

# The Delayed Effect of Parental Control on the Adaptation of Men and Women in Adulthood

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**Abstract:** Parental control is an integral part of parent-child relations and a traditional tool of socialization. However, numerous negative effects of parental intervention in the child's inner world are known. This study clarifies the delayed effects of parental control and a detached parenting style. 270 men and women are aged 35-44 years filled in the questionnaires of hardiness, the sovereignty of the psychological space, and perceived behavior by the father and mother. The results confirmed the prevalence of parental control, especially its manifestations on the part of mothers about daughters. In adult women's lives, mothers' directiveness correlates with hostility and violation of personal boundaries as regards the body, personal territory, things, habits, social connections, and values; men noted maternal interference in the formation of sovereign habits and values. At the same time, parental non-involvement is widespread; the autonomy of fathers about children is significantly greater than mothers. Correlation analysis confirmed the assumption that parental directivity/autonomy determines the hardiness and sense of integrity of personal boundaries in adulthood. The effect of parental control in adulthood depends on the gender of the children and the parents. Maternal control is a strong negative factor for daughters, while maternal autonomy positively correlates with indicators of hardiness. Paternal control was a neutral factor for daughters. For sons, the directivity of father and mother contributes to the formation of resilience. The conclusion was made about the need for differentiation of positive and negative effects of parental control, taking into account gender positions.

**Keywords:** Parenting, retrospective perception of parental behaviour, psychological control, directivity, autonomy, personal boundaries, hardiness.

## 1. INTRODUCTION

It is known that there is a broad phenomenology of parental positions, having different consequences in children's lives: acceptance, hostility, ignoring, rejection, control, enforcement, control through guilt, hostile control, extreme autonomy, nonenforcement, lax discipline, positive involvement and others [1]. Researchers sought to generalize the diversity of parental attitudes, reducing them to two or three ключевых components: love versus hostility, restrictiveness versus permissiveness, anxious emotional involvement versus calm detachment [2]; acceptance versus a rejection, psychological control versus autonomy, firm control versus lax control [3]; demandingness and responsiveness [4]. The general framework of parenting - support and control - reflects broader family trends: connection, regulation, and respect for individuality [5].

We are interested in the controlling component of parental behavior as the most controversial and debatable factor in education. There is no doubt that parental support is a condition for the normal development of children and adolescents, but there is

still no consensus regarding parental control. For a long time, control was seen as a necessary tool for family socialization, a component of discipline and effective education [4-6]. Parental control includes a system of rules, requirements, and restrictions, appropriate sanctions (encouragement and punishment), and ways to monitor the child's behavior. All this guides a child "in the due and possible, obligatory and desirable, tolerant and intolerant, thereby setting the child the permissible limits of his personal freedom and responsibility and helping to determine these limits" [6]. However, in recent years, the concept of "control" gain increasingly negative connotations and is used about imperious, authoritarian parents as "pressure on children to think, feel, or behave in a certain way" [7]. It is increasingly believed that parental control impedes the development of children's autonomy and hinders their own initiative and taking responsibility.

Differentiation of types of parental control is designed to eliminate these contradictions. Barber [8] separated psychological and behavioral control, which he considered predictors of possible deviations in children's behavior and development. Behavioral control is aimed at explicit, deliberate guidance and regulation of behavior: by setting boundaries, adopting rules, discipline, consistent monitoring of the child's

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activities, communication, and behavior. It provides social adaptation, academic, and sports achievements reduces the risk of problematic behavior of children and adolescents. Psychological control (PsC) aims to invade the child's inner world, and it is the source of psychological problems. It uses hidden strategies: manipulating, inducing guilt, withdrawing love, suppressing the emotions of a child, etc. Costa *et al.* [9] attribute PsC to the manifestation of "conditionally approving attitudes toward children." Control can be elusive and hidden in many "positive" parental approaches, such as praise. Parents' predisposition to PsC can be explained by the influence of separation anxiety, as well as maladaptive parental perfectionism when their own self-esteem and parental status are tied to the success or failure of children [7].

