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Influence of parental control on the academic independence of adolescents

Abstract. The study aimed to identify the level and nature of the influence of parental control on adolescents' academic independence. The study conducted a survey of adolescents at gymnasium No. 228 in the Dniproviskyi district of Kyiv. Total respondent number – 306. The results of the diagnostics demonstrated that parental control has a significant and at the same time ambiguous impact on the academic independence of modern adolescents, while the nature of this impact depends on how parents control their children's learning process and several other factors. The study determined that excessive parental involvement in the educational process, as well as complete indifference of parents, negatively affect the academic independence of adolescents, their motivation and academic results, while a high level of interest in educational and school processes has the opposite effect and serves as a motivation for adolescents to learn. The academic independence of secondary school students is enhanced when parents share their children's views, interests and hobbies, and are interested in, but do not interfere excessively with, their children's school life and educational processes. The study also noted the importance of finding the boundary between interest, sharing the problems of school life and the educational process and total control, as a high level of control is bad for relationships with adolescents, their stages of maturation, and academic performance, while it is necessary to address the individual characteristics of each child, as different approaches to parental control can have different effects on their motivation and academic achievement. This approach promotes the development of critical self-regulation and responsibility skills necessary for adolescents' future academic and professional achievements

Keywords: relationships with children; educational process; learning outcomes; educational strategies; level of responsibility

INTRODUCTION

Parental control is one of the key aspects of parental involvement in their children's education. Parental control is a multifaceted, not fully researched phenomenon and includes a wide range of family relationships related to children's academic development and education, parental behaviour and family relationships. Given the rapid development of science, technology, and engineering, constant rapid changes in the environment and the conditions in which schooling takes place, the success of the educational process is significantly influenced by the academic independence of adolescents. It consists of the ability of students to set learning goals independently and to effectively manage their learning process without constant external

influence. In addition, the development of academic independence contributes not only to the growth of motivation and the level of academic achievement but also forms the basis for future personal and professional independence. Adolescents with a high level of academic independence can think critically, manage material and time resources optimally, and solve complex problems that arise during the learning process. Thus, the development of academic independence in adolescence determines success in the educational process and later in the professional sphere.

In general, the issue of the impact of parental control on adolescents' academic independence is of great interest to the scientific community. Aspects of this phenomenon

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have been repeatedly considered by Ukrainian and foreign scholars from different perspectives. M.M. Barger *et al.* (2019) conducted a meta-analysis examining the relationship between parental involvement in children's school life and their socio-emotional adjustment and underlined the importance of parental support for the overall well-being of the child, including their academic success. The researchers highlighted that adequate parental control can contribute to the formation of a positive attitude to learning, the development of self-discipline and academic motivation. At the same time, excessive or insufficient parental control can lead to stress, lower self-esteem and academic performance in adolescents. Therefore, it is important to study how different forms and intensities of parental control affect the development of academic independence. J. Coros & R. Madrigal (2021) examined the relationship between independent learning, self-confidence, and academic motivation among high school students. Their findings determine how self-perception affects academic behaviour. C.M. Hall (2020) assessed the impact of family involvement on students' academic achievement. The study confirmed that active parental involvement can improve children's educational outcomes. H.B.T. Lim & N.C.H. Ong (2024) investigated the relationship between perceived parenting styles and sports performance of young athletes in Singapore. These findings provide a deeper understanding of how parenting strategies affect other aspects of adolescents' lives, not just academics. A study by S. Bosacki *et al.* (2023) significantly contributed to the study of parental control. The study assessed how different aspects of parental control affect the formation of adolescents' academic identity. The authors have made a unique contribution to understanding how family relationships shape children's educational trajectories and affect learning outcomes. Authors such as N.V. Butalevich & O.I. Seleznyova (2021) assessed how child-parent relationships affect anxiety among school-age children. T.V. Dudarchuk (2019) conducted a study of the psychological characteristics of school anxiety in adolescents. S. Boele *et al.* (2020) investigated how changes in parental control affect adolescents' adaptation within the same family. A study by H. Wang *et al.* (2022) concluded that parental support for autonomy promotes positive behaviour in the digital environment by improving adolescents' ability to control their actions and understand prospects.

