

Parental Psychological Control, Rejection Sensitivity and Academic Burnout Among College Students

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ABSTRACT

Academic burnout, rejection sensitivity, and affective regulation are interrelated psychological concepts that have a big impact on college students' academic performance and mental health. The term "parental psychological control" describes controlling and invasive parenting techniques that limit a child's autonomy and impede their emotional growth, such as guilt induction, love withdrawal, and emotional invalidation. Students who are subjected to this kind of management frequently have low self-esteem, poor emotional control, and a weakened feeling of independence, which leaves them open to a variety of psychological difficulties throughout their academic careers. People who have inconsistent or emotionally distant parenting frequently develop rejection sensitivity, which is the propensity to anxiously expect, perceive, and overreact to social rejection. Students who are very sensitive to rejection may misunderstand criticism, withdraw socially, and endure more stress in the classroom, all of which exacerbate emotional and mental stress. Their involvement, academic achievement, and general mental health are all adversely affected by this emotional sensitivity. Academic burnout, which is characterized by emotional tiredness, a cynical attitude toward studies, and decreased academic efficiency, is a developing problem in higher education. Standardized psychological instruments were used to gather data from a sample of 300 college students as part of a cross-sectional, correlational study design. The results showed that rejection sensitivity and parental psychological control were significantly positively correlated, and that rejection sensitivity was highly linked to academic burnout. These findings highlight the critical need for supportive and preventative treatments, including student resilience training, campus-based mental health resources, and parental education programs that encourage autonomy-supporting parenting. In order to develop culturally appropriate and long-lasting mental health solutions for young adults, future research should also look at how cultural norms and prolonged exposure to psychological control affect these dynamics.

Keywords: *Parental psychological control, Rejection Sensitivity, Academic Burnout, College Students, Emotional Well-Being, Academic Performance, Psychological Distress, Student Mental Health, Higher Education, Coping Strategies*

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Academic achievement in college is influenced by multiple elements, including individual student traits, environmental conditions, and interpersonal interactions. Parental influences, individual sensitivities, and exhaustion all have a big impact on a student's academic career. Parental psychological control, which is defined by manipulative and invasive parenting behaviours, can have a substantial impact on a student's sense of autonomy and wellbeing.

Rejection sensitivity, described as the tendency to anxiously anticipate, rapidly recognize, and emotionally react to rejection (Song, I), confuses the picture and may exaggerate the negative impacts of psychological control.

Academic burnout, a syndrome marked by emotional tiredness, cynicism, and low academic efficacy, poses a serious threat to college students' well-being and academic achievement.

The purpose of this study is to investigate the complex links between parental psychological control, rejection sensitivity, and academic burnout among college students, with the goal of providing light on how these characteristics contribute to or detract from their academic achievement and overall well-being. Understanding these relationships is critical for creating targeted interventions and support systems that improve student outcomes.

Parental Psychological Control

Overview

Parental psychological control is a parenting style characterized by manipulative behaviors that interfere with a child's emotional and psychological world (Song, I). Unlike authoritative parenting, which emphasizes warmth and clear expectations, or behavioral control, which focuses on setting rules and monitoring conduct, psychological control seeks to alter a child's ideas and feelings.

The essence of psychological control is its subtle yet pervasive impact on a child's psychological demands, resulting in a climate of reliance and anxiety (Song, I). Parental acceptance and rejection are important factors in forming an individual's psychological adjustment. According to research, there is a strong positive relationship between perceived parental acceptance and young people's psychological well-being. Parental approval builds a strong emotional foundation, promoting confidence, social competence, and resilience.

Parental psychological control refers to intrusive and manipulative behaviors that damage a child's autonomy and emotional independence. These behaviors include guilt induction, love withdrawal, and invalidation of sentiments (Barber, 1996). Children who grow up with psychologically dominating parents generally suffer with emotional regulation and self-identity since their personal boundaries and sense of self are constantly violated. For many decades, psychology research has focused on parental behaviors since they have an impact on children's emotional, cognitive, and social development (Schaefer, 1965; Maccoby and Martin, 1983; Barber, 1996; Barber and Harmon, 2002). Aunola and Nurmi 2005).

It is a parenting technique defined by invasive and manipulative behavior directed at children's or teenagers' ideas and feelings, in which adults exercise authority by controlling their children's psychological reality. These behaviors may involve guilt induction, affection withdrawal, and/or manipulation of the parent-child connection (Barber, 2002; Barber and Harmon, 2002). Parents who utilize this style of control are characterized by an inability to

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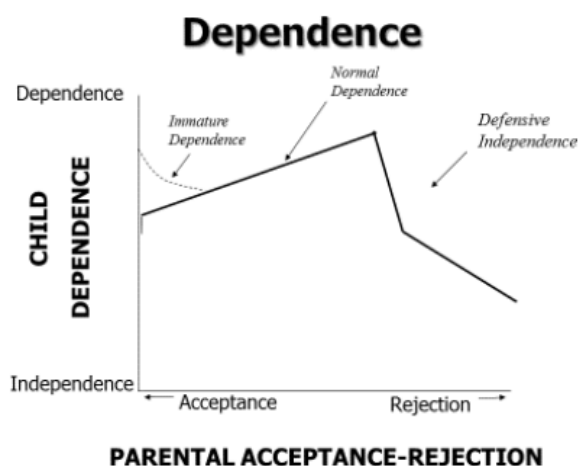
distinguish their own needs from those of their children; furthermore, they fail to see their children's or adolescents' point of view (Barber and Harmon, 2002). This lack of empathy and perspective-taking frequently leaves children feeling unheard and emotionally devalued.

THEORETICAL FRAMEWORK

According to interpersonal acceptance-rejection theory (IPARTheory), experiencing parental rejection as a kid leads to the development of rejection sensitivity, which is an inclination to anticipate rejection with anxiety or anger. This sensitivity can last throughout adulthood, influencing interpersonal relationships and the individual's capacity to trust and maintain close ties. Furthermore, research has found that supportive parent-child connections can reduce the link between rejection sensitivity and psychiatric consequences.

Parental influence shapes a child's emotional, social, and cognitive development. The quality of parental care has a direct impact on a child's psychological well-being, particularly during adolescence. During this developmental stage, the parent-child interaction is a key predictor of future mental health and self-esteem.

- **Positive Influence:** Warmth, emotional availability, and encouragement are characteristics of supportive parenting, which promotes self-esteem, resilience, and overall mental health (Bowlby, 1988; Ryan and Deci, 2000). A secure bond to parents lowers the chances of sadness and anxiety (Morris et al., 2007). Parents that actively acknowledge their children's emotions and promote open communication help to foster emotional intelligence and a sense of safety, both of which are necessary for good psychological development.
- **Negative Influence:** Authoritarian or neglectful parenting methods can cause emotional dysregulation, low self-esteem, and an increased risk of developing psychological problems (Baumrind, 1991). Children raised in circumstances defined by criticism, excessive control, or emotional neglect frequently internalize unfavorable self-perceptions and experience increased anxiety. Anxiety or depression in parents can have a negative impact on their children (Goodman et al., 2011).



Self-Determination Theory (SDT): According to Deci and Ryan (1985), psychological control weakens a child's autonomy, competence, and relatedness, resulting in poor mental

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health and development. Children who lack autonomy may struggle with decision-making and self-esteem.

Family Systems Theory: Minuchin (1974) highlights that harmful family dynamics, such as enmeshment and overcontrol, produce dependence and impede emotional autonomy, which are hallmarks of controlling parenting. Such surroundings promote co-dependency and impair a child's capacity for autonomous reasoning and emotional resilience.

ANTECEDENTS OF PARENTAL PSYCHOLOGICAL CONTROL:

Parental psychological control emerged as a result of a complex interplay of elements, including parental qualities, family dynamics, and broader cultural and societal standards. Parental features frequently have an important influence in shaping parenting behavior. For example, parents who experience high levels of anxiety, perfectionism, or unresolved personal trauma may be more likely to use psychological control to handle their own doubts and concerns (Soenens & Vansteenkiste, 2010). These parents may interpret their children's behavior as a reflection of their own competence and worth, resulting in invasive attempts to control their child's emotions and decisions.

Family relationships play a vital role in the formation of psychological control. In families with excessive conflict, stress, or a lack of emotional coherence, parents may engage in controlling behaviors in an attempt to maintain order and obedience (Scholars Archive, Brigham Young University). Such settings frequently value compliance over free communication, creating an environment in which children's autonomy and uniqueness are suppressed.

Cultural and societal norms also influence parenting practices, with some cultures emphasizing conformity, respect for authority, and collective identity. In these situations, psychological control may be viewed as an acceptable, even necessary way to childrearing, promoting the employment of intrusive tactics to maintain cultural compliance.

