



**PARENTAL AUTONOMY SUPPORT, CONTROL BEHAVIORS, FILIAL  
CLOSENESS, AND FILIAL BEHAVIORS IN EMERGING ADULTS**

**A Research Project**

**Presented to Bahria School of Professional Psychology**

**Bahria University Islamabad Campus**

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of Bachelor of Sciences  
BS Psychology**

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## DECLARATION OF AUTHENTICATION

We certify that the research work presented in this research project, to the best of our knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

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## **THESIS REVISION CERTIFICATE**

It is to certify that Maryam Javaid, Simran Mohan Kumar and Hooria Huda Abbasi, Enrollment No. 01-171192-025, 01-171192-037, 01-171192-013 respectively, Session Fall 2019 from School of Professional Psychology, Bahria University Islamabad, conducted their undergraduate thesis entitled "Parental Autonomy Support, Control Behaviors, Filial Closeness, And Filial Behaviors In Emerging Adults" under my supervision. Their thesis has been revised in the light of the examiners' suggestions, and to my satisfaction. To the best of my belief, its standard is appropriate for acceptance. Moreover, this thesis is an excellent work in terms of scope and quality for the award of the degree of BS Psychology.

Dated 3 July 2023

Shaf Ahmed  
**Supervisor**

## DEDICATION

*Maryam.* I owe it all to the constant support and encouragement from my parents, my sister, my cat - Snow, Hooria, and my adored MM, who made sure, even from cities away, that I was taking care of myself throughout this arduous journey. For that I am ever grateful. Thank you for being my safe space.

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## LIST OF ABBREVIATIONS

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<b>Abbreviations</b>	<b>Full form</b>
AFCS	Adult Filial Closeness Scale
FBS	Filial Behavior Scale
ASM	Autonomy Support Mother
ASF	Autonomy Support Father
CBM	Controlling Behavior Mother
CBF	Controlling Behavior Father
P-PASS	Perceived Parental Autonomy Support Scale

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## LIST OF SYMBOLS

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<b>Symbols</b>	<b>Definitions</b>
$\alpha$	Cronbach's index of internal consistency
f	Frequency
N	Total sample
M	Mean
S.D	Standard Deviation
p	Significance Value
SE	Standard Error
$\beta$	Standardized Beta
LL	Lower Limit
UL	Upper Limit

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## ABSTRACT

The current research aimed to assess the relationship between perceived parental autonomy support, perceived parental control behaviors, and filial behaviors with filial closeness acting as a mediator. Correlational study design was used with a sample of (N=218) emerging adults aged 18-25, recruited from universities of Islamabad, Pakistan through convenience sampling. Data was collected using Perceived Parental Autonomy Support Scale (P-PASS), Adult Filial Closeness Scale (AFCS) and Filial Behavior Scale (FBS), and analyzed by IBM SPSS 27.0.1. It was hypothesized that there will be a relationship of filial behaviors with perceived parental autonomy support and control behaviors; filial closeness will act as a mediator between autonomy support and filial behaviors, as well as between control behaviors and filial behaviors; and there will be culture based gender differences in filial behaviors, autonomy support and control behaviors. To test the hypothesis, Pearson Product Moment Correlation, Independent Sample T-Test and Mediation Analysis through PROCESS by Hayes were used. Results revealed that parental autonomy support was significantly found to positively predict filial behaviors, partially mediated by filial closeness. Parental controlling behaviors were significantly found to negatively predict filial behaviors, fully mediated by filial closeness. There were no significant gender differences in the study variables except for Perceived Parental Controlling Behaviors which were stronger in males. Implications of the result have relevance to the promotion of filial relationships, behaviors and healthy family dynamics.

*Keywords:* Autonomy Support, Parental Control, Filial Behavior, Filial Closeness, Emerging Adults

## **INTRODUCTION**

“We feel stuck in a rut, unable to say ‘no’ to our parents, unable to put an end to their controlling behavior, unable to grab hold of our own lives, simply because we fear that we will hurt, insult, disrespect or disappoint our parents (entire families).” — Lukasz Laniecki

"You Have The Right Not To Make Your Parents Proud. A Book Of Quotes"

### **Parental Controlling Behavior**

Controlling behavior is a fundamental aspect of parenting that involves the establishment of rules, regulations, and guidance to promote the development and well-being of children and adolescents. It represents a continuum of parenting behaviors that range from restrictive and authoritative control to more permissive and indulgent approaches. Parental control plays a crucial role in shaping children's behavior, socialization, and adjustment, and has been a topic of extensive research in developmental psychology. This introduction provides an extensive overview of parental control, its conceptualization, measurement, and its implications for child and adolescent outcomes, considering both the positive and negative aspects of control strategies.

Controlling behavior of parents refers to the behaviors, strategies, and practices used by parents to regulate and influence their children's behaviors, activities, and choices (Baumrind, 1966). It encompasses a range of dimensions, including rule-setting, monitoring, discipline, and supervision, and is influenced by parental beliefs, values, and cultural factors. Parental control serves as a means to provide structure, guidance, and protection for children, while also promoting their development of self-regulation and responsible behavior.

Parental control practices vary across cultures and contexts, influenced by cultural values, norms, and socialization goals. Cultural factors shape the extent to which parental control is emphasized and the specific strategies employed (Chao, 1994). For example, collectivist cultures tend to emphasize obedience and conformity, whereas individualistic cultures may prioritize independence and autonomy. Cultural and contextual factors interact with parental beliefs, socioeconomic status, and child characteristics to shape parental control strategies.

Researchers have developed various measures to assess parental control. The Parental Control Scale (Grolnick, Deci, & Ryan, 1997) measures perceived parental control in terms of parental pressure, coercive discipline, and interference with autonomy. The Parental Control Questionnaire (Barber, 1996) assesses parental control strategies such as limit setting, discipline, and monitoring. Other measures, such as the Parenting Styles and Dimensions Questionnaire, capture the multidimensional nature of parental control by examining both the restrictive and autonomy-supportive dimensions of parenting.

Parental control can have both positive and negative implications for child and adolescent outcomes. On the positive side, it plays a crucial role in promoting safety, instilling values and moral standards, and facilitating the development of self-control and responsibility (Baumrind, 1991). Positive parental control provides structure and guidance, leading to improved academic performance, prosocial behavior, and reduced engagement in risky behaviors. However, it is important to note that excessive or overly restrictive control can have negative consequences. When parental control becomes overly intrusive or rigid, it can limit a child's autonomy, increase rebellious behavior, and strain the parent-child relationship. Excessive control may also hinder the development of independent decision-making skills and negatively impact self-esteem (Barber, 2002).

### **Parental Autonomy Support**

Parental autonomy support refers to a parenting style characterized by the promotion of self-determination, independent decision-making and individual agency in children and adolescents. It is an approach that emphasizes respect for the child's autonomy, encourages exploration and personal growth, and provides a supportive environment for the development of intrinsic motivation and psychological well-being. Parental autonomy support has garnered significant attention in developmental psychology due to its positive impact on various aspects of child and adolescent development. This introduction aims to provide an extensive overview of parental autonomy support, its conceptualization, measurement, and its implications for the self-determination and psychological well-being of children and adolescents.

Parental autonomy support is rooted in self-determination theory (SDT), which posits that individuals have innate psychological needs for autonomy, competence, and relatedness (Deci & Ryan, 1997). Autonomy support involves the provision of choices, opportunities for decision-making, and acknowledgement of the child's perspectives and preferences, while still

maintaining appropriate parental guidance and limits (Grolnick & Ryan, 1989). It creates a supportive environment that encourages children to internalize values and engage in activities based on their own volition rather than external pressure.

Several factors contribute to the use of parental autonomy support within the parent-child relationship. Parental beliefs and values regarding autonomy, individuality, and personal growth play a significant role in adopting an autonomy-supportive parenting style (Soenens et al., 2007).

Parental sensitivity, warmth, and communication skills are also crucial in creating an environment that fosters autonomy (Padilla-Walker et al., 2014). Cultural and contextual factors, such as societal norms, parenting practices, and socialization goals, may influence the extent to which parental autonomy support is emphasized within different cultural and ethnic groups.

Parental autonomy support has far-reaching implications for the self-determination and psychological well-being of children and adolescents. Research has consistently demonstrated that autonomy-supportive parenting is associated with higher levels of intrinsic motivation, self-esteem, and academic achievement (Soenens et al., 2009). It promotes the development of adaptive coping strategies, problem-solving skills, and a sense of personal competence (Soenens et al., 2010). Furthermore, parental autonomy support has been linked to lower levels of anxiety, depression, and behavioral problems in children and adolescents. It fosters positive parent-child relationships, enhances communication and trust, and contributes to the development of a secure attachment.

### **Filial Closeness**

The parent-child relationship is one of the most fundamental and influential bonds in human life. It serves as a cornerstone for the individual's social, emotional, and cognitive development, shaping their beliefs, attitudes, and behaviors throughout their lifespan. Filial closeness, a construct reflecting the emotional proximity and attachment between parents and their children, has gained significant attention in psychological research due to its profound impact on various aspects of individuals' well-being and overall functioning. This introduction aims to provide an extensive overview of filial closeness, its conceptualization, measurement, and its implications for both parents and children.

Filial closeness encompasses the emotional connection, trust, and intimacy experienced between parents and their children. It goes beyond mere physical proximity and involves the quality of the parent-child relationship, characterized by warmth, affection, and support. Filial



closeness can be considered a multidimensional construct, encompassing affective, cognitive, and behavioral components that foster a sense of attachment and security within the parent-child dyad (Bowlby, 1969).

Numerous factors contribute to the development and maintenance of filial closeness. Parental responsiveness, involving sensitivity, warmth, and consistent availability, plays a crucial role in fostering a secure attachment between parents and their children (Ainsworth et al., 1978). Effective communication, active listening, and empathy also contribute to the establishment of filial closeness. Additionally, cultural and societal factors, including parental expectations, values, and parenting practices, influence the level of filial closeness experienced within different family systems.

Filial closeness has wide-ranging implications for both parents and children. For children, a close and secure parent-child relationship serves as a protective factor against various psychosocial difficulties, such as internalizing and externalizing behavior problems (McElwain & Volling, 2005). It contributes to the development of positive self-esteem, emotional regulation, and social competence. Filial closeness also plays a vital role in shaping the child's overall mental health and well-being.

In terms of parental outcomes, filial closeness promotes parental satisfaction, self-efficacy, and overall psychological well-being. It is associated with lower levels of parental stress and enhanced coping mechanisms (Karavasilis et al., 2003). Moreover, filial closeness has implications for intergenerational transmission of values, beliefs, and parenting styles, thus influencing the quality of future parent-child relationships within the family system (Conger et al., 1992).

### **Filial Behavior**

Filial behavior refers to the social interactions and caregiving actions exhibited by offspring towards their parents or caregivers. It encompasses a range of activities such as providing emotional support, financial assistance, and physical care to aging parents. Filial behavior plays a significant role in maintaining the well-being and quality of life of older adults, as it contributes to their overall satisfaction, health, and social integration. Research has shown that filial behavior has a positive impact on parental mental health, reducing feelings of loneliness and depression (Liu & Bai, 2022).