In general, the reviewed scientific works form a comprehensive view of various aspects of parental interaction, emphasising their importance for the development of adolescents in academic and social contexts, and determining the relevance of further research on this phenomenon. The study aimed to determine the specifics of the influence of parental control on the development of academic independence of adolescents. To achieve the goal, the following tasks were addressed:

- to conduct an empirical study of the impact of parental control on the academic independence of adolescents using regression analysis of data collected based on a metropolitan school;

- to assess the level of dependence between parental control styles and the level of academic independence of adolescents;

- to develop recommendations for parents and educational administrations on optimising parental control to support an effective level of academic independence of adolescents.

MATERIALS AND METHODS

The analysis of the level of influence of parental control on the academic independence of adolescents was conducted based on gymnasium No. 228 of Dniprovskiy district of Kyiv. The respondents were students of grades 7-9 without a specialised subject. The research project was implemented during one academic year and included 4 waves of surveys. A general sample was used, as the width of such a sample makes it possible to apply the knowledge gained to the general population. The total number of surveys conducted was 306, including 170 girls and 136 boys. For the final processing of the results, the computer program for processing statistical data SPSS Statistics was used.

As part of this study, a test list of 15 questions was developed:

- My parents chose my school independently.
- My parents are interested in the life of the school.
- My parents are interested in what subjects I study.
- My parents are interested in my current grades.
- My parents are interested in my final grades.
- I want to tell my parents about the events and situations that happened to me at school.
- I want to tell my parents what I have learnt in class.
- My parents make sure I attend school.
- My parents make sure I do my homework.
- My parents hire additional tutors for me.
- My parents keep in touch with the class teacher to monitor my progress.
- My parents suggest to me what to do after school.
- My parents discussed with me their plans related to my studies.
- My parents support and share my interests in school subjects.
- My parents support me and share my interests that are not related to school.

The scale of responses ranges from 1 to 5, where 1 is explained as strongly disagree and 5 is strongly agree. In the process of analysing the surveys conducted, Cronbach's alpha criterion (Coros & Madrigal, 2021) was used to assess the quality of the results obtained. The value of the coefficient obtained was within acceptable limits, which indicates the relevance of the chosen methodology for assessing the level of influence of parental control on adolescents' academic independence. All study participants were informed about how the information provided during the survey would be used, and all provisions of the Declaration of Helsinki (2013) were followed during the survey.

The study was conducted in the context of the influence of parental control on adolescents' academic independence.

The method used to process the results was regression analysis. To form the regression model, the average school grade was taken as the dependent variable, which was found as an arithmetic mean for all subjects for the first school term of the current year of study. The educational institution based on which the survey was conducted uses a 12-point grading system. To determine the degree of influence of parental control on students' academic independence, the regression model included variables for 15 questions as independent variables, which were recoded into binary variables, where 1 is when the respondent completely or almost completely agrees with the statement, and the rest of all variables correspond to 0. The following information was also used as variables in the model: parents' level of education, financial situation in the family, child's gender, and family composition (full/incomplete). In the variable "Gender", the number 1 corresponds to the female gender and 0 to the male gender. In the category "Family composition",

1 is a full family, and 0 is a child being raised in a single-parent family. In the "Financial situation" category, the variables are presented in a range from 1 to 6, where 1 is a situation where sometimes there is not enough money to buy the most necessary things, 6 is a financially secure family that can afford holidays, a car, etc. Parental education is represented by the following variables: 1 – higher education, 0 – incomplete higher education and lower levels.

RESULTS

At the first stage of the study, the following information about the respondents was assessed: gender, family composition, parental education, family financial situation, and place of residence. The survey involved 136 boys (44.4%) and 170 girls (55.6%). The survey involved 210 children from full families (68.6%) and 96 (31.4%) from single-parent families. The structure of respondents by family financial status is shown in Figure 1.

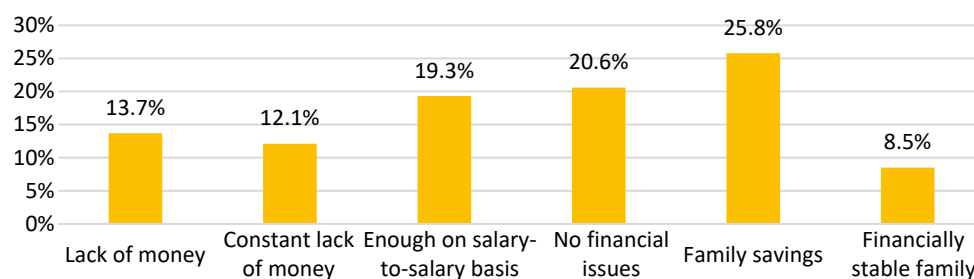


Figure 1. Structure of respondents by family financial status

Source: compiled by the author of the study

The data presented in the figure indicates a significant impact of family financial situation on students' educational outcomes, as respondents from families with savings (25.8%) or sufficient funds (20.6%) have better conditions for studying, which contributes to their academic independence. On the contrary, respondents from families with little money (13.7%) or money only from salary-to-salary (19.3%) may face additional

