

OVERPROTECTIVE PARENTING, IDENTITY, AND FEAR OF MISSING OUT IN UNIVERSITY STUDENTS

ALI HAIDER FAREED^{1*}, AMEER HAMZA¹, ANUM WAHEED¹,
MUHAMMAD SAEED ANWAR^{2*}, MUHAMMAD TARIQ¹, RABIA
ANWAR³, ASMA IJAZ¹

¹DEPARTMENT OF CLINICAL PSYCHOLOGY, SCHOOL OF PROFESSIONAL PSYCHOLOGY,

²UNIVERSITY OF MANAGEMENT AND TECHNOLOGY, LAHORE, PAKISTAN

² Email: im.saeedanwar5@gmail.com

³KHYBER MEDICAL UNIVERSITY, PESHAWAR

EMAILS: ameerlai290@gmail.com¹, anum.shizu1@gmail.com¹, muhammadtariqq804@gmail.com²,
rabiaanwar54321@gmail.com³

Abstract

The present study aimed to find out the relationship between Overprotective Parenting, Identity and Fear of Missing Out in University Students. This correlational study included 300 university students from government and private universities in Lahore. Data were collected through stratified random sampling. The study tested the main hypotheses using standard statistical analyses, including the demographic form, My Early Memories of Upbringing adult version ([EMBU-A]; Arrindell et al., 1991), Identity Scale for University Students (Ijaz & Rizvi, 2013) and the Fear of Missing Out Scale (Sabir & Jabeen, 2021) was used. Data were analysed using SPSS (version 20).

Findings of the correlation showed that overprotective parenting has a significant positive correlation with fear of missing out in university students. Meanwhile, social identity has a negative correlation with fear of missing out in university students. The findings of the t-test showed that students studying in government institutes would have a more arrogant identity. Moreover, students whose mothers are not working would experience more overprotective parenting. The findings of ANOVA showed that university students belong to fourth year of education have more strong social identity. Moreover, mothers' education was associated with differences in perceived overprotective parenting. Furthermore, fathers with private jobs are more prone towards experience overprotective parenting and fear of missing out in university students.

Keywords: overprotective parenting, identity, fear of missing out, university students.

CHAPTER I INTRODUCTION

Early adulthood involves major developmental changes such as leaving home, starting work, forming relationships, and establishing independence (Skogbrott et al., 2014). University entry can be challenging for many students due to emerging adulthood, a transitional period in which individuals attempt to differentiate themselves from their families and assume new roles (Arnett, 2000). Parenting plays an important role in shaping students' coping, emotional adjustment, and psychological health (Dyson & Renk, 2006).

Parenting practices vary across cultures and influence children's values, behaviours, and developmental outcomes (Sanvictores & Mendez, 2022). Parenting styles can affect academic achievement, motivation, and mental health. Children raised by authoritarian, permissive, or uninvolved parents may develop anxiety, depression, or low self-esteem, while authoritative parenting is linked to healthier outcomes (Power, 2013). Parenting styles also influence social interactions; for example, authoritarian parenting may contribute to bullying or aggressive behaviour, while permissive parenting may increase vulnerability to being bullied (Alizadeh et al., 2019). Emotional neglect and relational difficulties have also been associated with strict and inflexible parenting (Beyarslan & Uzer, 2022).

Overprotective parenting involves excessive control, intrusiveness, and efforts to manage a child's emotional and physical experiences (Miano, 2021; Murray et al., 2012). This style may restrict autonomy and hinder independent decision-making. Overprotective parenting can contribute to dependency, low self-esteem, insecurity, and difficulties in social interaction. Prior loss of a child, complicated pregnancy, or parental anxiety can increase overprotective tendencies (Kosterelioglu, 2018).

Excessive protection may prevent children from learning through mistakes, developing coping skills, or building confidence. It may increase stress, social anxiety, and self-doubt (Bhirani, 2022). Children raised in over controlled environments may struggle socially, misinterpret parental intentions, and face challenges in establishing independence (Bhirani, 2022).

University years are critical for identity development. Students explore values, roles, and beliefs as they work toward forming a stable sense of self (Erikson, 1968). Identity development requires continuous adjustment and commitment formation (Adams & Marshall, 1996). Research shows that females may show higher exploration and commitment levels in early college years (Luyckx et al., 2006).

Identity becomes more salient during crisis or change, when individuals question previous assumptions and construct new ones (Dryland & Syed, 2011). Cultural background plays a major role in shaping identity. Collectivistic cultures emphasise interdependence, social harmony, and group belonging (Zubair & Kamal, 2018). Socialisation practices vary; for example, Japan emphasises roles that maintain the social system (Crocetti et al., 2008; Azuma, 2001).

