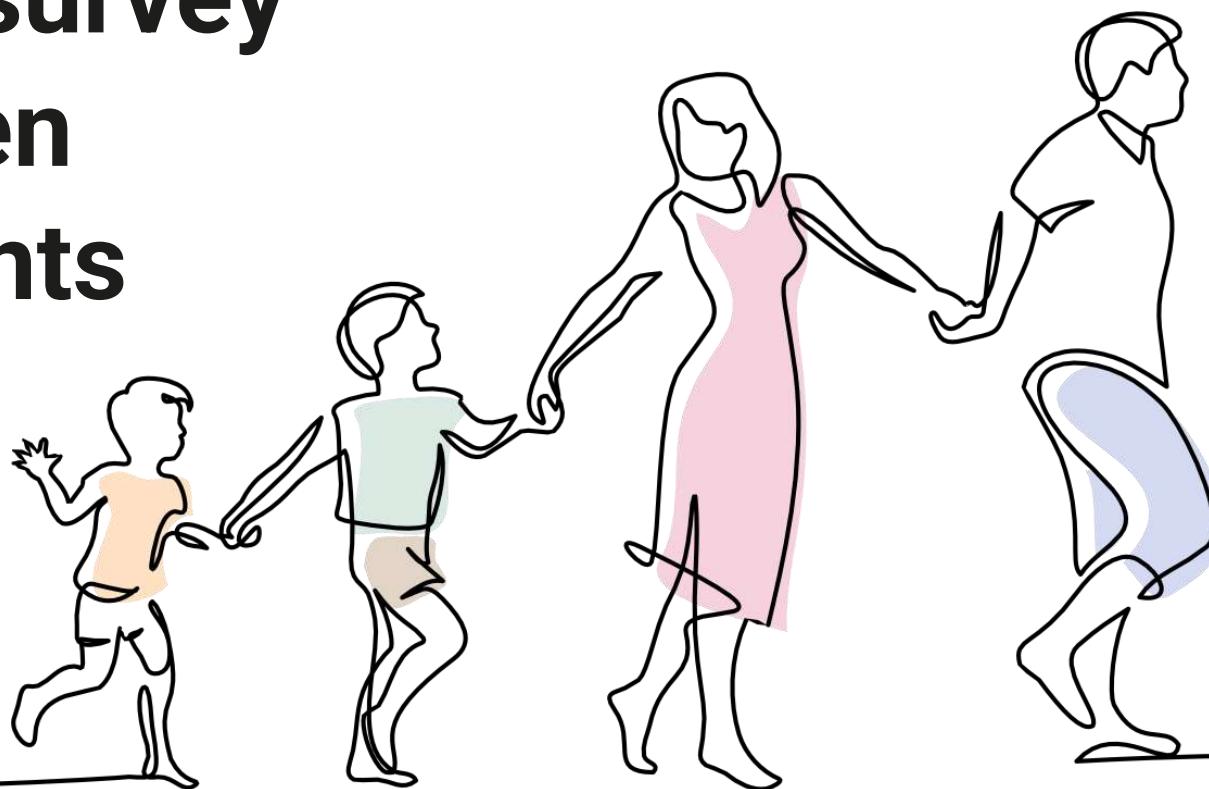


# **Changes in children's mental health and well-being: a family survey of children and parents**



# About Family 360° research and technology

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We first researched the topic of mental health in the context of parent-child relationships in October 2024. This year, we decided to continue, expanding the scope of the topic and using longitudinal research techniques to better understand the dynamics. In October 2025, this survey covered more than 1,500 children/adolescents aged 10-18 and their parents.

**At the same time, it is not worth making conclusions about adolescents without asking their opinion.** Therefore, the Rating Group team launched the Family 360° technology for family surveys, which focuses on the child who takes the survey itself, as well as surveys of parents, family members, and in some cases, teachers, doctors, psychologists, etc. Comparing the answers of children and their parents allows us to understand the relationships and changes within the family.

# The research team

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## Idea authors:

- Svitlana Roiz, child and family psychologist, mother of two
- Marianna Tkalic, CEO of Rating Lab, Doctor of Psychological Sciences, mother of Masha (17 years old)
- Tetiana Skrypchenko, Deputy Director of Rating Group, mother of Solomiya (8 months)

## Experts:

- Kateryna Timakina, clinical psychologist, mental health manager, Master of Psychology
- Hanna Chatchenko, Rating Lab expert, psychologist, gestalt therapist, Master of Psychology

## The research was conducted by:

- Yevhen Krotevych, Head of the Analytics Department (Experimental Research Division) at Rating Group, Rating Lab expert
- Hlib Kuzmenko, Head of Communications and expert at Rating Group, Rating Lab
- Vitalii Strelchenko, Analyst at Rating Group, Project Lead at Rating Online
- Artem Shevchenko, Analyst at Rating Group, Rating Lab expert
- Lina Mukhina, Analyst at Rating Group
- Daryna-Dzvenyslava Narolska, Analyst at Rating Group

# Research methodology

- *The study was conducted using Rating Group's unique Family 360° family survey technology.*
- *Survey method:* **CATI-CAWI** (Computer-Assisted Telephone Interview – telephone interviews using a computer, CAWI – online survey). In the first stage (CATI), contact was made with parents who gave their consent for their children to participate in the online survey. In the second stage, children completed the survey via a personal link. Parents then received a personal invitation to complete the online parent survey.
- *Sample size:* 2,531 respondents.  
Of these:
  - children aged 10-18 (n = 1572),  
789 of whom were surveyed again in a longitudinal format, i.e. they participated in the survey in both 2024 and 2025.
  - their parents (n = 959).
- *Fieldwork dates:* 3-7 October 2025

*STRESS*



# TOOL: PERCEIVED STRESS SCALE (PSS-10)

## LIST OF QUESTIONS

	How often have you had these feelings over the last month?
1	Were you upset about something that happened unexpectedly?
2	Have you ever felt that you were unable to control important things in your life?
3	Have you experienced nervous tension or stress?
4	Did you feel that you were able to cope with problems and difficulties?
5	Did you feel that everything was going the way you wanted it to?
6	Have you noticed that you can't cope with all the things you need to do?
7	Did you feel that you were able to control your irritation?
8	Did you feel that you were successful?
9	Have you felt irritated by events that happened and were beyond your control?
10	Did you feel that there were so many difficulties that you were unable to overcome them?

**The Perceived Stress Scale or PSS-10** is a tool for measuring psychological stress. It was developed by a team of American psychologists Cohen, T. Kamarck, & R. Mermelstein (1983). The main purpose of this tool is to measure the degree to which certain life situations are perceived as stressful (Cohen, Kamarck, Mermelstein, 1983).

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## QUESTION IN THE QUESTIONNAIRE

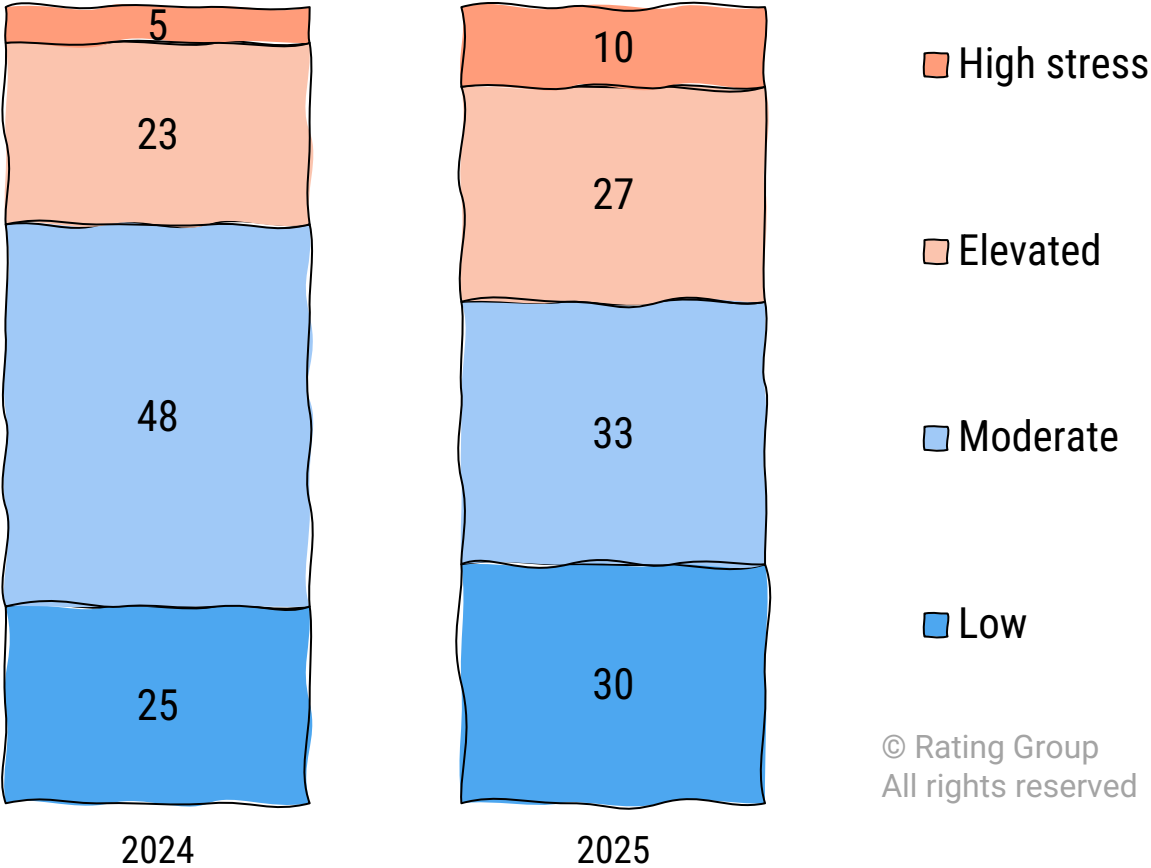
Відчували, що були здатні контролювати роздратування?

☐
☐
☐
☐
☐
☐
☐

Ніколи Постійно

# Over the past year, Ukrainian children have experienced increased levels of stress

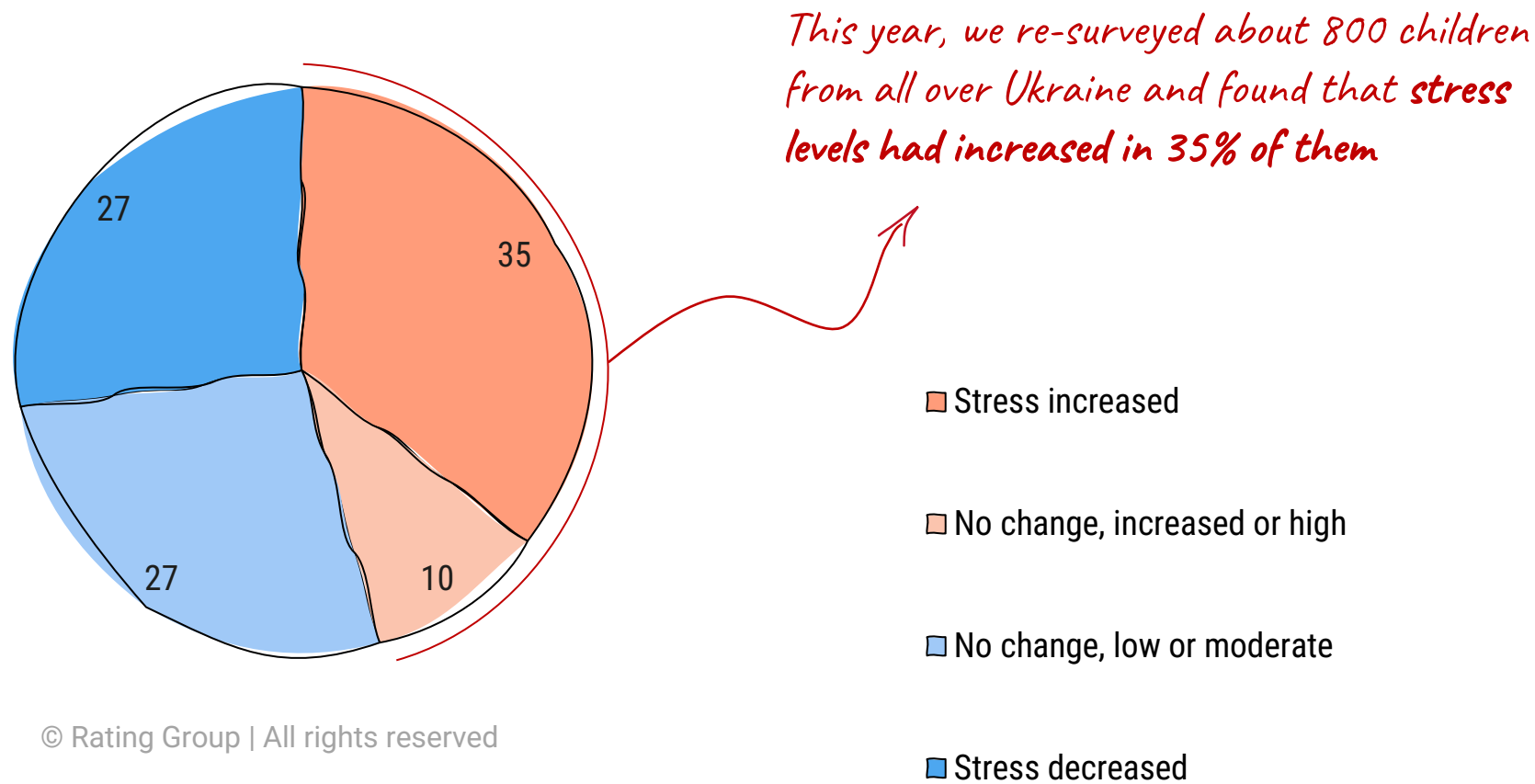
Among children (%)



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# How has stress in children changed over the year?