difficulties that negatively affect their motivation and academic performance. This is especially true for respondents whose families live in a situation where money is not always enough (12.1%), which indicates an unstable financial situation and possible related stresses that hinder successful learning. An important aspect that influences the level of parental control over children is the level of education of each parent (Fig. 2).

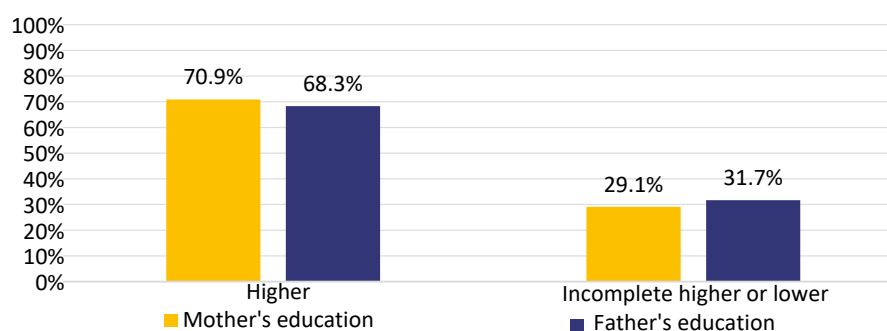


Figure 2. Parents' level of education

Source: compiled by the author of the study

Higher education of the mother (70.9%) and father (68.3%) dominates among the respondents, which indicates a high level of parental education, which usually correlates with greater support in the educational process

of children and the creation of a favourable educational environment. The statistical characteristics of the descriptive variables used to build the regression model are presented in Table 1.

Table 1. Statistical characteristics of descriptive variables used in the construction of the regression model

Variable	Sample size	Minimum value	Maximum value	Medium	Standard deviation
Dependent variable					
Average academic grade	306	5	9.19	7.1035	0.97295
Independent variables					
Gender	306	0	1	0.5951	0.49207
Financial situation	306	2	6	4.6765	0.95888
Family composition	306	0	1	0.6699	0.47139
Mother's level of education, %	306	0	1	0.7707	0.42139
Father's level of education, %	306	0	1	0.7187	0.45078

Source: compiled by the author of the study

According to the statistical characteristics of the descriptive variables, 7-9th grade students of gymnasium No. 228 in the Dniprovskiy district of Kyiv who participated in this survey have an average academic score of 7.1035 (the school uses a 12-point system of knowledge assessment), with moderate variability (standard deviation 0.97295), which indicates a variety of academic performance among the surveyed students. The findings

suggest that the average academic score of adolescents is relatively high and variable, the gender composition of respondents is balanced, and the financial situation, family composition and educational level of parents are moderately variable, indicating a variety of socio-economic and family conditions of respondents. At the next stage of the study, the answers to the 15 questions of the test list were analysed (Table 2).

