# PARENTAL PSYCHOLOGICAL CONTROL, INTERNALIZING AND EXTERNALIZING BEHAVIORS, NEED SATISFACTION, AND FRUSTRATION AMONG ADOLESCENTS

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## ABSTRACT

Aim: This paper attempts to explore the relationship between parental psychological control and the need frustration and behavioral problems of adolescents. Demographic variables such as age, grade earned, and hours on social media are hypothesized to be likely associated with study variables like parental psychological control, need frustration, and behavioral problems in adolescents. Further, demographic factors are going to predict both externalizing and internalizing behaviors among adolescents. Moreover, need frustration is going to mediate the relationship that exists between adolescent behavioral problems and parental psychological control. Methodology: The research design was a descriptive correlational one. For the population, 250 adolescents were taken from private and public schools and colleges of Lahore, including 117 boys and 133 girls. The study tools included the Parental Psychological Control Scale-Youth Self-Report (Barber, 1996), the Strengths and Difficulties Questionnaire (Goodman et al., 1998), and the Psychological Need Frustration and Satisfaction Scale (Chen et al., 2015). The analysis was done with the help of SPSS version 21.0. Findings: Overall, the findings indicated that there was a significant positive association of parental psychological control with overall need frustration. Results from the regression analyses showed that grades earned, parental psychological control, and need frustration were strong predictors of behavioral problems in adolescents. Need frustration was partially determined to mediate the relationship between parental psychological control and behavioral problems. The implications of the study are that parents and educators can help teens move through stages of self-control and reduce externalizing behaviors by using strategies designed to meet autonomy, competence, and relatedness needs. Furthermore, parents play an important role in either preventing or maintaining externalizing and internalizing disorder.
**Keywords:** Parental psychological control, externalizing behaviors, need frustration, internalizing behaviors.

## INTRODUCTION

Parent-child relationship held a great importance in the development and growth of a child and parenting may be a crucial interaction deemed vital for children's along with teenagers' ability to get along. (Bi et al., 2018). In childhood, overprotective parents can manifest in a variety of ways when it comes to raising their children (Brenning et al., 2017). For example, guardians may constantly warn about possible dangers and become unduly preoccupied with the safety of their teenager, act hastily by offering assistance when it isn't asked for, or intrude upon their protection (Salgado et al., 2021). Recent studies have demonstrated how many child-rearing measures can be expanded upon and contextualized within the framework of Self-determination Theory (SDT) (Soenens & Vansteenkiste, 2010). Six measures of child rearing style have been identified and combined by some analysts in accordance with the SDT. These measurements include three

contrasting types of parental behaviors: self-sufficient assistance against emotional dominance, structure against chaos, as well as warmth against rejection (Tsela et al., 2022).

The two major indicators of engagement by parents are the emotional authority and independent assistance provided by parents (Soenens & Vansteenkiste, 2010). According to Skinner et al. (2005), autonomy support is specific to intuition, allowing children to freely articulate their ideas and hypotheses as well as their plans and problem-solving skills. It has been linked to increased stress management ability, increased life fulfillment, and enhanced ability to respond to the impassioned challenges of others (Costa et al., 2016). Psychological control is manipulative and intrusive and interferes with the mental and psychological lives of the young persons. Psychological control predicts problems with anger management, maladaptive perfectionism, as well concealing along with presenting issues with behavior (Gugliandolo et al., 2015).

Design is the arrangement of distinct, consistent desires for adult behaviors connected to a stable, suitable environment for discipline that supports kids' successful socialization outcomes (Costa et al., 2018). Providing a sufficient framework is linked to children being more organized and self-control and being more involved in academic activities (Yu et al., 2023). Chaos, defined as violent, non-contingent, and inconsistent parenting practices, is seen as a kind of disorganized natural state characterized by confusion that surpasses the need for organization (Starr et al., 2023). Chaos-affected children typically have weaker cognitive performance, greater behavioral issues, and worse social competence (Marsh et al., 2020).

Warmth includes passionate accessibility and support and is associated with liking, admiration, sweetness, and positive respect (Prasad et al., 2023). It appears that children who experience warmth from their parents would respond more empathically and socially, have fewer externalizing problems, and cause less enthusiastic disturbance (Rothenberg et al., 2021). Parental disapproval is its opposite. Dismissal from parents has been linked to depression, suicidality, self-criticism, and decreased happiness in siblings (Pérez et al., 2021).

## Parental Psychological Control
Adult mental dominance includes actions that impede the cognitive and internal development of the kid, affecting his or her thinking processes and attitude towards the parent (Salgado et al., 2021). Furthermore, it should be mentioned that most research on behavioral control and psychological control by parents focuses on middle-aged or older teenagers (Gittins & Hunt 2019; Mackova et al., 2019). Typically, emotional influence of parents is relatively low in the early stages of adolescence, increases gradually until late in the process, and then declines (Rogers et al., 2019).

Research indicates that an increased level of overprotective parenting is linked to an increased likelihood of internalizing issues (Van Petegem et al., 2019). Furthermore, by humiliating, instilling guilt, giving severe criticism, overprotecting, invalidating emotions, and withholding affection, psychologically controlling parents put pressure on their kids to behave in ways that meet their expectations (Del-Barco León et al., 2019). According to attachment theory, these rejecting and controlling parenting actions may weaken the attachment security between parents and children, which may then encourage the emergence of internalizing and externalizing issues (Fox et al., 2022).