Furthermore, studies have highlighted the reciprocal nature of filial behavior, emphasizing that parents who receive filial support are more likely to reciprocate with emotional and instrumental assistance to their adult children (Silverstein & Bengtson, 1997). This intergenerational exchange fosters strong family bonds and promotes the transfer of cultural values and traditions across generations. Filial behavior is influenced by various factors including cultural norms, parent-child relationship quality, socioeconomic status, and personal values. Understanding the dynamics and determinants of filial behavior is crucial for developing interventions and policies that support healthy aging and enhance intergenerational relationships.

In many societies around the world, filial behavior has traditionally been considered a fundamental obligation of adult children towards their aging parents. The concept of filial piety, deeply rooted in Confucian values, has played a significant role in shaping intergenerational relationships in East Asian countries, including China, Japan, and South Korea. Similarly, in Western society, filial responsibility has been regarded as a moral duty and an expression of family solidarity (Seelbach, 1978). However, with changing societal norms, globalization, and demographic shifts, the patterns of filial behavior have been subject to transformation. Research has consistently demonstrated that adult children tend to provide care to their older parents more frequently in countries with generous welfare states, albeit with less intensity compared to countries where family obligations carry greater weight and there is limited public spending on eldercare (Deindl and Brandt, 2011). Interestingly, studies have shown that when adult children are relieved from intensive care tasks, a higher number of children tend to provide less intensive care to their parents (Von Saenger et al., 2023)

In recent decades, industrialization, urbanization, and individualization have influenced the traditional norms of filial behavior in many countries. Factors such as increasing female labor force participation, geographic mobility, and changes in family structures have contributed to variations in the provision of support by adult children to their aging parents (Arber & Ginn, 1992). Moreover, the availability of formal support systems, such as government-funded pensions, healthcare services, and residential care facilities, has influenced the extent to which adult children engage in filial behavior (Dykstra, 2009). These global trends highlight the need to explore filial behavior in the context of specific countries, taking into account the cultural, social, and economic factors unique to each society. Pakistan, as an Islamic country with strong family values and collectivist traditions, provides an interesting context to study filial behavior among

adults. The culture in Pakistan emphasizes respect for elders, strong intergenerational ties, and collective responsibility for the well-being of family members. Traditionally, it has been expected that adult children will provide care and support to their ageing parents, both emotionally and financially. However, societal changes, such as urbanization, migration, and increased female education and employment, have introduced new dynamics in family relationships and raised questions about the continuity of traditional filial behavior norms in Pakistan.

Limited research has been conducted on filial behavior in Pakistan, particularly regarding the factors that influence the provision of support by adult children to their ageing parents. Understanding the determinants of filial behavior is crucial for informing policy and intervention strategies aimed at supporting the well-being of older adults in Pakistan. This research seeks to fill this research gap by investigating the patterns, motivations, and barriers associated with filial behavior in the Pakistani context.

## **Literature Review**

### ***Parental Autonomy Support and Filial Closeness***

Yan et al. (2017) conducted research focusing on middle childhood, the relationship between parental support for autonomy, parent-child attachment, and child depressive symptoms. The study involved 150 parent-child pairs from China, with children aged 6 to 12 years. The results indicated that higher levels of parental support for autonomy were associated with lower levels of depressive symptoms in children. This relationship was mediated by the quality of the parent-child attachment, suggesting that parental support for autonomy positively influenced attachment quality, leading to a reduction in child depressive symptoms. The association between parental support for autonomy and attachment quality was found to be stronger among older children.

### ***Parental Control and Filial Closeness***

The debate over parental control and its impact on adolescents continues, with recent research emphasizing the benefits of granting autonomy rather than strict control. In a study involving high school students, Sorkhabi and Middaugh (2014) examined how maternal and paternal control related to conflict frequency, conflict intensity, parental knowledge, and

adolescents' disclosure of activities. They found that adolescents whose parents employed autonomy supportive parenting practices experienced less conflict, had better communication with their parents, and their parents had greater knowledge of their activities. On the other hand, controlling parenting practices led to more negative parent-child relationships. Parents who exercised autonomy supportive parenting had more positive relationships with their adolescents.

### ***Filial Closeness and Filial Behavior***

A study by Cicerelli (1983) examined the relationship between adult children's attachment to their elderly mothers and their commitment to providing future help. The findings revealed that adult child's present helping behaviors, attachment behaviors, and feelings of attachment had a strong influence on their commitment to supporting their mothers in the future. Additionally, the study showed that the sense of filial obligation indirectly influenced future help commitment through its impact on attachment behaviors.

Research has shown that the way we connect with our parents and our sense of duty towards them greatly impacts how much support we provide them as they age (Chen et al., 2019). A study was conducted with Chinese college students to see how their attachment styles and beliefs about filial piety would influence their willingness to support their aging parents in the future. The results revealed some interesting findings. Those who tended to avoid close relationships were less likely to provide any kind of support, and this was influenced by their belief in reciprocal filial piety. On the other hand, those who felt anxious about relationships had a direct negative effect on their willingness to provide financial support, but indirectly had a positive effect on their willingness to have positive interactions with their parents through their belief in authoritarian filial piety.

As reported by Birditt et al. (2008), the research findings indicated that adult children displayed higher levels of filial maturity when interacting with their mothers and parents with whom they shared a stronger relationship quality, closeness, and autonomy. Moreover, parents who reported having a stronger relationship quality were more likely to have adult children who demonstrated elevated levels of filial maturity.

In a research on filial maturity, the researcher sought to better understand the capabilities of middle-aged adults in caring for their aging parents. They aimed to develop reliable measures, explore the components of filial maturity, and examine the influence of various factors on this concept. The study involved 298 middle-aged participants and yielded insightful findings. The central aspects of filial maturity were found to be filial love and autonomy, which significantly influenced the willingness to provide assistance. Gender differences emerged, with women exhibiting higher levels of filial obligation and help, while men displayed higher levels of filial autonomy (Marcoen, 1995).

### ***Parental Autonomy Support, Parental Control and Filial Behavior***

In many Asian families, showing respect and care for parents, known as filial behavior, is highly valued. A study aimed to explore how the support for independence from parents, known as autonomy support, relates to filial behavior among teenagers in Malaysia, considering the influence of gender. In this study, researchers wanted to understand how parental support for independence influenced the behavior of adolescents in Malaysia. They selected a diverse group of 562 teenagers between the ages of 13 and 17 from different schools in three cities across Peninsular Malaysia. They discovered that when parents provided more autonomy support, it resulted in a stronger bond between parents and adolescents. They also found that boys tended to receive more support for independence from their parents compared to girls. It's worth noting that this difference was significant when looking at fathers' support but not as much with mothers' support. (Aun et al., 2016).

Kim (2011) investigated the predictors of filial behavior among adult children in Korea. The study aimed to examine the impact of parental control on adult children's instrumental support towards their parents. The author hypothesized that higher levels of parental control would decrease adult children's willingness to provide support to their aging parents. The study recruited 352 adult children aged 30-59, who lived with or near their aging parents. The findings of the study supported the hypothesis that parental control reduces adult children's willingness to provide instrumental support to their parents. The results indicated that parental control negatively impacted children's provision of tasks such as grocery shopping, cooking, and cleaning for their aging parents.

Fingerman and Birditt (2008) found that when parents display overprotective or infantilizing behavior, it can potentially diminish adult children's willingness to provide assistance as their parents' age. The authors propose that such behavior may undermine the children's sense of autonomy and competence, ultimately leading to a decrease in their helping behavior. The study emphasizes that parental overprotection has a negative influence on intergenerational relationship dynamics.

### ***Research Studies in Pakistan***

Kausar and Shafique (2008) aimed to examine gender differences in how adolescents perceive their parents' parenting styles and how it relates to their socioemotional adjustment. The hypotheses were twofold: first, that there would be gender differences in perceived parenting styles and socioemotional adjustment, and second, the relationship between perceived parenting styles and socioemotional adjustment would differ. The sample consisted of 60 adolescents, evenly split between girls and boys, recruited from public schools in Rawalpindi. The Parental Authority Questionnaire and Socioemotional Adjustment Scale were used for data collection. The results indicated that girls perceived their parents as authoritative and exhibited better socioemotional adjustment compared to boys.

A study conducted by Khan, Jami and Khalid (2017) on 200 men and women aged 25 to 35 years to explore the role of parental modeling in influencing filial obligation. The study aimed to investigate whether parental modeling predicts various aspects of filial obligation, such as contact and family rituals, conflict avoidance, assistance, self-sufficiency, and personal sharing. The researchers used a self-developed questionnaire called the Parental Modeling Questionnaire (PMQ), the Felt Obligation Measure (FOM) by Stein (1992), and a Structured Interview Schedule. Statistical analysis was carried out using linear regression and t-tests. The findings revealed that parental modeling significantly predicts filial obligation among young adults.

Khalid et al. (2018) investigated the role of parental bonding and its influence on depressive and anxious symptoms among secondary school adolescents in Pakistan. The researchers assessed the suitability of the Parental Bonding Inventory in the Pakistani cultural context. The sample comprised 1124 adolescents from eight secondary schools in Rawalpindi. The findings confirmed a three-factor model of parental bonding, including warmth,

protectiveness, and authoritarianism. The results indicated that low parental warmth was associated with higher levels of depression symptoms, while maternal protectiveness predicted increased anxiety levels. However, parental authoritarianism did not show a significant association with either depression or anxiety.

Cheema and Malik (2021) examined how perceived parental support influences the relationship between adolescents' expectations in romantic relationships and their psychological well-being. The sample included 647 adolescents from colleges in Islamabad and Rawalpindi. Girls had higher expectations in romantic relationships, while boys reported higher psychological well-being. The study found a negative association between expectations and well-being. Perceived parental support moderated this relationship, with low and medium levels of support exacerbating the negative impact of expectations on well-being. In contrast, high levels of perceived parental support mitigated this negative effect.

## **Theoretical Framework**

### ***Find-Remind-and Bind Theory of Gratitude***

The find-remind-and-bind theory posits that when individuals perceive support and care from others, they experience gratitude, leading to positive relational outcomes (Algoe et al., 2012). In the context of parent-child relationships, parental autonomy support can foster a sense of gratitude in emerging adults (Froh et al., 2008). This gratitude may, in turn, promote filial closeness and positive filial behavior, such as respect, support, and care toward parents.

The find-remind-and-bind theory proposes a relational perspective on gratitude, recognizing the importance of evaluating and understanding individuals' relationships with others. According to this theory, gratitude is not solely about reciprocation or economic considerations. It draws attention to a social opportunity that is less common but potentially more significant: the chance to establish a strong and meaningful connection with someone who can be a high-quality relationship partner. This theory highlights the reciprocal nature of relationships and the role of gratitude in shaping interpersonal dynamics (Algoe et al., 2012).

Filial behavior, when viewed through the lens of find-remind-and-bind theory, involves expressing gratitude towards one's parents and engaging in actions that reflect appreciation,

respect, and recognition for their care, support, and sacrifices (Algoe et al., 2012; Froh et al., 2008). This theory posits that individuals who experience and express gratitude tend to have a stronger sense of well-being and develop more positive relationships with others (Emmons & McCullough, 2003; Wood et al., 2010).