MANIFESTATIONS OF PSYCHOLOGICAL CONTROL:

Parental psychological control emerges in a variety of behaviours that violate a child's emotional boundaries and autonomy. Guilt induction is a typical approach in which parents manage their children's emotions by making them feel responsible for the parent's well-being or unhappiness. This method instills a sense of obligation and anxiety in the child, sometimes resulting in increased stress and emotional strain.

Love withdrawal is another common symptom in which parents withhold affection, approval, or attention as a method of punishment or coercion. This behavior conveys the message that the child's worth and lovability are dependent on obedience, instilling feelings of insecurity and dread of rejection.

Invalidation of feelings entails ignoring, insulting, or criticizing a child's emotional experiences, so impairing their ability to express themselves and regulate their emotions. This type of control leads youngsters to distrust their own feelings, which makes it harder to recognize and express their needs.

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IMPACTS OF PARENTAL PSYCHOLOGICAL CONTROL:

The effects of parental psychological control on college students are broad and multifaceted, influencing their psychological, social, and academic performance. One of the most serious outcomes is the emergence of self-esteem problems. Continuous exposure to controlling behaviors can cause adolescents to internalize emotions of inadequacy and self-doubt, which can last until college and negatively impact their academic performance and social interactions (Child and Adolescent Psychiatry and Mental Health Journal, 2024).

Mental health issues are very closely related to psychological control, with studies indicating a substantial correlation between controlling parenting and greater social anxiety among college students (Frontiers in Psychiatry, 2022). This anxiety is generally caused by a fear of being judged or rejected, making it difficult for students to engage in new social situations and build meaningful relationships.

Furthermore, adolescents who have encountered high degrees of psychological control may struggle with relational challenges, exhibiting behaviors such as excessive people-pleasing, trouble setting boundaries, and increased vulnerability to criticism. These habits may hinder their capacity to form and maintain healthy, supportive relationships.

CAUSES OF PARENTAL PSYCHOLOGICAL CONTROL:

Parental psychological control results from a complex interplay of individual, familial, and social elements that influence parenting actions. One of the key causes is parental anxiety and insecurity, in which parents, typically motivated by fear of failure or societal judgment, exercise excessive control over their children in order to ensure they achieve high standards. This is especially noticeable in parents with perfectionist tendencies or unresolved personal traumas, who may project their own anxieties onto their children and use guilt induction or love withdrawal as a form of control.

Cultural standards and societal influences can play a role in parental psychological control. In collectivist cultures, where conformity, obedience, and academic success are highly valued, parents may employ psychological control to ensure that their children meet family and society expectations. Furthermore, intergenerational transmission of parenting techniques is important, as parents who were raised in controlling circumstances may unconsciously adopt similar behaviors, believing them to be useful in forming responsible and successful adults.

INTERVENTION STRATEGIES:

Addressing the negative consequences of parental psychological control necessitates a diversified approach that combines parental education and student support. Parental education initiatives are critical for raising awareness about the negative consequences of psychological control and encouraging autonomy-supportive parenting approaches. These programs can teach parents the value of encouraging their child's independence and emotional self-regulation.

Therapeutic assistance for students is also essential, offering a safe environment in which to process the impacts of controlling parenting and develop coping mechanisms. Counselling services on college campuses can be extremely beneficial in addressing concerns such as self-esteem, anxiety, and relationship difficulties, helping students to develop healthier interpersonal dynamics and a stronger sense of self.

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Skill development workshops can help students improve their self-regulation, assertiveness, and interpersonal skills. These sessions can provide students with the tools they need to better manage their relationships and academic duties, decreasing the long-term impact of psychological control.

REJECTION SENSITIVITY

Rejection sensitivity (RS) is the tendency to anticipate, perceive, and react negatively to social rejection. High levels of RS in young people are associated with internalizing problems including depression and social anxiety. According to research, those who are highly sensitive to rejection may have heightened emotional responses to perceived rejection, which can make it difficult to develop and maintain relationships.

Individuals with high rejection sensitivity are more likely to interpret ambiguous social cues as indicators of disapproval or exclusion, resulting in excessive emotional and behavioural responses. It is the tendency to anticipate, perceive, and respond strongly to interpersonal rejection (Downey & Feldman, 1996). It is founded on early attachment experiences and shaped by recurrent interpersonal encounters. Early encounters with parental rejection have been found to be a strong predictor of subsequent rejection sensitivity. A study of adults' recollections of parental acceptance-rejection in childhood discovered that those who remembered higher levels of parental rejection had greater rejection sensitivity in maturity.

This cognitive bias can increase social and emotional challenges, emphasizing the importance of therapies aimed at lowering RS and its related negative consequences. This misreading of social interactions frequently results in emotional outbursts, such as extreme anger or anxiety, which can alienate potential sources of support and exacerbate the individual's experience of social isolation.

Rejection sensitivity is especially common among young adults, who face heightened social pressures and life transitions. Tsirgielis (2015) investigated how rejection sensitivity in early adolescence is associated with social anxiety and peer difficulties. Similarly, Musgrove (2010) investigated the link between rejection sensitivity and depressive symptoms, focusing on the mediating roles of social anxiety and loneliness. Foster (2021) looked explored how rejection sensitivity affects relationship quality and adjustment in late-adolescent love relationships and friendships. These findings emphasize the importance of understanding rejection sensitivity in the context of interpersonal relationships and mental health. expectations, increasing the possibility that those with high RS would feel social pressures more keenly.

ATTRIBUTES OF REJECTION SENSITIVITY

Rejection expectation

The expectation or conviction that rejection is likely to happen in social situations or relationships is known as rejection expectations. People who are highly sensitive to rejection tend to be overly aware of rejection signals because they have unfavorable expectations about how other people would view and react to them. The cognitive aspect of rejection sensitivity is reflected in this trait. According to studies, people who are highly sensitive to rejection typically exhibit negative attitudes toward social interactions and anticipate greater rejection from others.

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Rejection perception

The subjective interpretation and sensitivity to cues that are interpreted as rejection signs—even when they may not have been meant as such—are part of the sense of rejection. People who are sensitive to rejection may take unclear social cues as signs of rejection, which might cause them to react emotionally more strongly. This characteristic includes rejection sensitivity's emotive and perceptual components. There is a bias toward perceiving rejection since studies have shown that those with high rejection sensitivity are more likely to interpret neutral or positive interactions as rejection.

Response to a sense of rejection

The emotional, behavioural, and physical reactions people have when they feel rejected are all included in reactions to perceived rejection. The physiological and behavioural signs of rejection sensitivity are reflected in this trait. Strong emotional responses, such as sadness, rage, or fear, may be displayed by people who are highly sensitive to rejection. In order to stop more rejection, individuals could also act in self-protective ways, such as withdrawing or avoiding social situations.

REJECTION SENSITIVITY ANTECEDENTS AND IMPLICATIONS

Events that take place before the concept is known as an antecedent. They were categorized according to cultural characteristics, attachment type, and early life experiences based on the inquiry, "What happens before rejection sensitivity?"

Experiences in early life

According to a number of research, rejection sensitivity is influenced by negative childhood events such as emotional neglect, abuse, and rejection. People's expectations and attitudes about rejection are shaped by these experiences, which makes them more sensitive and watchful of possible rejection in adult relationships.

Style of attachment

Studies have found a connection between rejection sensitivity and unstable attachment types. Higher rejection sensitivity is likely to be seen in people with anxious or ambivalent attachment styles, which are typified by a strong desire for validation and a fear of abandonment. Early childhood caregiving that is erratic or irregular leads to the development of these attachment types.

Cultural aspects

A major factor in the development of rejection sensitivity is cultural factors. People from collectivist societies, which place a high value on social harmony and conformity, for example, are more likely to be sensitive to rejection. These cultures' emphasis on social acceptance and fear of social marginalization make people more sensitive to rejection.

The term "consequences" describes events that follow an idea. By asking, "What is the consequence of e-health literacy in older adults?" we were able to identify the effects. We identified the effects of mental health issues, academic and professional setbacks, emotional discomfort, strained interpersonal connections, and self-esteem and self-image.

ISSUES RELATED TO MENTAL HEALTH

The emergence and maintenance of a number of mental health disorders are associated with rejection sensitivity. It is linked to a higher incidence of anxiety, depression, borderline

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personality disorders, and interpersonal problems. Rejection sensitivity can exacerbate these diseases' symptoms and make it more difficult to employ healthy coping mechanisms to deal with mental health issues.

Emotional anguish: There is a clear correlation between higher emotional distress and rejection sensitivity. When faced with perceived rejection, people who are very sensitive to rejection exhibit elevated levels of anxiety, despair, and emotional reactivity. Overall psychological well-being may be impacted by these strong and protracted emotional responses.