## Externalizing and Internalizing Behaviors
Externalizing behaviors are expressed as a result of interactions with the social environment, whereas internalizing behaviors tend to be more inwardly oriented, manifesting as withdrawal, anxiety, sadness, and emotional disorders in children (Kapetanovic et al., 2019). Because of their high prevalence and relation to multiple negative development outcomes-most of which include poor academic performance, antisocial behavior, delinquency, poor peer relationships, and mental health issues-there is a pressing need for understanding what these behaviors are rooted in in childhood and adolescence (Reinke et al., 2023). These problems, thus appear as rather uncontrolled, and outwardly directed behaviors, encompassing aggression, hyperactivity, delinquency, and misconduct. (Hussong et al., 2017). As Muftic & Updegrove (2018) stated, some studies show that more externalizing behaviors exist among boys than in girls. On the other hand, other similar studies did not find gender

differences in expressing externalizing behaviors. (Attar-Schwartz et al., 2017). Other studies also reveal how parental behaviors play a major role in the development of externalizing problems among children (Babicka-Wirkus et al., 2023).

While overprotection by parents has been extensively studied in children with physical disabilities or mental health diagnoses (Goagoses et al., 2022), only in recent years have studies begun to explore the effects on adolescents and young adults within the normative population. All of such studies conclusively illustrate a link between overprotective parenting and increased levels of externalizing and internalizing problems. For instance, a recent study has found that aggressive behavior and overprotective and anxious parenting more frequently occurred simultaneously with children aged 9-12 years. Moreover, Arslan et al. (2023) have reported the positive correlation of overprotective parenting with depression and anxiety in adolescents.

Furthermore, while employing these controlling strategies, psychologically controlling parents may serve as an example of aggressive behavior, particularly relationally aggressive behavior, in accordance with social learning theory (Tian et al., 2019). In fact, numerous researches have consistently demonstrated that a variety of externalizing issues, such as hyperactivity, misbehavior, and overt or relational aggressiveness, are rooted in parental psychological control (Meter et al., 2018). Internalizing problems measured through self-report and parent or teacher ratings have been repeatedly shown in different individualistic and collectivist cultures to have a positive association with psychological control (Liu et al., 2017). Cross-sectional and longitudinal studies have demonstrated this (Pace et al., 2018). Empirical research studies have also shown that self-control and need frustration are two discrete mediators that connect externalizing behaviors with parental psychological control (Lin et al., 2020).

## Need Frustration
A model was provided by Vansteenkiste and Ryan (2013) that explains the potential effects of need frustration within the context of the SDT framework. When faced with prolonged need frustration, people can create need substitutes and compensatory behaviors as coping methods to satisfy frustrated demands, in addition to the immediate cost measured by a diminished quality of life (Leung & Shek, 2019). Loss of self-control is linked by need frustration for two basic reasons. The first is that energy used for self-controlling activities is reduced when needs are not met (Vansteenkiste et al., 2020).More specifically, need frustrated individuals frequently participate in regulating types of regulation (Monteiro et al., 2020). This kind of self-control would demand so much from the individual that any other energy for other self-control activities would be drained off. For example, a student who feels forced to study hard before an exam may lack the energy to resist aggressive inclinations. The second reason is that teenagers who feel as though their basic needs are being ignored could find momentary solace in letting go of self-control (Stangor, 2014). For instance, when hitting others or tormenting younger kids, an adolescent whose requirements for competence and autonomy are not met in daily life may momentarily feel competent and autonomous (Benneker et al., 2023).

Parental psychological and behavioural control is widely recognised as having an impact on the satisfaction of young people's basic psychological needs, and it is applicable even to Chinese teenagers (Wei et al., 2022). There was a positive link between parental behavioural control and need satisfaction, implying that Chinese teenagers who had more behavioural control from their parents were more likely to meet their basic psychological needs (Ingoglia et al., 2021). On the contrary, Zhu et al. (2023) found that Chinese teenagers who felt more psychological control from their parents were far more probable to meet their primary psychological requirements. Conceived on that, high need frustration in turn means low need satisfaction, as indicated by Abdin et al. in (2022).

## Needs Satisfaction
The fulfillment or thwarting of adolescents' basic psychological needs, which are closely linked to their parents, is a matter of great concern (Costa et al., 2019) and other scholars who have observed that the social environment plays a critical influence in developing teenagers' well-being and general development. People may feel rejected and alienated if their relatedness demands are not met (Morinaj et al., 2021). Individuals who feel their autonomy needs are not met often feel coercive,

whereas those who feel their competence requirements are not met sometimes feel inferior and powerless (Martela & Riekki, 2018). Moreover, eating disorder symptoms, anxiety and somatization, sleep deprivation are among the mental health issues that are impacted by fundamental needs being unmet (Vansteenkiste et al., 2020). Furthermore, several studies showed a significant correlation between teenagers' need frustration and parental psychological control (Costa et al., 2016).