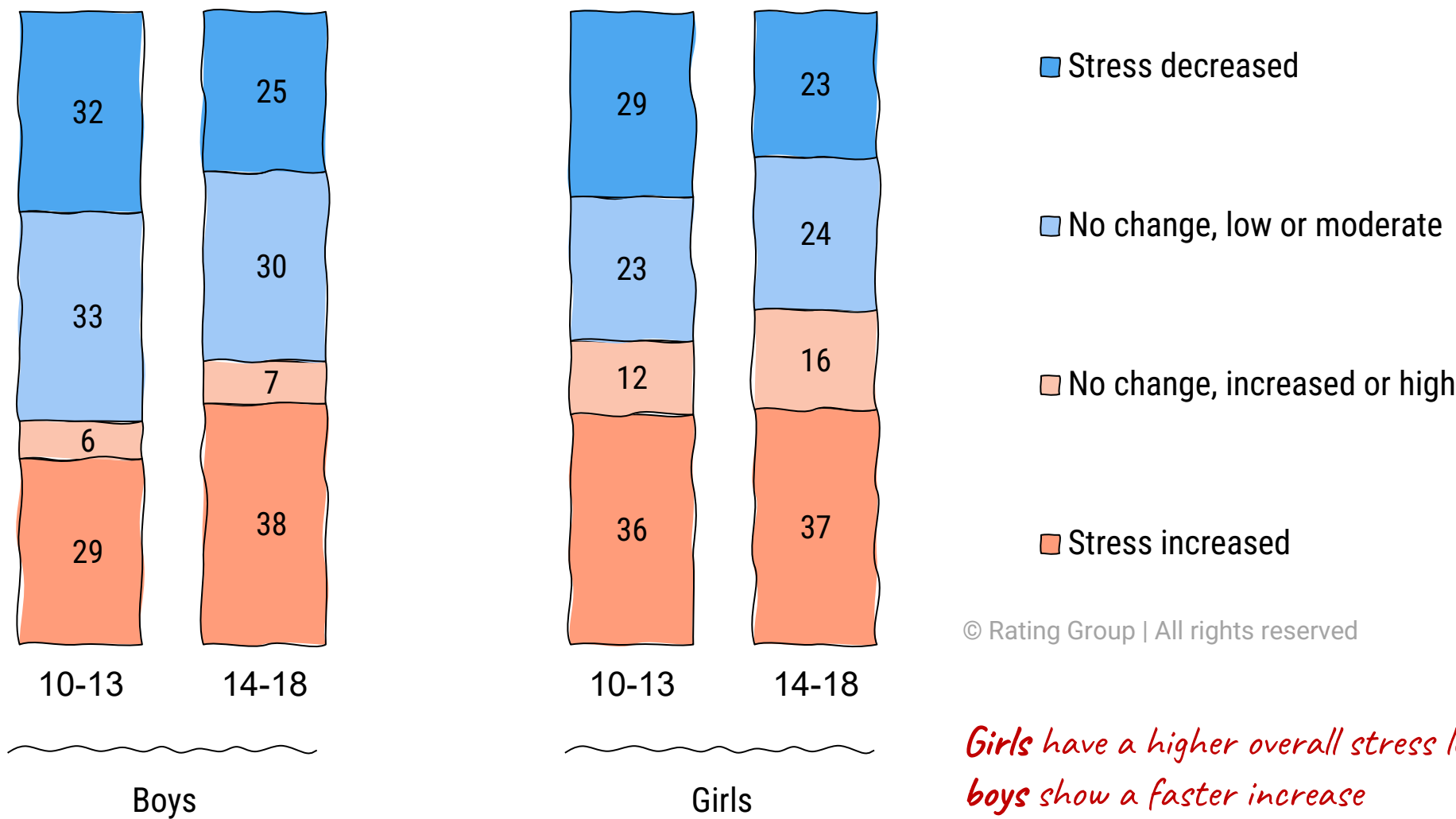
Among children surveyed in 2024 and 2025 (%)



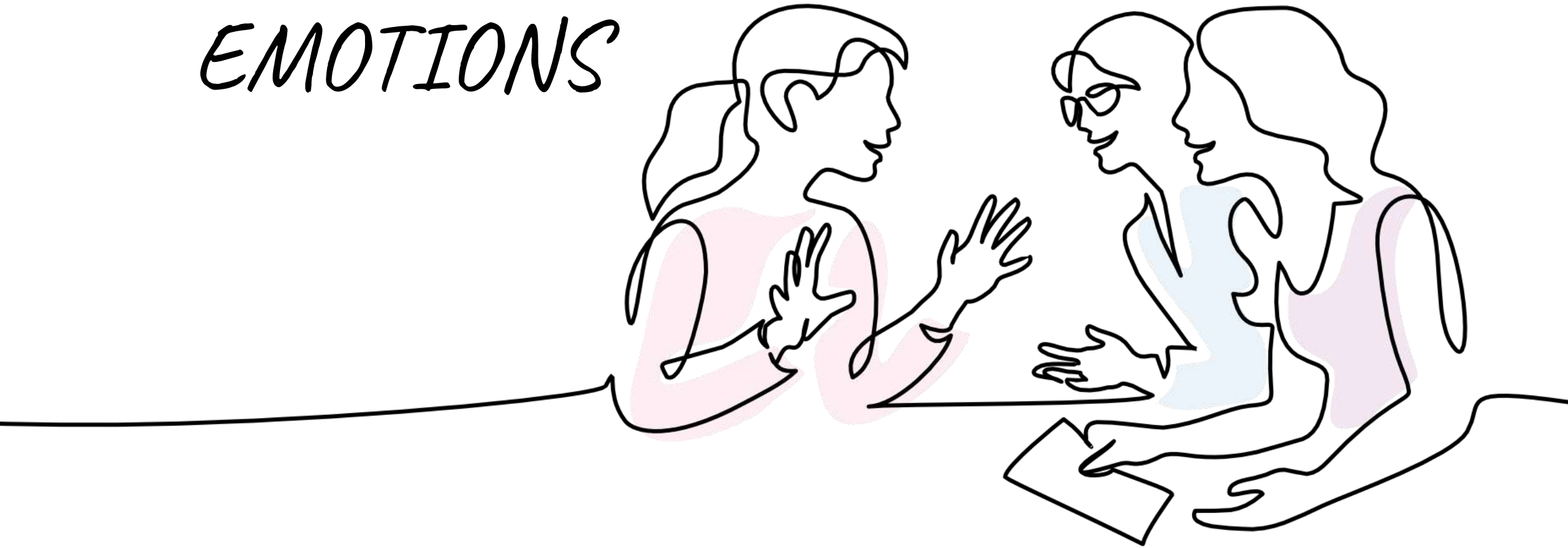


# How has stress in children changed over the year?

Among children surveyed in 2024 and 2025 (%)

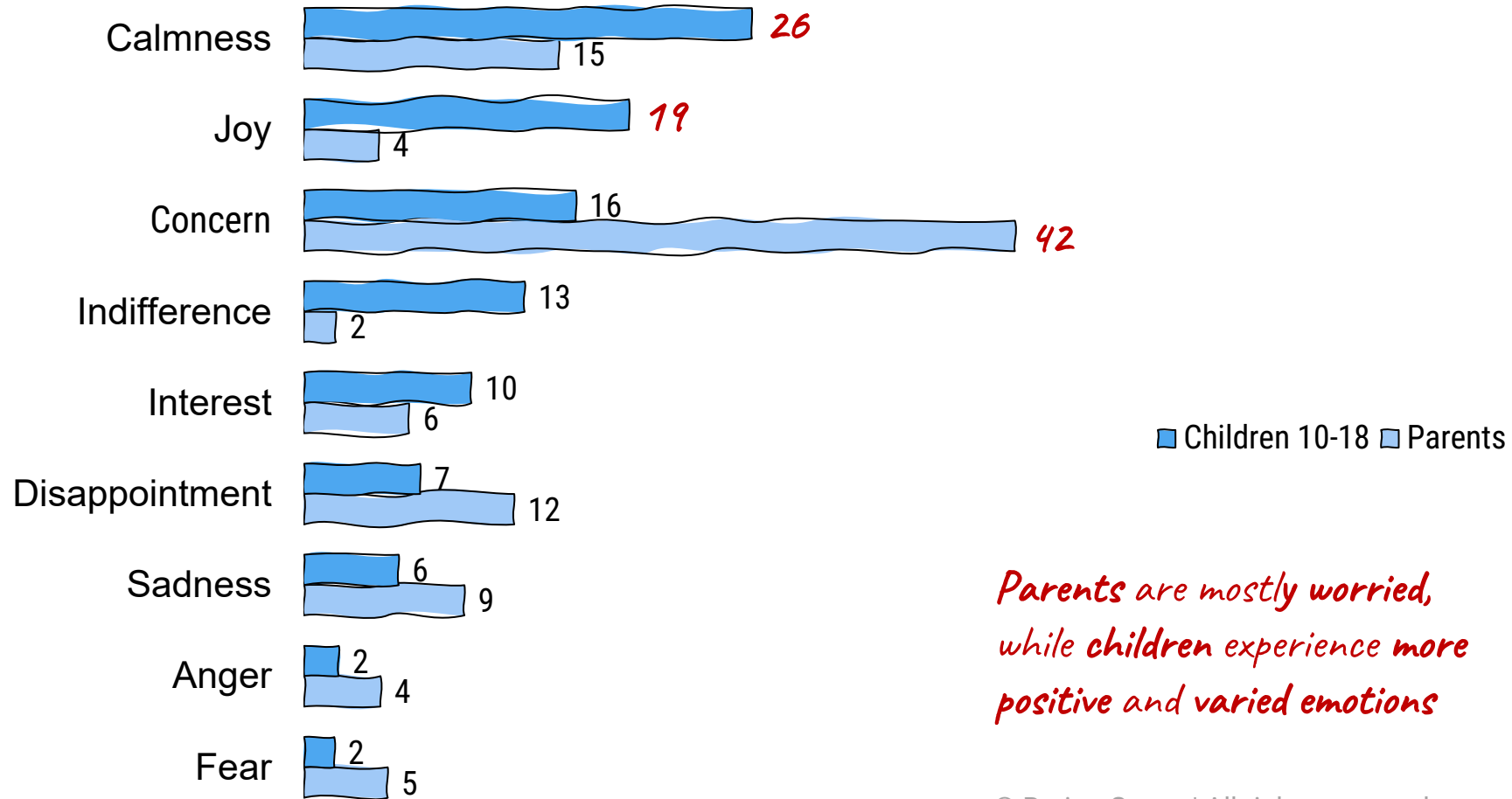


# MOOD, EMOTIONS



# Speaking of the last month, what was your mood mostly like?

Among children and parents (%)