Identity formation models typically emphasise independence and personal goals (Kroger et al., 2011). However, both independence and interdependence influence identity coherence (Mori, 2012). In this study, identity is examined using three dimensions measured by the Identity Scale for University Students: arrogant identity, social identity, and independent identity. These dimensions reflect how students view themselves in relation to others, social belonging, and personal autonomy. Identity diffusion or crisis may lead to behaviours such as seeking external approval or experiencing FOMO (Waterman, 1993).

FOMO refers to the belief that others are experiencing better or more rewarding activities, creating anxiety, envy, and low self-esteem (Andrew, 2013). It is defined as persistent concern that others might be participating in fulfilling experiences while one is absent (Przybylski et al., 2013). FOMO is linked with a strong need to stay connected and updated about others (Reagle, 2015).

FOMO is associated with social connectedness, emotional discomfort, low motivation, insufficient sleep, risky behaviours, anxiety, and depression (Sturgeon & Zautra, 2016; Jeong & Lee, 2015). According to Self-Determination Theory, unmet needs for competence, autonomy, and relatedness may contribute to FOMO (Deci & Ryan, 1985).

FOMO is also influenced by online behaviour. Individuals may overshare or engage in risky online actions to stay socially involved, which increases vulnerability (Riordan et al., 2015; Trepte & Reinecke, 2013; Debatin et al., 2009; Kite et al., 2010; Davidson & Martellozzo, 2013). Social media intensifies FOMO, especially among university students who rely on digital platforms for connection (Ophus & Abbitt, 2009; Gemmill & Peterson, 2006). FOMO correlates positively with smartphone addiction, problematic Instagram use, anxiety, depression, and low psychological need fulfilment (Al-Furaih & Al-Awidi, 2021; Wolniewicz et al., 2020).

Implications

Research on overprotective parenting may help parents balance support and independence. Universities and mental health professionals can design interventions, workshops, counselling sessions, and digital awareness programs to help students develop identity, manage FOMO, and improve psychological well-being.

Aim

This study aims to find out the relationship between overprotective parenting, identity and fear of missing out in university students.

Objectives

- To explore the relationship between overprotective parenting and identity in university students.
- To find out the relationship between identity and fear of missing out in university students.
- To find out the demographic differences among the variables of this study in university students.

Operational Definitions

Overprotective Parenting

Overprotective parenting refers to parenting behaviour characterised by excessive control, intrusion, and restriction of autonomy. In this study, it was measured using the overprotection dimension of the EMBU-A scale (Clarke et al., 2013).

Identity

Identity refers to a person's sense of self, including beliefs, roles, and self-evaluation. In this study, identity was measured using the Identity Scale for University Students, which assesses arrogant identity, social identity, and independent identity (Shaffer, 2021).

Fear of Missing Out

Fear of Missing Out (FoMO) refers to the persistent concern that others may be having rewarding experiences without oneself. In this study, FoMO was measured using the FoMO Scale by Sabir and Jabeen (2021).

CHAPTER II LITERATURE REVIEW

University life offers programs that foster belonging, multicultural skills, and personal development. Students become independent and accountable for their learning. They also interact with diverse peers, which boosts academic success (Astin, 1993). Academic pressure and competition can lead to mental health issues. These include aggression, substance abuse, and stress (Zada, 2021). Researchers linked family connections and nurturing behaviors to better

educational outcomes (Dumka, 2009).

Parenting significantly influences psychosocial adjustment, academic performance, risk-taking behavior, and life satisfaction. Parenting styles: authoritative, authoritarian, permissive, and uninvolved affect child development differently. Responsiveness means showing affection and support. Demandingness refers to control and expectations (Aunola et al., 2000). Research shows that parental rejection and overprotection can lead to psychological distress. In contrast, emotional warmth helps reduce these negative effects (Saleem et al., 2021). Authoritarian parenting can lead to rebellion. In contrast, authoritative parenting fosters emotional regulation, independence, and academic success (Sanvictores & Mendez, 2022; Masud et al., 2019).

Permissive parents can boost self-esteem but may lead to dependency. On the other hand, uninvolved parents might create emotional and academic issues (Lopez et al., 2018; Kuppens & Ceulemans, 2019). Overprotective parenting limits independence. This can be associated with anxiety, social problems, and confusion about identity (Murray et al., 2012; Brussoni & Olsen, 2011; Levy, 2018; Arulsubila, 2016). It can affect attachment styles. This may lead to anxious or avoidant behaviors in adults (Brenning et al., 2007; Ungar, 2009). Helicopter parenting is associated with anxiety, depression, and identity crises in university students (Vigdal & Brønnick, 2022; Twenge et al., 2019).