## Literature Review
Empirical studies support the hypothesized relationship between failed need satisfaction and PPC. For instance, Fouziani et al. (2016) conducted a research study among high school students in Italy and found a negative relationship between perception of PPC and satisfaction of needs relatedness and autonomy needs, while the relationship between PPC and dissatisfaction of those needs was positive. According to Costa et al. (2015), there was a negative correlation observed in Italy between college students' perceptions of PPC and their level of satisfaction with self-reliance, proficiency, and relationship needs. In Chinese teenagers, there was found to be a negative association between total need satisfaction and perceived mother psychological control (Lu et al., 2017). Need frustration was also strongly connected with perceived mother psychological control (Mabbe et al., 2016). Finally, among emerging adults in the United States and Italy, perceived PPC exhibited a negative connection with relatedness and autonomy (Liga et al., 2017). Several research studies report that adolescents who experience frustration due to unsatisfied need for autonomy and competence tended to seek internet games as a form of compensation, which in turn increases their susceptibility to the addiction of gaming (Allen & Anderson, 2018; Chamarro et al., 2020). Few researches have yet to define the underlying processes of the connections between externalizing behaviors and parental psychological control, despite the progress achieved in the literature (Bowers et al., 2015). By investigating mediating roles and the satisfaction and frustration of fundamental psychological needs, the study aims to bridge that gap. The following hypotheses were proposed:

H1: There is likely to be a relationship between age, grade earned, hours on social media, parental psychological control (mother, father), need frustration and behavioral problems in adolescents.
H2: Age, grade earned, hours on social media, parental psychological control (mother, father), and need frustration are likely to predict externalizing and internalizing behaviors in adolescents.
H3: Need frustration will mediate the relationship between father psychological control and behavioral in adolescents.
H4: Mother's psychological and behavioral problems relationship will be mediated by need frustration.

## Methodology
Research Design and Sample
The current study's descriptive-correlational research approach is non-experimental because it seeks to comprehend the connection between externalizing behaviors, need satisfaction, need frustration, and parental psychological control. The statistical population consists of 250 adolescents (133 girls, 117 boys), aged 13-18 (M=16 years) from various private and public schools and colleges in Punjab.
Research Instruments
The Parental Psychological Control scale, the Strengths and Difficulties Questionnaire, the Psychological Need Satisfaction and Frustration Scale, and a demographic information form were among the instruments employed in the present research.

## Demographic Information Form
To gather fundamental data in relation to socio-demographics, a demographic information sheet was adopted. Socio-demographic variables in the questionnaire were as follows: age, gender, education, family system, monthly family income, the parents' education, and usage of phone.
Parental Psychological Control
Parental psychological control was evaluated using the eight-item Psychological Control Scale-Youth Self-Report developed by Barber (1996). This scale is important because it enables the respondent to indicate the frequency of psychologically controlling behaviors from their parents, such as guilt induction, devaluation, and love withdrawal, over the last six months. Example item: I'm told by

my parents that I ought to feel bad if I fall short of their standards. A scale of 1 for never to 3 for always was used to rate the responses. Higher scores indicated stronger psychological control; the mean of the eight questions was computed. This scale's Cronbach alpha was 0.79.

Strengths and Difficulty Questionnaire

The 25 items of the self-report SDQ (Goodman et al., 1998) are split up into 5 scales, each with 5 items. It is possible to mark any item as "Not True," "Somewhat True," or "Certainly True." Similar to the informant-rated SDQ (3), each of the five scales has a score that ranges from 0 to 10. This is achieved by adding the scores of the five items that comprise the scale. A total difficulty score ranging from 0 to 40 can be generated by adding the scores for behavioral problems, emotional symptoms, hyperactivity, and peer issues.

Psychological Need Satisfaction and Frustration Scale

According to Chen et al. (2015), the Basic Psychological Need Satisfaction and Dissatisfaction Scale consists of six criteria and seven items that are assessed on a 7-point Likert scale, where 1 represents not at all true and 7 indicates extremely true.

Procedure

All non-adult participants had their teachers' written informed consent obtained. Graduate psychology students or certified psychology instructors gathered the data. Participants were given the assurance that their replies would be kept private in order to promote truthful reporting. They were asked to complete the anonymous surveys on their own and told that they might withdraw from the study at any time. Official inclusion requirements did not exist for these schools. The goal of the research, the methodology, and the privacy of the information were explained to the participants. By signing a consent form, they had to provide their permission to take part in the study. It took them between fifteen and thirty minutes to finish the questionnaires.

## Results

To determine whether need frustration, parental psychological control, and behavioral issues in adolescents are related, a research was created. We assessed the measurements' psychometric qualities first. Thereafter, the study hypotheses were tested using inferential statistics. Among the methods used to investigate the suggested relationships were Pearson product-moment correlation, hierarchical regression, and Process mediation analysis.

**Table 1**

Psychometric Properties of Parental Psychological Control, Need Frustration and Behavioral Problem Questionnaire

| Variable | $M$ | $SD$ | Range | Cronbach's α |
|---|---|---|---|---|
| Parental Psychological control (Mother) | 28.41 | 6.51 | 16-48 | .83 |
| Parental Psychological control (Father) | 27.29 | 6.30 | 16-60 | .73 |
| Need Frustration | 71.70 | 12.44 | 24-120 | .71 |
| Autonomy frustration | 11.52 | 3.29 | 4-20 | .69 |
| Autonomy satisfaction | 12.35 | 3.73 | 4-20 | .47 |
| Relatedness satisfaction | 13.33 | 3.95 | 4-31 | .57 |
| Relatedness frustration | 10.02 | 4.15 | 4-39 | .54 |
| Competence satisfaction | 13.46 | 4.10 | 4-31 | .66 |
| Competence frustration | 11.08 | 3.35 | 4-20 | .52 |
| Behavioral problems | 18.6 | 6.35 | 0-40 | .89 |
| Externalizing behavioral problems | 8.71 | 3.56 | 0-20 | .82 |
| Internalizing behavioral problems | 10.1 | 3.64 | 0-20 | .82 |

*Note. M*= Mean; *SD*= Standard Deviation; *α* = Cronbach's Alpha

The first hypothesis states that there is likely to be a relationship between age, grade earned, hours on social media, parental psychological control (mother, father), need frustration and behavioral problems in adolescents.

