.52, p<0.01), guilt induction (β = 4.48, p<0.001), love withdrawal (β = 5.72, p<0.001), erratic emotional behaviors (β = 6.15, p<0.01), achievement-oriented psychological control (β = 7.29, p<0.001) and separation-anxious psychological control (β = 6.821, p<0.01) were positive and significant predictors of high school students' internalized behaviors.

Based on the results, the R-square increased from .072 into .289 with the addition of subsequent sets of variables. The multiple R<sup>2</sup> was .289, which means that the total contribution by the combined set of parental psychological control accounted for approximately 28.9 % of the variance of internalized behaviors. Thus collective relationship between internalized behaviors and the set of predictor variables can be characterized as moderately strong. The β results showed that constraining verbal expression, personal attack on child, guilt induction, love withdrawal, erratic emotional behavior, achievement-oriented psychological control and separation-anxious

psychological control were key predictors on internalized behaviors. However, invalidating feeling wasnot significant predictor on internalized behaviors (See in Table 12).

		Adj R <sup>2</sup>
Model 1	CVE***	.072
Model 2	CVE** IF**	.082
Model 3	CVE** IF** PAC**	.095
Model 4	CVE** IF** PAC* GI**	.128
Model 5	CVE** IF** PAC** GI** LW**	.160
Model 6	CVE** IF** PAC** GI** LW** EEB**	.228
Model 7	CVE IF** PAC** GI* LW** EEB** APC**	.265
Model 8	CVE* PAC** GI*** LW*** EEB** APC*** SPC**	.285

**Figure 4** Predictive Models of Components of Parental Psychological Control on Internalized Behaviors of High School Students

### Conclusion

In this study, there were significant differences in parental psychological control and internalized behaviors by gender. Female students were higher in parental psychological control and internalized behaviors than male students. Moreover, there was a significant difference in internalized behaviors by parental psychological control levels. The components of parental psychological control would be significantly correlated with internalized behavior components. It predicted that students who possessed high parental psychological control had more internalized behaviors. This finding was consistent with the findings of Nuttall, I. R. (2017).

Adolescence is a critical period for the development of internalizing disorders, even for persons who have never displayed problem behavior during childhood. According to self-determination theory, the frustrations of three basic psychological needs (autonomy, competence and relatedness) underlie the relationship between parental psychological control and adolescents' externalized behavior. The frustration of these needs may also be the reason that adolescents' internalized behaviors mediate the relationship.

The results of this study could provide important information for parents and teachers. Specifically for the adolescents, if they are engaging in internalized and externalized behavior, both adolescents and their parents should receive assistance through intervention. This study recommended that parents and teachers should ensure that the friendly, closely and warmly relationships should be supportive to the children for decreasing students' internalized behaviors.

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