This theory suggests that children who receive greater parental autonomy support will feel the sense of gratitude towards their parents which will foster closeness and strengthen the parent-child bond. In order to repay their parents, they will demonstrate gratitude towards their parents and more likely to engage in filial behaviors and promote positive family dynamics (Algoe et al., 2012; Froh et al., 2012). These behaviors may include verbal expressions of appreciation, acts of kindness, and emotional support towards parents (Algoe et al., 2008; Wood et al., 2010).

Gratitude towards parents can be expressed in various ways, such as showing respect for their opinions and decisions, acknowledging their efforts and sacrifices, actively participating in family activities, and maintaining open and positive communication (Froh et al., 2008; Wood et al., 2010). By practicing gratitude towards their parents, children cultivate a sense of gratitude as a virtue and create an environment that nurtures filial closeness and mutual appreciation (Wood et al., 2010).

Research has shown that individuals who demonstrate gratitude towards their parents report higher levels of filial satisfaction and perceive their relationships as more positive and fulfilling (Froh et al., 2008; Lambert et al., 2012). They also tend to experience greater emotional closeness and exhibit a higher sense of responsibility and commitment to their parents' well-being (Lambert et al., 2012).

While autonomy support is essential for fostering gratitude and positive relational outcomes, parental control behaviors can hinder the development of gratitude and impact the quality of parent-child relationships (Wei et al., 2022). Excessive control and imposition of parental authority may limit the space for autonomy and self-expression in emerging adults, potentially leading to negative relational outcomes (Chirkov & Ryan, 2001). Understanding the influence of both autonomy support and control behaviors on gratitude and subsequent filial



behavior is crucial for comprehensively examining the dynamics of parent-child relationships in the context of emerging adulthood.

Despite the importance of examining parental autonomy support, control behaviors, filial closeness, and filial behavior within the framework of the find-remind-and-bind Theory, there are notable gaps in the literature. While the find-remind-and-bind theory has been applied to various interpersonal relationships, including romantic partnerships and friendships, its application to parent-child relationships, particularly among emerging adults, is relatively limited. There is a need for research that specifically explores how gratitude can explain the relationship between parental autonomy support, control behaviors, and filial behavior in this unique developmental period and in this particular cultural context.

By examining parental autonomy support, control behaviors, filial closeness, and filial behavior within the framework of the find-remind-and-bind Theory, this research aims to contribute to the existing literature on parent-child relationships in the context of emerging adulthood. It seeks to address the gaps identified, including the limited application of the find-remind-and-bind theory, cultural variations in gratitude and parent-child relationships, and the need for longitudinal research designs. By bridging these gaps, the study will provide a comprehensive understanding of the dynamics between parental autonomy support, control behaviors, filial closeness, and filial behavior among emerging adults, offering valuable insights for researchers, practitioners, and policymakers alike.

### ***Self-Determination Theory***

Self-Determination Theory, developed by Deci and Ryan (1994), provides a comprehensive framework for understanding human motivation and behavior. SDT posits that individuals have three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to experience a sense of volition and choice in one's actions, competence involves feeling effective and capable, and relatedness focuses on the need for social connections and meaningful relationships.

Autonomy support is a central concept in SDT and highlights the importance of providing individuals, including children and emerging adults, with a sense of autonomy and volition. Within the parent-child relationship, autonomy support involves respecting the child's

perspective, encouraging their independent decision-making, and fostering a supportive environment that nurtures their individuality and self-regulation (Grolnick & Ryan, 1989). Autonomy support contributes to the fulfillment of the psychological need for autonomy, promoting intrinsic motivation, self-determined behavior, and positive developmental outcomes.

Parental control behaviors encompass various forms of regulation and restriction of children's behavior. SDT distinguishes between autonomy-supportive and controlling forms of control. Autonomy-supportive control aligns with an authoritative parenting style, where parents set clear boundaries while allowing for autonomy within those boundaries. This style promotes the development of self-regulation, competence, and intrinsic motivation (Baumrind, 1991). In contrast, controlling forms of control, such as authoritarian or permissive parenting, involve excessive restriction, coercion, or lack of structure, which can undermine the child's sense of autonomy and hinder their intrinsic motivation.

Filial behavior outcomes reflect the quality of parent-child relationships and encompass a range of behaviors such as respect, obedience, support, and caregiving. According to SDT, greater autonomy from parents will result in strengthening parent-child relationships and foster closeness which will more likely engage the children to show behaviors of care and respect towards their parents. Autonomy-supportive parenting practices contribute to the child's sense of competence, autonomy, and intrinsic motivation, which, in turn, influences their engagement in positive filial behaviors (Chao, 1994). Conversely, controlling or restrictive parenting practices may hinder the development of positive filial behavior outcomes by undermining the child's sense of autonomy and diminishing their intrinsic motivation to engage in supportive behaviors.

Within the framework of SDT, we can expect positive correlations between autonomy support, filial behavior outcomes, and the fulfillment of basic psychological needs. Studies have shown that autonomy support positively predicts filial behavior, as it promotes a sense of competence, autonomy, and relatedness within the parent-child relationship (Grolnick & Ryan, 1989). On the other hand, parental control has been associated with lower levels of filial behavior, as it may undermine the child's sense of autonomy and relatedness (Baumrind, 1991).

Moreover, filial behavior outcomes can act as mediators in the relationship between autonomy support, parental control behaviors, and overall parent-child relationship quality. Positive filial behavior outcomes, facilitated by autonomy support, may strengthen the parent-

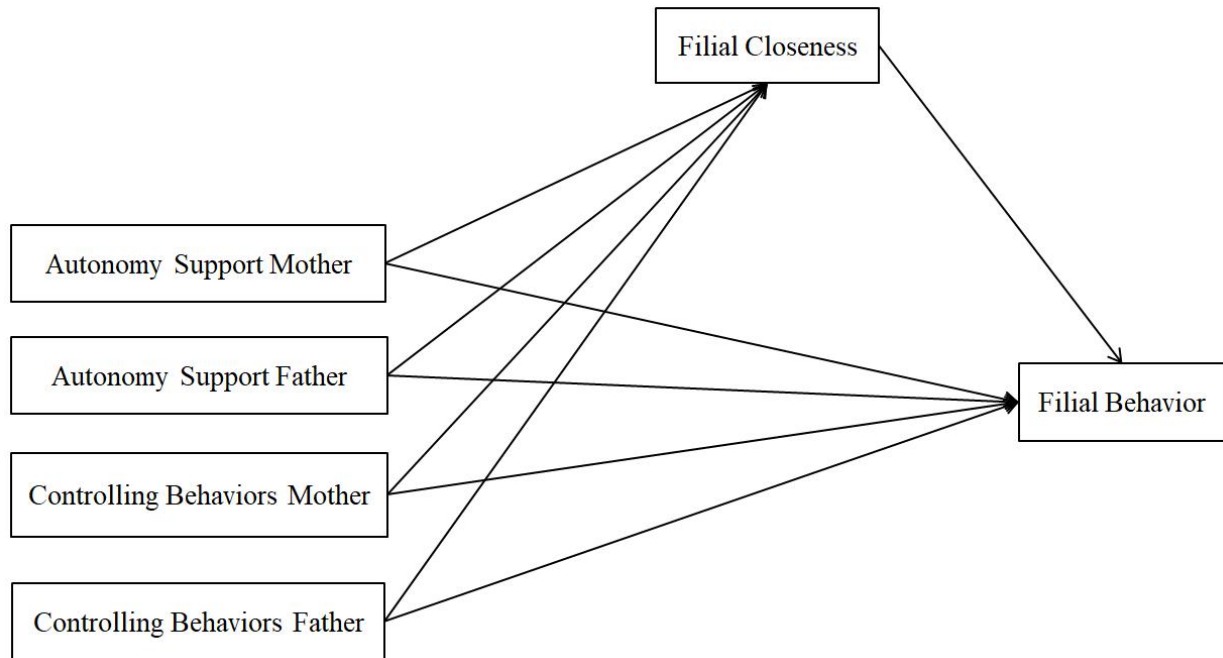
child bond, foster a sense of relatedness, and promote the fulfillment of psychological needs, leading to further positive outcomes in the parent-child relationship.

The theoretical framework presented here integrates the concepts of autonomy support, parental control behaviors, and filial behavior outcomes within the Self-Determination Theory framework. By understanding the correlations and implications of these constructs, we can foster the development of positive parent-child relationships characterized by autonomy support and the promotion of intrinsic motivation. Recognizing the importance of autonomy support, parents can create an environment that nurtures their children's autonomy, competence, and relatedness, fostering positive filial behavior outcomes and promoting healthy parent-child interactions.

## Conceptual Framework

**Figure 1**

*Conceptual Path Model for Autonomy Support, Control Behavior, Filial Behavior and Filial Closeness*



## **Rationale**

Emerging adults model a stage of development that represents a critical period of transition and exploration. They are navigating the challenges of establishing independence, identity formation, and making significant life choices. Understanding the dynamics of parental autonomy support and control behaviors and their impact on filial closeness and filial behavior outcomes specifically in this age group can provide valuable insights into the unique challenges and dynamics of the parent-child relationship during this transitional phase. By focusing on emerging adults, our research contributes to a more comprehensive understanding of the factors that shape filial behavior and can inform interventions and support systems tailored to this specific developmental stage.

Emerging adulthood refers to a distinct developmental period between adolescence and full adulthood, typically spanning from late adolescence (around 18 years) to the mid-20s or even early 30s (Arnett, 2000). During this stage, individuals are characterized by a variety of unique experiences and challenges as they navigate the transition from adolescence to adulthood. They often face significant changes in education, work, relationships, and identity formation.

Arnett (2000) highlights five key features that define emerging adulthood: identity exploration, instability, self-focus, feeling "in-between," and a sense of possibilities. This period is marked by intense exploration and experimentation, as emerging adults seek to define their personal and professional identities. They may engage in educational pursuits, vocational training, or enter the workforce in an effort to establish their independence and build a foundation for their future.

Parental autonomy support has been found to positively predict academic self-motivation and well-being (Chirkov & Ryan, 2001) supporting the importance of autonomy as a fundamental human need across cultures. Similarly, in a study by Gibbons et al. (2004) it was found that greater autonomy support from parents was linked to more positive experiences in romantic relationships, while controlling behavior was associated with negative relationship experiences, lower autonomy and relatedness, which leads to diminished parental attachment. If this parent-child relationship and closeness is strong (Van Petegem et al., 2018), it can act as a protective factor against stress and depression during emerging adulthood (Stormberg, 2017).

The relationship between filial closeness and filial behavior has been extensively studied in Western cultures (Ainsworth et al., 2015) but research in non-Western cultures, such as Pakistan, is limited. Understanding the cultural context in which these relationships occur is crucial, as cultural norms and values can influence individuals' perceptions and responses to parental behaviors. This study aims to fill these gaps in the literature by examining the relationship between perceived parental autonomy support, perceived parental control behaviors and filial behavior, from the perspective of the 'adult child'. It will also explore the mediating role of filial closeness. The findings could have global significance by contributing to the understanding of filial closeness and parenting in different cultural contexts, highlighting the importance of considering cultural factors in the development and maintenance of parent-child attachment.