Identity formation in emerging adulthood is crucial. Students explore their values, goals, and social roles (Erikson, 1968; Arnett, 2007; Côté & Bynner, 2008). Parental attitudes, peer influence, and career goals shape identity development (Sandu et al., 2012; Rashid & Aisha, 2019). Overprotective parenting can hurt a child's autonomy, competence, and sense of belonging. This can lower their motivation and well-being (Ryan & Deci, 2000). Consequently, students may experience identity diffusion, low confidence, and social difficulties (Arnett, 2000).

Fear of Missing Out (FOMO) is prevalent among university students, driven by social media, peer comparison, and unmet psychological needs. FOMO links to low self-esteem, anxiety, depression, and sleep issues. It can also lead to poor academic performance (Sturgeon & Zautra, 2016; Przybylski et al., 2013; Andrew et al., 2013; Amar & Jamaluddin, 2022; Jeong & Lee, 2015). Problematic social media and smartphone use intensify FOMO, affecting well-being and social interactions (Shoval et al., 2020; Adams et al., 2020; Li et al., 2020).

Rationale

The transition from adolescence to young adulthood is crucial for identity development. Overprotective parenting limits autonomy, lowers self-esteem, and increases anxiety.

FOMO, fueled by social media, can stem from overprotective parenting. This can make identity formation even more challenging. Few studies have looked at how overprotective parenting affects identity and FOMO in college students.

Research Question

How does overprotective parenting affect identity and fear of missing out in university students?

Hypotheses

Hypothesis 1

Overprotective parenting will be positively related to fear of missing out in university students.

Hypothesis 2

Social identity will be negatively related to fear of missing out in university students.

Hypothesis 3

Independent identity will be negatively related to fear of missing out in university students.

Hypothesis 4

Overprotective parenting will be negatively related to social identity in university students.

Hypothesis 5

Overprotective parenting will be negatively related to independent identity in university students.

CHAPTER III METHOD

Research Design

In this research, correlational research design was used to find out the relationship between the study variables; overprotective parenting, identity and fear of missing out (FOMO) using a survey method.

Sample and Sampling

Participants were recruited using stratified convenience sampling to include students from both government and private universities, with approximately equal representation of males and females.

Participants

University students were selected within the age range of 18-25 from different private and government institutes.

Inclusion Criteria

The focus of the study was on the university students falling within the age range of 18-25 from private and government universities of Lahore.

Exclusion Criteria

Participants who did not meet the age range criteria or were unable to complete the self-report questionnaire independently were excluded.

Measures

Demographic Form

Participants were provided with demographic forms consisting of age, education, gender, no of siblings, type of family, region, disabilities, income and living status. The demographics help to clarify the sample and confirm that participants closely resemble the target audience.

My Early Memories of Upbringing Adult Version (EMBU-A); Arrindell, Veen & Emmelkamp, 1991)

My early memories for the upbringing adult version scale was used to assess overprotective parenting and the consequences. The scale has three factors for both parents; emotional warmth, rejection and overprotection. The focus is on the overprotective parenting styles. Items were rated on a 4-point scale from 0 to 3, with higher scores indicating higher perceived overprotection method

Identity Scale for University Students (Ijaz & Rizvi, 2013)

Identity scale is a seven-point Likert scale ranging from strongly agree to strongly disagree. The scale consists of three factors measuring arrogant identity, social identity and independent identity. This scale was used to identify identity formation in university students. The scale consists of 21 items.

Fear of Missing Out (Sabir & Jabeen, 2021)

Fear of missing out scale was used to measure fear of missing out in university students. It has four factors: low self-esteem, lack of contentment, apprehension and jealousy. The total score of the FoMO scale was used in this research. This is a self-report four-point Likert scale measuring ranging from 0 to 3. Zero is referred to as not at all, one represents rarely, two represents sometimes, and three represents always. The scale consists of 41 items.

Ethical Considerations

Permissions were obtained from the government and private universities in Lahore before conducting the research. Informed consent was taken from participants, ensuring confidentiality and the right to withdraw. Participants were debriefed, and counselling services were provided if needed. Permissions to use the authors' scales were also secured.

Procedure

Universities were contacted and informed about the study aims, assuring the privacy of their information. Participants were selected based on inclusion criteria and assessed using the relevant measures. The final sample included 145 males and 155 females, with all instructions provided clearly.

Statistical Analyses

In addition to testing the main hypotheses using Pearson correlation, exploratory analyses were conducted to examine group differences across demographic variables. Independent samples t-tests and one-way ANOVA were used for this purpose

CHAPTER IV RESULTS

The title of the research is “Overprotective Parenting, Identity and Fear of Missing Out in University Students”. In this study, we examine the relationship between Overprotective Parenting, Identity and Fear of Missing Out among University Students. A sample size of 300 individuals was selected through stratified random sampling used in a cross-sectional research design employing survey methods. From different government and private universities in Lahore, 145 males and 155 females were taken as participants in the study. For this, three scales were used, i.e. identity scale, overprotective parenting scale, and fear of missing out Scale.