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# Coincidence of emotions between parents and children over the last month

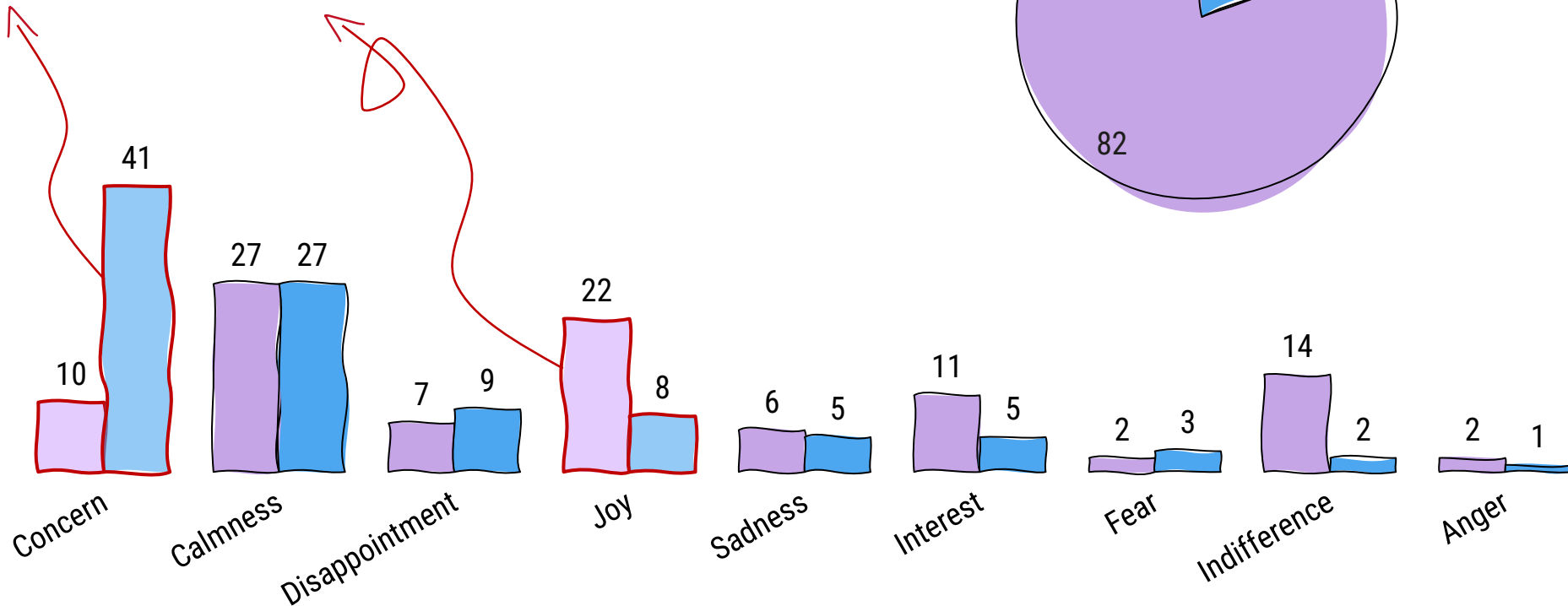
Among children (%)

- Children whose emotions matched those of their parents
- Children whose emotions did NOT match those of their parents

*If the emotions of parents and children coincide, it is most often **EXCITEMENT**.*

*We assume that this emotion is transmitted from parents*

*We also assume that **JOY** comes from children*

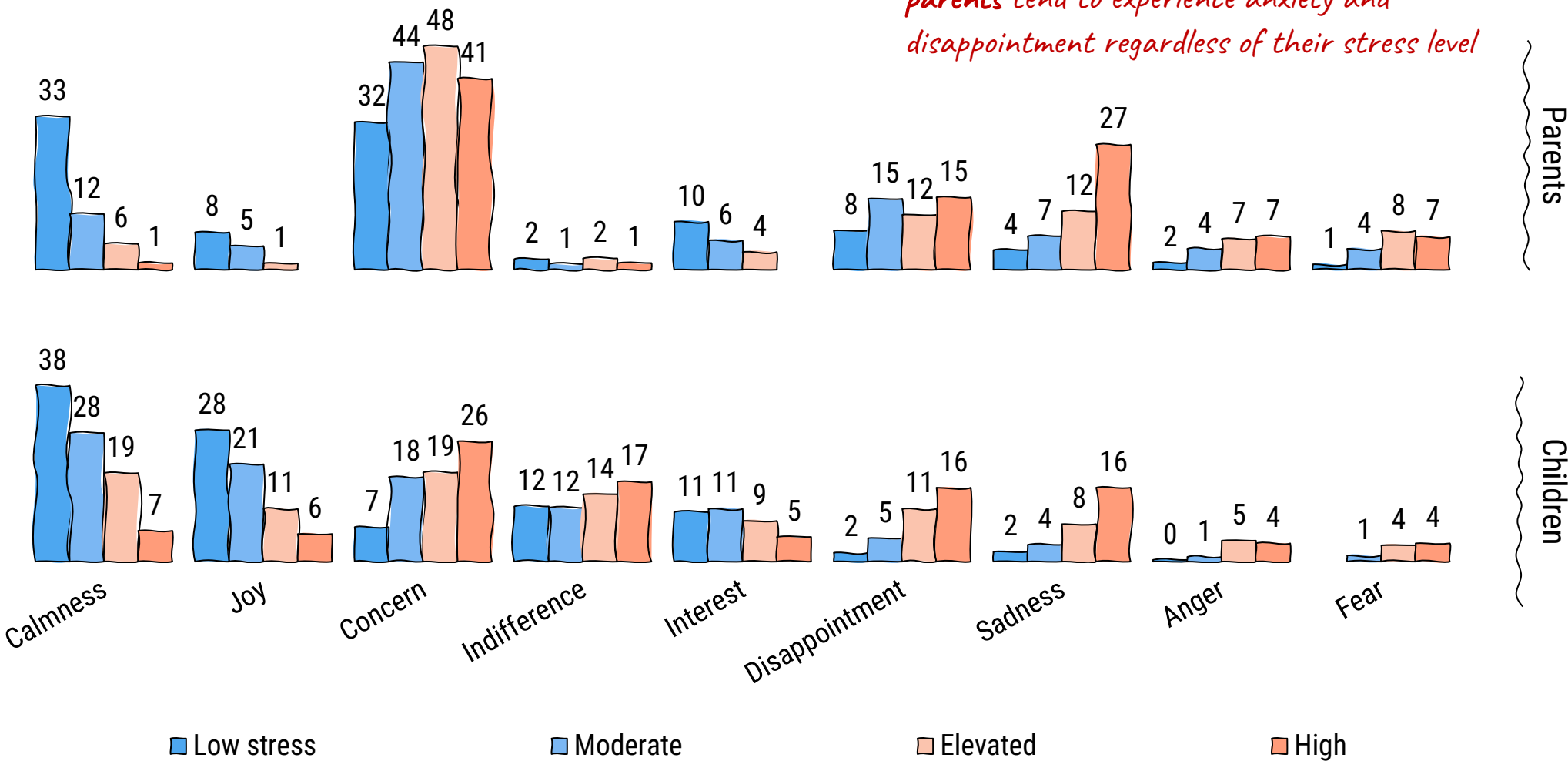


# The connection between stress and emotions

Among children and parents (%)

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*The emotions that prevail in children clearly signal their level of stress. Meanwhile, parents tend to experience anxiety and disappointment regardless of their stress level*

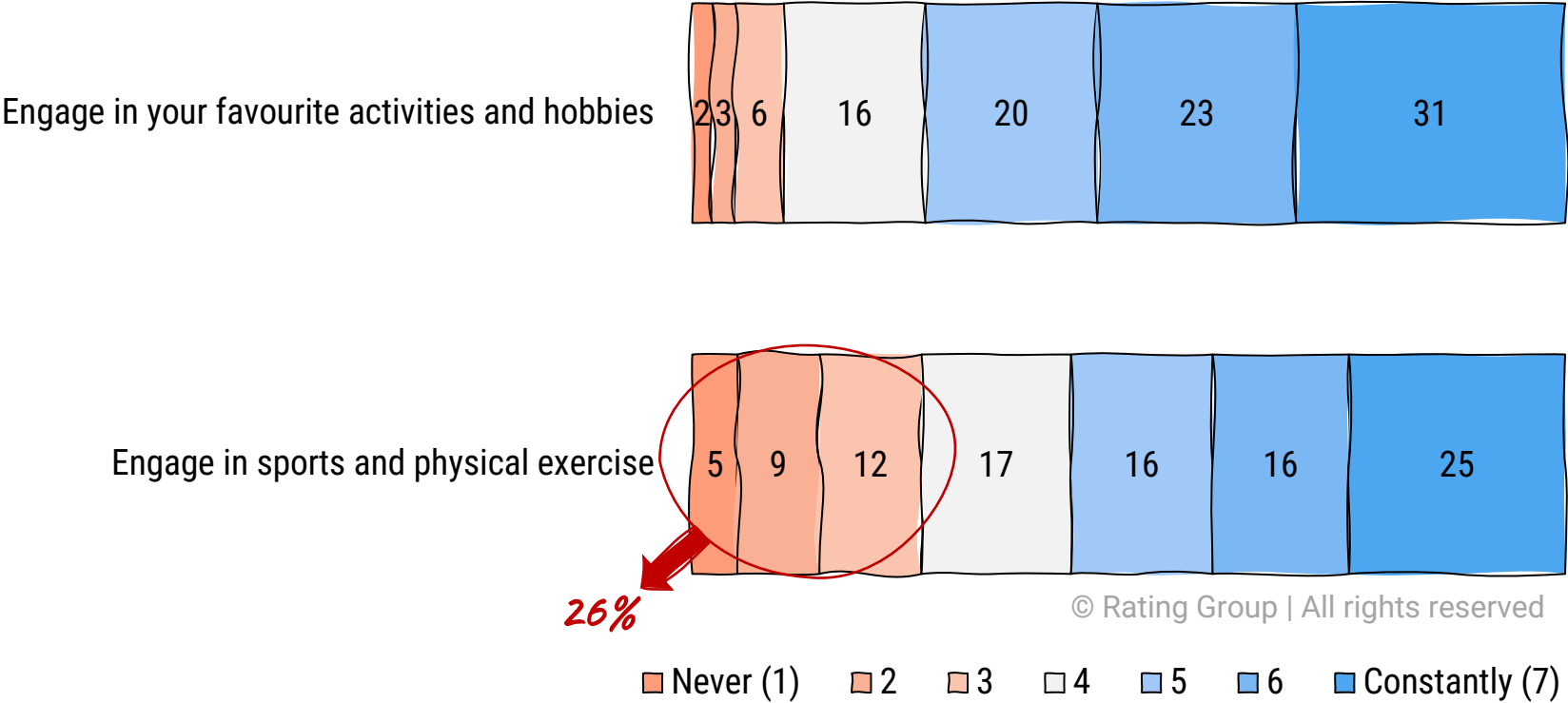


# ACTIVITIES AND HOBBIES



# Hobbies and sporting activities among teenagers ('How often do you...')

Children's responses (%)