Table 2. Respondents' answers about how parents control the learning process

Statement	Number of responses (%)				
	Fully disagree (1)	Almost agree (2)	Partially agree (3)	Agree (4)	Fully agree (5)
My parents chose my school independently (P1)	65 (21.4)	43 (14.1)	56 (18.4)	49 (16)	92 (30.1)
My parents are interested in the life of the school (P2)	143 (46.6)	52 (17)	43 (14.1)	24 (7.8)	45 (14.6)
My parents are interested in what subjects I study (P3)	30 (9.7)	47 (15.5)	67 (21.8)	70 (22.8)	92 (30.1)
My parents are interested in my current grades (P4)	30 (9.7)	36 (11.7)	64 (20.9)	70 (22.8)	107 (35)
My parents are interested in my final grades (P5)	7 (2.4)	3 (1)	39 (12.6)	66 (21.7)	191 (62.3)
I want to share with my parents what is happening to me at school (P6)	39 (12.6)	45 (14.6)	68 (22.3)	61 (19.9)	94 (30.6)
I want to share with my parents what I have learnt in class (P7)	52 (17)	47 (15.5)	89 (29.1)	61 (19.9)	56 (18.4)
My parents make sure I attend school (P8)	117 (38.2)	76 (24.8)	47 (15.5)	27 (8.7)	39 (12.6)
My parents make sure I do my homework (P9)	193 (63.1)	50 (16.5)	40 (13.1)	6 (1.9)	16 (5.3)
My parents hire additional tutors for me (P10)	7 (2.4)	6 (1.9)	7 (2.4)	25 (8.3)	261 (85.4)
My parents keep in touch with the class teacher to monitor my progress (P11)	10 (3.4)	5 (1.5)	6 (1.9)	16 (5.3)	269 (87.9)
My parents suggest to me what to do after school (P12)	114 (37.4)	55 (18)	89 (29.1)	28 (9.2)	19 (6.3)
My parents discussed with me their plans related to my studies (P13)	49 (16)	39 (12.6)	77 (25.2)	64 (20.9)	77 (25.2)
My parents support my academic interests (P14)	18 (5.8)	22 (7.3)	65 (21.4)	78 (25.2)	122 (43)
My parents support me in my interests that are not related to school (P15)	13 (4.4)	16 (5.3)	55 (18)	72 (23.3)	150 (49)

Source: compiled by the author of the study

The analysis of the respondents' answers shows that most often parents selected their children's school independently, with 46.1% of students responding. This indicates a significant level of parental control over education from the beginning, which can affect children's perception of education, their sense of autonomy and motivation to learn. At the same time, 21.4% of respondents strongly disagree with this statement, which indicates that a significant number of adolescents have some freedom in choosing an educational institution. Parent's interest in the life of the chosen school was less widespread, as 46.6% of

respondents strongly disagreed with this statement. Only 14.6% fully agree that their families are highly interested in school life. Parents do not actively monitor news about school life in social media, the media and other sources, which may indicate a lower level of direct control over the life of the school. At the same time, parents show a high interest in the educational process and their children's progress, as 52.9% of respondents say that parents are interested in what subjects they study at school, and 57.8% of parents know their children's current grades, which emphasises the importance of current academic results for

many families. Parents are most interested in final grades (84.0%), which indicates a special focus on the results of adolescents' education.

It is also necessary to identify the attitudes of adolescents to the fact that parents control or try to control their school life and the learning process. Almost half of the surveyed students are willing to share certain aspects of school events with their parents, while 38.4% of respondents are willing to share knowledge gained during their studies with their parents, indicating a positive emotional connection between adolescents and their parents. Parental control over school attendance is moderate, as 38.2% of respondents strongly disagree with this statement. Only 12.6% strongly agree that parents closely monitor their attendance at school. These figures suggest that parents attach more importance to academic achievement and results than to regular attendance. Parental control is also evident in the fact that most parents hire additional tutors for their children and keep in touch with the classroom teacher

about their children's progress. Such data indicate a high level of parental interest in the academic achievements of students. The level of imposition of a future profession by parents is moderate, as 37.4% of respondents strongly disagree with this statement. Only 6.3% fully agree that parents determine their future careers. An important aspect of this study is the way modern parents support and develop their children's interests, as 68.2% of students answered "My parents support my academic interests" in the affirmative. Parental support for non-school-related interests is also important, as 49.0% of respondents strongly agree with this statement, which highlights the wide range of parental support in adolescents' lives. To determine the impact of various factors on adolescents' academic independence, a regression analysis was conducted on the data based on such variables as gender, family composition, parents' educational level, family financial situation, and various aspects of parental control (P1-P15). The results of this analysis are presented in Table 3.