Diminished self-esteem and unfavorable self-perception: These two traits are linked to rejection sensitivity. People who are extremely sensitive to rejection frequently have low self-esteem and question their likeability and worth. Their confidence, judgment, and general self-concept are just a few of the areas of their lives that may be negatively impacted by this negative self-image.

EFFECTS ON ACADEMIC AND PROFESSIONAL FUNCTIONING:

Rejection sensitivity may have an effect on academic and professional functioning. People who are highly sensitive to rejection can be less inclined to take on difficult coursework or explore professional options where rejection is a possibility. This fear of rejection can impede one's ability to grow both personally and professionally, resulting in lost chances and diminished accomplishments.

Relationship impairment: The quality of interpersonal interactions is adversely impacted by rejection sensitivity. Because they are so sensitive to rejection signs, people with high rejection sensitivity often struggle to establish and sustain intimate relationships. They could act in ways that are self-protective, including avoiding closeness or over-seeking confirmation, which can strain relationships and prevent them from forming real bonds.

REJECTION SENSITIVITY MANIFESTATIONS

A person's psychological health and interpersonal connections are greatly impacted by rejection sensitivity, which shows up as a variety of cognitive, emotional, and behavioral reactions. Cognitively, those with high rejection sensitivity may ruminate over perceived social slights, misunderstand neutral or ambiguous social cues as indications of exclusion, and nervously anticipate rejection.

Emotionally, RS people react strongly to perceived rejection, including increased feelings of despair, anger, anxiety, or shame. These emotional responses might be extended, making it difficult for people to adequately manage their suffering. Behaviorally, rejection sensitivity is linked to both withdrawal and aggression; some people may avoid social interactions in order to protect themselves from potential rejection, resulting in social isolation and loneliness, whereas others may respond with hostility or defensiveness in an attempt to counteract rejection.

Individuals with high rejection sensitivity may seek excessive reassurance, struggle to trust others, and be hypersensitive to criticism, resulting in strained interpersonal dynamics. Over time, the continual dread of rejection and its expressions can lead to the development of mental health issues such as melancholy, social anxiety, and low self-esteem.

CAUSES OF REJECTION SENSITIVITY:

Rejection sensitivity arises from a combination of early life events, attachment styles, and social interactions that affect an individual's expectations of interpersonal acceptance or rejection. One of the most common causes of rejection sensitivity is early childhood experiences of parental rejection or psychological control, in which caregivers may utilize love withdrawal, criticism, or uneven emotional support, causing children to become hyper-vigilant about future rejection.

According to Attachment Theory (Bowlby, 1969), people with insecure attachment styles—particularly anxious or avoidant attachment styles—are more likely to develop RS because they receive inconsistent or unresponsive caregiving, which promotes a deep-seated fear of abandonment. Furthermore, peer-related issues such as bullying, social exclusion, and repeated rejection in friendships or romantic relationships can reinforce negative expectations about social interactions, making people more sensitive to perceived rejection. Finally, neurological and genetic predispositions may contribute to rejection sensitivity, since studies have shown increased activity in brain regions such as the amygdala, which processes emotional threats, including perceived rejection. These factors work together to create a self-reinforcing cycle in which people with rejection sensitivity become more anxious in social situations, leading to maladaptive behaviors like avoidance or aggression, which may elicit further rejection, perpetuating their sensitivity to social exclusion.

IMPACT OF REJECTION SENSITIVITY:

Rejection sensitivity has a substantial impact on emotional, social, and cognitive functioning, especially in young adults negotiating academic and interpersonal problems. Individuals with high RS tend to anticipate, perceive, and respond strongly to social rejection, which can lead to maladaptive emotional and behavioral responses. Zimmer-Gembeck et al. (2015) show that rejection sensitivity is connected with higher anxiety, depression, and the use of maladaptive coping methods such as social disengagement and substance abuse.

Furthermore, Gaynor (2024) investigates how rejection sensitivity impacts higher-order cognitive functions, claiming that those with high rejection sensitivity have a worse ability to engage in cognitive inhibition, particularly in emotionally charged circumstances. This reduced cognitive flexibility may lead to persistent negative thought patterns and increased emotional reactivity, worsening mental health problems. Ridley (2022) builds on these findings by investigating the effects of rejection sensitivity on attentional processes and performance monitoring, revealing that people with high rejection sensitivity exhibit altered neural responses in situations requiring focused attention and error detection.

INTERVENTIONS OF REJECTION SENSITIVITY:

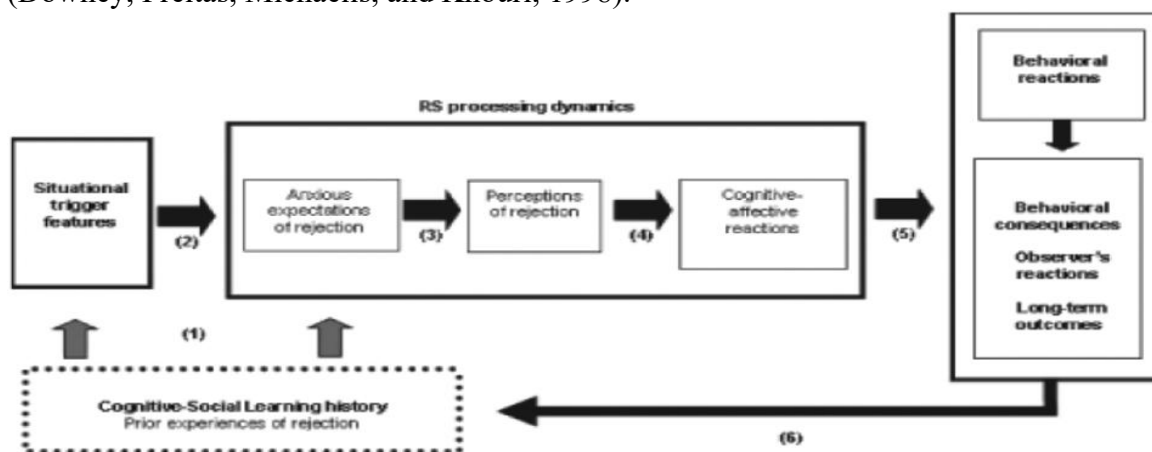
Cognitive Behavioural Therapy (CBT) and Dialectical Behaviour Therapy (DBT) can assist people in addressing maladaptive thought processes related with rejection sensitivity (Berenson et al., 2009). Emotion regulation techniques and social skills training can also help people manage strong emotions and increase interpersonal effectiveness. Developing stable attachment through therapy and encouraging pleasant social connections may help to reduce the long-term effects of RS and promote healthier relationship dynamics. Mindfulness-based therapies and Acceptance and Commitment Therapy (ACT) have also showed promise in reducing the emotional pain associated with rejection sensitivity by increasing psychological flexibility and self-compassion.

THEORETICAL FRAMEWORK:

The rejection sensitivity model

The Rejection Sensitivity Model (Downey & Feldman, 1996) was created to explain how rejection by significant others might influence thoughts, feelings, and behaviors in subsequent intimate relationships. Downey and Feldman (1996) defined RS as a cognitive-affective processing disposition that causes anxious anticipation, rapid perception, and acute reaction to rejection. They hypothesized that early rejection experiences can shape future rejection expectations and a strong desire to avoid rejection. They hypothesized that this can lead to hypervigilance for rejection signals, easily perceiving rejection in the midst of limited or ambiguous indications, and powerful reactions to perceived rejection.

RS has also been described as a protective motivational state that protects individuals from rejection by training them to notice and respond to social threats (Downey, Mougios, Ayduk, London, & Shoda, 2004; Romero-Canyas, Downey, Berenson, Ayduk, and Kang, 2010). Although rejection sensitivity may develop as a form of self-protection, it can become maladaptive if it is activated indiscriminately, in response to a minor threat, in situations where strategic behavior would be more useful, or when efforts to prevent rejection undermine other goals (Romero-Canyas et al., 2010). In fact, RS can produce a self-fulfilling prophecy in which people act out of fear, resulting in rejection from others (Downey, Freitas, Michaelis, and Khouri, 1998).



- **Social Cognitive Theory:** According to Downey and Feldman (1996), RS is a learnt cognitive-affective framework in which previous experiences of rejection shape future expectations, perceptions, and reactions to interpersonal signals.

ACADEMIC BURNOUT.

Academic burnout is a psychological syndrome that develops in reaction to repeated academic pressures. It is distinguished by three main characteristics: emotional weariness, depersonalization (cynicism), and a decreased sense of personal success. According to recent studies, more than half of college students suffer from academic burnout, with gender, academic status, financial restrictions, smoking habits, parental education levels, and study and life stresses all playing a role. Academic burnout is a complex issue that necessitates a sophisticated understanding of its causes, consequences, and coping measures. It is defined by emotional weariness, cynicism, and low intellectual efficacy, particularly in educational contexts (Zhang, H).