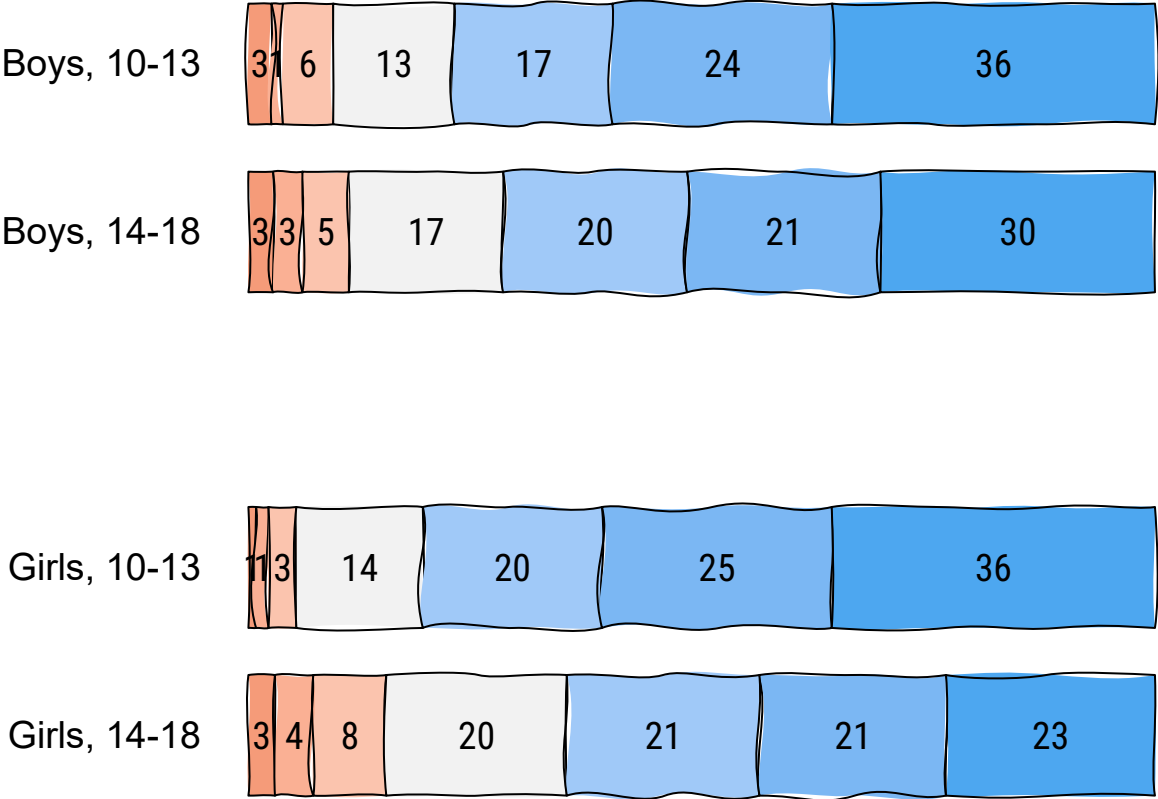


*74% of children often engage in their hobbies, and 57% engage in sports.  
At the same time, one in four children hardly ever engages in sports*

# How often do you engage in your favourite activities and hobbies?

Children's responses (%)

*Older girls devote significantly less time to their hobbies. In contrast, there is no age difference among boys*



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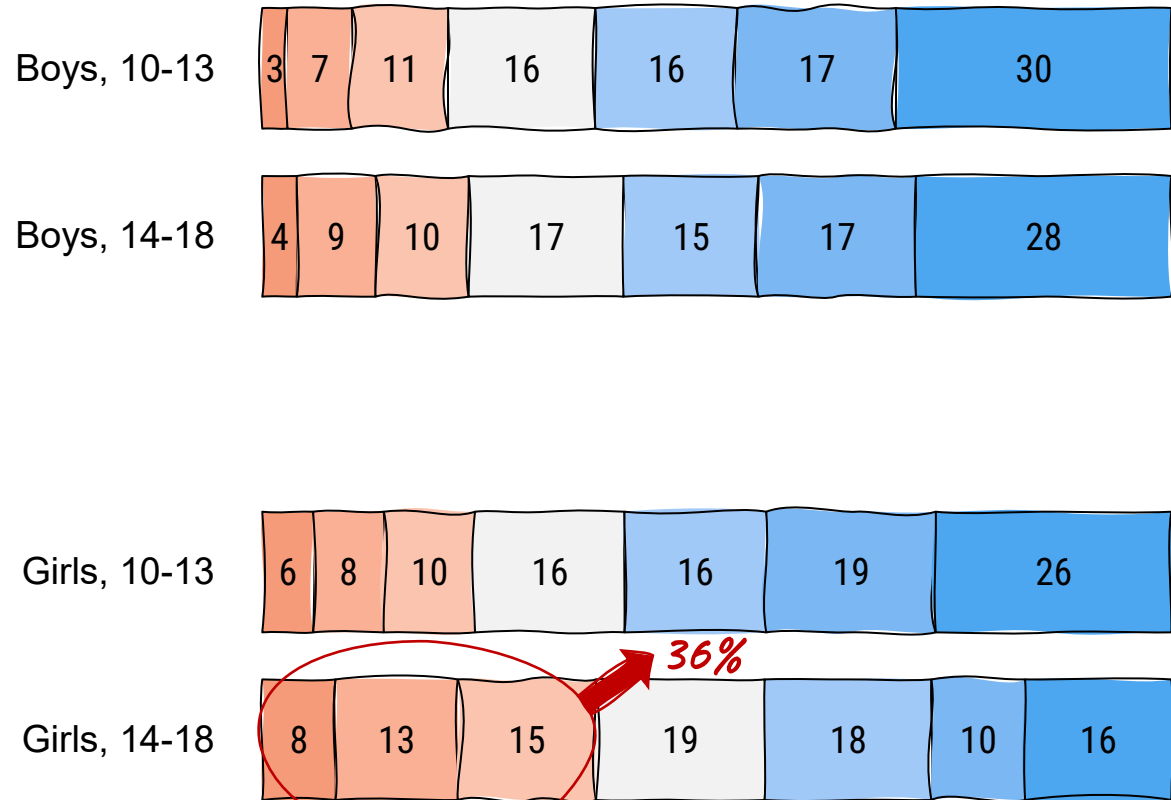
Never (1) 2 3 4 5 6 Constantly (7)



# How often do you engage in sports or physical exercise?

Children's responses (%)

*As with hobbies, older girls  
are significantly less likely to  
devote time to sports.  
In contrast, there is no age  
difference among boys*



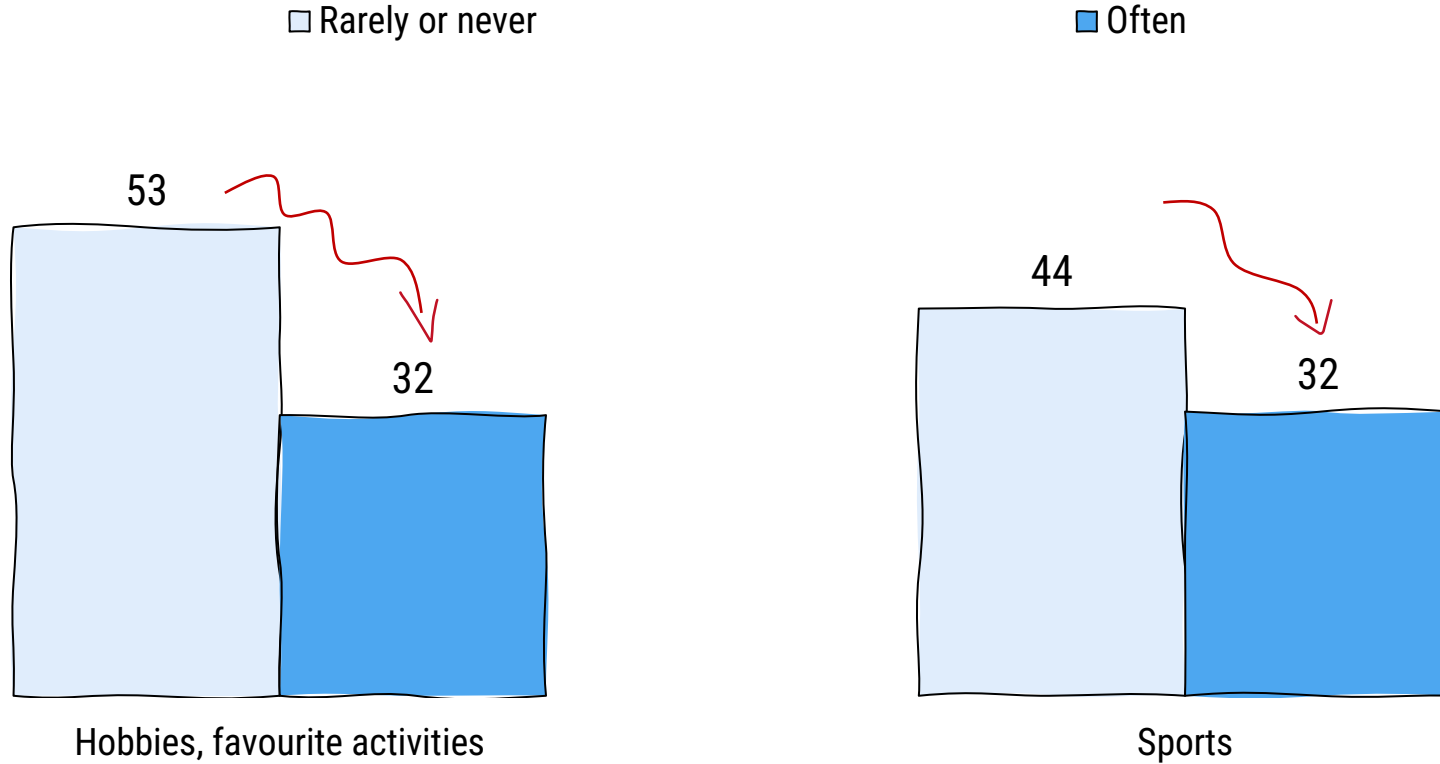
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■ Never (1) ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ Constantly (7)

# The impact of hobbies and sports on stress

Children's responses (% of children experiencing significant stress)

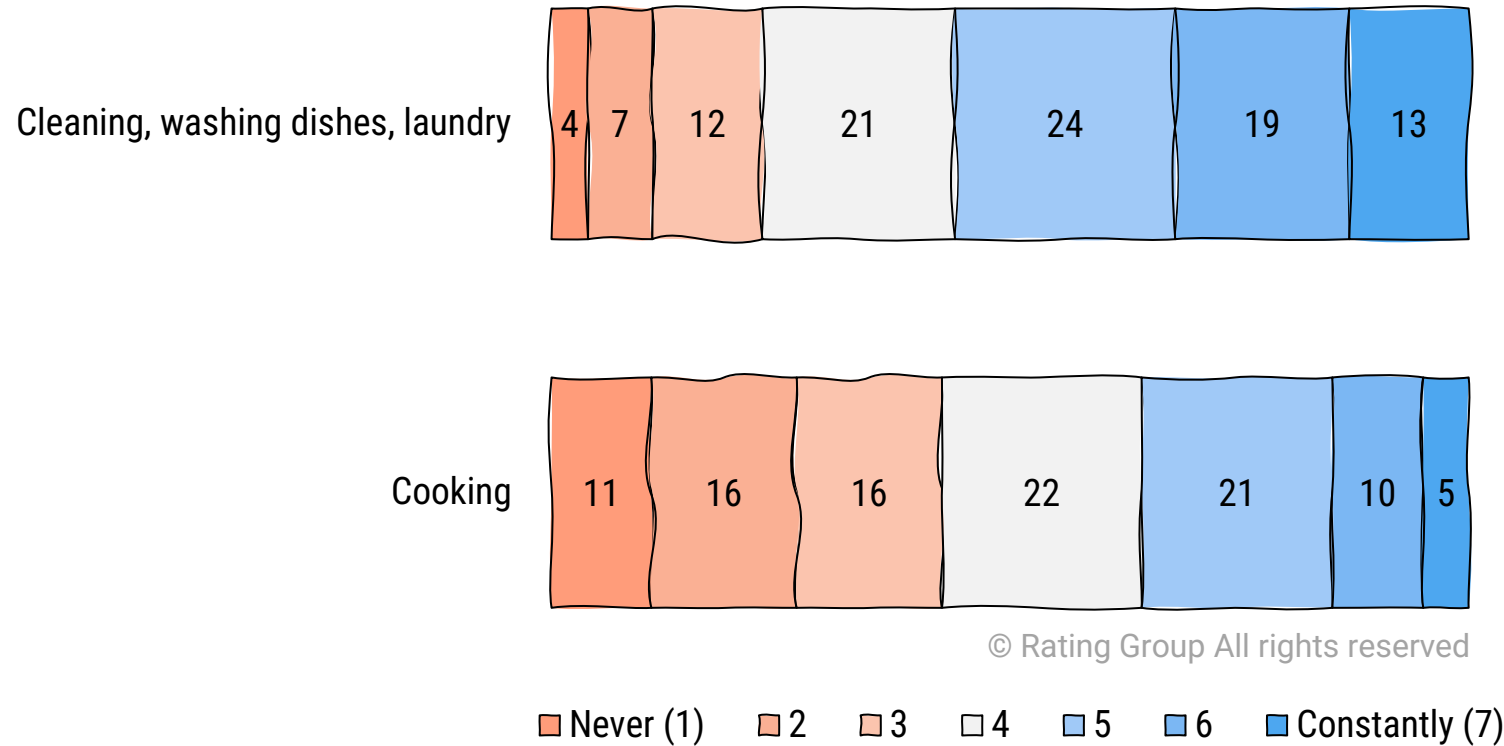
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*Playing sports, having a favourite hobby or activity  
REDUCES STRESS*