**Table 2**

Relationship between Demographic Variables, Parental Psychological Control, Need Frustration and Strength and Difficulty Questionnaire in Adolescents

| Variable | n | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Age | 250 | 16.1 | 1.45 | - | | | | | | | | | | | | | | | | | | |
| 2. Gender | 250 | 1.5 | .50 | .05 | - | | | | | | | | | | | | | | | | | |
| 3. Family system | 250 | 1.84 | .73 | -.18** | -.33*** | - | | | | | | | | | | | | | | | | |
| 4. Monthly income | 250 | 2.30 | .99 | .21** | .02 | -.06 | - | | | | | | | | | | | | | | | |
| 5. Birth order | 250 | 2.12 | 1.00 | -.03 | .04 | -.06 | .08 | - | | | | | | | | | | | | | | |
| 6. Grade Earned | 250 | 2.8 | 1.4 | .01 | .12 | .09 | .07 | .08 | - | | | | | | | | | | | | | |
| 7. Hours on Social Media | 250 | 2.5 | 1.6 | .44*** | .17** | -.18** | .36*** | -.05 | .48*** | - | | | | | | | | | | | | |
| 8. Parental psychological control (mother) | 250 | 28.4 | 6.51 | -.18** | -.02 | .12 | -.04 | -.14 | .16* | -.03 | - | | | | | | | | | | | |
| 9. Parental psychological control (father) | 250 | 27.3 | 6.30 | -.17** | -.12 | .16* | -.05 | -.01 | .19** | -.12 | .39*** | - | | | | | | | | | | |
| 10. Need frustration | 247 | 71.7 | 12.4 | .15* | -.10 | -.01 | .16 | -.04 | .17** | .20** | .27*** | .21** | - | | | | | | | | | |
| 11. Autonomy satisfaction | 250 | 12.6 | 3.73 | .21** | -.03 | -.04 | .06 | .01 | .21** | .12 | -.19** | -.23** | .60*** | - | | | | | | | | |
| 12. Autonomy frustration | 250 | 11.5 | 3.29 | .01 | -.15* | .03 | .07 | -.20** | -.04 | .09 | .17** | .15* | .51*** | .20** | - | | | | | | | |
| 13. Relatedness satisfaction | 250 | 13.3 | 3.95 | .05 | .00 | -.03 | .13* | .05 | .12 | .12 | .00 | -.19** | .61*** | .33*** | .03 | - | | | | | | |
| 14. Relatedness frustration | 249 | 10.0 | 4.15 | .05 | -.03 | .10 | .12 | -.07 | .03 | .07 | .09 | .23** | .48*** | .01 | .16* | .08 | - | | | | | |
| 15. Competence satisfaction | 247 | 13.5 | 4.10 | .09 | .03 | -.15* | .02 | .05 | .20** | .09 | -.15* | -.19** | .58*** | .36*** | .08 | .43*** | -.01 | - | | | | |
| 16. Competence frustration | 249 | 11.1 | 3.35 | .11 | -.15* | .05 | .15* | .00 | .03 | .18** | .14* | .17** | .50*** | .09 | .36*** | .06 | .31*** | -.03 | - | | | |
| 17. Externalizing problems | 239 | 8.72 | 3.57 | .16* | .02 | -.16* | .27*** | -.05 | .19** | .18** | .31** | .32** | .16* | -.06 | .07 | .06 | .17** | .02 | .24** | - | | |
| 18. Internalizing Problems | 240 | 10.1 | 3.6 | .23*** | .01 | -12 | .33*** | .13* | .37*** | .25*** | .34** | .27** | .24*** | .06 | .07 | .09 | .21** | .07 | .26*** | .55*** | - | |
| 19. Behavior Problems | 233 | 18.6 | 6.4 | .-07 | .02 | -17 | .34*** | .01 | .18** | .27*** | .59*** | .57*** | .39*** | -.02 | .07 | .07 | .22** | .04 | .29*** | .88*** | .88*** | - |

*\*\*\*p<.001, \*\*p<.01, \* p<.05*

Parental psychological control from both parents was found to be substantially negatively correlated with age, according to a Pearson product-moment correlation analysis shown in Table 2. Conversely, parental psychological control from both parents was positively correlated with the grade received. Furthermore, the results of the research showed a substantial positive relationship between behavioral issues and parental psychological control, as well as need frustration and its subscales autonomy frustration and competence frustration.

Moreover, parental psychological control (Mother, father) has significant negative relationship with autonomy satisfaction, and competence satisfaction. Furthermore, among demographics, as table 2 showed, behavioral problems have significant positive correlation with monthly income, grades earned and hours spend on social media. Moreover, behavioral problems have significant positive relationship with need frustration and relatedness frustration.

**Table 3**

Hierarchical Regression Predicting Externalizing Behavior Problems in Adolescents