Numerous negative consequences of excessive PsC over children are known: depression [5]; a decrease in self-esteem, disturbances in self-processes [10]; deterioration in social functioning: less sense of belonging, aggressiveness, the tendency to deviant groups [11]; restriction of emotional intelligence, inability to express own feelings and establish emotional autonomy [12, 13]; dysfunctional manifestations of dependence and independence [14], chronic stress, high anxiety [15]. Mothers' directiveness is recognized as a more unfavorable factor than paternal control [16].

This problem is especially acute during the period of natural separation in adolescence and youth when PsC impedes the development of independence and contributes to prolonged dependence on parents. Parents gradually lose of ability to regulate the behavior of growing children directly through established rules and disciplinary means. Therefore, they may begin to resort to hidden PsC strategies to influence the adolescent. Thus, from 12 to 19 years, parental behavioral control is significantly reduced, and psychological control is growing. The adolescents become sensitive to encroachment on their independence; increased PsC of parents entails developing depressive and troubling symptoms [17]. Obviously, the dynamics of the implementation of parental control should keep pace with the development of the competence of the adolescent and allow him to achieve autonomy. During the critical period between youth and adulthood, parental behavior determines the quality of adaptation to the real world and lays the foundation for psychological well-being throughout life. Desjardins and Leadbeater [18] noted the negative impact of parents' PsC on youth's

academic and professional adaptation: extremely great attention to a child had a detrimental effect on identity and awareness of competence in the transition to adulthood. Faherty *et al.* [19] found that even a low level of PsC by parents in early adulthood is associated with adverse outcomes: decreased self-esteem and life satisfaction, risky behavior, and endorsement of adulthood status. Behavioral control had, however, positive consequences if it occurred in the context of high-quality parent-child relationships.

In developed countries, the period of children's dependence is quite long; active education and close relationship with parents last up to 20 years or more. At this stage, parental and child roles lose clarity. Young adults, especially students, want independence, but at the same time, they need parental support and participation to achieve this independence. Parents are still key agents of socialization, but they must learn to respect their freedom and identity in caring for their children. This balance is quite difficult to achieve, so parents can influence their children's professional choices, worldviews, and intimate relationships rather than let them make their own life choices [20]. An extreme negative manifestation is the impossibility of separation of a growing individual, consolidation of an "adult child" role, and a long dependence on parents, including cohabitation. In post-Soviet countries, parental care for adult children (material support, social protection, co-care of grandchildren, etc.) is considered a common occurrence.

Changes in the psychological understanding of control are associated with the global transformation of personal development guidelines, which entailed revising family values, parental rights, and responsibilities towards the child. The influence of psychoanalytic theory and behaviorism on the practice of education has significantly weakened. Their place was taken by the concept of mutual knowledge and emotional attachment. Maccoby [21] noted that the role of the "parent as a teacher" had been rethought under the influence of Vygotsky's theory. On the other hand, the huge asymmetry in power and competence between adults and children implies that parental control plays an important role in socialization. At the same time, implicit, covert control (such as smartphone apps to track a child's location) is intensified due to security requirements or parental anxiety.

Although the focus of the study is often the problematic effects of control, the same studies have shown that moderate manifestations of control are

associated with the effective adaptation of children [4, 5, 22]. The lack of control also is an unfavorable characteristic. Parental autonomy is seen as an indifferent attitude to education, isolation, and non-involvement in the child's life, which has nothing to do with adaptive forms of parental authority. The connection between parental autonomy with a high probability of social maladaptation, a tendency to alcoholization, and the development of schizoid accentuation in adolescents [23].

The quality of parent-child relationships has long-term consequences far beyond the first two decades of life.

Despite the long-term development of theoretical concepts and the accumulated empirical data, the dynamics of parental control, its preferred forms, positive and negative effects remain largely unknown. Given the change in psychological and pedagogical paradigms, parenting is still an experiment with delayed results. In contrast to childhood and adolescence, where the effects of PsC are well understood, its impact in adulthood remains to be seen. Despite the prognostic value, studies of the long-term consequences of parenting are quite rare.