# The burden of household chores

Children's responses (%)

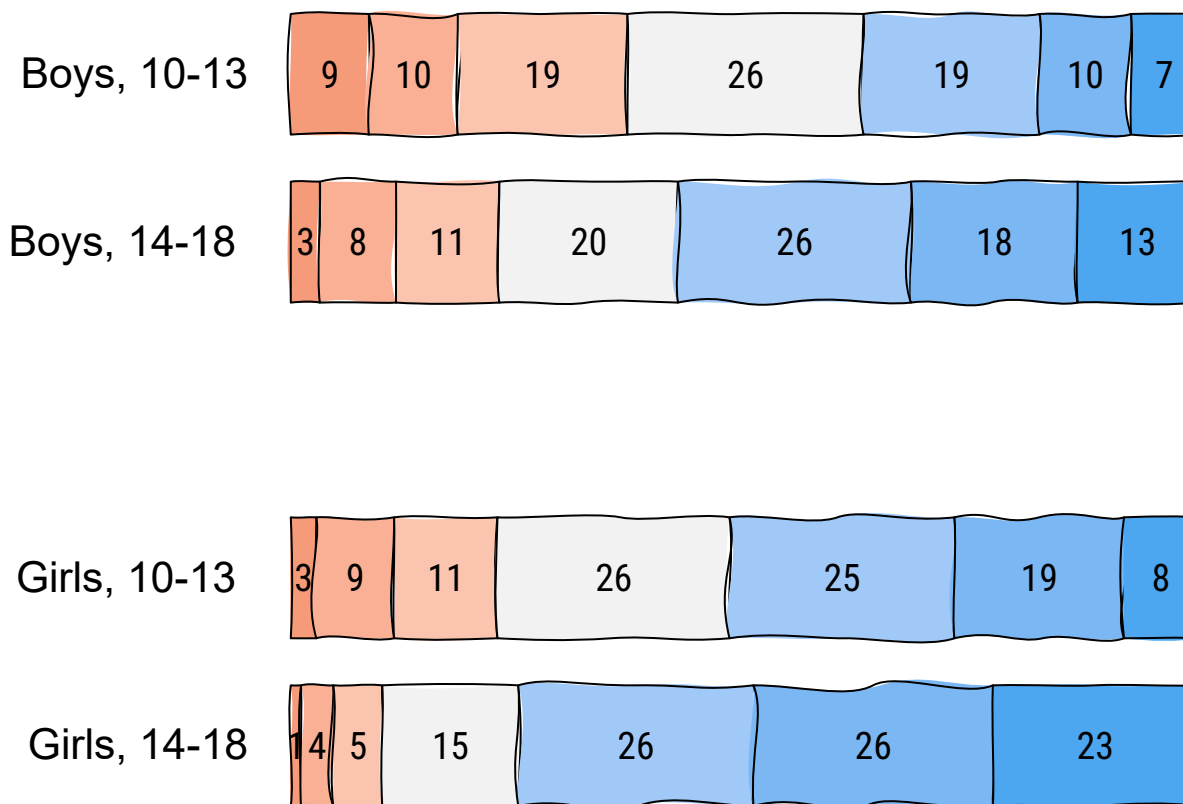


*Cleaning, washing dishes and doing laundry are often done by 56% of children.*

*Cooking, on the other hand, is done by a third (36%)*

# How often do you perform the following household chores: cleaning, washing dishes, doing laundry

Children's responses (%)



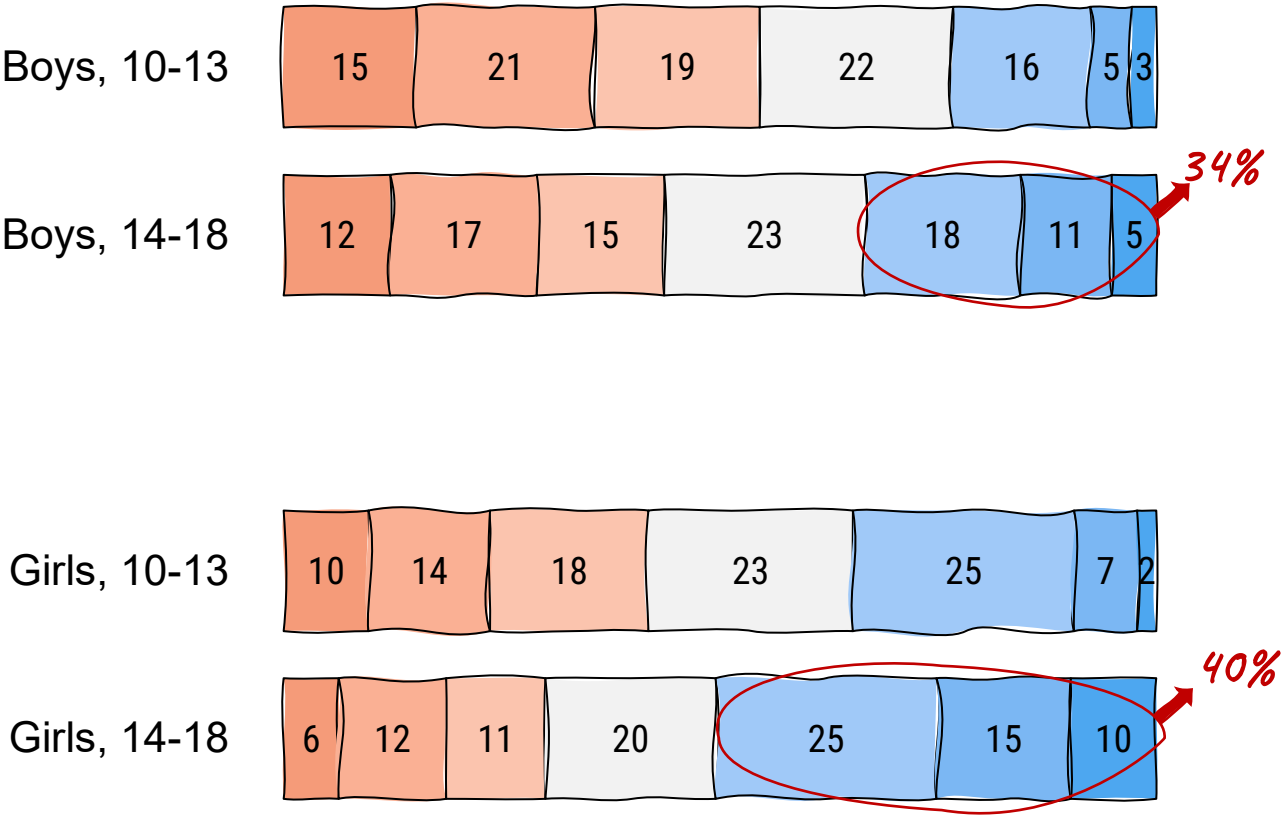
*Girls do housework more often, especially older girls*

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■ Never (1) ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ Constantly (7)

# How often do you perform the following household chores: cooking

Children's responses (%)



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Never (1) 2 3 4 5 6 Constantly (7)

# The impact of household chores on stress

Children's responses (% of children experiencing significant stress)



*Children who **CONSTANTLY** do household chores have **HIGHER LEVELS OF STRESS***

# The impact of household responsibilities on stress by gender

Children's responses (% of children experiencing significant stress)

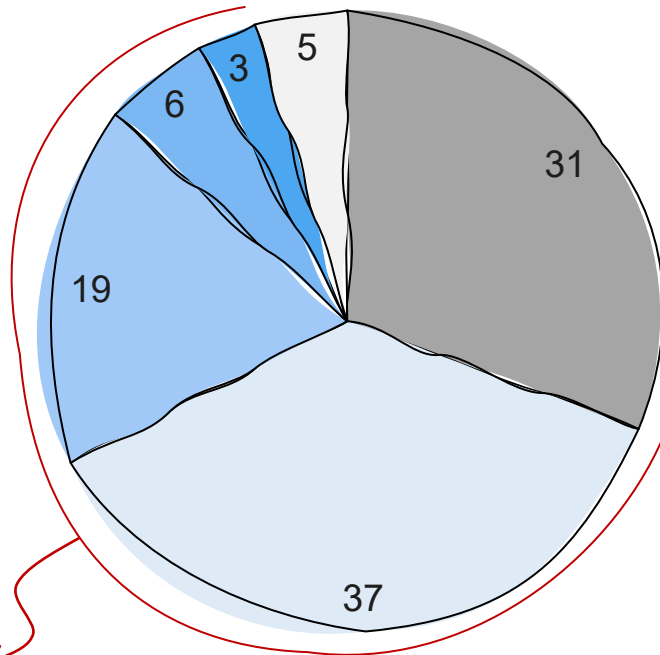


*Girls experience more stress from performing household chores*

# Number of books read in the last six months

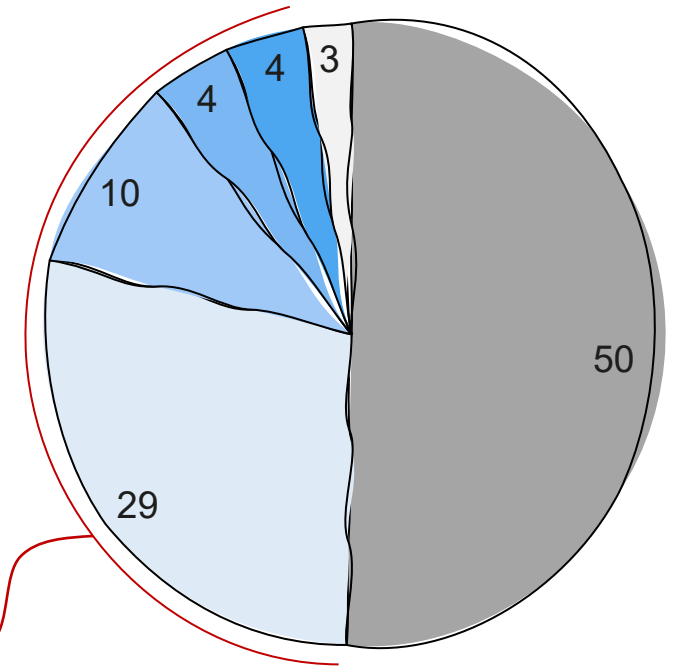
Responses from children and parents (%)