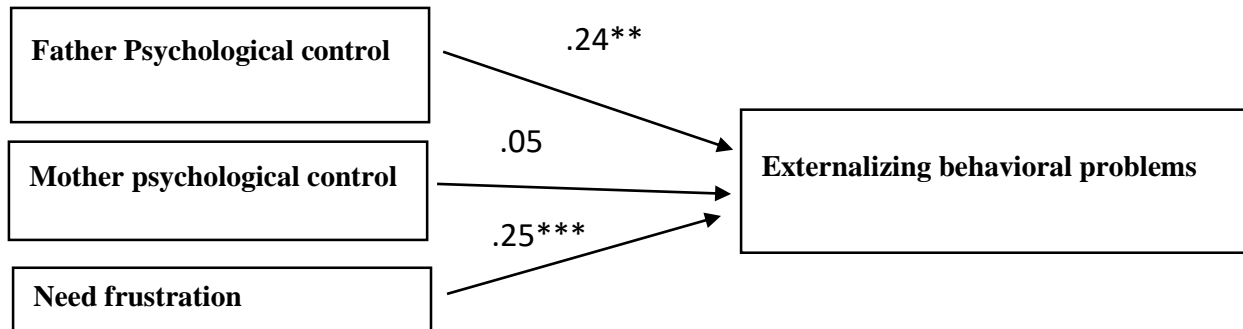| Variables | B | 95% CI for B | | SEB | β | $R^2$ | $\Delta R^2$ |
|---|---|---|---|---|---|---|---|
| | | LL | UL | | | | |
| Step 1 | | | | | | .06 | .06 |
| Constant | 4.09 | -1.66 | 9.8 | .18 | | | |
| Grade Earned | .58** | .18 | .99 | .20 | .18** | | |
| Hours on social media | -.14 | -.48 | .18 | .17 | -.06 | | |
| Gender | -1.37 | .44 | 2.31 | .47 | -.18 | | |
| Age | .27 | -.08 | .63 | .18 | .10 | | |
| Step 2 | | | | | | .24 | .17 |
| Constant | -7.68 | -13.8 | -1.50 | 3.13 | | | |
| Parental psychological control (Father) | .15** | .03 | .26 | .05 | .24** | | |
| Parental psychological control (Mother) | .02 | -.07 | .13 | .05 | .05 | | |
| Need frustration | .05*** | .02 | .08 | .01 | .25*** | | |

*\*\*\*p<.001, \*\*p<.01, \* p<.05*

Table 3 showed that grades earned, father psychological and need frustration positively predicted the externalizing behavioral problems in adolescent. The overall model was significant F= (3,227) =10.3, p<.001 and explained a variance 17% in externalizing behavioral problems.

**Figure 1**

*Emerged Regression Model showing father psychological control and need frustration as a Significant Predictors of Externalizing behavioral problem subscale*

**Overall Regression Model**



**Table 4**

*Hierarchical Regression Predicting Internalizing Behavioral Problems in Adolescents*

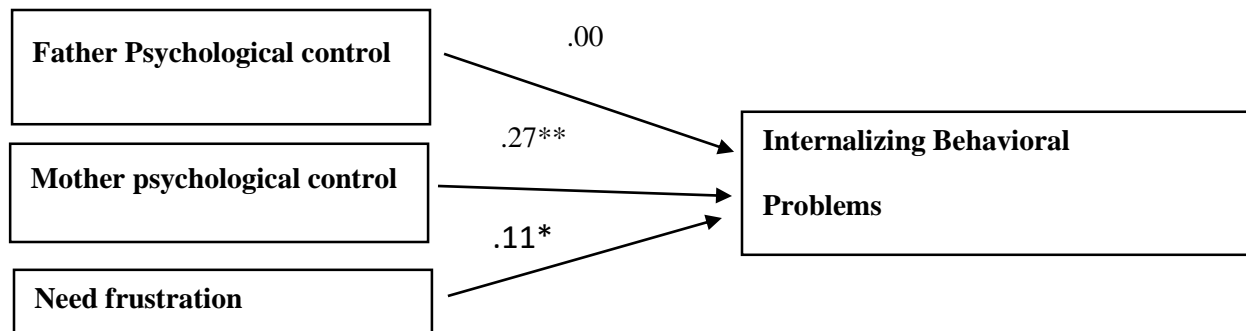| Variables | B | 95% CI for B | | SEB | β | $R^2$ | $\Delta R^2$ |
|---|---|---|---|---|---|---|---|
| | | LL | UL | | | | |
| Step 1 | | | | | | .05 | .05 |
| Constant | 16.14 | 10.39 | 21.90 | 2.90 | | | |
| Grade Earned | .49* | .10 | .89 | .20 | .16* | | |
| Hours on social media | .39* | .06 | .72 | .16 | .17* | | |
| Gender | .09 | -.80 | 1.00 | .46 | .01 | | |
| Age | -.31 | -.68 | .05 | .18 | -.12 | | |
| Step 2 | | | | | | .15 | .10 |
| Constant | 7.94 | 1.54 | 14.33 | 3.24 | | | |
| Parental psychological control (Father) | .00 | | | .05 | .00 | | |
| Parental psychological control (Mother) | .14** | .04 | .25 | .05 | .27** | | |
| Need frustration | .02* | .-.00 | .05 | .01 | .11* | | |

***p<.001, **p<.01, * p<.05*

Table 4 showed that grades earned, hours on social media positively predicted the internalizing behavioral problems. Also, mother psychological and need frustration positively predicted the internalizing behavioral problems in adolescents. The overall model was significant $F(3,228)=9.2$, p<.01 with a variance of 10% in internalizing behavioral problems.