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Emotional tiredness is the sense of being drained and overwhelmed by academic demands. Cynicism, also known as depersonalization, refers to a distant and pessimistic attitude toward study and learning. Academic burnout is common among college students, with serious effects for their health and academic performance. Higher education pressures, combined with variables such as the COVID-19 pandemic and the change to online education, have worsened stress, anxiety, and feelings of isolation (Zhang, H; Hosseini, M). Increased reliance on digital learning platforms may lead to a sense of alienation and blurring of academic and personal boundaries, exacerbating burnout. Students can lead to lower motivation, poor academic performance, and an increased risk of mental health problems (Wen, R) (Yin, J).

Academic burnout is a chronic psychological condition caused by continuous academic stress and high academic obligations. It is distinguished by emotional weariness, depersonalization (cynicism towards academic labor), and decreased personal success (Maslach & Jackson, 1981). Burnout is very common among medical students, even in their early years of education. This trend is related to the stringent requirements of medical education and early patient encounters.

Burnout in academic contexts not only affects students' mental health but also their capacity to engage with their academics constructively, which has long-term consequences in their professional and personal life. It is a psychological syndrome caused by continuous scholastic stress that manifests as emotional weariness, depersonalization, and a diminished sense of success (Schaufeli et al., 2002). Symptoms include physical and mental weariness, a lack of desire, and cognitive deficits (Madigan & Curran, 2021). Prolonged exposure to these sensations, without adequate intervention, can result in serious academic disengagement.

CAUSES OF ACADEMIC BURNOUT:

Academic burnout is caused by heavy schoolwork, pressure to get excellent marks, little rest, and poor time management. Additional pressures, such as financial troubles and a lack of social support, compound the situation.

A cross-sectional research of medical students in Iran discovered that academic burnout was substantially related to marital status, grade point average, interest in the topic of study, and study time (Rahmatpour et al., 2019). Similarly, a systematic review found that both internal and external factors promote burnout among undergraduate students, with consequences for their health and academic performance (Rahmania El Barusi & Kurniawati, 2024).

Another study found that 16.3% of medical students suffered academic burnout, with a strong link between burnout and poor focus (Aghajani Liasi et al., 2021). Furthermore, studies on academic burnout among university students stressed the importance of social and individual variables such as loss of motivation, discontent with education, and disappointment in future job prospects (Hemmati & Sadeghi, 2019).

ANTECEDENTS OF ACADEMIC BURNOUT:

Academic burnout can be caused by a variety of circumstances. Primary antecedents frequently include high academic pressure, an excessive workload, and unrealistic expectations. Students who experience prolonged stress as a result of challenging schoolwork, frequent evaluations, and competitive surroundings are more vulnerable. Lack

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of autonomy, insufficient support from instructors and peers, and difficulty managing academic and personal duties all contribute to burnout (Schaufeli et al., 2002).

Personal characteristics such as perfectionism and low self-efficacy contribute to students' susceptibility to prolonged stress and burnout. Furthermore, the pressure to get great grades, retain scholarships, and ensure future employment possibilities adds to the tremendous weight. External stressors such as financial limits and familial obligations can exacerbate the risk, resulting in a cumulative effect that raises the likelihood of burnout.

MANIFESTATIONS OF ACADEMIC BURNOUT:

Academic burnout manifests as a variety of emotional, cognitive, and behavioral symptoms. Emotional tiredness is a defining feature, expressing as emotions of fatigue, irritation, and a lack of drive to study. Students frequently adopt a cynical attitude toward academic assignments, demonstrating detachment and disinterest in learning. Common cognitive deficits include poor concentration, memory troubles, and difficulty making decisions. Absenteeism, procrastination, and poor academic performance are some examples of behavioral changes (Maslach & Leiter, 2016).

These manifestations can greatly impair pupils' capacity to engage effectively in their schooling. Students' creativity, problem-solving talents, and critical thinking skills may deteriorate over time, affecting their academic performance and future chances. These symptoms are frequently accompanied by social isolation and increased irritability, indicating that burnout has a larger impact on interpersonal relationships and mental health.

THE IMPACT OF ACADEMIC BURNOUT:

Academic burnout has far-reaching effects for students' psychological and physical health in addition to academic success. Persistent stress and emotional depletion can cause anxiety, despair, and low self-esteem. Physical symptoms, such as headaches, sleep problems, and reduced immunity, are frequently associated with psychological discomfort. Burnout can also harm interpersonal connections, resulting in social retreat and weakened support networks.

Academically, students may face falling grades, lack of interest in their field of study, and an increase in dropout rates (Iacovides et al. 2003). Long-term consequences include lost job opportunities and professional discontent. Chronic burnout can stifle personal growth, resulting in a sense of stagnation and lower life satisfaction.

INTERVENTIONS FOR ACADEMIC BURNOUT:

Addressing academic burnout involves a multifaceted approach that includes both preventive and remedial techniques. Institutional support, such as adaptable curriculum, moderate workloads, and mental health services, is vital. Counseling programs and peer support groups can offer pupils coping strategies and emotional support. Cognitive-behavioral therapy (CBT) and mindfulness-based therapies have been shown to reduce stress and improve resilience (Regehr et al. 2013).

Time management training, relaxation methods, and encouraging a healthy lifestyle are all important in preventing burnout. Educators may help create a supportive learning atmosphere by providing constructive comments, fostering autonomy, and acknowledging students' achievements.

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THEORETICAL FRAMEWORK:

Conservation of Resources (COR) Hobfoll's (1989) Conservation of Resources (COR) theory provides a framework for understanding stress reactions and proposes that stress is caused by situations that include the threatened or actual loss of valued resources. Furthermore, the need to guard, conserve, and obtain these valuable resources drives human behavior in times of stress. According to COR theory, loss is more important than gain, and loss breeds loss. The hypothesis has gained a lot of empirical support and is especially useful in understanding the links between stress and physical health.

It provides essential ideas that have influenced studies on dealing with chronic disease, the medical implications of natural disasters, and the long-term impacts of professional burnout. It has implications for disaster response and improved medical treatment, particularly for persons who have experienced trauma. COR theory may be particularly beneficial in understanding health-related resource caravan pathways, or the methods by which risk and resilience elements cluster and influence health.

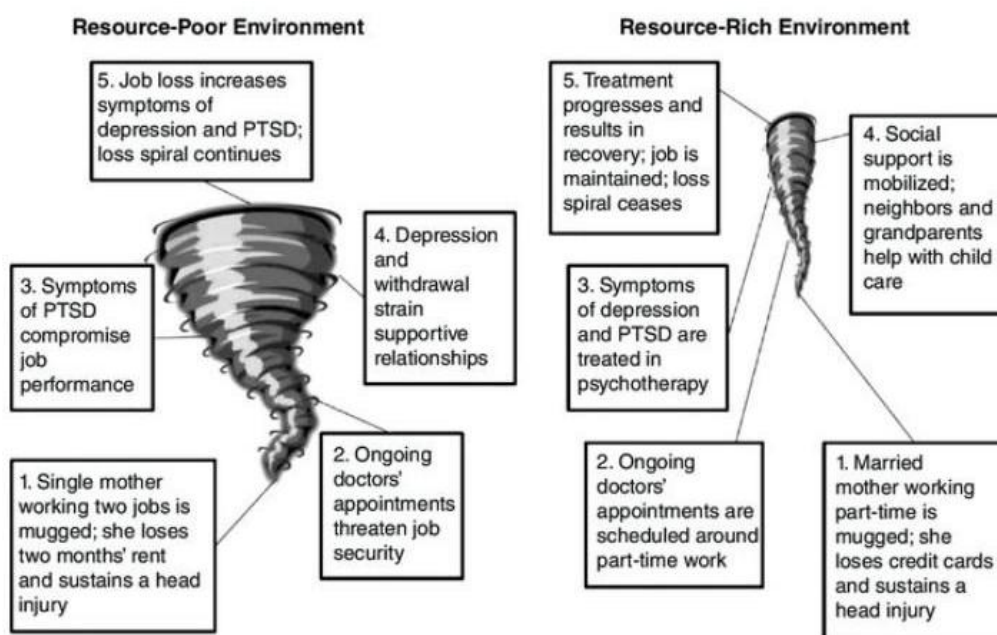


Figure 2 Loss spirals in resource-poor and resource-rich environments.