## Children



*65% of children have read at least one book in the last six months*

## Parents



*47% of parents have read at least one book in the last six months*

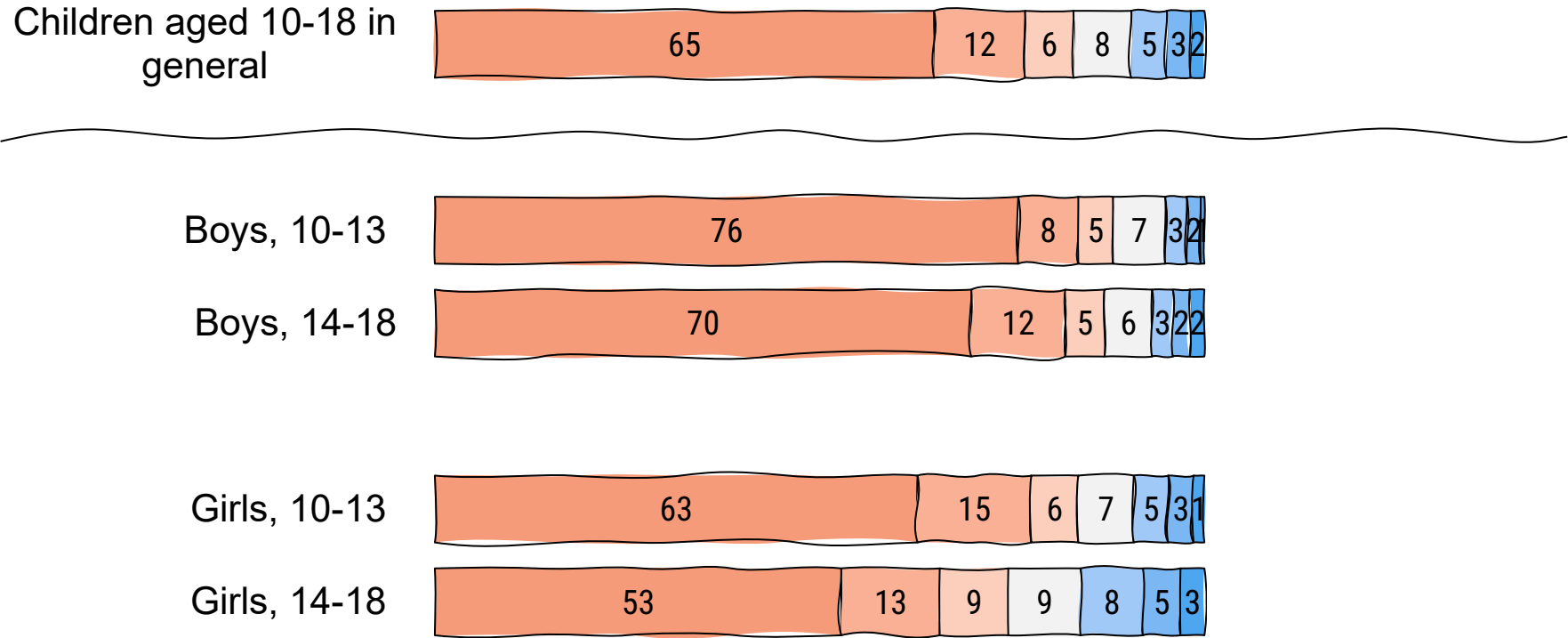
- None
- One or two
- Three to five
- Six to ten
- More than ten
- Difficult to say

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# How often do you ask artificial intelligence (AI) for advice about your emotional state or mood?

Children's responses (%)



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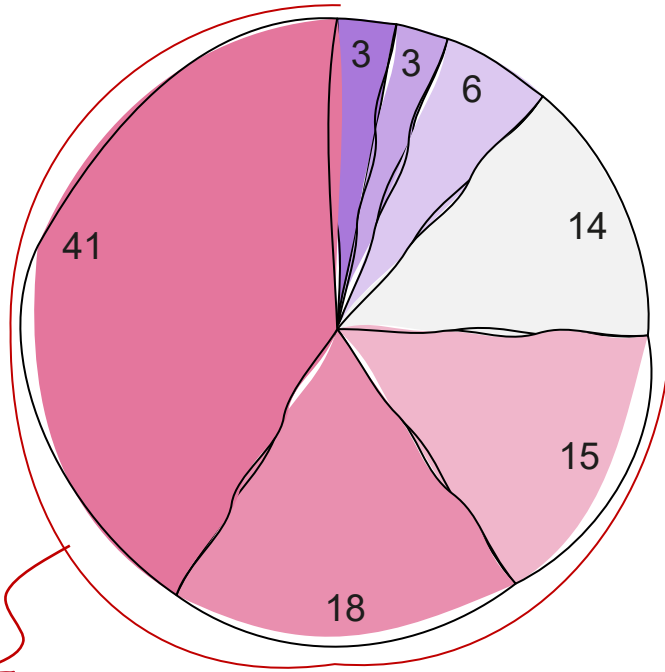
Never (1)
  2
  3
  4
  5
  6
  Constantly (7)

*Older girls are more likely to turn to AI for advice about their emotional state*

# How often do parents and children allow themselves to dream?

Responses from children and parents (%)

## Children

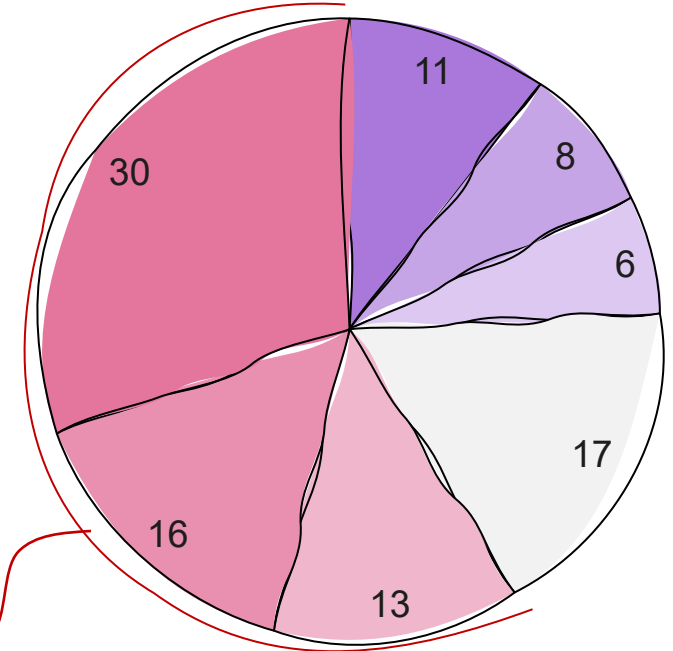


74% children allow themselves to dream

- Rarely (1)
- 2
- 3
- 4
- 5
- 6
- Often (7)

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## Parents



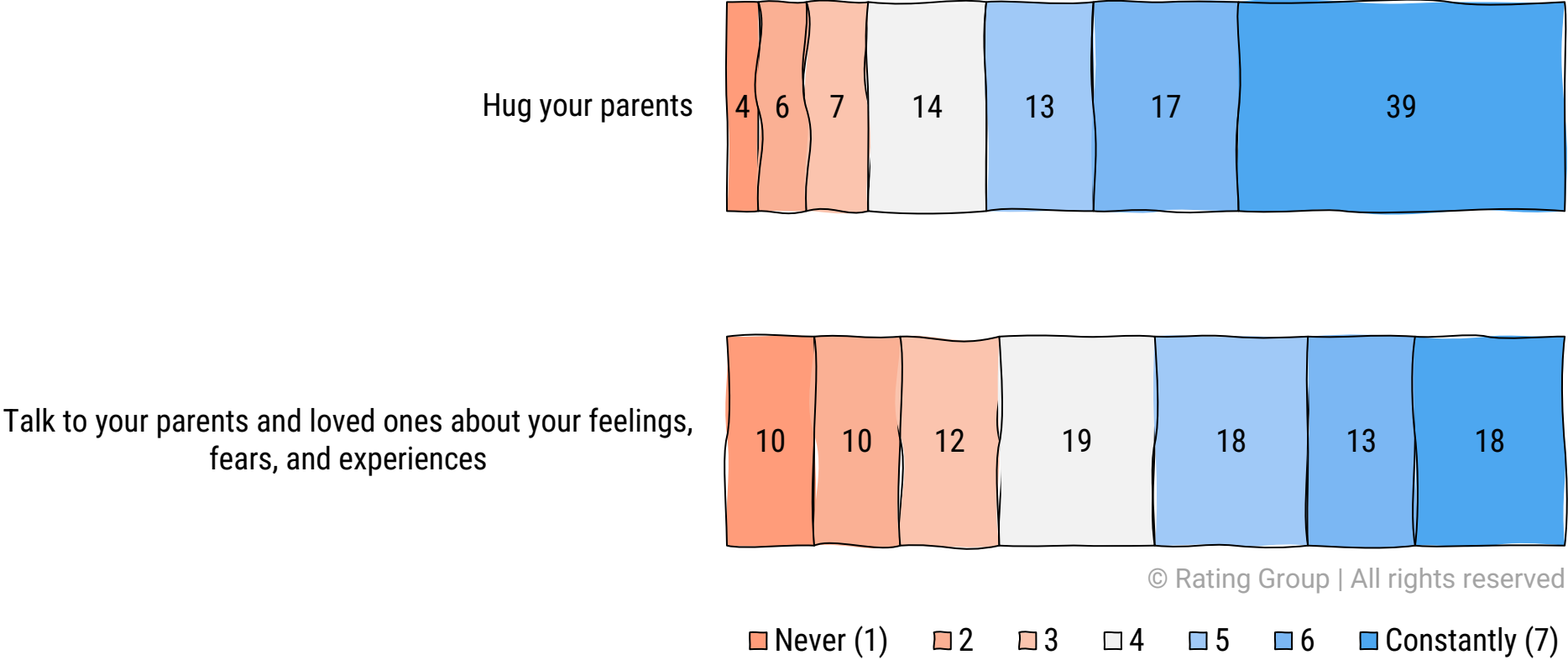
59% parents allow themselves to dream

# PARENT-CHILD CONNECTION



# Communication and hugs with parents ('How often do you...')

Children's responses (%)

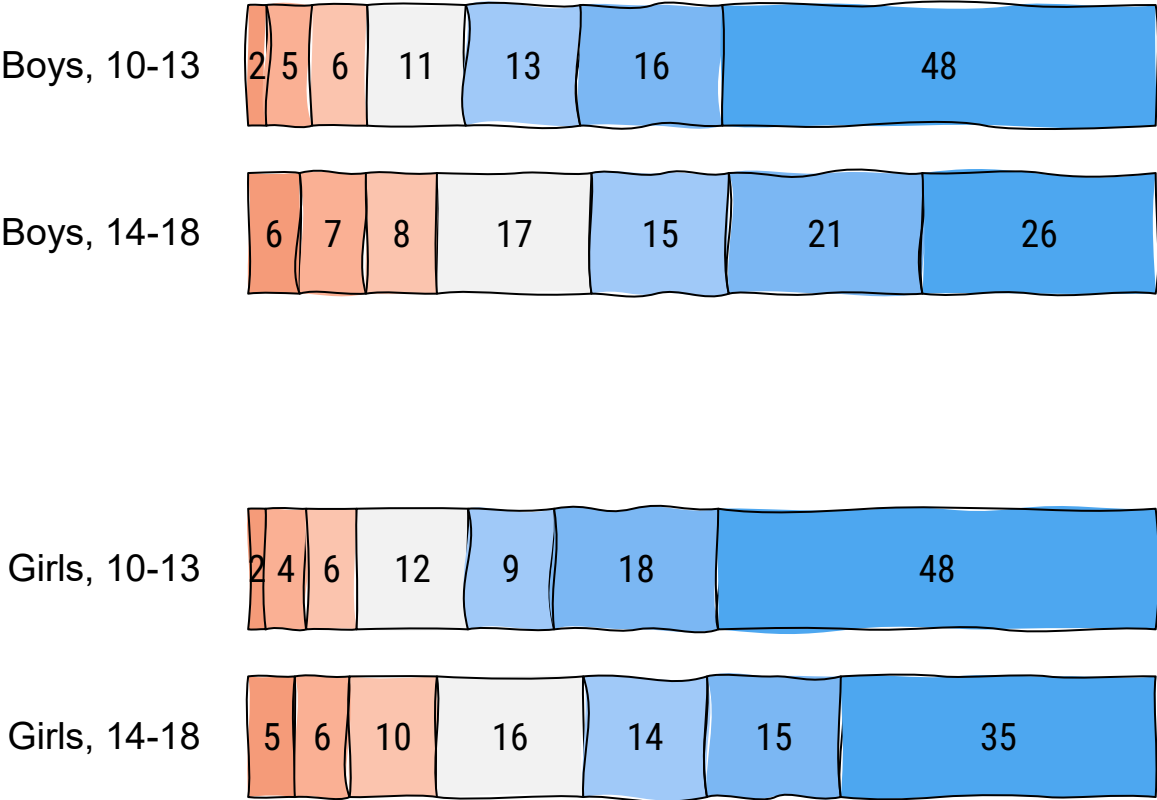


*69% of children say they hug their parents often, yet only 49% talk with them about their feelings and experiences*