This study is aimed to identify the delayed effect of parental control and a detached parenting style on psychological adaptation in adulthood. We proceeded from the assumption that the tactics of parental behavior and control over children continue to influence the characteristics of an adult personality even after separation from parents. The obtained results will help understand the overall dynamics of parent-child relationships better, specifying the most problematic aspects of parental interventions.

## 2. METHOD

### 2.1. Participants

The study involved 270 adult volunteers aged 35-44 years (average age is  $40.4 \pm 2.6$ ). Men and women are equally represented in the sample: 135 people each. All participants were raised in full families (father and mother), lived separately from their parents, and had experience creating their own families. 58% had one child, 35% - two children. In part, they were attendees of professional advanced training courses in the system of postgraduate education (teachers, medical personnel, rescue workers, service workers); partially - members of online communities on psychological topics.

### 2.2. Procedure

Participation in the survey was voluntary and free of charge. The respondents were selected for compliance with the research criteria: parenting in full families, middle adulthood, employment, and experience of own family life. After obtaining informed consent, participants received preliminary instructions and forms with questionnaires, which they filled out independently; interested persons could receive a report on the results of individual diagnostics.

### 2.3. Measurements

Parental control and autonomy were measured using the questionnaire ADOR "Teenagers about parents", modified for sociocultural characteristics of the education of adolescents in Russia and Ukraine [23]. The questionnaire allows studying the parents' position as they are seen and understood by children. The methodology contains 50 statements describing five components of parental behavior: positive interest, hostility, directivity, autonomy, inconsistency. Adult respondents were given retrospective instructions with a request to assess how much descriptions corresponded to the characteristics of their parents in childhood ("agree" = 2, "partially agree" = 1, "disagree" = 0 points). Respondents filled out the questionnaire twice - separately for mothers and fathers.

We were particularly interested in two of the proposed scales: directivity and autonomy as two opposite poles of parental control. The directivity scale contains 10 questions of the following content: "My father (mother) believed that there should be many rules for me that I had to follow", "...made sure that I always did what I was told," "...always insisted that I should be punished for all my misconduct", "...always wanted to know exactly what I was doing and where I was", etc. The autonomy scale contains 10 questions like: "My father (my mother) provided me a lot of freedom. Rarely said "you should" or "it is impossible", "... let me do whatever I like" ...always forgave me easily". The maximum score on each scale is 20 points and indicates the severity of this type of behavior. The following results were obtained for the sample: an average result of  $9.71 \pm 2.14$  for the directivity scale and  $11.05 \pm 2.33$  for the autonomy scale; Cronbach's alpha for internal consistency are 0.86 and 0.90, respectively.

Parental autonomy is interpreted as a rejection of power and leadership, the absence of tendencies for

patronage, care, guardianship towards the child. Autonomous mothers are assessed by adolescents as passive, condescending, undemanding, autonomous fathers - as inaccessible to interaction. As a rule, the parent is "too busy with himself/herself" to penetrate the child's life, interests, and problems. This leads to a formal attitude to education, the absence of rewards and punishments, excessive impartiality, and lack of responsiveness [23].

Questionnaire "Sovereignty of the psychological space of an individual" was created by Nartova-Bochaver [24] based on the author's theory of psychological space – a form of expression of a person's subjectivity, which determines his actual activity and life strategy. Psychological space includes physical, social, and psychological phenomena, which have a significant personality meaning. A person protects by all available means and identifies himself: territory, personal items, attitudes, etc. A key place in the phenomenology of psychological space is occupied by boundaries, the strength of which gives a person the experience of the sovereignty of own "I", confidence, security. "Establishing of boundaries determines the limits of personal responsibility... The weakness of boundaries leads to the inability to become a responsible subject of one's life in its various fields: a person is vulnerable to social influences, claims to his personal property, territory, worldview and even the body" [24]. To identify the integrity of personal boundaries, 80 statements describing a person's childhood was developed (answer "yes" or "no"). The results allow us to conclude about the overall sovereignty or deprivation of the psychological space and the state of six aspects: the sovereignty of the physical body, territory, items, habits, social relations, and values.