**Figure 2**

*Emerged Regression Model showing mother psychological control and need frustration as significant predictors of internalizing behavioral problems*



**Table 5**

*Hierarchical regression predicting Overall Behavior problems in adolescents*

| Variables | B | 95% CI for B | | SEB | β | $R^2$ | $\Delta R^2$ |
|---|---|---|---|---|---|---|---|
| | | LL | UL | | | | |
| Step 1 | | | | | | .04* | .04* |
| Constant | 25.03 | 15.54 | 34.53 | 4.82 | | | |
| Grade Earned | .97** | .31 | 1.62 | .33 | .19** | | |
| Hours on social media | .02 | -.52 | .56 | .27 | .00 | | |
| Gender | .87 | -.63 | 2.38 | .76 | .07 | | |
| Age | -.22 | -.74 | .45 | .30 | .05 | | |
| Step 2 | | | | | | .43*** | .39*** |
| Constant | -2.43 | -11.02 | 6.14 | 4.35 | | | |
| Parental psychological control (Father) | .29*** | .13 | .44 | .07 | .30*** | | |
| Parental psychological control (Mother) | .24** | .09 | .38 | .07 | .27** | | |
| Need frustration | .08*** | .04 | .11 | .01 | .23*** | | |

*\*\*\*p<.001, \*\*p<.01, \* p<.05*

Table 5 showed that grades earned, mother psychological control, father control and need frustration positively predicted the behavioral problems. The overall model was significant $F(3,221)$, p<.01 and explained a variance of 39% in behavioral problems.

**Figure 3**
*Emerged Regression Model Showing Father Psychological Control, Mother Psychological Control and Need Frustration as a Significant Predictor of Behavioral Problems (Externalizing and Internalizing Problems) in Adolescents*

**Overall Regression Model**
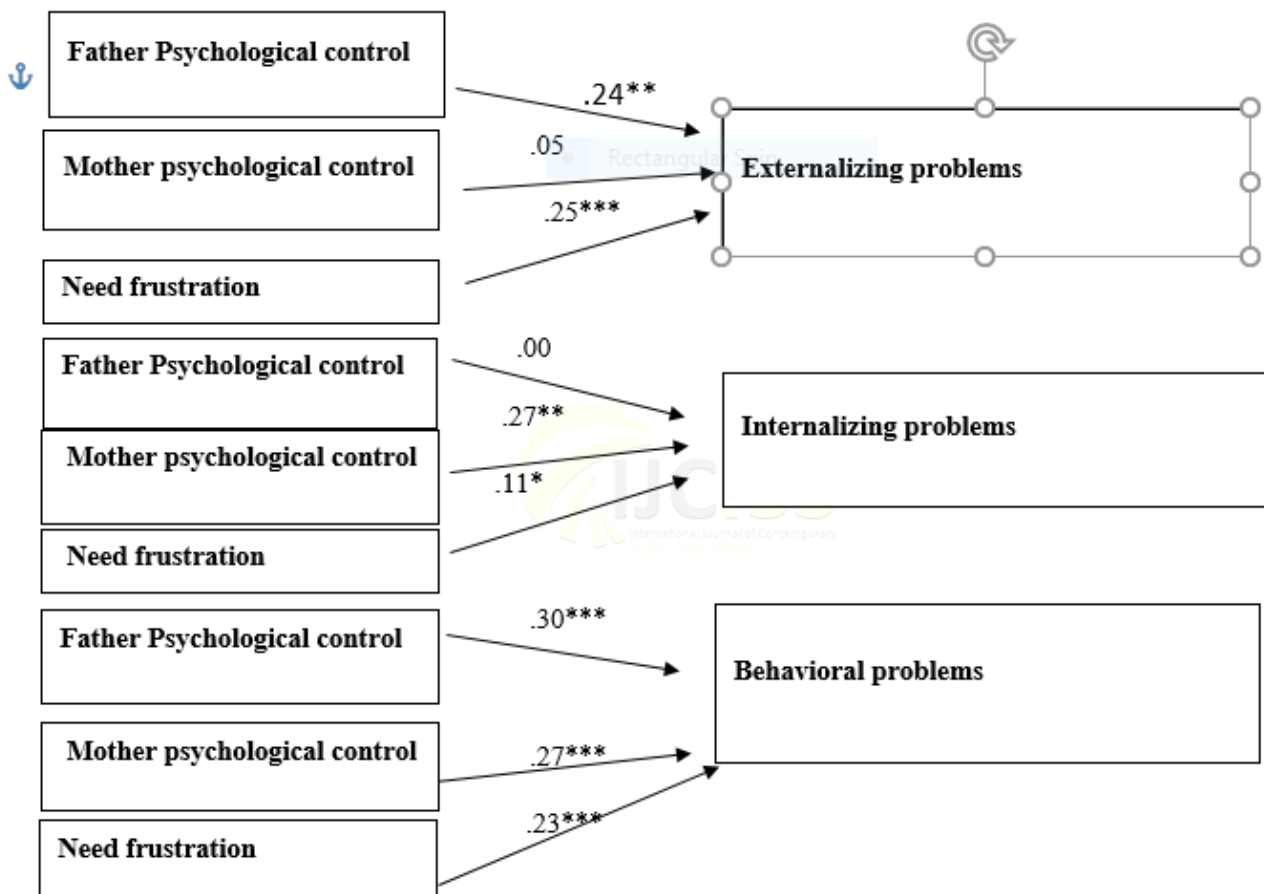


It was hypothesized that need frustration mediated the relationship between paternal psychological control and behavioral problems in adolescents. Analyses for testing this mediating effect were conducted using the PROCESS model 4.