# How often do you hug your parents?

Children's responses (%)

*Teenagers 14-18 hug  
their parents less often*



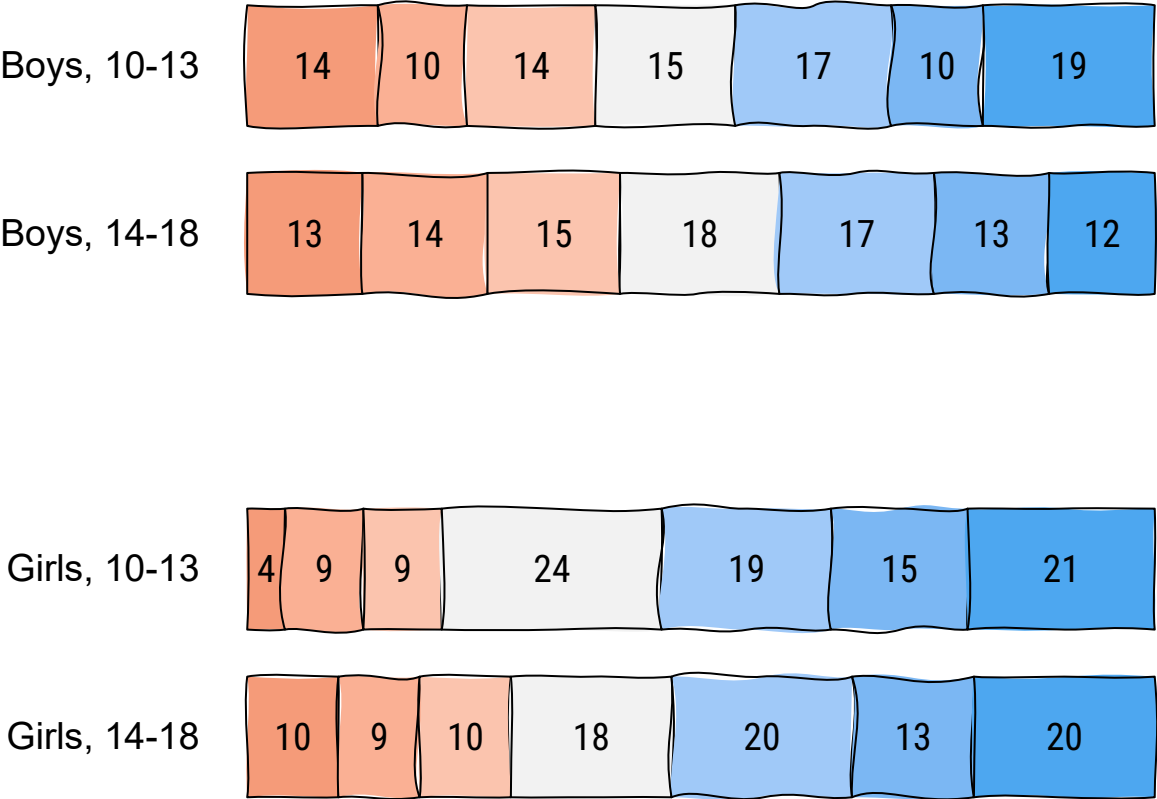
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Never (1) 2 3 4 5 6 Constantly (7)

# How often do you talk to your parents and loved ones about your feelings, fears and experiences?

Children's responses (%)

*Girls talk to their  
parents more often  
about their feelings*

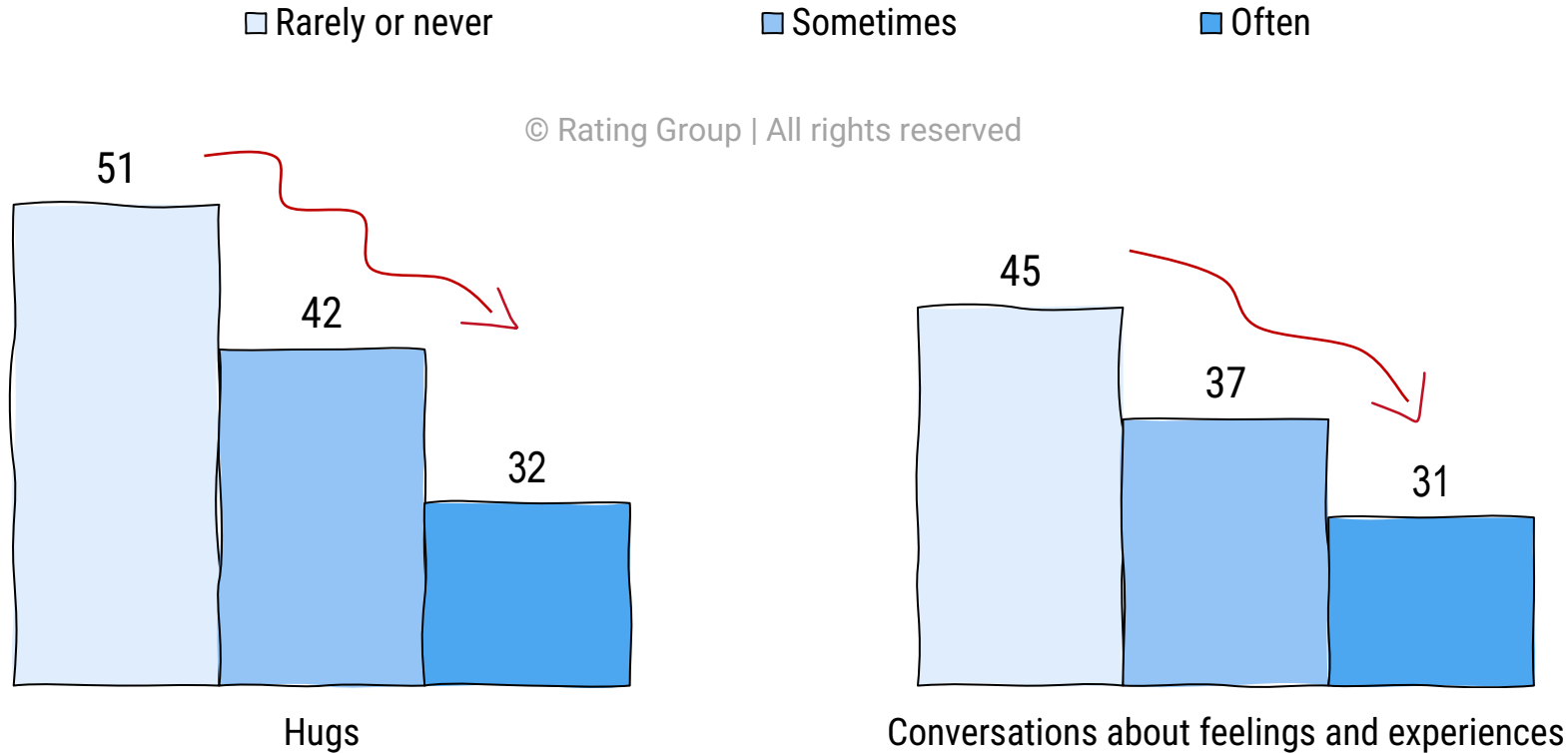


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Never (1) 2 3 4 5 6 Constantly (7)

# The impact of communication with parents: the relationship with children's stress

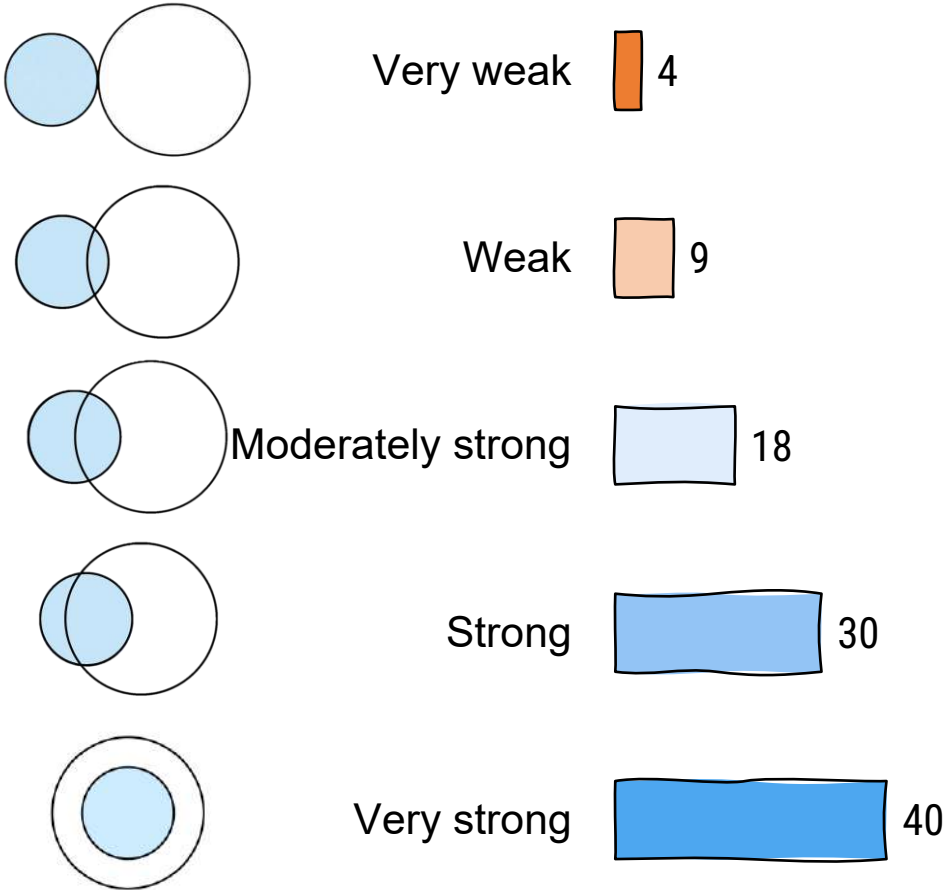
Children's responses (% of children experiencing significant stress)



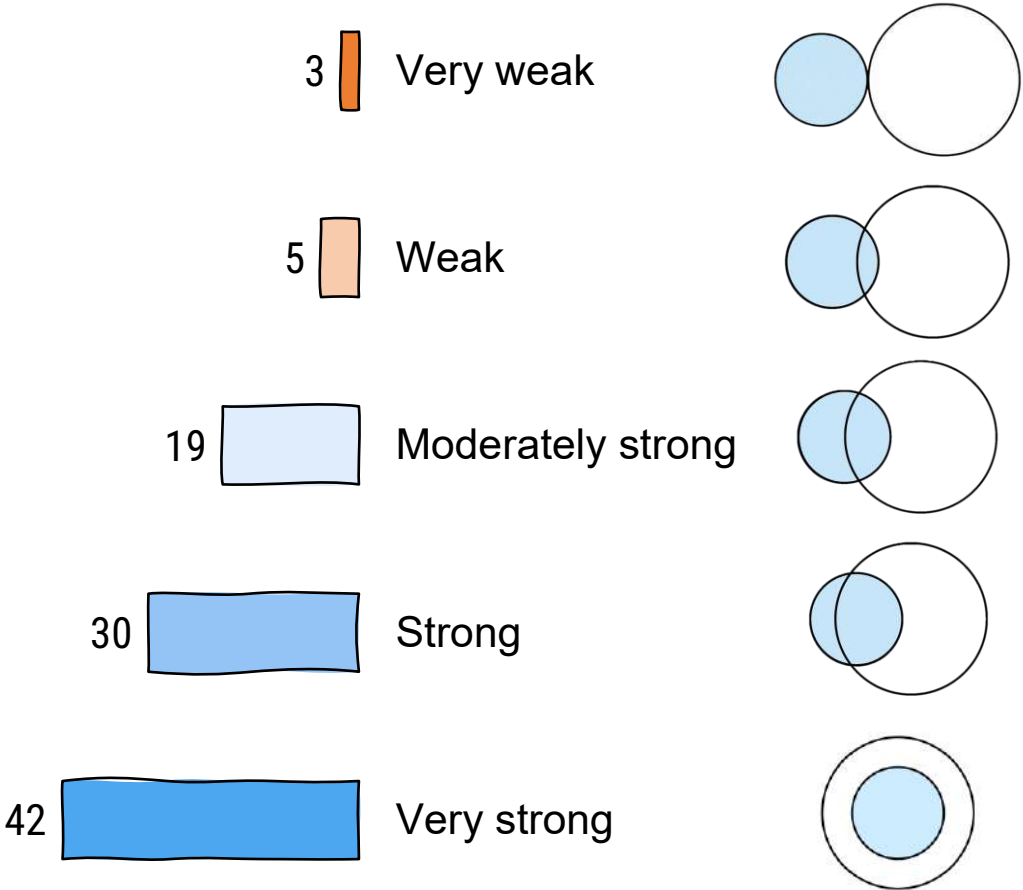
*HUGGING AND TALKING about feelings and experiences with parents  
HELPS REDUCE STRESS*