Table 3. Regression analysis results

Metric	Values of non-standardised ratios		Values of standardised ratios	t	Level of significance
	B	Standard deviation	Beta		
(Constant)	6.899	0.41		16.844	0
Gender	0.334	0.14	0.165	2.377	0.019
Family composition	0.053	0.154	0.025	0.348	0.728
Mother's level of education, %	0.417	0.173	0.172	2.408	0.017
Father's level of education, %	0.135	0.163	0.061	0.827	0.409
The financial situation of the family	-0.174	0.075	-0.166	-2.321	0.021
BK1	0.121	0.167	0.061	0.724	0.47
BK2	-0.003	0.184	-0.001	-0.017	0.986
BK3	-0.533	0.163	-0.269	-3.269	0.001
BK4	0.226	0.161	0.113	1.402	0.163
BK5	0.866	0.208	0.316	4.172	0
BK6	0.33	0.176	0.167	1.873	0.063
BK7	-0.209	0.163	-0.103	-1.284	0.201
BK8	-0.028	0.192	-0.012	-0.146	0.884
BK9	-0.604	0.302	-0.155	-2	0.047
BK10	-0.67	0.393	-0.119	-1.707	0.09
BK11	-0.134	0.353	-0.027	-0.378	0.706
BK12	-0.377	0.199	-0.141	-1.891	0.06
BK13	-0.012	0.159	-0.006	-0.077	0.938
BK14	0.379	0.247	0.183	1.534	0.127
BK15	-0.387	0.24	-0.177	-1.612	0.109

Source: compiled by the author of the study

The analysis shows P3, P5, and P9 were statistically significant at the level of 1%, while the significance level of 5% corresponds to such criteria as "Respondent's gender", "Mother's education level", and "Family financial situation". The variable "Parental interest in final grades" (P5) has a strong positive impact on the process of forming academic independence among modern adolescents, with a value of 0.866. In the school process, students' academic performance is measured primarily by final grades, which determines why parents' interest in such results is one of the motivating factors for children to achieve good

educational results. Parental interest in what subjects adolescents study (P3) and tracking homework (P9) have a negative impact (coefficients -0.533 and -0.604, respectively). The negative values of these variables show that when parents are too involved in the educational process, the level of their children's independence decreases, and they lose the desire to be responsible for their educational process. This phenomenon can also be explained by the fact that strong pressure on children is typical for parents whose children demonstrate poor academic performance, which in turn leads to increased control over their

educational processes and school results. In contrast, students with high grades do not provoke increased parental control over the organisation of their education.

The obtained value of the "Gender" variable indicates that girls usually get higher grades than boys in the study. Another indicator that is reflected in the academic independence of modern adolescents is the level of education of their mothers. A correlation was found that demonstrates that in most cases if the mother has higher education, the child has better grades at school. This can be attributed to the fact that mothers with higher education have a stronger awareness that children need more knowledge and that they need to get good academic grades to be successful in the future. The level of education received by the parent does not have a significant impact on the child's academic independence. This can be explained by the fact that mothers tend to focus more on their children's school and educational life than fathers. At the same time, there is a statistically significant relationship between the level of education of both parents, the significance level is 0.01, while the correlation coefficient is 0.3. There is a relationship between the level of family income and children's academic performance, as it turned out that the higher the level of family income, the lower the academic performance of adolescents. This can be explained from the point of view that children from poor families try to get better grades at school, as education can become their support for achieving success in the future, while in wealthier families, parents can provide for their child's future in other ways.

The hypothesis put forward at the beginning of the study was confirmed in the context of the fact that the type of parental control in which adolescents have autonomy contributes to a higher level of academic independence of adolescents, while the authoritarian style of parental control reduces the academic independence of adolescents. The study noted that the interaction between the style of parental control and the individual characteristic of the adolescent determines the degree of influence of control on academic independence. Summing up the results of the regression analysis of the influence of parental control on the academic independence of modern adolescents, it is worth noting a sufficient level of influence of the independent variables of the presented model (the level of variance is 31%), while it is also worth because the model presented in the study was not expanded by such criteria as the level of motivation of students, their abilities and developmental features, which can still be considered one of the strongest predictors of academic success of a modern student. These aspects were not addressed as are outside the scope of this study.

The study demonstrates the importance of the impact of parental control on the academic independence of modern adolescents. The significance of this issue is determined by the fact that modern education requires students not only high knowledge but also the ability to learn independently and manage the learning process independently. Parental involvement in their children's education is often seen as a key factor contributing to academic achievement,

but the results of the study show that the effect of parental control can be twofold. The results show that different aspects of parental attention can have different effects on adolescents' academic autonomy. Such a criterion as "Parental interest in final grades" has a positive effect on children's school performance, while excessive control over homework has a negative effect, indicating the importance of finding a balance between parental control and support.

DISCUSSION

The results obtained in the study showed that parental control significantly affects adolescents' academic independence; the regression analysis revealed that the nature and characteristics of this control determine its impact: excessive or almost absent parental involvement negatively affects motivation and learning outcomes, while interest in children's school life stimulates them to learn, and it is important for parents to find a balance between support and control, as excessive control can worsen relationships with adolescents and their academic success.