**Table 6**
*Meditating Effect of Need Frustration Between Father Psychological Control and Behavioral Problems in Adolescents*

| | | Consequents | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | M1(need frustration) | | | Y(B*ehavioral problems*) | | | |
| Antecedent | | β | SE | p | | β | SE | p |
| Father psychological control | a | .68 | .18 | <.000 | c' | .49 | .05 | <.000 |
| M (need frustration) | | - | - | - | B | .09 | .01 | <.000 |
| Constant | iM | 56.76 | 5.23 | <.000 | iY | 3.91 | 1.77 | =.02 |

| | |
|---|---|
| $R^2=.05$ | $R^2=.39$ |
| F (1,228) =14.05, p=<.000 | F (2,227) =73.73, p=<.000 |

*Note. c' = direct effect, β= standard coefficient, SE= Standard error*

Table 6 indicated that father psychological control did predict need frustration (β=-.68, p=.000). This model also does account for 5% variance. Similarly, father psychological control did significantly predict behavioral problems in the presence of need frustration (β=-.49, p=.00). Whereas, need frustration also significantly predicts behavioral problems (β=.09, p=.00). This model accounted for a variance of 39% in the outcome variable of behavioral problems in the presence of mediator need frustration. This inferred that need frustration partially mediated the relationship between father's psychological control and behavioral problems in adolescents.

**Figure 4**

*Path Model Diagram with The Results of Simple Mediation Analysis for Father Psychological Control*
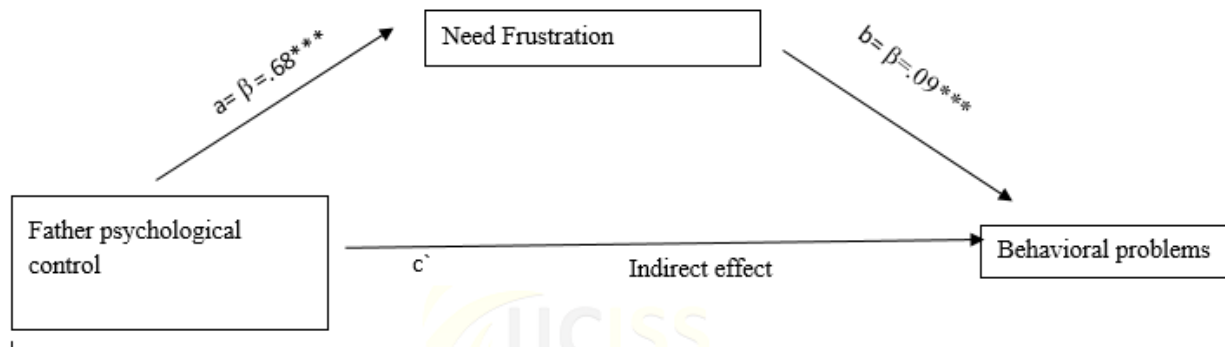


Direct effect of X on Y= β=.49***
Total indirect effect of X on Y =β=.06***

Path model showing mediating effect of need frustration between father psychological control and behavioral problems. Results found that both direct effect and indirect effect were significant and when need frustration was added as mediator the effect of father psychological control was significantly increased on behavioral problems in adolescents.

It was also hypothesized that mother psychological and behavioral problems relationship will be mediated by need frustration. To test this mediation was run using PROCESS model 4.

**Table 7**

Meditating effect of need frustration between mother psychological control and behavioral 5problems in adolescents

| | | Consequents | | | | | |
|---|---|---|---|---|---|---|---|
| | | M1(need frustration) | | | Y(behavioral problems) | | |
| Antecedent | | β | SE | *p* | | β | SE | *p* |
| Mother psychological control | a | .79 | .16 | <.000 | c' | .45 | .04 | <.000 |
| M (need frustration) | | - | - | - | B | .08 | .01 | <.000 |
| Constant | iM | 53.08 | 4.82 | <.000 | iY | 5.54 | 1.67 | =.001 |
| | | $R^2=.09$ | | | | $R^2=.38$ | | |
| | | F (1,228) =23.6, p=.28 | | | | F (2,227) =72.5, p=<.001 | | |

*Note. c' = direct effect, β= standard coefficient, SE= Standard error.*

Table 7 indicated that mother psychological control did predict need frustration ($\beta$=-.79, p=.00). This model accounted for a 9% variance in need frustration. Similarly, significant prediction was shown of mother psychological control on behavioral problems in the presence of need frustration ($\beta$=.45, p=.00) and need frustration also predicted behavioral problems ($\beta$=.08, p=<.00) significantly behavioral problems. This model accounted for a 38% variance in the behavioral problems. It is suggested that need frustration acted as a partial mediator in the association between teenage behaviour and the psychological control of their mother.

**Figure 5**
*Path Model Diagram with The Results of Simple Mediation Analysis for Mother Psychological Control*
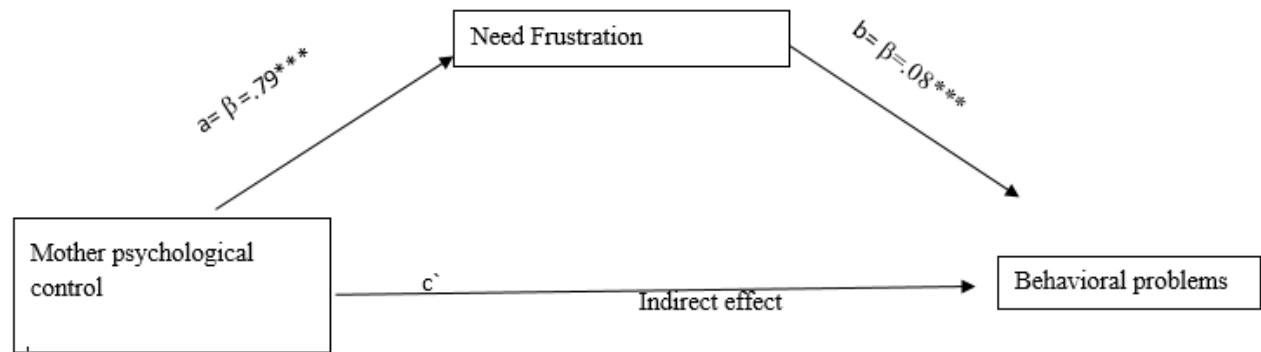


Direct effect of X on Y= $\beta$=.45***
Total indirect effect of X on Y =$\beta$=.06***

Path model showing mediating effect of need frustration between mother psychological control and behavioral problems. Results found that both direct effect and indirect effect were significant and when need frustration was added as mediator the effect of mother psychological control was significantly increased on behavioral problems in adolescents.