Research on parental autonomy support, control behaviors, filial closeness, and filial behavior in emerging adults has predominantly focused on Western cultural contexts, such as North America and Europe (Barber & Harmon, 2002; Ryan & Deci, 2000). However, there are significant international gaps in this area of study that warrant attention.

In Asian cultural contexts, studies conducted in China and Japan have explored parental autonomy support, control behaviors, and filial behavior in emerging adults (Cheung et al., 2019; Wu et al., 2021). However, there is a need for research focusing on other Asian countries, including India, Pakistan, and Southeast Asian nations. These regions possess unique cultural values, norms, and family dynamics that likely influence filial behavior among emerging adults.

In the specific context of Pakistan, where filial piety holds significant importance, understanding the role of parental autonomy support and control behaviors in shaping filial behavior is crucial, particularly among emerging adults. This research aims to bridge the gap in knowledge by focusing on the influence of these parental behaviors on filial behavior in Pakistani culture.

Filial piety, which emphasizes respect, obedience, and care for parents, is deeply rooted in Pakistani society. However, the ways in which parental autonomy support and control behaviors contribute to the manifestation of filial behavior in this cultural context remain

understudied. By examining these dynamics, our research seeks to shed light on the complexities of parent-child relationships and filial behavior among emerging adults in Pakistan.

Recognizing the influence of cultural norms and values on parent-child attachment is essential. Pakistani families often prioritize collectivism, interdependence, and strong family bonds. Understanding how parental autonomy support and control behaviors interact with these cultural values will provide valuable insights into the unique challenges and opportunities faced by emerging adults in their transition to adulthood within the Pakistani cultural context.

### **Significance**

The significance of this research lies in its contribution to the understanding of parent-child relationships, filial behavior, and the role of parental autonomy support and control behaviors in the specific cultural context of Pakistan, focusing on emerging adults. Firstly, our study acknowledges the significance of emerging adulthood as a distinct period between adolescence and full adulthood. By examining the experiences and challenges faced by emerging adults in Pakistan, we aim to shed light on their unique developmental needs and the dynamics of their relationships with parents. This understanding is crucial for designing targeted interventions and strategies that promote positive parent-child interactions, mental health, and well-being during this critical life stage.

Secondly, our research takes into account the cultural values and norms prevalent in Pakistan, particularly the emphasis on filial piety and family bonds. By investigating how parental autonomy support and control behaviors shape filial behavior within this cultural context, we can provide insights into the specific challenges and opportunities faced by emerging adults in maintaining a balance between individual autonomy and familial obligations. This knowledge can inform the development of culturally sensitive interventions and policies that strengthen parent-child relationships and promote healthy family dynamics in Pakistan.

Additionally, our research contributes to the broader literature on parent-child relationships and filial behavior by highlighting the need for cross-cultural comparisons and extending the understanding beyond Western cultural contexts. By examining the influence of

parental autonomy support and control behaviors on filial behavior outcomes in non-Western cultures, such as Pakistan, we can uncover the cultural nuances and variations that shape these relationships. This has implications for promoting cultural diversity and inclusivity in research and practice.

Furthermore, our findings may have practical implications for families, therapists, and policymakers in Pakistan. Understanding the dynamics of parent-child relationships and the role of parental autonomy support and control can inform interventions and strategies aimed at improving the quality of these relationships, enhancing family communication, and fostering the well-being of emerging adults. This knowledge can also guide policymakers in formulating culturally relevant policies that support the needs and aspirations of emerging adults within the Pakistani cultural context.

In conclusion, our thesis addresses the gaps in research on parental autonomy support, control behaviors, filial closeness, and filial behavior in emerging adults, both in the international context and specifically within the cultural context of Pakistan. By examining these dynamics and their significance for emerging adults, we aim to contribute to the existing literature, promote cultural understanding, and inform interventions and policies that support positive parent-child relationships and the well-being of emerging adults in Pakistan.

### **Research Objectives**

1. To examine the relationship between perceived parental autonomy support, perceived parental control behaviors, filial closeness and filial behavior.
2. To investigate the mediating role of filial closeness in the relationship between parental autonomy support, parental control behaviors and filial behavior outcomes in Pakistani emerging adults.
3. To find out the difference of parental autonomy support and parental controlling behaviors between different demographics.

### **Research Hypotheses**

H1 = There will be a positive relationship of perceived parental autonomy support with filial closeness and filial behaviors



H2 = There will be a negative relationship of perceived parental controlling behaviors with filial closeness and filial behaviors

H3 = Parental autonomy support will positively predict filial closeness and filial behaviors

H4 = Parental controlling behaviors will negatively predict filial closeness and filial behaviors

H5 = Filial closeness will mediate the relationship between autonomy support and filial behaviors

H6 = Filial closeness will mediate the relationship between controlling behaviors and filial behaviors

H7 = There will be gender differences in parental control behaviors, autonomy support, filial closeness and filial behaviors

## METHOD

### Research Design

The current study is a correlation cross-sectional research design to study the association between perceived parental autonomy support, perceived parental controlling behaviors, filial behaviors and the mediating role of filial closeness.

### Participants

The study population consisted of Pakistani individuals in their emerging adulthood i.e. the ages of 18-25 ( $M_{age}=20.73$ ,  $SD=1.48$ ). The participants in the study were recruited through non-probability convenience sampling resulting in  $N=218$  participants, 103 female and 114 male, from 4 public and private sector universities of Islamabad. The required sample size was calculated to be 210 using G\*Power (Erdfelder, Faul, & Buchner, 2007) software analysis of hypotheses. Only data from participants who fulfilled the inclusion criteria was utilized in the study.

All participants in the study were born and raised in Pakistan to control for the role of cultural background and upbringing. The study did not include individuals who were not born and raised in Pakistan, individuals raised by someone other than their parents (Smith & Palmieri, 2007), whose parent(s) have passed, and individuals who were married, widowed, separated, or divorced (Cicirelli, 1983).

### Inclusion Criteria

- Individuals raised by parents and not a caretaker.
- Individuals with both parents living.

### Exclusion Criteria

- Individuals, who are married, widowed, separated or divorced.
- Individuals who were not born and raised in Pakistan.

## **Operational Definitions**

### ***Perceived Parental Autonomy Support***

Perceived Parental Autonomy Support refers to the parental behaviors perceived by the emerging adult-child that encourage and respect a child's autonomy and individuality (Robbins, 1994).

### ***Perceived Parental Controlling Behaviors***

Perceived Parental Controlling Behaviors refer to a range of actions, strategies, or patterns of behavior employed by parents and perceived by the emerging adult-child (Barber et al., 1994). These behaviors are aimed at exerting excessive control, dominance, or power over the children's thoughts, actions, or choices (Shaefer, 1965).

### ***Filial Behaviors***

Filial Behaviors refer to the proactive and consistent care and support provided by emerging adult children to their ageing parents, encompassing emotional and financial aspects (Yeh & Bedford, 2004).

### ***Filial Closeness***

Filial closeness refers to the deep emotional connection, trust, and intimacy between parents and children, encompassing warmth, affection, and support. It is a multidimensional concept involving emotional, cognitive, and behavioral aspects (Bowlby, 1969).

## **Measures**

Following assessment measures were used to collect data pertaining to demographics, parental autonomy support, parental control behaviors, filial behavior outcomes and filial closeness.

### ***Demographic Sheet***

Inclusion and Exclusion criteria were included on the Informed Consent Form to reduce the number of forms discarded because of unfulfilled criteria. The demographic sheet included Age, Gender, Marital Status, Socioeconomic Status, Monthly Household Income, Born and raised in Pakistan, Education Level, Employment Status, Religion, Living Arrangement, Parents alive or deceased (if deceased, which parent), Father and Mother Age, Father and Mother Education, Father and Mother Occupation, Raised by anyone other than their parents or not (and for how long), and Parental history of physical illness or psychological disorders.

### ***Perceived Parental Autonomy Support Scale (P-PASS)***

The Perceived Parental Autonomy Support Scale was developed by Mageau et al. (2015). The P-PASS measures perceived parental autonomy support and perceived parental controlling behaviors separately for both mothers and fathers. The scale was utilized in this study to evaluate the participants' perception of their parents' autonomy-supportive and controlling behaviors. According to the scale, parental autonomy support and parental control are opposite poles of the same continuum to be investigated separately. It consists of 24 items. Participants were required to use a 7-point response scale to rate the extent to which they believed their parents exhibited certain behaviors during their upbringing. The scale ranged from 1 (Strongly Disagree) to 7 (Strongly Agree), with 4 being the midpoint indicating moderate agreement. Autonomy Support and Controlling Behaviors have 3 subscales each. Subscales of Autonomy Support are: Offering choice within certain limits (items 1, 4, 8, 14), Explaining the reasons behind the demands, rules, and limits (items 2, 9, 19, 23), and Being aware of, accepting, and recognizing the child's feelings (items 7, 13, 16, 24). Subscales of Controlling Behaviors are: Threatening to punish the child (items 3, 10, 15, 20), Inducing guilt (items 6, 12, 18, 21), and Encouraging performance goals (items 5, 11, 17, 22). The items were added to calculate the scores for each subscale. Each subscale was added to attain a total value for Autonomy Support and Controlling Behaviors. The reliability of the P-PASS scales was established through Cronbach's alpha coefficients, which yielded a high value of  $\alpha = 0.89$ .

### ***Adult Filial Closeness Scale (AFCS)***

The Adult Filial Closeness Scale was developed by Stephanie C. Black (2016). The scale was utilized in this study to evaluate the participants' perceptions of their strength of attachment with their parent. It consists of 16 items with no subscales. Each item is responded with a 6-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). The responses are summed together with items 2, 7, 10 and 12 reverse scored to attain a total value for adult filial closeness. High scores indicate more closeness between the parent and the respondent while low scores indicate less closeness between the parent and the respondent. The reliability analysis for AFCS indicated a high level of internal consistency. All 16 items had acceptable reliability. The Cronbach's alpha coefficient yielded a high value of  $\alpha = 0.94$ .

### ***Filial Behavior Scale (FBS)***

The Filial Behavior Scale was developed by Chen et al. (2007). The scale was utilized in this study to evaluate the participants' perceptions of their helping behavior towards their parents. It consists of 25 items to assess filial behavior with no subscales. Each item is responded on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The responses are summed together with items 5 and 11 reverse scored to get a total value of filial behavior. High scores indicate more filial behaviors while low scores indicate less filial behaviors. The reliability coefficients were 0.86 and 0.79 for the Hong Kong Chinese and the Mainland Chinese versions, respectively. Chen and his colleagues found that in Chinese samples, the scale demonstrated strong reliability and validity.