The Hardiness Questionnaire studies a system of beliefs about oneself and the world, which determines a person's ability to withstand stress, maintaining internal balance, and the success of an activity. Maddi [25] defined hardiness as "existential courage" and distinguished three components in it: commitment, control, challenge. The instrument contains 45 items; the respondent evaluates his/her consent on a 4-point scale ("no", "rather no", "rather yes", "yes"). A high indicator characterizes a person as active and self-confident, rarely experiencing stress and coping effectively [26].

The use of questionnaires has proven psychometric competence, is standardized on Russian-speaking

samples. The sample data showed sufficient internal consistency (Cronbach's alpha from 0.74 to 0.96 for different scales).

## 2.4. Data Analysis

The results of diagnostic questionnaires passed the normal distribution test. Descriptive statistics for male and female subsamples are calculated, the prevalence of ideas about parental control is presented. Comparison of means of the educational effects of fathers and mothers was carried out using paired Student's t-test. Pearson's correlation coefficient is revealed between the indicators of perceived parental control/autonomy and several variables characterizing the functioning of an adult. Structural models of education are described depending on the gender of parents and the gender of children.

## 3. RESULTS

### 3.1. Ideas of Adult Men and Women about the Psychological Control of Parents in Childhood

A retrospective diagnosis of parent-child relationships showed that directiveness and autonomy were common tactics of parental behavior that competed with each other - see Figure 1. The perceived directiveness of mothers was significantly higher than fathers'. The average assessment of the father's perceived autonomy (compared to the mother) was higher in the female sample and lower in the male one.

Daughters perceived their mothers to be more directive than autonomous and their fathers to be much more autonomous than directive. In the perception of adult sons, both parents showed more connivance than control. In all cases, these indicators are less than the level of positive interest (emotional acceptance), which indicates the high quality of parent-child relationships.

In half of the observations (45.7%), parental directions and autonomy indicators were simultaneously pronouncedly high. These educational tactics do not represent opposite poles of the "psychological control" continuum; one type of behavior does not exclude the other one.

### 3.2. The Determinative Effect of Parental Control and Autonomy on the Lives of Adults

Assessments of the perceived psychological control on the part of the father and mother strongly correlate

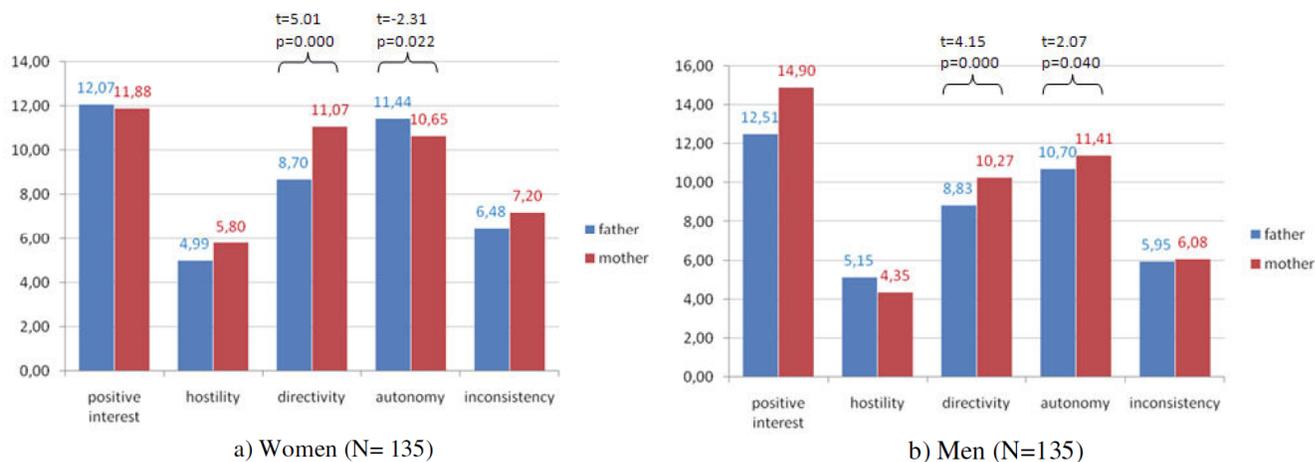


Figure 1: Means values of perceived parental tactics in a sample of adult men and women.