**Discussion**
The present study explored the connections among teenagers' externalizing actions, need satisfaction, parental psychological control, and frustration. It was proposed that age, grade point average, hours spent on social media, psychological control exerted by parents (mother and father), need frustration, and behavioral issues in teenagers would all likely be related. Furthermore, the negative correlation between the age of the adolescent and the psychological control imposed by parents showed that younger adolescents experienced greater psychological control from their parents. It was consistent with research showing that as parents get older, their psychological control decreases (Creveling-Benefield & Varela, 2019). The study by Li et al.

(2022), which found that PPC declines with kid age, corroborated this as well.
Parental psychological control has a significant positive relationship with grades, with stronger psychological control levels being linked to lower grades. It was corroborated by a study of Bijster (2019), which found a negative correlation between academic achievement and psychological control from parents. Need frustration and its subscales, competence frustration, autonomy frustration, and behavioral issues, all significantly positively correlate with parental psychological control. It was consistent with research by Yan et al. (2020), which found that high levels of relatedness dissatisfaction in fathers and mothers, as well as culture and parents' thoughts and beliefs, were positively connected with parental psychological control.
Additionally, there is a strong negative relationship between parental psychological control and both autonomy and competence satisfaction. Support for this theory was obtained by Huang et al. (2022), who discovered that parental psychological control reduces psychological need satisfaction. Adolescents' psychological needs are not satisfied when parental psychological control inhibits their

ability to make independent decisions, feel attached to others, and believe in their own abilities (Bai et al., 2020; Qian et al., 2022).

The findings demonstrated a strong positive link between behavioral issues and monthly income, grades received, and social media usage hours. It was consistent with a study by Alfaya et al. (2023) that found that students with anxiety and depression symptoms were more addicted to social media than their peers. Piotrowska et al. (2022) and Kaiser et al. (2017) demonstrated that children from lower socioeconomic origins have greater behavioral issues than those from more affluent families, indicating a conflicting association between family income and behavioral issues. Differences in culture may be the cause. Additionally, there is a strong positive correlation between need frustration and behavioral issues. It was consistent with earlier research. For instance, need frustration and binge eating were positively correlated (Gu et al., 2022). Furthermore, need frustration and self-harm were positively correlated (Muehlenkamp et al., 2019).

This study hypothesized that social media use, parental psychological control, grades, and need frustration would all have positive predictive relationships for both externalizing and internalizing behavioral issues in adolescents. Results supported this hypothesis. The findings are bolstered by other work in the area. For example, Leon-del-Barco et al. (2019) showed the chances of adolescents exposed to higher levels of psychological control experiencing internalizing disorders were sixfold, while they had a 4.8-fold chance for experiencing externalizing disorders. Yao et al. (2021) also stated that there was a negative correlation between the need satisfaction of adolescents and their parents' psychological control, as well as a positive correlation between need frustration and problematic mobile phone use. Need frustration was suggested to mediate the relationship of adolescent behavioral problems with parental psychological control. Findings in this study revealed that need frustration partially mediated this association. Yao et al. (2021) support this study by demonstrating that need frustration partially mediates the relationship between problematic mobile phone use and parental psychological control. Similarly, Wei et al. (2022) reported that the relationship between social media

dysregulation and parental psychological control is mediated by psychological need frustration.

Implications

The present study has various practitioner-related implications. Initially, parents ought to abstain from exerting control over their children in order to shield them from externalizing issues and to help them develop self-discipline. Second, the findings highlight how crucial it is to meet fundamental psychological requirements. Therefore, in addition to abstaining from controlling behaviors, parents and educators can help teenagers develop self-control and stop externalizing behaviors by employing a variety of additional tactics that meet their requirements for autonomy, competence, and relatedness. Thirdly, fathers and mothers play an equal role in maintaining or preventing externalizing and internalizing disorders, according to the similar results of the maternal and paternal models.

Limitations and Suggestions

There are a number of shortcomings with this study, despite having its vast implications. The chief among them being that the conclusions were drawn using cross-sectional data. With our research design, it is not possible to definitively prove the causal sequence between internalizing and externalizing difficulties, need frustration, and parental psychological control. Longitudinal data collection should be a priority in future research to elucidate the causal link between the relevant factors. Furthermore, future studies could examine each of the three fundamental wants independently rather than utilizing an integrated measure to elucidate the relationship between the needs' satisfaction or dissatisfaction and teenage actions and parental psychological control.

**Conclusion**

In the present study, the association between teenage behavioral issues and need frustration and parental psychological control was examined. Through the use of a descriptive-correlational research methodology, the study found a significant relationship between adolescents who displayed higher degrees of internalizing and externalizing behaviors and psychological control that their parents exercised. The relationship between parental psychological control and behavioral issues was found to be partially mediated by need frustration, which suggests that

adolescents who do not receive basic psychological needs may be more affected by controlling parenting. Thus, these findings underscore the necessity of tending to adolescents' needs for basic psychological satisfactions as a means of countering behavioral problems. This study would provide insightful information into how intricately parenting is interdependent with adolescent development and, consequently, should also be intervened upon for improvement of the parent-child relationship.

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