### **Procedure**

The data for this research was collected through surveys. Initially, permission was taken from the authors of each scale to use them in this study. Formal institutional permission was also taken from Bahria University Islamabad Campus to conduct the study and collect data from different universities. All the scales were used in their English version. 223 participants were recruited from public and private sector universities of Islamabad, Pakistan. A total of 300 questionnaires were circulated of which we were given back 293 (97.67%). Of these response forms, 218 forms (72.67%) were usable. Of the discarded forms, 40 were incomplete, 35 did not fit the inclusion criteria. The usable response forms exceeded the minimum sample size needed (210) which is why data analysis was proceeded with.

In the informed consent form, participants were educated about the aims of the study, how the data will be used, that their identities will remain confidential and anonymous, and that they can withdraw from the study at any time before obtaining their consent for participation in the research. If, at any point during their responses the participants faced any questions or queries, they were thoroughly taken care of by the researchers.

When analyzing the demographic information through descriptive statistics, only the completion of grades 9-10 was considered for matriculation in the education level of the participant.

Anything less than that was considered as no formal education. Furthermore, occupations of parents were classified into groups; Not in the labor force (housewife, retired), Entry-Mid level (teacher, professor, principle, nurse, general manager etc.), Senior level/Self-

employed (doctor, business, lawyer, specialist etc.), Government officers, and Others (non-level specific fields). All the participants were born and raised in Pakistan, all were single, and all followed the religion Islam.

## **RESULTS**

The current research is aimed at assessing the relationship between Perceived Parental Autonomy Support, Perceived Parental Controlling Behaviors, Filial Behavior Outcomes and Filial Closeness (N = 218). The results were analyzed on the basis of these variables with autonomy support and control behaviors measured of both mothers and fathers using the Perceived Parental Autonomy Support Scale (P-PASS). In order to test the hypotheses, the data was analyzed using the Statistical Package for Social Sciences Version 27 (SPSS 27.0.1). Cronbach's alpha reliability was used for the reliability analysis of P-PASS subscales – Mother's Autonomy Support (ASM), Father's Autonomy Support (ASF), Mother's Controlling Behavior (CBM), Father's Controlling Behavior (CBF); AFCS and FBS. The analytical strategies used for the data included Pearson Product Moment Correlation, Independent Sample T-Test and Mediation Analysis using the PROCESS by Hayes Version 4.3.

**Table 3.1***Sociodemographic Characteristics of Sample (N = 218)*

Demographics	Categories	<i>f</i>	(%)	<i>M</i>	<i>S.D</i>
Age	18-21	158	72.50	20.73	1.48
	22-25	60	27.50		
Gender	Female	103	47.20		
	Male	114	52.30		
	Missing	1	0.50		
SES	High	20	9.20		
	Middle	184	84.40		
	Low	11	5.00		
	Missing	3	1.40		
Monthly Income	10000-200000	98	45.00	207503.45	175012.3
	250000-1000000	47	21.60		
	Missing	73	33.50		
Edu. Status	Matriculation	9	4.10		
	Undergraduate	201	92.20		
	Postgraduate	8	3.70		
Emp. Status	Employed/Self-Employed	26	11.90		
	Unemployed/Not in Labor Force	80	36.70		
	In training/education	107	49.10		
	Missing	5	2.30		
Living Arrangement	Living with parents	161	73.90		
	Living without parents	54	24.80		
	Missing	3	1.40		
Father's Age	35-55	130	59.60	54.72	6.29
	56-76	78	35.8		
	Missing	10	4.60		
Father's Edu. Status	No Formal Education	3	1.40		
	Matriculation	33	15.10		



Demographics	Categories	<i>f</i>	(%)	<i>M</i>	<i>S.D</i>
	Undergraduate	76	34.90		
	Postgraduate	83	38.10		
	Missing	23	10.60		
Father's Occ. Status	Not in the labor force	36	16.50		
	Entry-Mid Level	31	14.20		
	Senior Level/Self-Employed	65	29.80		
	Government Officer	47	21.60		
	Others	28	12.80		
	Missing	11	5.00		
Mother's Age	35-51	143	65.60	49.03	5.31
	52-68	64	29.40		
	Missing	11	5.00		
Mother's Edu. Status	No Formal Education	13	6.00		
	Matriculation	41	18.80		
	Undergraduate	72	33.00		
	Postgraduate	63	28.90		
	Missing	29	13.30		
Mother's Occ. Status	Not in the labor force	151	69.30		
	Employed	43	19.7		
	Missing	24	11.00		
Parent's Physical Ill.	Mother	5	2.30		
	Father	10	4.60		
	Both	5	2.30		
	No	196	89.90		
	Missing	2	0.90		
Parent's Psych. Dis.	Mother	2	0.90		
	Father	2	0.90		
	Both	2	0.90		
	No	209	95.90		

Demographics	Categories	<i>f</i>	(%)	<i>M</i>	<i>S.D</i>
	Missing	3	1.40		

Note. SES, Socioeconomic Status; Edu. Status, Educational Status; Emp. Status, Employment Status; Father's Edu. Status, Father's Educational Status; Father's Occ. Status, Father's Occupational Status; Mother's Edu. Status, Mother's Educational Status; Mother's Occ. Status, Mother's Occupational Status; Parent's Physical Ill., Parent's Physical Illness; Parent's Psych. Dis, Parent's Psychological Disorder.

This table shows the demographic characteristics of 218 participants. The mean and standard deviation of their ages are 20.73 and 1.48 respectively. Majority of the participants (72.5%) lie in the age group 18-21 while the others fall in the group 22-25. The gender of the participants was almost balanced with 52.3% males and the rest females. The average monthly income of the participants was Rs.207,503.45. Majority of the participants belong to the middle socioeconomic class (84.4%), are undergraduates (92.2%), and live with their parents (73.9%). Most of the participants are also in training/education (49.1%) or unemployed/not in the labor force (36.7%). The mean age of participants' fathers was 54.72 with most in the age range 35-55 (59.6%) while the mean age of mothers was 49.03 with most in the age range 35-51 (65.6%). Furthermore, most of the participants mothers were not in the labor force (69.3%) while the fathers mostly had senior level jobs/were self-employed (29.8%) or were government officers (21.6%).

**Table 3.2***Psychometric Properties for AFCS, FBS and P-PASS subscales (N = 218)*

Scale	No. of Items	<i>M</i>	<i>S.D</i>	Range	$\alpha$
ASM	12	58.66	14.36	12-84	.90
ASF	12	58.72	14.60	12-84	.91
CBM	12	42.10	13.10	14-75	.82
CBF	12	42.09	13.52	13-83	.83
AFCS	16	75.18	12.21	37-96	.83
FBS	24	91.07	11.86	49 - 118	.84

Note. ASM, Autonomy Support Mother; ASF, Autonomy Support Father; CBM, Controlling Behaviors Mother; CBF, Controlling Behaviors Father; AFCS, Adult Filial Closeness Scale; FBS, Filial Behavior Scale.

This table shows the psychometric properties of the variables under study, Perceived Parental Autonomy Support (Mother and Father), Perceived Parental Controlling Behaviors (Mother and Father), Filial Closeness, and Filial Behaviors. According to the table, the reliability for the Autonomy Support mother and father subscales (ASM/ASF) of P-PASS is high while the Controlling Behavior mother and father subscales (CBM/CBF) of P-PASS and the whole scales, AFCS and FBS have good reliability.

**Table 3.3***Pearson Product Moment Correlation Analysis for Variables (N = 218)*

Variable	1	2	3	4	5	6
1. ASM	-					
2. ASF	.84***	-				
3. CBM	-.29***	-.23***	-			
4. CBF	-.15*	-.28***	.84***	-		
5. AFCS	.56***	.59***	-.40***	-.40***	-	
6. FBS	.48***	.43***	-.23***	-.17*	.43***	-

Note. ASM, Autonomy Support Mother; ASF, Autonomy Support Father; CBM, Controlling Behaviors Mother; CBF, Controlling Behaviors Father; AFCS, Adult Filial Closeness Scale; FBS, Filial Behavior Scale. \* $p < .05$ .

\*\*\* $p < .001$

This table shows correlations between the scales of Perceived Parental Autonomy Support (Mother and Father), Perceived Parental Controlling Behaviors (Mother and Father), Filial Closeness, and Filial Behaviors. According to the table, there are significant positive correlations between Autonomy Support Mother and Father, as well as between Controlling Behavior Mother and Father. There are significant negative correlations between Autonomy Support and Controlling Behavior. There is a significantly positive correlation between Autonomy Support, Filial Closeness and Filial Behavior while there is a significantly negative correlation between Controlling Behaviors and Filial Closeness as well as between Controlling Behaviors and Filial Behaviors.

**Table 3.4**

*Mediation Analysis for Filial Closeness between Parental Autonomy Support, Controlling Behaviors with Filial Behaviors (N = 218)*

Predictor	Consequent			
	Filial Closeness		Filial Behavior	
	<i>Coeff.</i>	<i>SE</i>	<i>Coeff.</i>	<i>SE</i>
Constant				
Autonomy Support Mother	0.56***	0.05	0.34***	0.06
Autonomy Support Father	0.59***	0.05	0.27***	0.07
Controlling Behaviors Mother	-0.40***	0.06	-0.07	0.06
Controlling Behaviors Father	-0.40***	0.06	-0.002	0.07
Filial Closeness	-	-	0.43***	0.06
$R^2$	.421		.250	
$F$	40.48***		15.48***	

Note. *Coeff.* = Standardized regression coefficient.

\*\*\* $p < .001$ .

Table 3.5 indicates mediation analysis for Filial Closeness between Parental Autonomy Support (mother and father), and Parental Controlling Behaviors (mother and father), with Filial Behaviors. It shows that the perceived parental autonomy support of both mothers and fathers significantly and positively predicts filial closeness and filial behaviors while perceived parental controlling behaviors of both mothers and fathers significantly and negatively predict filial closeness. Furthermore, parental controlling behaviors do not directly impact filial behaviors significantly. It is also shown that filial closeness positively significantly predicts filial behaviors. The model of perceived parental autonomy support and perceived parental controlling behaviors impacting filial closeness has a significant model fit with 42.1% variance. Moreover, the model of perceived parental autonomy, perceived parental controlling behaviors and filial behaviors impacting filial behaviors also has a significant model fit with 25% variance.