The result chapter is divided into three sections:

Section I: Sample Description

In the first section, demographic characteristics like percentage, frequency, mean, and standard deviation were discussed.

Section II: Testing Main Hypotheses

In the second section, the main Hypotheses was tested using different analytical tools like Correlation.

Section III: Exploratory Analysis of Demographic Differences

In the third section, the secondary Hypotheses using t-test and ANOVA was tested to check the mean differences between categorical variables.

Section I: Sample Description

The demographic characteristics of the sample population were examined and stated in this section. Categorical variables such as gender, class, family system, institute, residence, and mothers' and fathers' education and occupation were analyzed and their frequencies and percentages were presented. In addition, continuous variables such as age were analyzed and their mean and standard deviation were reported. The normality of the data was also checked and reported in this section.

Table 1 Mean and Standard Deviation of Age of Participants (N=300)

Variable	M	SD
Age	21.3	1.63

Note. N= Number of Sample Size, M= Mean, SD= Standard Deviation

The above table shows that the mean age of the participants is 21.3 (SD=1.63), which shows that most of the participants belong to the age 19-23.

Table 2 Frequency and Percentages of Demographic Characteristics of Participants (N=valid responses)

Variable	n	%
Gender		
Male	145	48.3
Female	155	52
Age		
Late adolescence (16- 19 years)	40	13.3
Early young adulthood (20- 26 years)	260	87

Semester

1 st year	42	14
2 nd year	90	30
3 rd year	76	25.3
4 th year	92	31
Institution		
Private	167	56
Government	133	44.3
Family system		
Joint family	135	45
Nuclear family	165	55
Father's education		
Matric/Below matric	101	34
Intermediate	55	18.3

Graduation	128	43
Father's occupation		
Government job	39	13
Private job	89	30
Business	158	53
Mother's education		
Middle/Below Middle	44	15
Matric	83	28
Intermediate	51	17
Graduation	106	35.3

Mother's occupation

Working	48	16
Non-working	236	79

Note. n= number of participants

In the current study, most of the participants (55.7%) studied private institutions, and most came from nuclear families. Additionally, the table above showed that the majority of participants (86.7%) were in their early twenties, between the ages of 20 and

26. The majority of the college students were BS 4th year students. However, the survey's findings revealed that very few fathers of university students worked for the government and that the majority of the fathers were graduates who ran their own businesses. Similarly, to this, only a small percentage of the mothers in the entire sample were employed; the majority were housewives.

Section II: Testing the Main Hypotheses

Pearson Product moment correlation was used to find out the relationship between overprotective parenting, identity and fear of missing out in university students.

Hypotheses 1

It is hypothesized that there would be a significant negative relationship between overprotective parenting and independent identity in university students.

Hypotheses 2

It is hypothesized that there would be a significant negative relationship between overprotective parenting and social identity in university students.

Hypotheses 3

It is hypothesized that there would be a significant positive relationship between overprotective parenting and fear of missing out in university students.

Hypotheses 4

It is hypothesized that there would be a significant negative relationship between social identity and fear of missing out in university students.

Hypotheses 5

It is hypothesized that there would be a negative association between independent identity and fear of missing out in university students.

Table 3 Relationship between Overprotective Parenting, Identity and Fear of Missing Out in University Students

Variables	N	M	SD	1	2	3	4	5	6	7

1 OP	300	16.09	5.64	-	.93***	.92***	-.09	-.04	-.03	.13*
2 F1 AI	300	42.12	11.06	-	-	-	-.79***	.79***	-.09	
3 F2 SI	300	36.46	9.391	-	-	-	-	.75***	-.13*	
4 F3 II	300	34.10	7.738	-	-	-	-	-	-.08	
5 FOMO	300	14.51	4.904	-	-	-	-	-	-	

Note. OP=Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out.
*p<.05, ***p<.001

Results showed a significant positive relationship between overprotective parenting and fear of missing out. Social identity showed a significant negative relationship with fear of missing out. No significant relationship was found between overprotective parenting and independent identity or social identity.

Section III: Exploratory Analysis of Demographic Differences

Independent sample t-test and ANOVA were used find out the demographic differences in university students.

Gender Differences

Table 4 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out between Men and Women in University Students (N= valid responses)

(n=145)			(n=155)		t	pr	
Variables	M	SD	M	SD			
FOMO	14.13	4.93	14.85	4.87	-1.27	.20	—
AI	41.90	11.26	42.33	10.90	-.34	.74	—
SI	36.03	9.82	36.86	8.97	-.77	.44	—
II	33.61	8.94	34.56	6.40	-1.0	.29	—
OP	16.05	5.87	16.13	5.43	-.12	.90	—
OP_F	7.93	3.23	7.90	2.75	.08	.93	—
OP_M	8.11	3.14	8.22	3.04	-.30	.76	—

Note. M= Mean, SD= Standard Deviation, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out

Independent samples t-test was conducted to examine gender differences in overprotective parenting, identity dimensions, and fear of missing out. Results indicated that no significant gender differences were found across the study variables.