- **The Transactional Stress Model:** According to Lazarus and Folkman (1984), burnout is caused by an imbalance between perceived demands and coping resources. Academic burnout happens when pupils' coping capacities are overwhelmed by academic load.
- **Self-Determination Theory (SDT):** Deci and Ryan (1985) argue that burnout might be caused by a lack of intrinsic motivation or a failure to meet core psychological demands in academic contexts (competence, autonomy, and relatedness). Addressing these psychological demands through supportive academic policies and fostering autonomy might help prevent burnout.

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Linking Parental Psychological Control, Rejection Sensitivity, And Academic Burnout

The Interplay of Concepts

Parental psychological control, rejection sensitivity, and academic fatigue all have a substantial influence on a college student's academic and emotional well-being. Parental psychological control can increase rejection sensitivity (Thukral, S). This increased sensitivity makes people more likely to perceive, anticipate, and respond strongly to rejection in interpersonal interactions. In the academic setting, this might emerge as an overblown fear of failing or unfavorable feedback from instructors and classmates. As a result, this worry might lead to academic burnout. The additional time students must spend with their parents may worsen the impact of parental psychological control (Thukral, S).

From Parental Psychological Control to Rejection Sensitivity.

When parents utilize psychological control methods, they imply that love and acceptance are conditional. Children reared in such situations understand that failing to satisfy expectations results in emotional rejection. This builds a foundation for rejection sensitivity as youngsters acquire increased alertness for indicators of rejection.

- Internal models assume conditional linkages.
- Difficulty trusting others to accept you wholeheartedly.

According to research, psychologically controlling parenting increases the probability of children developing rejection sensitivity because they internalize the message that their value is dependent on achieving the standards of others.

Rejection Sensitivity and Academic Burnout

College students with high rejection sensitivity may find academic contexts threatening due to:

- Perceived personal rejection from feedback
- Potential social rejection from classroom participation
- Fear of being judged inadequate by competition among students
- Rejection concerns with professors.

These kids frequently invest significant cognitive and emotional energy looking for signals of rejection, leaving fewer resources for learning and academic engagement. Constant vigilance can result in emotional tiredness, cynicism as a defensive strategy, and reduced efficiency due to cognitive impairment caused by worry.

The Direct Impact of Parental Psychological Control on Academic Burnout

Psychologically restrictive parenting can also directly contribute to academic fatigue.

- Perfectionism can lead to burnout among pupils.
- Undermining healthy autonomy for college adjustment.
- Promoting external incentive over intrinsic interest in learning.
- Preventing the development of good emotional management skills.

The mediating role of rejection sensitivity

According to research, rejection sensitivity frequently acts as a mediator between parental psychological control and academic burnout. Parental psychological control leads to increased rejection sensitivity.

- High rejection sensitivity raises the risk of academic burnout.

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- Parental psychological control affects burnout by influencing rejection sensitivity.

METHODOLOGY

Aim

The study seeks to find relationships among burnout among college students, academic rejection sensitivity, and parental psychological control.

Objectives

- Look into how parent psychological control and academic rejection sensitivity interact.
- Examine the relationship between academic tiredness and sensitivity to rejection.
- The study is to investigate how parental psychological control and academic burnout relationship is affected by academic rejection sensitivity.
- Point up differences in academic rejection sensitivity and tiredness between sexes. Examine how academic discipline and year of study affect relationships between variables.

Hypothesis

- H1- Parental psychological control associates with academic rejection sensitivity in 200 university students including 100 men and 100 women.
- H2-Academic fatigue is correlated to academic rejection sensitivity.
- H3- Academic rejection sensitivity controls the link between parental psychological control and academic burnout in 200 university students comprising 100 men and 100 women.
- H4- Gender moderates the relationship between academic rejection sensitivity in 200 university students with 100 men and 100 women between parental psychological control.
- H5-Academic discipline also affects student tiredness in 200 university students with 100 men and 100 women.

VARIABLE:

Parental Psychological Control: Independent Variable

- Dependency variable: academic burnout.
- Variable mediation: sensitivity for academic rejection.
- Variables of moderation: gender and academic discipline.

POPULATION AND SAMPLE:

Included Criteria

- Participating college students fall between the ages of eighteen and thirty.
- Started a course of study either graduate or undergraduate.
- Can understand and respond to English-language questions.
- Ready to offer their informed permission and participate voluntarily.
- Coming from any academic discipline, including business, arts, sciences, or humanities.
- Reflecting the first, second, and last years of academic development.

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Exclusion Criteria

- Those under the age of eighteen or above the thirty are not included.
- Students who have been clinically diagnosed with major psychological or cognitive disabilities could find it challenging to appropriately complete the tests.
- Those who fail to provide their informed authorisation or leave the study midway through it.
- Students undergoing significant mental therapy, including inpatient treatment, were getting at the time of data collecting.
- Responses to the incomplete or contradicting questionnaire.

The present study concentrated on a sample of college students aged between 18 and 30 years, a period usually distinguished by significant intellectual, psychological, and social development. Usually included in this age group are late adolescents and emerging adults assuming more autonomous duties and handling growing academic requirements, interpersonal dynamics, and identity-related challenges.

Two hundred participants in all were recruited using a random selection technique, therefore giving each member of the public an equal opportunity of being selected.

To increase the external validity and generalisability of the research conclusions, the sample was deliberately diversified to include students from a range of socioeconomic backgrounds (such as low-income, middle-class, and rich families) and cultural settings (such as people from both urban and semi-urban areas, as well as different regional and linguistic groups). Using an inclusive sampling technique allowed a strong dataset that can offer insights into the complicated interactions between parenting styles, emotional sensitivity, and academic stress within the varied population of Indian college students to be made possible.

TOOLS USED

PPCS, or parental psychological control scale, was created by B.K. Barbar 1996. This scale evaluates pupils' psychological impact of parental supervision as well as its perceived degree. It evaluates actions including emotional manipulation, love desertion, and guilt induction. The PPCS provides a comprehensive picture of how children see their parents' invasions of their autonomy.

Academic Rejection Sensitivity Questionnaire (ARSQ) developed by DOWNEY, G., and FELDMAN, S. for 1996. Students' inclination to quickly recognise, emotionally react to, and anxiously expect rejection in academic settings is investigated in this examination. It gauges people's emotional and behavioural reactions as well as their sensitivity to imagined academic rejection.

Developed in 2012 by CAMPOS et al., Maslach Burnout Inventory-Student Survey (MBI-SS) With an eye on characteristics including emotional weariness, cynicism, and perceived academic efficacy, this measure evaluates degrees of burnout in academic environments. For evaluating burnout symptoms in student populations, the MBI-SS is a widely validated instrument.

The study aims to give a comprehensive knowledge of how parental influence and rejection sensitivity affect children's academic experiences and mental health by means of established metrics and strong statistical approaches. The results of this study could direct the

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development of targeted intervention plans meant to lower academic burnout and encourage psychological well-being among college students.

Techniques of Data Collection

Data for this study was gathered using a cross-sectional survey design. Participants from a variety of colleges and organisations were selected by means of purposeful sampling, therefore ensuring representation by year of study, gender, and discipline. Following clearance from the institutional review board and consent from college authorities, participants were personally approached when the researcher toured campuses and personally briefed students about the study, therefore ensuring that any queries were answered before participation. To compile information online, an introduction letter and a safe link to the questionnaire—which was kept on websites like Google Forms—were sent out.

Before they answered the questionnaire, participants were given an informed permission form detailing the objective of the study, the voluntary nature of participation, the confidentiality of responses, and the use of data just for scholarly purposes. Only those who offered their assent could carry on. The four parts of the questionnaire consisted on a demographic information form and three standardised measures assessing the variables of interest: academic burnout, rejection sensitivity, and parental psychological control. Usually, it took fifteen to twenty minutes to complete the questionnaire. Forced-response settings were turned on in the online format to lower missing data while responses were verified for completeness as soon as they were gathered in the physical form.

Regarding online administration, participants were advised to answer independently in a distraction-free environment and to complete the form in one session. Participating came without any benefits. Data screening helped to remove duplicate answers and items showing obvious patterns of inattentive responding therefore maintaining the integrity of the data.

STATISTICAL ANALYSIS:

The collected data was subjected to a variety of statistical methods in order to derive important new understanding of the relationships among the variables under investigation: academic burnout, rejection sensitivity, and parent psychological control. Descriptive statistics—that is, mean, standard deviation, and range—was used to synthesise the three primary psychological constructions' central tendencies and variability. Thanks to these descriptive measures, one could essentially understand the general distribution and dispersion of participants' scores on the Maslach Burnout Inventory–Student Survey (MBI-SS), the Academic Rejection Sensitivity Questionnaire (ARQ), and the Parental Psychological Control Scale (PPCS).