Table 1: Correlation of Indicators of Parental Control and Hardiness in the Sample of Adult Women (N=135) and Adult Men (N=135)

	On mother's part		On father's part	
	Directivity	Autonomy	Directivity	Autonomy
<b>Women (daughters)</b>				
Overall level of hardiness	-0.26	0.26	0.00	0.16
Engagement	-0.27	0.19	0.02	0.11
Control	-0.20	0.26	0.08	0.15
Challenge	-0.29	0.24	-0.12	0.17
<b>Men (sons)</b>				
Overall level of hardiness	0.23	-0.24	0.28	-0.25
Engagement	0.25	-0.20	0.26	-0.23
Control	0.17	-0.20	0.22	-0.22
Challenge	0.21	-0.19	0.24	-0.22

with the hardiness components of adult children, but these relationships are ambiguous - see Table 1.

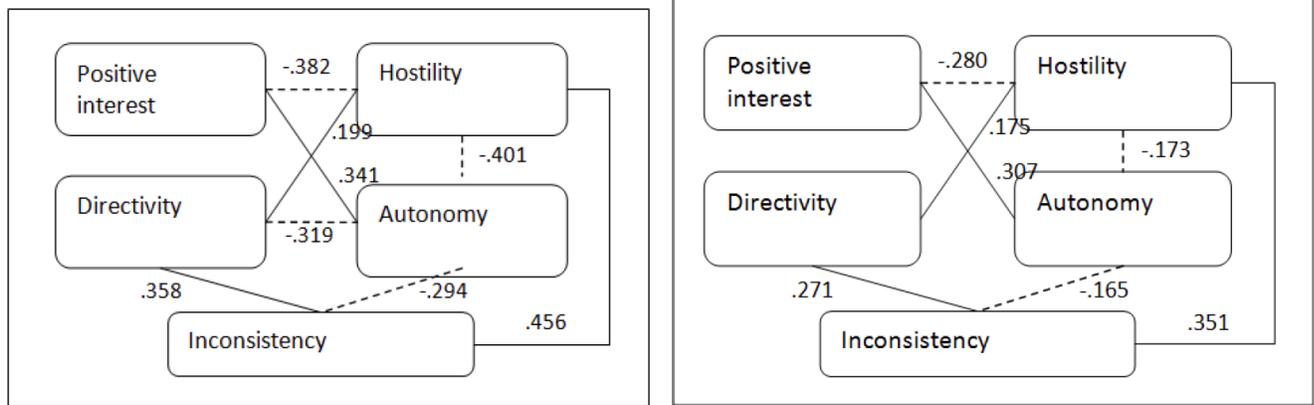
Directivity of mothers has expected negative consequences in the lives of adult daughters - it prevents the formation of involvement, a sense of control, and the perception of life experience. The autonomy of mothers, on the contrary, increases vitality and resistance to stress, especially strongly affects the ability to manage the events of one's own life. The influence of the PsC of the father on daughters is much weaker: correlations are close to zero. There is a direct relationship between autonomy and the ability of adult daughters to take risks and perceive life as a way of gaining experience (challenge).

Correlation analysis in the male sample shows opposite trends. Directivity of mothers turned out to be a positive factor determining the formation of the

hardness of adult sons. At the same time, the autonomy of mothers negatively correlates with the ability to engage, control, and challenge - all correlations are significant, and their signs are opposite to the coefficients obtained in the female sample. The same trends characterize the influence on the sons of the father's control/autonomy (in contrast to the female sample, where there were almost no significant connections with the paternal factor).