Family System Differences

Table 5 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out between Family System in University Students (N= valid responses)

(n=135)			(n= 165)		t p		
Variables	M	SD	M	SD			
FOMO	14.44	4.96	14.56	4.87	-.20	.83	—
AI	42.59	12.01	41.74	10.23	.66	.51	—
SI	36.44	9.19	36.47	9.58	-.03	.97	—
II	34.11	8.26	34.10	7.31	.01	.98	—
OP	16.58	6.08	15.69	5.23	1.35	.17	—
OP_F	8.1	3.27	7.73	2.72	1.13	.25	—
OP_M	8.44	3.22	7.95	2.95	1.37	.16	—

Note. M= Mean, SD= Standard Deviation, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out.

An independent samples t-test was conducted to examine differences between joint and nuclear family systems. Results showed no significant differences in overprotective parenting, identity dimensions, or fear of missing out. Institute Type Differences

Table 6 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out between Institutes in University Students (N= valid responses)

(n=167)			(n= 133)		t	p	
Variables	M	SD	M	SD			
FOMO	14.98	4.93	13.92	4.83	-.20	.06	—
AI	40.92	11.76	43.63	9.96	.66	.03*	0.25
SI	35.99	9.54	37.05	9.20	-.03	.33	—
II	33.74	8.11	34.56	7.25	.01	.35	—
OP	16.67	5.48	15.36	5.77	1.35	.17	—
OP_F	8.20	2.96	7.55	2.98	1.87	.06	—
OP_M	8.46	3.02	7.80	3.13	1.85	.06	—

Note. M= Mean, SD= Standard Deviation, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out, *p<.05

Independent samples t-test revealed a significant difference in arrogant identity between students from government and private institutions. Students enrolled in government institutions reported higher arrogant identity compared to those from private institutions.

Mother's Occupation Differences

Table 7 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out between Mother's Occupation in University Students (N= valid responses)

(n=48)		(n= 236)			t	p	s d
Variables	M	SD	M	SD			
FOMO	14.87	4.51	14.51	4.75	.48	.63	-
AI	44.13	8.98	41.60	11.51	1.43	.15	-
SI	37.19	9.52	36.20	9.43	.75	.50	-
II	34.73	7.12	34.06	7.70	.56	.57	-
OP	13.98	5.83	16.50	5.50	-2.9	.004**	.44
OP_F	6.89	3.17	8.08	2.88	-2.56	.01*	.39
OP_M	7.08	2.92	8.41	3.09	-2.75	.00**	.44

Note. M= Mean, SD= Standard Deviation, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent, ISCS= Identity Scale for University Students, FOMO= Fear of Missing out ANOVA Differences Across Class Year.

Table 8 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out in four categories of class in University Students (N= valid responses)

(N =42)			(N=90)		(N=76)		(N=92)		F	η ²
Variables	M	SD	M	SD	M	SD	M	SD		
OP	16.93	5.15	16.00	5.56	15.78	5.29	16.05	6.23	.39	-
OP_F	8.28	2.69	7.86	3.02	7.67	2.82	8.00	3.23	.41	-
OP_M	8.64	2.84	8.13	3.12	8.10	2.94	8.05	3.29	.38	-

AI	38.52	11.87	42.04	11.40	43.53	9.54	42.67	11.32	1.98	-
SI	33.17	10.48	36.48	9.04	37.09	8.44	37.41	9.75	2.17*	.001
II	32.43	8.99	33.89	7.01	35.32	6.75	34.06	8.48	1.30	-
FOMO	15.21	4.16	14.78	4.84	14.44	4.63	13.96	5.47	.76	-

An independent samples t-test was conducted to examine differences based on mother's occupation. Results showed that students whose mothers were non-working reported significantly higher levels of perceived overprotective parenting

Note. M = Mean, SD=Standard Deviation, N= Number of Participants, f= Frequency, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out, η^2 = eta squared. * $p<.05$

One-way ANOVA was conducted to examine differences across class year. Results indicated a significant difference in social identity, with fourth-year students reporting higher social identity compared to students in earlier years. No significant differences were found for fear of missing out.