**Table 3.5**

*Indirect Effect of Filial Closeness between Parental Autonomy Support, Parental Controlling Behaviors with Filial Behaviors (N = 218)*

Predictor	$\beta$	BootSE	95% Boot CI	
			BootLL	BootUL
Autonomy Support Mother	0.13	0.04	0.05	0.22
Autonomy Support Father	0.17	0.05	0.08	0.26
Controlling Behaviors Mother	-0.17	0.04	-0.26	-0.09
Controlling Behaviors Father	-0.19	0.05	-0.29	-0.11

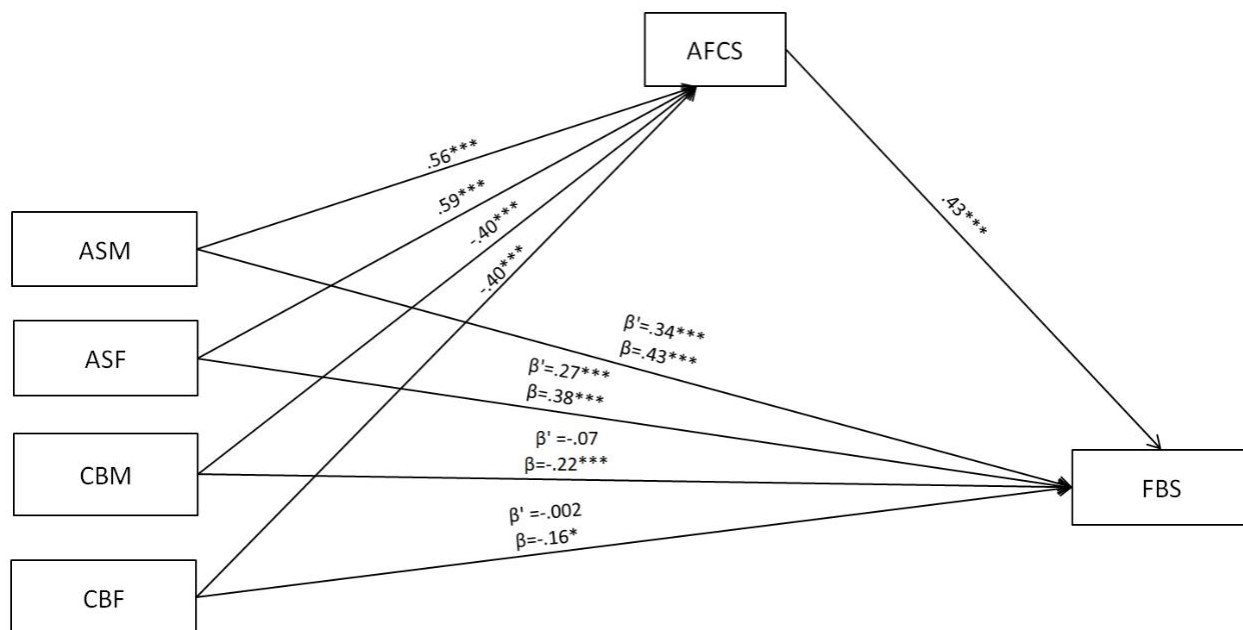
Note.  $\beta$  = Standardized Indirect Effect; *BootSE* = Bootstrap Standard Error; *BootCI* = Bootstrap

Confidence Interval; *BootLL* = Bootstrap Lower Limit; *BootUL* = Bootstrap Upper Limit. \*\*\* $p < .001$ .

Table 3.6 showing the indirect effect of filial closeness signifies that all mediation pathways between the predictors and the outcome, filial behaviors are significant. Therefore, filial closeness is a significant mediator for the relationship between perceived parental autonomy support and filial behaviors as well as for the relationship between perceived parental controlling behaviors and filial behaviors.

**Figure 2**

*Statistical Model of Mediation Analysis for Filial Closeness between Parental Autonomy Support, Controlling Behaviors with Filial Behaviors*



Note. Coefficients presented are standardized regression coefficients;  $\beta$ = Total Effect;  $\beta'$ = Direct Effect; ASM, Autonomy Support Mother; ASF, Autonomy Support Father; CBM, Controlling Behaviors Mother; CBF, Controlling Behaviors Father; AFCS, Adult Filial Closeness Scale; FBS, Filial Behavior Scale. \* $p < .05$ . \*\*\* $p < .001$ .

Figure 2 shows the path analysis model for mediation between the study variables. It shows that autonomy support of both mothers and fathers positively significantly predicts filial closeness and filial behaviors. It also shows that the controlling behaviors of both mothers and fathers negatively significantly predict filial closeness but not filial behaviors. Moreover, filial closeness significantly and positively predicts filial behaviors.

**Table 3.6***Independent Sample T-Test Analysis for Genders (N = 218)*

Variable	Female (n = 103)		Male (n = 114)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>S.D</i>	<i>M</i>	<i>S.D</i>			
ASM	56.71	15.36	60.05	12.79	-1.73	0.08	
ASF	56.87	15.53	59.90	13.13	-1.54	0.12	
CBM	38.44	13.73	44.83	12.13	-3.65	<0.001	0.49
CBF	37.62	13.38	45.25	12.35	-4.37	<0.001	0.59
AFCS	73.68	14.45	74.68	11.37	-0.57	0.57	
FBS	89.01	11.83	90.64	13.47	-0.94	0.35	

Note. ASM, Autonomy Support Mother; ASF, Autonomy Support Father; CBM, Controlling Behaviors Mother; CBF, Controlling Behaviors Father; AFCS, Adult Filial Closeness Scale; FBS, Filial Behavior Scale.

Table 3.4 shows the independent sample t-test analysis done for gender (male and female) on Perceived Parental Autonomy Support (mother and father), Perceived Parental Controlling Behaviors (mother and father), Filial Closeness, and Filial Behaviors. According to the table, males significantly perceive more controlling behaviors from their mothers and fathers as compared to females. The table also shows a medium effect size through the Cohen's *d* values for this gender difference.



## Summary of Findings

The aforementioned analyses have been conducted on a sample of N=218 individuals, aged 18-25 years, to test the research hypotheses proposed in this study. Demographic characteristics are described in Table 3.1 showcasing the participants' age and gender distribution, socioeconomic class, monthly income, employment, education etc. along with their parent's ages, education, and occupation divisions. Table 3.2 shows the psychometric properties for the scales and subscales used in the study (P-PASS, AFCS, FBS) that are shown to have good to high reliability.

Table 3.3 shows the Pearson Product Moment Correlation Analysis results for the study variables, all of which are significantly correlated with each other. Tables 3.3 and 3.4 (Mediation Analysis results) show that perceived parents' autonomy support was found to positively correlate with and predict both filial closeness and filial behaviors while perceived parents' controlling behaviors were found to negatively correlate with and predict filial closeness, while they do not significantly predict filial behaviors. Filial Closeness was found to be a significant mediator for the proposed relationships.

In Table 3.6, Independent Sample T-Test Analysis was conducted on gender for hypothesis testing which showed that males significantly perceive more controlling behaviors from their parents as compared to females.

## DISCUSSION

This study aimed to investigate the relationship between perceived parental autonomy support, perceived parental controlling behaviors and filial behaviors towards parents in emerging adults. The mediating role of filial closeness was also studied to explain the aforementioned relationship. Furthermore, another goal of this study was to determine how these variables vary over demographics in emerging adults.

The measuring instruments used in this study were the Perceived Parental Autonomy Support Scale (P-PASS; Mageau et al., 2015) for both perceived autonomy support and perceived controlling behaviors; Adult Filial Closeness Scale (AFCS; Black, 2016); and Filial Behavior Scale (Chen et al., 2007). Based on Table 3.2, it can be seen that the reliability of all scales and subscales is good and high which aligns with their reliability from other validation studies – P-PASS ( $\alpha > 0.89$ ), AFCS ( $\alpha = 0.94$ ), FBS (reliability coefficient = 0.86). It indicates that the scales are appropriate measures for the study variables.

This study hypothesized that there will be a positive relationship between perceived autonomy support and filial behaviors. Data shows in Table 3.3 when Pearson Product Moment Correlation analysis was used, that there is a significant positive and moderate correlation between perceived autonomy support of both mother and father with filial behavior. Mediation Analysis conducted to find significant predictors of filial behavior also showed that parental autonomy support significantly positively predicts filial behavior as shown in Table 3.5. This means that the greater an individual perceives their parents' support of their autonomy to be, the more they will engage in their familial duties and filial behaviors. This result is consistent with past literature since in a study conducted by Aun et al. (2016), a significant moderate and positive correlation and prediction relationship was found between parental autonomy support and filial behaviors, similar to this study in Malaysian adolescents. Another study performed by Tan et al. (2021) on Malaysian adolescents also reported positive impact of parental autonomy support on reciprocal filial piety referring to children supporting their parents emotionally, financially and spiritually on the basis of love and respect for them, as opposed to authoritarian

filial piety where this support stems from cultural expectations and parent's wishes (Yeh & Bedford, 2003).

Table 3.3 also shows that there is a significant moderate and positive relationship between filial closeness and the autonomy support of both mothers and fathers. This signals that the greater parental support a child perceives, the closer they will be with their parents. Similar results were found in a study by Aun et al. (2016) where parental autonomy support was found to be an important predictor of positive interactions between parents and children increasing filial engagement. This finding also aligns with self-determination theory which states that for an individual to be autonomously motivated, they need their three basic needs fulfilled, one of which is autonomy. When a parent fulfills this need of their child, the child would naturally develop gratitude towards them strengthening their value of filial piety leading to them fulfilling their filial responsibilities.

Another hypothesis proposed by this study was that parental controlling behavior will have a negative relationship with filial behaviors and filial closeness. Table 3.3 shows that parental control behavior significantly and negatively correlates with filial behaviors and filial closeness; however, according to Table 3.5, parental controlling behavior is not a significant predictor of filial behavior. Mediation analysis results show that parental control behavior indirectly impacts filial behavior through a mediator, filial closeness which it significantly and negatively predicts. This signifies that with the increase in an individual's perception of their parent's controlling behavior, there will be a decrease in their filial behaviors but the change will not be directly due to the parental control. Instead, the parental control will lead to the weakening of the parent-child bond which will then reduce the supporting behavior children direct towards their parents. These results can be understood when we consider the cultural requirement of fear of parental authority and how it is often brought about by the use of parental control.

Surprisingly, a study on parental autonomy support, control and filial piety in Chinese adolescents (Guo et al., 2021) found that parental behavioral control is positively related with both reciprocal and authoritarian filial piety, which is in contradiction with the findings of this study. This discrepancy may be because of the scales used to measure behavioral control. While the scale used in this study, P-PASS measured behavioral control through negative parenting practices such as threatening to punish the child or inducing guilt, the scale used in the study on Chinese adolescents also included positive parental behavioral control through items such as 'My

parents ask me to tell them what happens in school' (Wang et al., 2007). Hence, controlling behavior might not directly result in children's reluctance towards filial behaviors but the process might be more complex than expected.

Through Table 3.3 and 3.4, it is seen that filial closeness significantly and positively correlates with and predicts filial behaviors. This finding also supports previous literature such as Cicirelli (1983, 1993) where it was reported that the stronger attachment a child had to their parent, the more likely they were to provide caregiving behaviors to them presently and in the future. A similar study by Thompson and Walker (1984) found the same outcomes between mother-daughter dyads. Another study by LooSee and Yoong (2013) stated that the support children provide to parents is largely dependent on their relationship characteristics. It studied a child's perspective according to which, the more contact they maintained with their parents, the more likely they were to provide them support and perform their filial duties.

Table 3.4 and 3.5 show the mediation relationship of filial closeness between autonomy support and filial behavior where the direct effect and indirect effect through filial closeness are both significant i.e. partial mediation is taking place. It can be understood that although parental autonomy support is indirectly increasing filial behavior by increasing parent-child closeness, it still has a direct role in impacting it which is greater than the indirect effect.

When considering the mediation relationship of filial closeness between parental controlling behaviors and filial behaviors, based on Tables 3.4 and 3.5, full mediation is accounted for, which signifies that all changes in filial behaviors due to parental controlling behaviors are through changes in filial closeness. More perceived parental control weakens how close the child is to their parent which then leads to the decrease in caregiving behaviors towards the parents.