**3.3. The Structure of Internal Correlations of Indicators of Parental Behavior**

To explain the long-term consequences of parenting, let us turn to the analysis of internal correlations of the scales of the ADOR. A significant difference between male and female samples in the perception of parental behavior was revealed - see Figures 2 and 3.



A) Mother's perception

B) Father's perception

**Figure 2:** The structure of correlation in the sample of women (N=135; the critical correlation coefficient is 0.172 at  $p \leq 0.05$ , 0.225 at  $p \leq 0.01$ , 0.285 at  $p \leq 0.001$ ).

In a female sample, maternal autonomy is associated with emotional acceptance, lack of hostility, and inconsistency in educational tactics. On the contrary, the mother's directivity closely correlates with hostility and inconsistency. The same tendencies are observed in the perception of fathers; the only difference is that there is no pronounced negative correlation between directivity and autonomy; that is, these parenting strategies are not mutually exclusive.

The structure of intercorrelations in the male sample is significantly different. In sons' perception, the mother's autonomy is significantly correlated with hostility and lack of positive interest.

At the same time, directivity is not perceived in the aspect of emotional acceptance-rejection of a child. Regarding the father's educational position about sons, autonomy and control appear to a greater extent as isolated variables (Figure 3).

For adult sons, the quality of parent-child relationships turned out to be significantly related to the sequence of parents' strategies: the predictability of

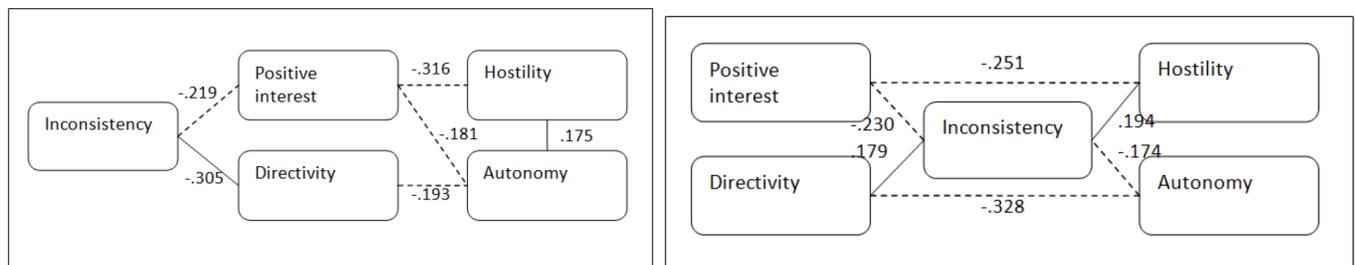
reactions, the absence of conflicting rules and sanctions, and extreme emotional fluctuations. These relationships were not observed in the female sample.

Discovered differences can explain the opposite effect of the same educational tactics on the development of children of different genders.

### 3.4. Parental Control and Integrity of Personal Boundaries

PsC of parents involves interference in the child's inner world, which is inevitably associated with violation of personal boundaries. Let us consider the correlations of perceived parental behavior with indicators of the sovereignty of psychological space - Table 2.

In the perception of adult daughters, directive mothers applied control to all aspects of the psychological space without exception. With regard to sons, the objects of maternal control became, first and foremost, habits and values (depriving the child of the opportunity to determine a comfortable mode of life and



A) Mother's perception

B) Father's perception

**Figure 3:** The structure of correlations in the sample of men (N=135; the critical correlation coefficient is 0.172 at  $p \leq 0.05$ , 0.225 at  $p \leq 0.01$ , 0.285 at  $p \leq 0.001$ ).