Father's Education Differences

Table 9 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out in Three Categories of Father's Education in University Students (N= valid responses)

(N =101)		(N=55)				(N=128)		F	η^2
Variables	M	SD	M	SD	M	SD			
OP	15.85	5.48	16.18	5.48	16.27	5.73	.17	-	
OP_F	7.81	2.83	7.90	2.74	7.97	.27	.08	-	
OP_M	8.03	3.16	8.27	3.14	8.29	2.98	.21	-	
AI	40.95	11.82	43.95	12.65	42.38	9.73	1.34	-	
SI	35.61	9.53	36.71	9.89	36.98	9.31	.61	-	
II	33.47	8.23	34.42	7.52	34.56	7.22	.62	-	
FOMO_F3	14.59	4.82	14.04	4.56	14.75	4.82	.43	-	

Note. M = Mean, SD=Standard Deviation, N= Number of Participants, f= Frequency, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective

Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out, F3= Apprehension, η^2 = eta squared

One-way ANOVA revealed no significant differences across father's education levels on overprotective parenting, identity dimensions, or fear of missing ou Mother's Education Differences

Table 10 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out Four Categories of Mother's Education in University Students (N=valid responses)

(N =44)			(N=83)		(N=51)		(N=106)		F	η^2
Variables	M	SD	M	SD	M	SD	M	SD		
OP	15.23	5.89	17.65	5.61	15.71	5.28	15.48	5.49	3.03*	.02
OP_F	7.15	2.90	8.77	3.05	7.76	2.72	7.60	2.89	3.82	-
OP_M	8.06	3.43	8.87	3.05	7.94	2.96	7.87	2.98	1.88	-
AI	42.16	11.68	40.92	12.39	42.04	10.28	42.84	10.42	.460	-
SI	37.57	8.59	34.64	9.39	37.04	9.31	36.81	9.39	1.32	-
II	34.32	6.93	33.19	7.71	34.02	7.36	34.92	7.78	.81	-
FOMO	13.22	4.32	15.18	4.96	13.92	4.75	15.01	4.74	2.23	-

Note. M= Mean, SD=Standard Deviation, N= Number of Participants, f= Frequency, OP=Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective

Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out, η^2 = eta squared, * $p < .05$

One-way ANOVA indicated a significant difference in perceived overprotective parenting across mother's education levels. Students whose mothers had matric-level education reported higher overprotective parenting. No significant differences were found for fear of missing out.

Father's Education Differences

Table 11 Mean Differences in Overprotective Parenting, Identity and Fear of Missing Out four Categories of Father's Occupation in University Students (N= valid responses)

(N =39)			(N=89)		(N=158)	

Variables	M	SD	M	SD	M	SD		
OP	13.69	4.86	16.67	6.24	16.22	5.44	4.02*	.02
OP_F	6.64	2.68	8.29	3.42	7.93	2.76	4.25*	29.21
OP_M	7.05	2.52	8.38	3.27	8.28	3.12	2.84*	.02
AI	44.28	7.27	41.92	10.60	41.77	12.16	.82	-
SI	37.41	7.36	35.94	9.80	36.58	9.75	.34	-
II	36.26	4.57	33.99	7.96	34.08	7.08	1.49	-
FOMO	13.12	5.28	15.10	4.90	14.31	4.61	2.35*	.02

Note. M = Mean, SD=Standard Deviation, N= Number of Participants, f= Frequency, OP= Overprotective Parenting, OP_M= Overprotective Mother, OP_F= Overprotective Father, AI= Arrogant Identity, SI= Social Identity, II= Independent Identity, FOMO= Fear of Missing Out, η^2 = eta squared, * $p < .05$
One-way ANOVA revealed significant differences across father's occupation for overprotective parenting and fear of missing out. Higher scores were observed among students whose fathers were employed in private jobs.

SUMMARY OF RESULTS

The present study examined the relationship between overprotective parenting, identity, and fear of missing out in university students. Results showed that overprotective parenting was positively associated with fear of missing out, while social identity was negatively associated with fear of missing out. No significant relationships were found between overprotective parenting and independent or social identity. Exploratory analyses indicated differences in some demographic variables, including institution type, mother's occupation, class year, and parental education.

CHAPTER V DISCUSSION

The present study examined the relationship between overprotective parenting, identity, and fear of missing out among university students. The findings indicated that overprotective parenting was positively associated with fear of missing out, while social identity was negatively associated with fear of missing out. These findings are consistent with literature suggesting that controlling or autonomy-limiting parenting and emotional insecurity may relate to higher FoMO and poorer well-being (Soenens & Vansteenkiste, 2010; Adams et al., 2020; Elhai et al., 2016).

In the present study, overprotective parenting was not significantly related to independent identity or social identity. This suggests that while overprotective parenting may influence emotional experiences such as fear of missing out, it may not directly relate to identity dimensions measured in this sample. Identity development in emerging adulthood is influenced by many factors such as peer relationships, life experiences, and changing roles during university years (Arnett, 2000; Côté & Bynner, 2008; Erikson, 1968).