The results of this study are similar to the findings of N.L. Alston-Abel & V.W. Berninger (2018) and K.L. Roberts & S.E. Rochester (2023), whose research has shown that parental involvement in the educational process can have both positive and negative effects on the formation of students' academic independence. Parental interest in final grades contributes to improved academic performance, as students feel supported and recognised by their parents, which motivates them to study harder. It also increases their responsibility for their academic achievements, as they realise that their efforts do not go unnoticed. However, researchers also note that excessive parental involvement in the learning process can have the opposite effect. For example, when parents are overly controlling or intervene too often, it can lead to a decrease in students' autonomy and decision-making ability, and students may feel overly pressured and lose motivation to learn independently, which in turn can negatively impact their academic achievement in the long run (Guo *et al.*, 2021; Petrytsa, 2024).

Similar results were obtained by other researchers. In particular, M.M. Barger *et al.* (2019) concluded that parental interest in their children's final grades is an important factor that contributes to improved academic performance. They emphasise that parental attention to children's progress at school can create a positive emotional climate at home, which contributes to better learning and academic skills. However, the findings of N.L. Alston-Abel & V.W. Berninger (2018), and M.M. Barger *et al.* (2019) noted that a balance in parental involvement is a substantial factor. Excessive control and interference can lead to negative consequences, such as reduced motivation to learn and student autonomy. On the other hand, parental support and involvement that gives students the freedom to make decisions and encourages them to work independently can lead to better academic results and the development of vital independence skills. Thus, the findings of the present study confirm the conclusions of previous research and

emphasise the importance of a balanced approach to parental involvement in the educational process. Parents should be attentive to their children's academic achievements, provide them with the necessary support and encourage them to solve learning tasks independently and avoid excessive control, which can lead to a decrease in academic independence and motivation of students (Forresi *et al.*, 2023).

C.S. Cheung *et al.* (2016) concluded that controlling parental behaviour can reduce children's motivation and independence. In this study, one of the conclusions is that parental control over homework harms adolescents' independence. The same conclusions are reached in the work of J. Coros & R. Madrigal (2021) they emphasise that excessive parental control can negatively affect students' motivation to learn, self-esteem and independence. J. Scull *et al.* (2020) and J.Y. Kim & E. Kim (2021) demonstrated that parenting styles such as supportive and encouraging parenting have a positive impact on student achievement by increasing self-esteem and engagement in learning. The present study shows similar results, demonstrating the importance of parental support and interest in their children's academic achievement.

M. Joussemet *et al.* (2008) also noted that parental support for autonomy contributes to better academic performance and emotional well-being of children. This is supported by data on the positive impact of parental interest in final grades and interest in school life. E.R. Louderback & O. Antonaccio (2021) and S. Kim (2022) in a study on parental involvement and student achievement emphasise that parental involvement is an important factor that affects student achievement. The study also shows that certain aspects of parental control can have both positive and negative effects, depending on the context and how control is exercised. In addition, the author pointed out the importance of a long-term study of the relationship between parental involvement and student achievement. The study is a step in this direction, but more research is needed to identify the long-term effects of different aspects of parental control. J. Li & Y. Hu (2021) tracked the relationship between parental involvement and student achievement and concluded that positive parental involvement improves academic achievement through increased confidence in learning and improved parent-child relationships. The results are consistent with these findings, demonstrating the importance of parental support and involvement rather than simply exerting total control over adolescents' lives.

N. Steinfeld (2021) and H.B.T. Lim & N.C.H. Ong (2024) highlighted that parenting style affects not only the academic but also the sporting achievements of young people. Their research has shown that different parenting approaches can have a significant impact on the motivation and performance of young athletes, as well as on school performance. This demonstrates the wide range of impact of parenting styles on various aspects of the younger generation's lives, including their physical, emotional and social achievements. Researchers emphasise that parental support and encouragement of autonomy are key

elements that contribute to the development of independence and responsibility in various areas of life. For example, in sports, parents who empower their children to make their own decisions, set their own goals and develop strategies to achieve them contribute to the formation of more sustainable motivation and self-confidence, which in turn leads to improved sports performance and enjoyment of sports. The presented research focuses on academic independence but confirms the importance of supporting autonomy for achieving high educational outcomes. The ability of adolescents to organise their learning process independently, make decisions about the allocation of time and resources, and take responsibility for their achievements is critical for successful learning. Parents should understand that their role is not only to control and supervise but also to create an environment that will foster the development of these skills.