**Table 2: Correlation of Indicators of Parental Control and Sovereignty of the Psychological Space in the Sample of Adult Women (N=135) and Adult Men (N=135)**

	On mother's part		On father's part	
	directivity	autonomy	directivity	autonomy
<b>Women (daughters)</b>				
Sovereignty of psych. space	-0.27	0.10	-0.04	0.10
Sovereignty of physical body	-0.25	0.12	0.02	0.02
Sovereignty of the territory	-0.19	-0.01	0.11	-0.10
Sovereignty of the world of things	-0.23	0.01	0.02	-0.07
Sovereignty of habits	-0.18	0.15	-0.01	0.00
Sovereignty of social ties	-0.18	0.13	-0.14	0.03
Sovereignty of values	-0.19	0.18	0.14	0.06
<b>Men (sons)</b>				
Sovereignty of psych. space	-0.16	0.03	0.03	-0.01
Sovereignty of physical body	-0.14	-0.01	-0.11	-0.00
Sovereignty of the territory	-0.07	-0.01	0.07	-0.02
Sovereignty of the world of things	-0.03	-0.01	0.06	-0.02
Sovereignty of habits	-0.21	0.13	-0.02	0.04
Sovereignty of social ties	-0.08	0.18	-0.10	0.07
Sovereignty of values	-0.18	0.11	0.18	-0.01

sequence of one's own actions, as well as choosing a system of values and ideals).

Respect for the child's habits is expressed in allowing him/her to establish a comfortable mode for himself, to finish what is started without interrupting it at the parents' request. The deprivation of values is manifested in the fact that mothers do not share and do not respect the tastes and preferences of sons and daughters, considering them insignificant. This entails serious internal and external conflicts, inability to defend own worldview. Such interventions lead to deprivation, the fragility of personal boundaries in the relevant areas of life. This can partially explain the relationships described above with hardiness.

Adult daughters most acutely and for a long time survive the intervention of mothers associated with attempts to influence the body and disrupt their somatic well-being (discomfort caused by touch, smell, compulsion in the field of physiological needs), as well as deprivation of the world of things (disrespect for personal property). That is, the directive control of mothers over girls is more often manifested in everyday situations, and they experience a violation of personal boundaries.

The autonomy of mothers is positively perceived by adult daughters in the context of the sovereignty of

their own values - this explains the contribution of this educational strategy to the formation of a person's hardiness.

The influence of fathers' directivity on the formation of the sovereign psychological space of children is minimal, which can be explained by a greater degree of autonomy in relationship with children (compared with mothers).

It is interesting that the directivity of fathers has a positive effect on the formation of the sovereign values of sons, while the directivity of mothers shows negative correlations with this indicator. Daughters have the same tendency but are less pronounced. Consequently, the imposition of rules of conduct and moral principles by an authoritative father is generally perceived by children positively and is a more effective way of socializing. Values are "internalized parents"; they reflect the worldview, determine life choices, and a common strategy for self-realization.

#### 4. DISCUSSION

Although the psychological control on the part of parents in adulthood is significantly reduced, its safe and unfavorable consequences persist for a long time.

The data obtained in the sample generally coincide with the results of earlier studies in Ukrainian samples.

According to the data by Gura [27] in a survey of adult respondents, directivity and autonomy of parents turned out to be significant parameters of education. Maternal control negatively affects a career, leading to a low level of professional mobility, inability to reveal personal potential and realize oneself. On the contrary, granting early autonomy to a child on the part of the father and mother positively correlates with career development indicators determines "ability in adulthood to independently choose a life and professional path and settle comfortably on it" [27].

We obtained the confirmation of the mother's leading role in developing the resilience and psychological well-being of children [16, 28]. Correlation analysis data confirm different roles of father and mother in the socialization of their child. In many previous works, an understanding of differences in the meaning of paternal and maternal influences and their evolution, depending on the age of children, was noted, but the empirical evidence obtained is fragmentary and insufficient to understand the problem fully. In this context, the data of Dzukaeva and Sadovnikova [29] are interesting that the development of individuation in adolescence is more difficult in relation to the mother than in relations with the father. The authors argue that relations with the father are the basis of children's independence, and in relations with the mother, children receive support in case of a divergence of views - this allows maintaining love and mutual understanding with the manifesting differences between parents and growing children. Reflections on the complementarity of the influences of father and mother are important for interpreting our results. In any case, the importance of parental control should be considered depending on the gender of the parent and child.