Literature shows that an individual's filial behaviors are expected to vary with their age (Fuligni & Pedersen, 2002), genders (Silverstein et al., 1997), education, employment levels, living arrangements and parent's physical and psychological disorders (Chappell & Funk, 2012), however all these factors were found to play an insignificant role in predicting filial behaviors.

To examine gender differences over the study variables, Table 3.6 was constructed using Independent Sample T-Test. According to the table, males significantly perceive more controlling behaviors from their mothers and fathers as compared to females. This is supported by a research conducted on perceived parental control and parent-child relationships of Hong

Kong adolescents by Shek (2008). Since the study explored different areas of parental control such as knowledge, expectations, discipline, demandingness etc., it found that the adolescents' perception of their father's control was higher for sons than for daughters in all areas except for demandingness. Furthermore, perceived maternal psychological control and discipline was also higher for sons than daughters. Keeping in mind the similarities of culture between China and Pakistan, this result can be further understood when we consider traditional and religious Pakistani practices of strict parental control over children. Sons are often burdened with high expectations from a financial and occupational perspective, carrying on the family line, and being the breadwinners of the family. Although daughters also face a high amount of parental control and restrictions in Pakistan (Stewart et al., 2000), modern female empowerment and the transformation of traditional culture in emerging adults might help explain the results.

Contrary to these results, a meta-analysis conducted by Endendijk et al. (2016) showed that there was considerable similarity between boys and girls for parental control. It was also found that socioeconomic status and ethnicity were not factors that impacted this differential control.

To investigate gender differences in parental autonomy support, the independent sample t-test analysis results in Table 3.6 were used where it was found that males perceive more autonomy support from both their parents as opposed to females' however, this result is not significant. In contradiction, a study by Aun et al. (2016) found that Malaysian male adolescents significantly perceived both father ( $t = -2.65$ ,  $p = .008$ ) and mother ( $t = -2.76$ ,  $p = .006$ ) to be more autonomy supportive than female adolescents. Another Pakistani based study by Stewart et al. (2000) showed that girls are more likely to perceive their parents as autonomy supportive and warm when compared to boys.

The conducted research also hypothesized that gender differences would be exhibited in filial behaviors however it was found in Table 3.6 that increased males' filial behaviors were not significant. This finding aligns with past literature on the relationship between gender and filial behavior such as studies by Chen et al. (2007) and Aun et al. (2016) which yielded similar results. This finding can be understood by considering that generally females are expected to support their family emotionally while males are expected to support them in material terms or financially (Yue & Ng, 1999). This multidimensional form of filial responsibility and care may determine the almost equal amount of filial behaviors practiced by children.

Another hypothesis in this study was regarding the presence of gender differences in filial closeness. In Table 3.6 it can be seen that although males exhibit slightly stronger filial closeness, this gender difference is not significant. This result is supported through a study by Haigler et al. (1995) where the difference between overall attachment to mothers and fathers was not significant between sons and daughters despite there being a significant difference in which parent children were more attached to i.e. mothers.

This study also aimed to investigate how the measured demographics vary over the study variables however demographics such as the participants' employment status, monthly income, or parental characteristics were found to be insignificant which is why their tables were not included in this study.

Notable findings can be derived from this study based on the relationship between autonomy support and control behaviors. Autonomy support and control behaviors are often considered two poles of the same continuum (Mageau et al., 2015) or opposing constructs (Schaefer, 1965), a finding supported by Table 3.4 which shows antagonistic functions of autonomy support and controlling behaviors in impacting filial closeness. Conversely, correlational results in Table 3.3 exhibit a weak negatively significant relationship between parental autonomy support and parental controlling behaviors. This study also shows in Table 3.6 that although males significantly perceive greater parental control behaviors, they do not significantly perceive lower parental autonomy support than females. If they were opposing constructs, their high or low values would not co-occur within the same group (Soenens et al., 2009). These results give support to past research which states that psychological control and autonomy support are two distinct concepts that should be measured separately rather than a single concept that lies on two ends of a spectrum (Hauser Kunz & Grych, 2013; Silk et al., 2003). This finding may apply to controlling behaviors as well which signifies that if parents are more controlling, it does not mean they do not provide their child the necessary independence support, and vice versa.

In light of the theoretical and empirical evidence, it is seen that simple matters such as the way a parent supports their child's autonomy and controls their life can decide the relationship they maintain with their child and the kind of support they get back. Parental autonomy support perceived by the emerging adults is found to positively impact filial closeness and filial behaviors, a relationship backed up by many studies. On the other hand, parental control

behaviors perceived by children have been found to negatively impact filial behaviors through filial closeness; however more research is required to solidify this finding. It is also found that there is no gender difference in the study variables except for perceived control behaviors.

### **Conclusion**

It was found that perceived parental autonomy support of both mothers and fathers significantly and positively predicts filial behaviors partially mediated by filial closeness. Furthermore, perceived parental controlling behaviors of both mothers and fathers does not directly predict filial behaviors, however it works through filial closeness to negatively impact it. Additionally, it was found that apart from males significantly perceiving more parental controlling behaviors, there were no other gender differences in the study variables.

### **Implications**

The findings from this study point to the importance of understanding the family dynamics that would go on to determine the practical matter of caregiving and support that children provide to their parents. Thus, for parents these findings, when communicated appropriately, become important in securing their current and future caregiving by their children by regulating the autonomy support and control they provide. The results also propose important implications for how to improve the relationship between parents and children in a world where filial closeness is increasingly becoming a rarity rather than the norm. The findings will also contribute to research aimed at understanding important familial processes from a cultural perspective and developing workshops or seminars for parents to further understand the psyche and perspective of their emerging adult-children in establishing stronger parent-child bonds and filial engagement. One such workshop may be based on filial therapy, a parent training program aimed to improve parent-child relationship quality by teaching them to be the main therapeutic agents for their child. Many studies have proved the use of filial therapy in increasing the autonomy and independence they provide to their child and restricting the amount of control they exert over them (Jang, 2000; Rennie & Landreth, 2000).

### **Limitations and Future Recommendations**

This research was limited in several ways, leaving open directions for future work. First, it did not attempt to measure the social desirability of participants which would have influenced the way they wanted to be perceived in relation to the caregiving support they provide to their parents. Second, it only measured the behavioral aspect of filial responsibilities and parental

control therefore conclusions may not be accurately derived since the whole phenomenon has not been assessed and behaviors may be based on cultural expectations and not what the participant actually believes. Finally, the study only focused on the child's perspective of their parent's autonomy support and control as well as their own view of the parent-child relationship.

To remedy the limitations, future studies can include a social desirability scale in their response forms; measure the psychological aspect of parental control and filial attitudes; assess the study variables and their relationship from the parent's perspective; use measures other than self-report measures such as behavioral observations or multiple informant approaches; use a longitudinal study model to see how this relationship varies with age and time; and examine cross cultural variations over different demographics.



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**APPENDICES**

## **Appendix A**

### Questionnaire Permission

Permission to use the Parental Autonomy Support Scale 3 Yahoo/Sent ★

 **Hooria Khan** Dear Geneviève Mageau and Julien S. Bureau, L... Fri, Mar 3 at 6:05 PM ★

 **Geneviève Mageau** <g.mageau@umontreal.ca> Fri, Mar 3 at 9:08 PM ★  
To: 'Hooria Khan', juliensbureau@gmail.com  
Cc: Shaf Ahmed, maryamjavaidwork@gmail.com, simrankumariotwani@gmail.com

Dear Hooria,

Please find enclosed the requested scale. You have my permission to include it in your work.


If you need to translate it, please be sure to use the back-to-back method, which includes the following steps, to ensure that the meaning of each item is not altered:


1. The scale is translated from English to the 2<sup>nd</sup> language;
2. Another bilingual person translates it back from the 2<sup>nd</sup> language to English;
3. The two English versions are compared for any change in meaning. The words may differ but the meaning needs to be the same. This is when you can detect that small departures concurred such as the omission of words like "often" or "may";
4. The translated version is adjusted accordingly and is ready to go.

Please include the original reference to the scale in your work, i.e., Mageau et al, 2015.

Finally, once your work is published, I would appreciate it if you could send me the translated version of the scale along with your reference so that I can distribute them widely.

Request for permission to use the Filial Behavior Scale 4 Yahoo/Sent ★

 **Hooria Khan** Dear Sylvia Xiaohua Chen and Michael Harris Bond, I hope this email finds you in good health. My pi Mon, Mar 6 at 7:48 PM ☆


 **Bond, Michael [MM]** <michael.bond@polyu.edu.hk> Wed, Mar 8 at 6:00 AM ★  
To: Hooria Khan  
Cc: Chen, Sylvia [APSS]

Hooria Khan,


Both scales may be found in the attached article. Scoring keys can be found by reading the article closely, but you may prefer analyzing the results you obtain for their factorial structure in Pakistan. You may also wish to supplement these scales with Pakistani-relevant items to give your findings greater relevance locally.

I encourage you to join the AASP to further your interests and networking as a young psychologist. Your faculty advisor, too!  
<https://asiansocialpsych.org/>

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• Permission to use the Adult Filial Closeness Scale

Yahoo/Sent ★



• **Hooria Khan** Dear Stephanie C Black, I hope this email finds you in good health. My purpose for writing this email  
Tue, Mar 7 at 11:13 PM ☆



• **Stephanie Charlotte Black** <stephanie.black@research.uwa.edu.au>  
To: Hooria Khan



Wed, Mar 8 at 5:37 AM ★

Hi Hooria,

Thank you for your note. I am very happy for you to use my scale. There is no scoring manual. But it is quite simple. You just reverse the scores for the reverse scoring items 2, 7, 10 and 12. That is, for those 4 items you change each so 1 becomes 6, 2 becomes 5, 3 becomes 4, 4 becomes 3, 5 becomes 2, 6 becomes 1. The scores for all other items remain as is. Then you add all scores up (including the ones you just reversed). You can work with this score (which would range from a minimum of 16 to a maximum of 96). Or you could go further and divide by the number of items to get the average, which could then be interpreted according to labels like 1 = very low filial closeness, 2 = moderately low filial closeness, 3 = slightly low filial closeness, 4 slightly high filial closeness, 5 = moderately high filial closeness, 6 = very high filial closeness. If you need to compare with something else, you also could norm the scale to 100, if you like. Up to you.

I wish you good luck with your project and your studies.