Parents who encourage and support their children's efforts to solve learning problems independently create a positive environment for academic independence. This approach helps students develop important critical thinking, time management, and self-control skills that are essential for achieving high educational outcomes (Smith *et al.*, 2020). Notably, autonomy support does not mean a complete rejection of parental involvement, but rather constructive support that helps students develop as independent and responsible individuals. Thus, the results of the study are consistent with the findings of H.B.T. Lim & N.C.H. Ong (2024) and emphasise the importance of a balanced approach to parenting, which includes supporting autonomy and developing independence in both academic and other areas of adolescents' lives. The results of the study also coincide with the findings of C. Erdem & M. Kaya (2020), who noted that, in general, parental involvement has a positive effect on student's academic achievement, although the magnitude of this effect may vary depending on specific forms of involvement and contextual factors such as family socioeconomic status and cultural characteristics.

CONCLUSIONS

The results of the study confirmed that parents have significant control over their children's school life and learning processes. The regression analysis showed that parental control has an ambiguous effect on adolescents' academic independence. Parents can have both positive and negative influences on educational processes, and the result of such influence primarily depends on the nature and characteristics of the chosen type of control. For instance, excessive parental involvement in educational processes, as well as the almost complete absence of parental involvement, negatively affect adolescents' academic independence, motivation and academic performance, while parents' interest in their children's school life and educational process, on the contrary, motivate adolescents to study. Parents should find the line between interest, separation of problems of school life and the educational process and control, as

control in its purest form spoils relationships with adolescents, negatively affecting both the stages of growing up and school performance. It is possible to conclude that parental control has a high level of influence on children's learning outcomes and the formation of their academic independence, but parents should understand that in the process of studying at secondary school, adolescents try to show some independence, separate from their parents, and show that they are adults and can already make independent decisions.

In summary, the results of the study indicate the need for a deeper understanding of the impact of different aspects of parental involvement on adolescents' academic achievement and autonomy. It is important to continue research in this area to identify optimal parenting approaches that will contribute to the development of independent, motivated and successful students. Further research could

focus on the differential impact of different aspects of parental control on adolescent autonomy and motivation in different cultural contexts. It is also necessary to investigate the relationship between parental control and other factors, such as school climate and student characteristics, and their impact on the educational outcomes and academic autonomy of today's adolescents.

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CONFLICT OF INTEREST

None.

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Вплив батьківського контролю на академічну самостійність підлітків

Анотація. Метою дослідження було виявлення рівня і характеру впливу батьківського контролю на академічну самостійність підлітків. В дослідженні проведено опитування підлітків гімназії № 228 Дніпровського району м. Києва. Загальна кількість респондентів – 306. Результати проведеної діагностики показали, що батьківський контроль має суттєвий і в той же час неоднозначний вплив на академічну самостійність сучасних підлітків, при цьому характер даного впливу знаходиться в залежності від того, як саме батьки контролюють навчальний процес своїх дітей та ряду інших факторів. Виявлено, що надмірна участь батьків в навчальному процесі, так само як і практична байдужість батьків, негативно впливають на академічну самостійність підлітків, їх мотивацію та учбові результати, в той час як високий рівень їх зацікавленості в навчальних і шкільних процесах мають протилежний ефект і виступають в якості мотивації підлітків до навчання. Академічна самостійність учнів середньої школи підвищується в тих випадках, коли батьки розділяють з дітьми їх погляди, інтереси і захоплення, цікавляться, але надмірно не втручаються в шкільне життя та освітні процеси своїх дітей. Також в дослідженні була відмічена важливість знаходження границі між зацікавленістю, розділенням проблем шкільного життя і освітнього процесу і тотальним контролем, так як високий рівень контролю погано відображається на стосунках з підлітками, етапах їх дорослішання, академічній успішності, при цьому важливим є врахування індивідуальних особливостей кожної дитини, оскільки різні підходи до батьківського контролю можуть мати різний вплив на їхню мотивацію і навчальні досягнення. Такий підхід сприяє розвитку критично важливих навичок саморегуляції та відповідальності, необхідних для подальших академічних та професійних досягнень підлітків

Ключові слова: взаємовідносини з дітьми; освітній процес; навчальні результати; виховні стратегії; рівень відповідальності