Investigating the relationships between the variables using Pearson's correlation coefficient This inferential statistical approach allowed one to evaluate the degree and direction of the linear correlations between academic burnout and rejection sensitivity, parental psychological control and academic burnout, and rejection sensitivity and parental psychological control. Using correlation analysis allowed one variable to be statistically related to rises or declines in another—burnout or rejection sensitivity.

Using multiple regression analysis, also the predictive relevance of parental psychological control and rejection sensitivity on academic burnout was explored. Particularly looking at

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whether rejection sensitivity mediated the relationship between academic burnout and parental psychological control, the regression model found First influencing students' sensitivity to rejection, this mediation study helped to pinpoint the indirect process by which psychologically repressive parenting could cause burnout.

Furthermore, investigated were gender-based differences in participants' sentiments of academic fatigue and rejection sensitivity using an independent samples t-test. Comparing the mean scores of male and female students on the ARSQ and MBI-SS helps one to understand how gender could operate as a moderating element concerning academic stress and emotional vulnerability.

RESULT

This chapter presents the results of statistically analyses examining the relationships between Academic Burnout (AB), Rejection Sensitivity (RS), and Parental Psychological Control (PPC). Furthermore investigated are gender differences in these elements. Among the analyses are descriptive statistics, correlation, independent samples t-tests, and regression analysis. Every analysis took use of SPSS.

Descriptive Statistics

Descriptive statistics for any variable combine the fundamental elements of the data.

Variable	Mean	SD	Minimum	Maximum
Parental Psy Control (PPC)	37.03	13.21	16	75
Rejection Sensitivity	87.16	23.24	13	165
Academic Burnout (AB)	38.51	5.70	23	57

Interpretation of Descriptive statistics

The descriptive statistics help to first grasp the experiences of the participants. Parental psychological control scores showed different but important perspectives of regulating parenting with a moderate mean of 37.03 and a wide range of scores (16–75). The high average score of 87.16 for rejection sensitivity revealed that participants were more emotionally reactive to perceived rejection, which is probably suggestive of vulnerabilities common to developing adulthood. With less variation, the group as a whole showed more regular academic stress shown by a moderate mean of academic burnout of 38.51. All things considered, the fluctuations in these measures inspire deeper investigation to look at any relationships between the variables.

These findings reveal that although academic burnout is somewhat prevalent, there are more clear individual variations in perceived parental control and rejection sensitivity. This variance increases the likelihood that some students handle classroom demands differently than others since some are more emotionally affected by family or interpersonal interactions than others. This strengthens the case for looking at whether college students' degrees of burnout are much influenced by these relational and psychological factors.

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Figure 1: Histogram showing the distribution of Parental Psychological Control (PPC) Scores.

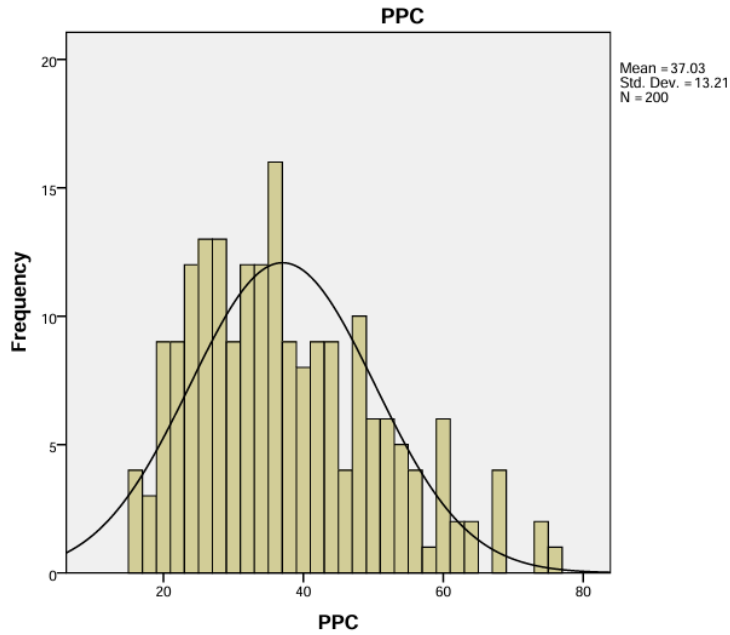
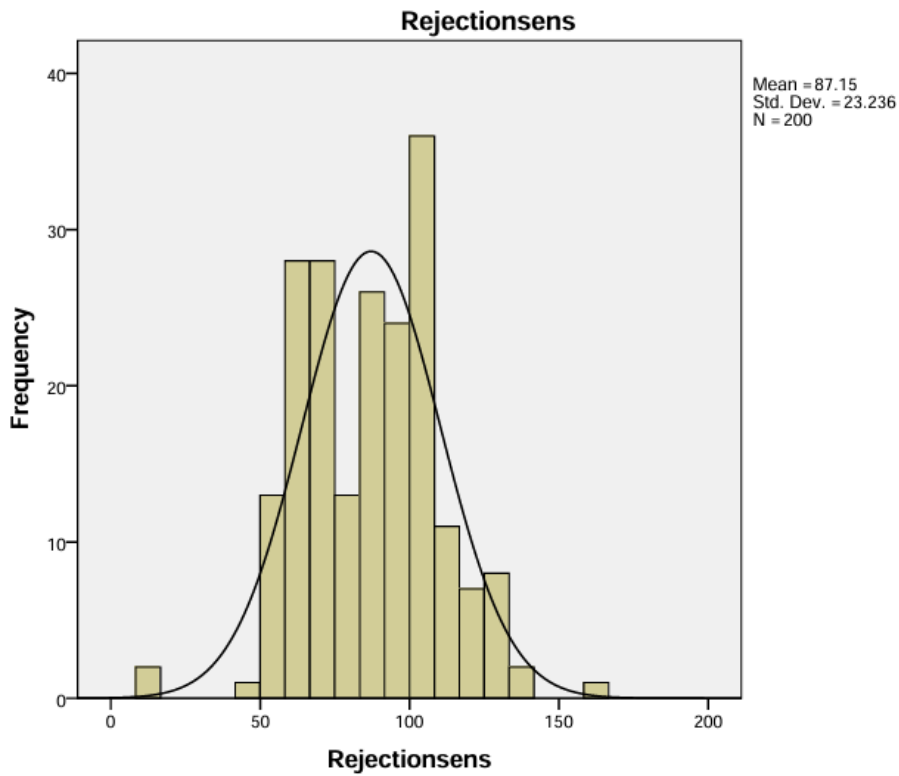
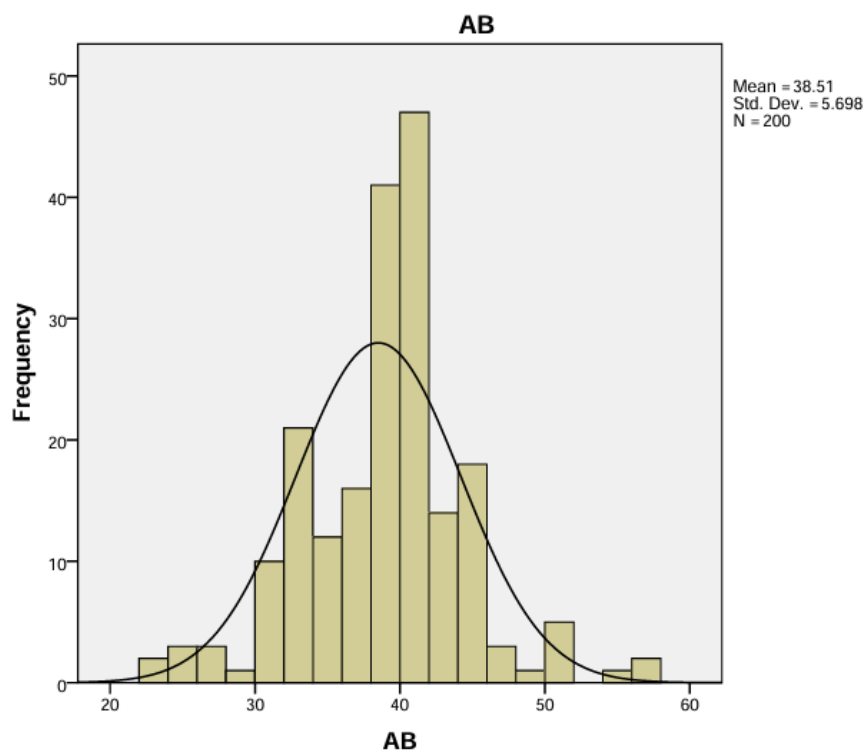


Figure 2: Histogram showing the distribution of Rejection sensitivity (RS) scores



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Figure 3: Histogram showing the distribution of Academic Burnout (AB) scores



CORRELATION STUDY

Pearson's correlation coefficients let one investigate PPC, Rejection Sensitivity, and Academic Burnout in relation to one another.