Results indicated a significant positive relationship between overprotective parenting and FOMO, consistent with previous literature (Adams et al., 2020). Students with overprotective parents often feel anxious about missing social experiences and compare themselves with others on social media. FOMO was negatively related to both social and independent identity, with higher FOMO scores linked to anxiety, insecurity, and difficulty in decision-making and social interactions (Park & Kim, 2018; Stead & Bibby, 2017).

The secondary hypotheses revealed no significant gender differences in FOMO, although literature suggests men may be more vulnerable (Chen et al., 2017). Students from government institutes displayed stronger arrogant identity, potentially due to lower socio-economic status and self-esteem issues (Aries & Seider, 2005; Jenßen, 2021). Students with non-working mothers or mothers with lower education experienced more overprotective parenting, reflecting limited exposure to parenting strategies and constant involvement in childcare (Snell-Muller, 2012; Bradley & Corwyn, 2002). Fourth-year students had stronger social identity, supporting the hypothesis that seniors feel greater loyalty and belonging to their university (Cabrera & La Nasa, 2000; Bazarova et al., 2012). Students with fathers in private employment reported higher FOMO and overprotective parenting, possibly due to work-related stress and higher expectations (Chua et al., 2015; Majdandi et al., 2014). Overall, the findings highlight the importance of balancing parental involvement to foster autonomy, healthy identity development, and reduced FOMO-related anxiety, providing valuable guidance for parents, educators, and mental health professionals.

CONCLUSION

The research investigated the interrelations among overprotective parenting, identity development, and fear of missing out (FOMO) in university students. It was revealed that overprotective parenting is associated with emotional difficulties among young adults, particularly during the university years.

Students who come from overprotective parenting backgrounds may experience higher levels of fear of missing out, which may affect their emotional well-being, as they think that they are losing important experiences. The research suggests that it is very important to find a balance between parental support and independence, as this may support emotional well-being and reduce the negativity associated with fear of missing out. More research is needed to identify coping strategies and interventions that can assist students in overcoming challenges and eventually improving their well-being. In the fast-paced, connected world of today, these interventions will be very useful. Understanding these relationships will enable the creation of targeted support systems that will be more helpful in the self-discovery and adjustment journey of university students.

Limitations and Suggestions

The sample size and homogeneity of participants may limit the study's findings. Cultural backgrounds, socioeconomic statuses, and education may influence how overprotective parenting is associated with fear of missing out and related adjustment outcomes. Some variables had missing responses, so the sample size differed slightly across analyses. Future research should aim for larger and more diverse samples to enhance generalizability.

The correlational research design only reveals relationships between variables. Longitudinal studies that follow participants over time can reveal how relationships and development change during university years.

Reliance on self-reported data may introduce response bias and social desirability effects. Participants might underreport or overreport behaviours due to societal expectations. Combining self-reports with informant reports or behavioral observations could provide a more complete understanding.

Other factors like personality traits, social support, and past experiences might influence the relationships observed in this study. These factors were not fully accounted for in the present research.

Future research should follow university students over time to better understand how overprotective parenting is associated with fear of missing out and adjustment across university years.

Researchers can design interventions to help students cope with overprotective parenting and fear of missing out. Such interventions may focus on building resilience, improving decision-making skills, and encouraging autonomy.

Collaborative efforts between parents and university support systems are essential. Parenting workshops and university orientation programs can help parents and students build healthy autonomy and support positive adjustment during university life.

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Form No. _____

سوالات نامہ

ذاتی کوائف

تعلیم گاہ: _____ پر انٹریٹ / گورنمنٹ
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 تعلیمی سال: _____
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EMBU-A

ہدایات: مندرجہ ذیل بیانات کو غور سے پڑھئے اور اپنے والدین کو قصور میں لاتے ہوئے ان کے جوابات دیجئے جو جواب بھی بہتر طور پر ان کے دے کو بیان کریں اس پر
 غور کریں یہ غلطیوں کے انہوں نے آپ کے ساتھ کیا رویہ دکھایا سوال کا جواب لازمی ہے۔

سوالات				
1	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	F	کبھی نہیں	آکر مداخلت
2	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	M	کبھی نہیں	آکر مداخلت
3	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	F	کبھی نہیں	آکر مداخلت
4	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	M	کبھی نہیں	آکر مداخلت
5	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	F	کبھی نہیں	آکر مداخلت
6	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	M	کبھی نہیں	آکر مداخلت
7	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	F	کبھی نہیں	آکر مداخلت
8	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	M	کبھی نہیں	آکر مداخلت
9	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	F	کبھی نہیں	آکر مداخلت
10	آپ نے کسی ایک آپ کے والدین آپ کے برکام میں مداخلت کرتے ہیں۔	M	کبھی نہیں	آکر مداخلت

Identity Scale for College Students (ISCS)