Thank you and kind regards,  
Stef

**Stephanie C Black**  
Candidate for PhD  
School of Psychological Science • M304, Perth WA 6009 Australia  
+61 422 916 789 • [stephanie.black@research.uwa.edu.au](mailto:stephanie.black@research.uwa.edu.au)

## **Appendix B**

### Data Collection Permission



**Bahria University**  
Discovering Knowledge

13-Mar-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Maryam Javaid** Enrollment No. 01-171192-025 is a student of BS Psychology (8<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "Association between infantilization and filial behavior outcomes in Pakistani adults: the mediating role of parental attachment" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

**Shaf Ahmed**  
Lecturer  
Member Admissions Committee  
Department of Professional Psychology  
Bahria University, Islamabad

**Shaf Ahmed**  
Lecturer  
Department of Professional Psychology  
Bahria University  
E-8 Islamabad

Department of Professional Psychology Shangrilla Road E-8 Islamabad  
Tel: 051-9260002 Ext. No. 1406 Fax: 051-9260889





**Bahria University**  
Discovering Knowledge

13-Mar-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Hooria Huda** Enrollment No. 01-171192-013 is a student of BS Psychology (8<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "Association between infantilization and filial behavior outcomes in Pakistani adults: the mediating role of parental attachment" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

**Shaf Ahmed**  
Lecturer  
Department of Professional Psychology  
Bahria University  
E-8 Islamabad

**Shaf Ahmed**  
Lecturer  
Member Admissions Committee  
Department of Professional Psychology  
Bahria University Islamabad

Department of Professional Psychology Shangrilla Road E-8 Islamabad  
Tel: 051-9260002 Ext. No. 1406 Fax: 051-9260889



**Bahria University**  
Discovering Knowledge

13-Mar-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Simran Mohan Kumar** Enrollment No. 01-171192-037 is a student of BS Psychology (8<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "Association between infantilization and filial behavior outcomes in Pakistani adults: the mediating role of parental attachment" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

*Shaf Ahmed*

**Shaf Ahmed**  
Lecturer  
Department of Professional Psychology  
Bahria University  
E-8 Islamabad

**Shaf Ahmed**  
Lecturer  
Member Admissions Committee  
Department of Professional Psychology  
Bahria University, Islamabad

Department of Professional Psychology Shangrilla Road E-8 Islamabad  
Tel: 051-9260002 Ext. No. 1406 Fax: 051-9260889

## **Appendix C**

### Informed Consent Form

## **Informed Consent**

**Study Title: Association Between Infantilization and Filial Behavior Outcomes in Pakistani Adults: The Mediating Role of Parental Attachment**

The main purpose behind this research is to investigate how, in Pakistani emerging adults, the child's perception of parents' infantilization (autonomy support vs psychological control) relates with their attachment to the parental figure and their filial behaviors (helping behaviors towards parents). The outcomes of this study will help us propose appropriate interventions to combat the negative impact of infantilization in the Pakistani culture, and contribute to existing literature regarding it.

The research study is conducted by Ms. Maryam Javaid, Ms. Hooria Huda Abbasi, and Ms. Simran Mohan Kumar, under the supervision of Mr. Shaf Ahmed, Department of Professional Psychology, Bahria University Islamabad Campus. We assure you that any information provided by you will be used for research purposes only and will be kept confidential and anonymous. The personal details recorded by us are used only to avoid the repetition of participants in the study and will not be linked to your answers to the questions. All you need to do is to choose the right option that fits your situation best. You can freely withdraw your participation from the study at any time without prejudice and penalty. In case of any concern or query, you can reach out to us at:

[maryamjavaidwork@gmail.com](mailto:maryamjavaidwork@gmail.com), [hooriakhan773@yahoo.com](mailto:hooriakhan773@yahoo.com), [simrankumariotwani@gmail.com](mailto:simrankumariotwani@gmail.com)

**Only agree to be a part of this research if:**

- **Your age is between 18-25**
- **You are not/have not been married, engaged or a parent**
- **You have been born and raised in Pakistan**
- **You do not live with a caregiver, step father, or step mother**
- **You have been raised by your own parents**

**Do you want to be part of this research study?**

YES	NO
-----	----

Participant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher's Signatures: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Appendix D**

### Demographic Characteristics Form

**Demographic Sheet**

Age \_\_\_\_\_

**Gender:** Female | Male | Other (please specify) \_\_\_\_\_**Marital Status:** Married | Widowed | Separated | Divorced | Single**Socioeconomic Status:** High | Middle | Low**Monthly Household Income** \_\_\_\_\_**Were you born and raised in Pakistan:** Yes | No**Education:** No Formal Education | Matriculation | Undergraduate | Postgraduate**Employment Status:**

- Employed and/or self-employed
- Unemployed
- In training/education
- Employed and in training/education
- Not in the labor force

**Religion:** Islam | Hinduism | Christianity | Buddhism | Atheism | Other \_\_\_\_\_**Living arrangement:** Living with parents | Living away from parents**Have any of your parents passed away?** Yes | No*If yes, please specify which parent* \_\_\_\_\_**Father's age** \_\_\_\_\_ **Father's education** \_\_\_\_\_ **Father's occupation** \_\_\_\_\_**Mother's age** \_\_\_\_\_ **Mother's education** \_\_\_\_\_ **Mother's occupation** \_\_\_\_\_**Have you been raised by anyone other than your parent(s)? If so, please specify by who and for how long** \_\_\_\_\_**Do your parents have a physical illness?** Mother | Father | Both | **Do your** No**parents have a diagnosed psychological disorder?** Mother | Father | Both | No

## **Appendix E**

Sample Copy of Questionnaire

**SCALE 1**

Please read the following statements and indicate how much you agree or disagree by checking the corresponding box next to each statement below.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#	Statement	1	2	3	4	5
1	When I make decisions, I consider their impact on my parents.					
2	I don't socialize with people whom my parents dislike.					
3	I support my parents.					
4	I take care of my body in order not to worry my parents.					
5	I don't consult my parents on every matter and deal with them on my own.					
6	When my parents are tired, I help them with housework and cooking.					
7	I give presents to my parents.					
8	To avoid my parents worrying about me, I never do dangerous things.					
9	When I start to work, I contribute financially to my parents.					
10	I accompany my parents to do what they like.					
11	I protest against my parents' unreasonable blaming.					
12	I listen to my parents talking about their past.					
13	I strive for excellence in order not to disappoint my parents.					
14	I often call home.					
15	As long as my parents are alive, I do not leave them to live overseas for a long period of time.					
16	I often chat with my parents in order to improve our relationships.					



17	I obey my parents under all circumstances.					
18	I tell my parents that I miss them.					
19	No matter how busy my study or work is, I try to make time to meet with my parents.					
20	I don't lose my temper in front of my parents.					
21	I do what my parents want me to do.					
22	I care for my family.					
23	I take care of my aged parents.					
24	When my interests conflict with those of my parents, I sacrifice my own interests.					

---

## SCALE 2

Please answer the following questions about your mother and father while you were growing up. If you did not have any contact with one of your parents (for example, your father), but another parent of the same sex lived with you (for example, your stepfather), please answer the questions about this other adult.

*If you did not have any contact with one of your parents, and no other adult of the same sex lived with you, please leave the questions about this parent blank.*

Using the scale below, please indicate the extent to which you agree with each of the statements regarding your mother and father's behaviors.

Do Not Agree At All	Hardly Agree	Slightly Agree	Somewhat Agree	Agree	Strongly Agree	Very Strongly Agree
1	2	3	4	5	6	7

***BE CAREFUL, the order of responses for your mother and father changes for each item.***

***WHEN I WAS GROWING UP...***

<b>1</b>	My parents gave me many opportunities to make my own decisions about what I was doing.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
<b>2</b>	When my parents asked me to do something, they explained why they wanted me to do it.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
<b>3</b>	When I refused to do something, my parents threatened to take away certain privileges in order to make me do it.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
<b>4</b>	My point of view was very important to my parents when they made important decisions concerning me.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
<b>5</b>	My parents refused to accept that I could want simply to have fun without trying to be the best.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
<b>6</b>	When my parents wanted me to do something differently, they made me feel guilty.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
<b>7</b>	My parents encouraged me to be myself.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
<b>8</b>	Within certain limits, my parents allowed me the freedom to choose my own activities.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
<b>9</b>	When I was not allowed to do something, I usually knew why.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
<b>10</b>	I always had to do what my parents wanted me to do, if not, they would threaten to take away privileges.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
<b>11</b>	My parents believed that, in order to succeed, I always had to be the best at what I did.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
<b>12</b>	My parents made me feel guilty for anything and everything.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
<b>13</b>	My parents were able to put themselves in my shoes and understand my feelings.	<b>Mother</b> 1 2 3 4 5 6 7

		<i>Father*</i>	1	2	3	4	5	6	7
<b>14</b>	My parents hoped that I would make choices that corresponded to my interests and preferences regardless of what theirs were.	<i>Father*</i>	1	2	3	4	5	6	7
		<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>15</b>	When my parents wanted me to do something, I had to obey or else I was punished.	<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
		<i>Father*</i>	1	2	3	4	5	6	7
<b>16</b>	My parents were open to my thoughts and feelings even when they were different from theirs.	<i>Father*</i>	1	2	3	4	5	6	7
		<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>17</b>	In order for my parents to be proud of me, I had to be the best.	<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
		<i>Father*</i>	1	2	3	4	5	6	7
<b>18</b>	When my parents wanted me to act differently, they made me feel ashamed in order to make me change.	<i>Father*</i>	1	2	3	4	5	6	7
		<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>19</b>	My parents made sure that I understood why they forbid certain things.	<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
		<i>Father*</i>	1	2	3	4	5	6	7
<b>20</b>	As soon as I didn't do exactly what my parents wanted, they threatened to punish me.	<i>Father*</i>	1	2	3	4	5	6	7
		<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>21</b>	My parents used guilt to control me.	<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
		<i>Father*</i>	1	2	3	4	5	6	7
<b>22</b>	My parents insisted that I always be better than others.	<i>Father*</i>	1	2	3	4	5	6	7
		<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>23</b>	When I asked why I had to do, or not do, something, my parents gave me good reasons.	<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
		<i>Father*</i>	1	2	3	4	5	6	7
<b>24</b>	My parents listened to my opinion and point of view when I disagreed with them.	<i>Father*</i>	1	2	3	4	5	6	7
		<b>Mother</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

---

**SCALE 3**

Please read the following statements and indicate how much you agree or disagree by checking the corresponding box next to each statement below.

<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Moderately Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<b>#</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1</b>	Things my parents do or say have an emotional impact on me.						
<b>2</b>	I don't have a good relationship with my parents.						
<b>3</b>	I feel my parents value their relationship with me.						
<b>4</b>	I can usually depend on my parents when I have a problem.						
<b>5</b>	I feel good about the relationship I have with my parents.						
<b>6</b>	My parents often share personal information with me.						
<b>7</b>	I usually can't be bothered to help my parents.						
<b>8</b>	My relationship with my parents is important to me.						
<b>9</b>	Living close to my parents makes me happy.						
<b>10</b>	I'd rather avoid sharing activities with my parents.						
<b>11</b>	I often have personal conversations with my parents.						
<b>12</b>	I don't have much contact with my parents.						
<b>13</b>	My parents are very affectionate towards me.						
<b>14</b>	It is natural to have close relationships with one's parents.						
<b>15</b>	I have strong affection for my parents.						
<b>16</b>	I often disclose my private thoughts to my parents.						

**Appendix F**  
Plagiarism Report

## Parental Autonomy Support, Control Behaviors, Filial Closeness, and Filial Behaviors In Emerging Adults

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Sofia T. Cheema, Jamil A. Malik. "Expectations in Romantic Relations and Psychological Well-Being of Adolescents in Pakistan: Moderating Role of Parental Support", Psychologica Belgica, 2021

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