Variables	AB	PPC	Rejection Sensitivity
Academic Burnout	1	.093	.142*
PPC	.093	1	.056
Rejection Sensitivity	.142*	.056	1

At the two-tailed 0.05 threshold the connection is significant.

Correlation analysis interpretation: The correlation analysis indicates that academic burnout and rejection sensitivity have a minor but statistically significant positive link ($r = .142$, $p = .05$), meaning that students who are more sensitive to rejection are somewhat more likely to experience academic burnout. The link is important and improbable to be the outcome of chance even if its strength is lacking.

On the other hand, academic burnout and parental psychological control (PPC) did not substantially correlate ($r = .093$, $p > .05$), implying that perceived parental control by itself could not be the main factor influencing burnout levels in this population. Moreover, PPC and rejection sensitivity showed no clear link, suggesting that these two elements can have different effects on students' experiences.

This suggests that those more emotionally sensitive to rejection signals are more prone to experience academic burnout. Although small, this link has statistical relevance.

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This outcome is in line with past research stressing the relationship between emotional sensitivity and academic performance. A number of factors can lead to academic burnout, including rejection-sensitive individuals internalising academic feedback, absorbing constructive or neutral criticism personally, and experiencing more stress in evaluative or competitive settings.

- Hypothesis H2: Accepted will be much connected with academic exhaustion and rejection sensitivity.

Hypothesis H3 (partially) suggests that PPC and Rejection Sensitivity will significantly predict Academic Burnout → Rejected as the entire model failed to attain significance.

ANALYSIS OF MULTIPLE REGRESSION

Multiple regression analysis was conducted to determine whether PPC and Rejection Sensitivity might forecast Academic Burnout.

Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.166 ^a	.027	.018	5.647	.027	2.775	2

ANOVA Table

- $F(2, 197) = 2.775, p = .065$

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	176.992	2	88.496	2.775	.065 ^b
	Residual	6282.988	197	31.893		
	Total	6459.980	199			

a. Dependent Variable: AB

b. Predictors: (Constant), Rejectionsens, PPC

Coefficients Table

Predictor	B	SE B	β	t	p
(Constant)	34.217	1.869	—	18.305	< .001
PPC	0.037	0.030	.085	1.210	.228
Rejection Sensitivity	0.034	0.017	.137	1.950	.053

Interpretation of multiple regression analysis

The purpose of the multiple regression study was to ascertain if rejection sensitivity and parental psychological control (PPC) could accurately predict college students' levels of academic burnout. Together, PPC and rejection sensitivity could not significantly explain the variance in academic burnout in this sample, according to the overall regression model, which was not statistically significant ($p = .065$). This implies that students' feelings of burnout may be more significantly influenced by other unmeasured factors, such as peer pressure, coping mechanisms, or academic pressure. The finding was near the traditional

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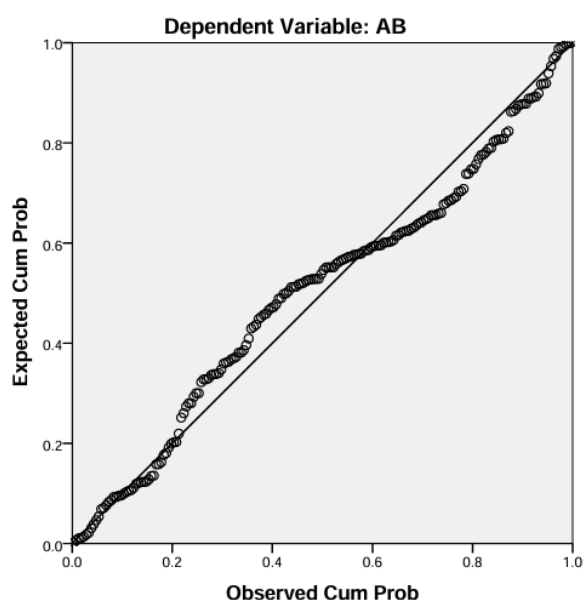
threshold ($p < .05$), suggesting that the association merits future research with bigger or more focused samples, even though the entire model did not attain statistical significance.

With a positive standardised beta coefficient ($\beta = .137$), rejection sensitivity was found to be a nearly significant individual predictor of academic burnout ($p = .053$) within the model. This implies that, despite the tiny impact size, students who are more sensitive to rejection might be marginally more prone to suffer from burnout. The trend's closeness to significance suggests that it could become significant in a bigger or more varied sample. PPC, on the other hand, did not substantially predict burnout ($p = .228$), supporting previous correlation findings that suggested perceived parental control would not directly or strongly affect college students' feelings of burnout.

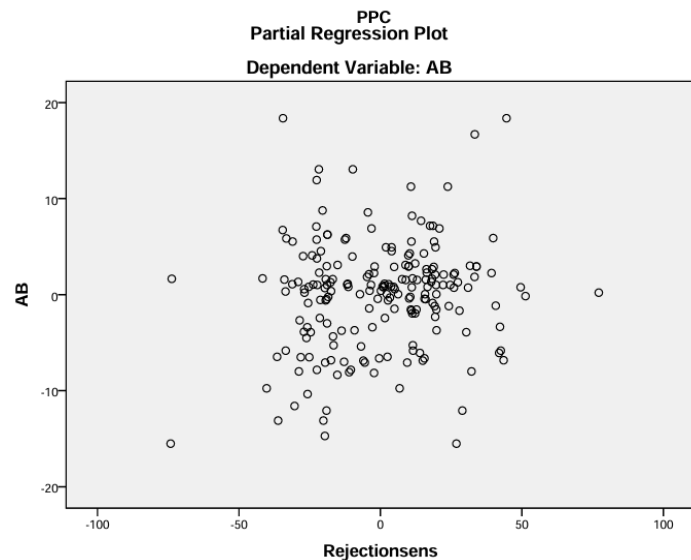
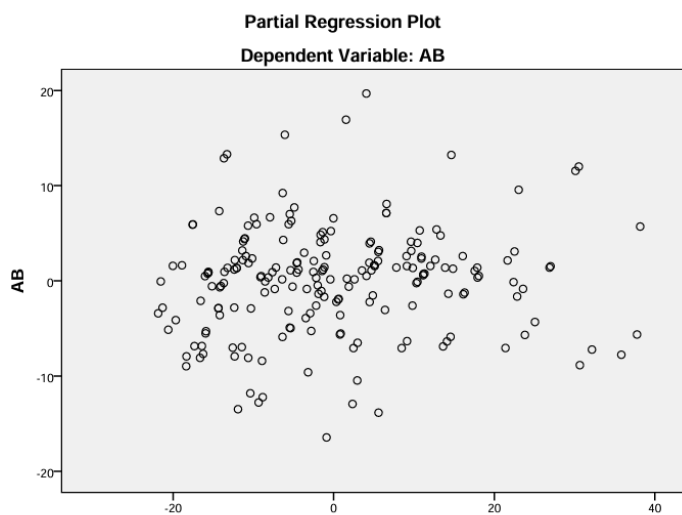
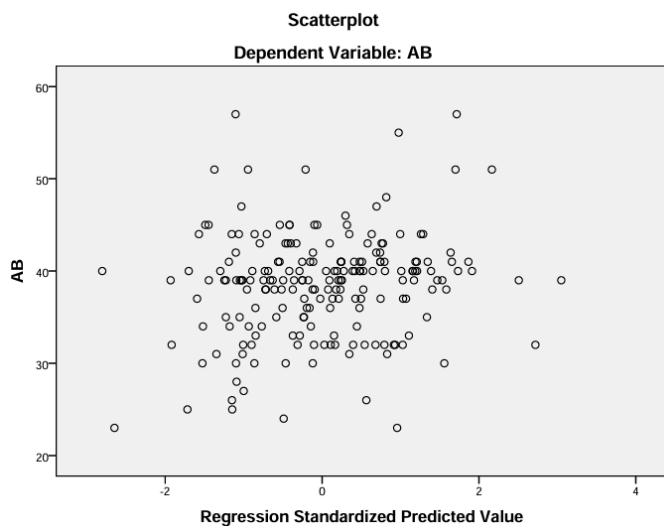
Moreover, PPC in the regression model did not considerably predict academic burnout ($p = .228$). This result suggests that students' experience of psychological control by their parents does not exactly match their opinions of academic tiredness or disengagement in this group. This outcome contradicts some past studies implying control of parental behaviour lowers autonomy, increases stress, and aggravates emotional suffering increases of stress levels. Cultural variations in how control is seen, student coping mechanisms, or the possibility that PPC has a more influence on other areas (like self-esteem and independent development) than burnout account for some of the discrepancy.