ہدایات: ذیل میں چند بیانات جوڑوں (A اور B) کی شکل میں دیے گئے ہیں جو ایک دوسرے کے متضاد (Opposite) ہیں۔ ان جملوں کو غور سے پڑھیں اور ان میں سے جو آپ پر لاگو ہوتے ہیں اور جس حد تک ہوتے ہیں ان پر مارک (r) لگائیں۔ اگر آپ سمجھتے ہیں کہ دیے گئے بیانات میں سے (1) کوئی بھی آپ پر لاگو نہیں ہوتا (2) یا دونوں برابر لاگو ہوتے ہیں (3) یا یہ جوڑ آپ کے لیے غیر ضروری ہے تو (X) کو مارک کریں۔

B				X			A
1. بڑا اعتماد ہوتا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
2. اپنی رائے کو اہمیت دینا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
3. اپنی خواہشات کو پورا کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
4. دوسروں پر کم اعتبار کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
5. خود کو واقعی سمجھنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
6. آگے آگے رہنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
7. بہادر رہنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
8. زیادہ یونان	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
9. کسی سے جلدی گل مل جانا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
10. اپنی خوشی کا خیال ہونا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
11. دوسروں کی باتوں کو اہمیت نہ دینا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
12. اپنے اوپر انحصار کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
13. لوگوں کے درمیان رہنا پسند کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
14. دوسروں کی پیروی نہ کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
15. کسی کی بات نہ ماننا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
16. ذمہ داری اچھے سے نبھانا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
17. جذبات کا اظہار کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
18. خود سے فیصلہ کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
19. اپنا قصور نہ ماننا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
20. بُرے ماننے والی بات کا بُرا ماننا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ
21. دوسروں سے یقین دہانی کی ضرورت محسوس کرنا	بہت زیادہ	کبھی کبھار	بہت کم		بہت کم	کبھی کبھار	بہت زیادہ

FOMO						
ذیل میں چند بیانات دیے گئے ہیں۔ جو کہ عام طور پر لوگوں نے بیان کیے ہیں۔ آپ ان بیانات کو غور سے پڑھیں اور یہ بتائیں کہ یہ آپ کی زندگی پر کس حد تک لاگو ہوتے ہیں۔ ہر جواب کے چار درجے ہیں۔ بالکل نہیں۔ کبھی کبھار۔ اکثر اوقات۔ بہت زیادہ۔						
معمول باتوں سے پریشان ہونا	F3	1	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
اپنی کمزوریوں پر زیادہ توجہ دینا	F3	2	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
زیادہ تر مستقبل کا سوچتے رہنا	F3	3	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
حال کی بجائے کچھ اور سوچنا	F3	4	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
اپنی سوچوں میں مگن رہنا	F3	5	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
دوسروں پر بھروسہ نہ کرنا	F3	6	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
اکیلے رہنا پسند کرنا	F3	7	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
چڑھا پن لینا	F3	8	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ
لوگوں کا آپ سے فائدہ اٹھانا	F3	9	بالکل نہیں	کبھی کبھار	اکثر اوقات	بہت زیادہ

University of Management and Technology, Lahore

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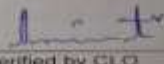
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 School of Professional Psychology

University of Management and Technology
Department of Clinical Psychology
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To _____ Date: 15.03.2023


Dear Sir/Madam,

Re: Permission for Data Collection

Mr. Ali Haider Fareed Participant ID F2019381001 is the student of BS Clinical Psychology (Session 2019–2023) in the Department of Clinical Psychology, School of Professional Psychology, University of Management and Technology, Lahore. He is doing his research project on university students. I would be grateful if you would allow him to collect the data from your _____. He will explain to you the aims of his research project. It is assured that this information will only be used for research purpose.

Thanking you in anticipation.

Yours sincerely,


Supervisor,
Ms. Asma Ijaz
Lecturer
DCP, SPP, UMT, Lahore.

C-II, Johar Town, Lahore – 54770, Pakistan. Tel: (92-42) 35212801-10 Ext. 3550
Email: zahid.mahmood@umt.edu.pk Website: www.umt.edu.pk

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Certificate of Approval of Thesis

Name of Participant/Candidate: Ali Haider Fareed
Participant ID: F2019381001

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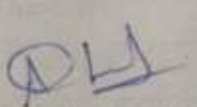
Research Work

1. Introduction	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.1 Implications of the current research	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2 Aims	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3 Objectives	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Review of literature	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.1 Recent local and international literature	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2 Rationale of the study	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3 Research Question/s	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4 Hypotheses (If any)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3. Method	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.1 Research design	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2 Setting	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3 Participants (sampling strategy)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4 Measures	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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4. Analysis of the results	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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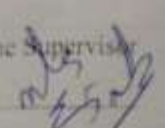
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