Let us compare the obtained data of retrospective diagnosis of adults with similar results of teenage samples. Studies of families with children aged 10-16 years who have sought psychological help show that in the perception of children, parental autonomy and directivity are extremely high; it is expressed at the same level (or even more) that a positive interest [15]. Another study showed that teenaged girls perceive their mothers as prone to tight and severe control. In this case, the level of parental directivity was also equal to or higher than the level of positive interest, and this attitude united both successful and dysfunctional families [30]. Let us recall that a study of the interaction of parents and growing children showed the positive effects of behavioral control if it occurred in the context

of high-quality relationships [22]. Therefore, the poor quality of the relationship "children-parents" is the source of psychological problems associated with control.

It is known that the ideas of the parent and adolescent about his/her upbringing by his/her parents often do not coincide – the adolescent evaluates relations more strictly [31]. It can be assumed that adolescents more acutely perceive the actions of parents associated with control; over time, this experience disappears, leaving most adults with a general positive feeling of parental love and acceptance. Emotional and cognitive assessment of parental behavior significantly transforms with age; this is contributed by the psychological maturity, separation, personal experience of parenting, etc. It is a person's ideas about how he was brought up by his parents that are the basis of his/her relationship with them and himself/herself.

The developers of the ADOR gave a clearly negative characteristic of parental autonomy and associated it with a risk of social maladaptation of children [23]. This position can be applied to the data of our study - the early formation of a sense of self-control over life situations may be a necessary consequence of the lack of involvement of parents. At the same time, our results rather refute than confirm this provision. It has been proved that mothers' autonomy about daughters contributes to solid personal boundaries and the development of hardiness in adulthood. Earlier, Irkin and Shevelenkova found positive correlations of autonomy in dyadic mother-son systems, but an established negative understanding of this factor did not allow us to interpret them accurately. Researchers suggested that a mother's authority based on trust and respect is favorable for the development of psychological sovereignty, as well as "acceptable forms of rigidity and harshness that take into account the situation" [31].

Thus, the role of parental autonomy in family socialization is still controversial and requires further study. The autonomy of children is not always a direct result of parental autonomy. Soenens and Vansteenkiste [32] noted that both intrusive PsC and inattention, lack of parental support could interfere with developing a child's autonomy. Our results confirm and specify this effect depending on gender. It is important to understand that parental directivity and autonomy are not mutually exclusive factors; these phenomena

cannot consider the opposite poles of a single continuum.

The obtained results actualize the question of which particular forms of control about boys and girls are most appropriate and useful on the part of the father and mother? It is important to understand where the signal line is located, which separates positive forms of control and autonomy from maladaptive ones. How can parents balance the involvement and support of child autonomy?

## 5. CONCLUSION

Most adults, even those who are finally separated from their parents, living separately, have an independent income, and their own family, continue to feel numerous consequences of parental influences. Directivity and autonomy are common competing parenting tactics. They determine the integrity of personal boundaries and hardiness in adulthood. Different explanatory models must be applied about the influence of the father and mother's control strategies on the formation of daughters and sons' personalities.

Perceived control on the mother's part has negative consequences in daughters' lives — it interferes with the formation of involvement, a sense of control, and the perception of life experience. The directive control of mothers over girls is more often manifested in everyday life situations and is experienced by them as a violation of personal boundaries; it is associated with a hostile attitude in the perception of adult women. Conversely, mothers' autonomy is associated with emotional acceptance; promotes the sovereignty of the psychological space, develops resistance to stress, and the ability to manage the events of one's own life. The opposite tendencies were obtained in the male sample. The perceived directivity of mothers and fathers has a positive effect on the resilience of adult sons. The mother's autonomy is associated with hostility and a lack of positive interest in the perception of adult sons.

Regardless of gender, the perceived directiveness of parents is closely correlated with inconsistency in parenting tactics: inconsistent rules and unpredictable reactions.

## ACKNOWLEDGEMENT

We are grateful to the research participants for the provided personal data.

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