- Hypothesis H1: → Rejected PPC and Academic Burnout will be notably associated
- Hypothesis H3 (partially): PPC and Rejection Sensitivity will greatly predict Academic Burnout → Rejected since PPC is not significant.

Normal P-P Plot of Regression Standardized Residual



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GENDER VARIATIONS INDEPENDENT SAMPLES T-TEST

An independent samples t-test was utilised to ascertain whether PPC, Rejection Sensitivity, and Academic Burnout varied in gender terms.

Variable	Male (n = 103)	Female (n = 97)	t	p
PPC	36.97 (SD = 12.71)	37.08 (SD = 13.78)	-0.06	.953
Academic Burnout	38.53 (SD = 5.50)	38.48 (SD = 5.93)	0.061	.951
Rejection Sensitivity	89.23 (SD = 22.97)	84.95 (SD = 23.44)	1.306	.193

Independent Samples t-test interpretation of gender differences

The study found that gender did not statistically significantly affect participants' views of academic tiredness, rejection sensitivity, and parental psychological control. Though the variances were not statistically significant, male students had somewhat higher mean scores for burnout and rejection sensitivity than female students. This implies that male and female respondents reported experiencing these psychological and academic components in rather similar degrees.

These findings challenge certain long-held assumptions about possible gender disparities in emotional sensitivity or academic stress. Instead, the results imply that students, male and female alike could be equally vulnerable to the psychological stresses of social contacts and school life.

Independent samples t-tests revealed that none of the three main variables clearly displayed any gender variations. Men and women showed similar degrees of Academic Burnout, Rejection Sensitivity, and Parental Psychological Control (PPC).

These findings are important since they challenge the theory that fatigue or emotional fragility could show differently in men and women. Cultural tendencies towards equal academic standards and similar parental attitudes towards boys and daughters could have produced a levelling effect across genders in psychological responses to academic stress.

- Hypothesis H4: Gender will clearly affect PPC → Rejected.
- Hypothesis H5: Gender will considerably affect rejection sensitivity → Rejected.
- Hypothesis H6: Gender will clearly affect Academic Burnout → Rejected.

These results show that gender-specific therapy may not be required for addressing burnout or emotional difficulties among students as both male and female students seem to have similar psychological experiences in these areas.

CONCLUSION

The overall findings of the study are presented in this chapter together with highlights of the most significant discoveries and lessons learnt as well as pragmatic advice for parents, instructors, and future researchers. Apart from assessing probable gender variations in these variables, the study aimed to find the relationships among Academic Burnout (AB), Rejection Sensitivity, and Parental Psychological Control (PPC).

With a sample of 200 students, the study applied standardised psychological assessments and statistical analyses including t-tests, correlation, and regression. Six hypotheses were proposed to guide the search. Only one of the hypotheses (H2) was approved, therefore

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showing a significant association between academic burnout and rejection sensitivity. These included presumptions on gender differences across the variables and the predictive powers of PPC and rejection sensitivity. Lack of statistical data defined the other hypothesis (H1, H3, H4, H5, and H6).

Among the most notable results were the robust and statistically significant link between academic fatigue and rejection sensitivity. This implies that among students who are quite sensitive to rejection indications, emotions of academic stress, emotional tiredness, and disengagement from academics are more widespread. Though the regression model including PPC and rejection sensitivity as predictors of academic stress did not reach general statistical significance, rejection sensitivity came near to the significance level. This suggests that future research should not ignore rejection sensitivity since it may have a major, if subtle, effect on the academic emotional state of students.

Conversely, the findings about parental psychological control did not match the expected ones. In the regression model, PPC had no effect whatsoever; the data revealed no correlation between PPC and academic burnout either. This result suggests, at least for this group, parents' apparent psychological control has no direct influence on the degree of academic burnout teenagers experience. Unlike burnout, PPC could have a more direct influence on other psychological issues such low self-esteem or anxiety. Conversely, if students had developed coping mechanisms or come across other influencing events, PPC's effect on academic burnout could have been decreased.

Another crucial element of the study was looking at gender differences in the primary variables. The independent samples t-test revealed that PPC, rejection sensitivity, or academic burnout did not statistically differ between male and female participants. This outcome highlights how the sexes in the society under investigation feel about equally weariness, emotional vulnerability to rejection, and parental psychological control.

These findings taken together provide some very interesting insights. First of all, it is obvious that understanding academic burnout requires a major emotional component related to rejection sensitivity. Its almost strong predictive ability suggests that children who are emotionally sensitive may require particular help to prevent the beginning of emotional tiredness and academic disengagement. Second, although in this study parental psychological control did not seem to have a direct influence on burnout, the lack of a significant correlation between PPC and burnout calls for greater investigation on the conditions and surroundings in which PPC turns negative.

Theoretically, this work has great relevance. It adds to the body of scholarly work by improving awareness of how interior emotional traits, as opposed to exterior behavioural control, may have a more direct impact on academic burnout. This drives educational psychology to adopt a more complex, student-centered approach stressing particular emotional experiences. Practically speaking, the results confirm the need of training in emotional literacy in educational institutions and in coping strategies.

Finally, this study underlines how crucial emotional processes are for forming students' academic experiences. Although Parental Psychological Control did not show any influence on academic burnout, Rejection Sensitivity turned out to be a noteworthy component deserving of more study. Teachers, counsellors, and parents should be aware of and able to

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handle the psychological aspects of the emotional difficulties pupils experience since they significantly influence their academic drive and mental state. Giving students' emotional well-being top priority will help to prevent burnout and support long-term educational success as academic environments get ever more demanding.

IMPLICATION OF THE STUDY

Theoretical implications

The study extends the body of existing knowledge by demonstrating that Rejection Sensitivity is a relevant emotional component in understanding Academic Burnout. Although a lot of the research has focused on outside academic concerns (such as workload and teacher behaviour), this study stresses the importance of interior emotional vulnerabilities. It suggests that academic burnout can have some roots in individual psychological inclinations rather than being just caused by environmental demands. Moreover, the lack of importance of Parental Psychological Control suggests that its effects may vary depending on the situation and that PPC may not always predict academic-related results, therefore complicating the research.

Practical Implications

- **Educational Settings:** School counsellors, teachers, and university support services can include assessing emotional vulnerabilities including rejection sensitivity while tackling academic fatigue. Training in emotional intelligence and resilience-building strategies should be included into programs for student welfare.
- **Mental health professionals** should look at ideas and sensitive patterns connected to rejection in students during assessments or treatments. Particular cognitive-behavioral strategies could help to reduce ineffective reactions to criticism or perceived failure.
- **Parental Guidance:** Although PPC and burnout did not show a clear link in this study, the growth of teenagers and young people depends much on the activities of parents. Workshops or parent education courses let carers learn about helpful communication techniques.

STUDY LIMITATIONS

- **Sample Size and Scope:** Though the 200 participants in the study were statistically sufficient, generalisability may be limited. Greater study is needed to validate the findings, particularly in a range of institutional, cultural, and geographical settings.
- **Cross-sectional Nature:** Using a cross-sectional design limits the conclusions regarding causal links. Burnout, for example, is linked to rejection sensitivity, but it's impossible to say if one causes the other.
- **Self-report bias:** The data was gathered using self-report measures prone to social desirability bias, misinterpretations of the questions, or erroneous self-evaluation. This can change the dependability of the responses.
- **Academic success,** peer interactions, mental health history, and socioeconomic level were not included in this study among other relevant elements that might interact with PPC, rejection sensitivity, or burnout.

FUTURE RECOMMENDATION

For Institutions and Teachers

- Create courses stressing emotional control, building interpersonal trust, and reducing sensitivity to social hazards in educational institutions thereby **promoting emotional literacy and resilience.**

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- **Early Identification and Support:** Screen children for emotional dysregulation or high degrees of rejection sensitivity before burnout symptoms aggravate. Then offer particularised help or counselling.

For Parents

- Although PPC did not specifically predict burnout in our research, supportive and autonomy-promoting parenting can help children build emotional resilience and intellectual drive.
- **Participate in Parental Education Programs:** Encourage honest and open communication between parents and children to indirectly support students' mental health.

FOR NEXT INFORMATION RESEARCH

Future studies should use longitudinal designs to probe the causal link and long-term effects of PPC and rejection sensitivity on academic burnout over time.

- **Employ qualitative data** to gain understanding of students' emotional experiences, coping mechanisms, and motivations.
- **Increase Sample Diversity:** Perform related studies in a spectrum of cultural, socioeconomic, and educational environments to increase generalisability.
- **Look at things** like peer interactions, academic pressure, self-esteem, and emotional intelligence to better understand how emotional traits and burnout are connected.

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Conflict of Interest

The author(s) declare that there is no conflict of interest regarding the publication of this research.

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