# Identity Fusion Scale<sup>1</sup> methodology: measuring emotional closeness between parents and children

**Question for children:** ‘Choose the image that best shows your relationship with your parents’



**Question for parents:** ‘Choose the image that best shows your child's connection with you’



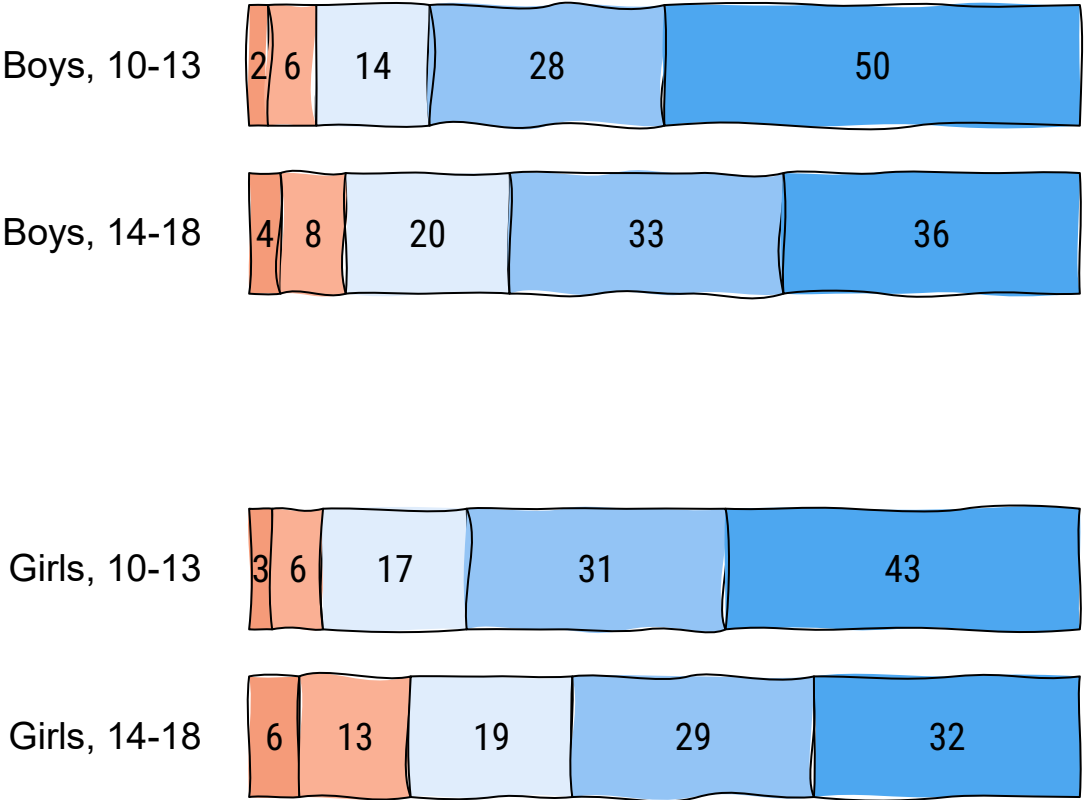
<sup>1</sup>Methodology authored by W. B. Swann Jr., et al. (2009)



# The degree of closeness between the child and their parents

Children's responses (%)

*Teenagers 14-18 feel a weaker connection with their parents, especially girls*

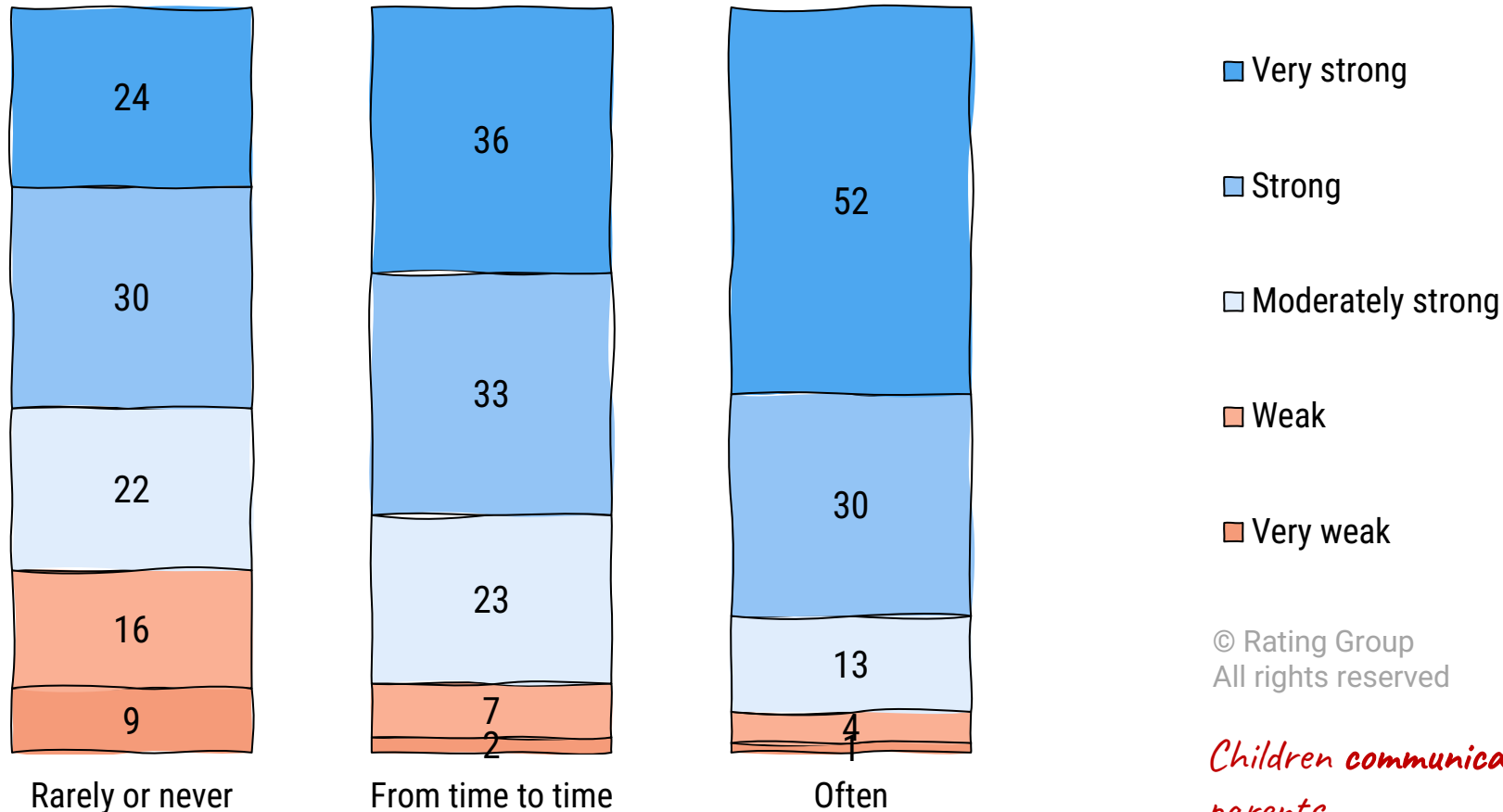


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Very weak   Weak   Moderately strong   Strong   Very strong

# The impact of communication frequency on emotional connection with parents

Children's responses (%)

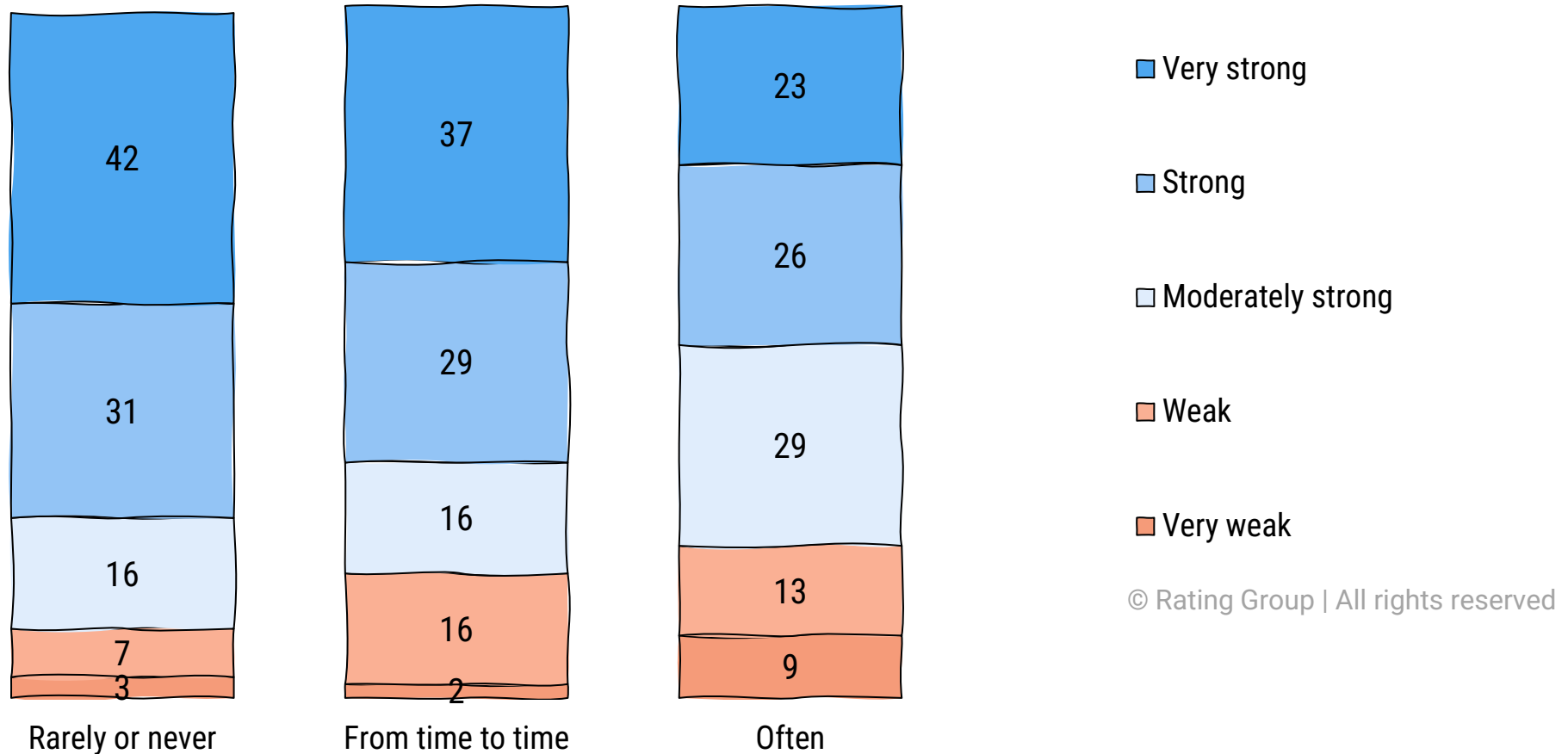


Frequency of communication between children and parents  
about their feelings and experiences

*Children communicating with their  
parents  
about their feelings and experiences  
significantly contributes to  
strengthening their emotional bond*

# Children who turn to AI more often for advice about their emotional state have weaker bonds with their parents

Children's responses (%)



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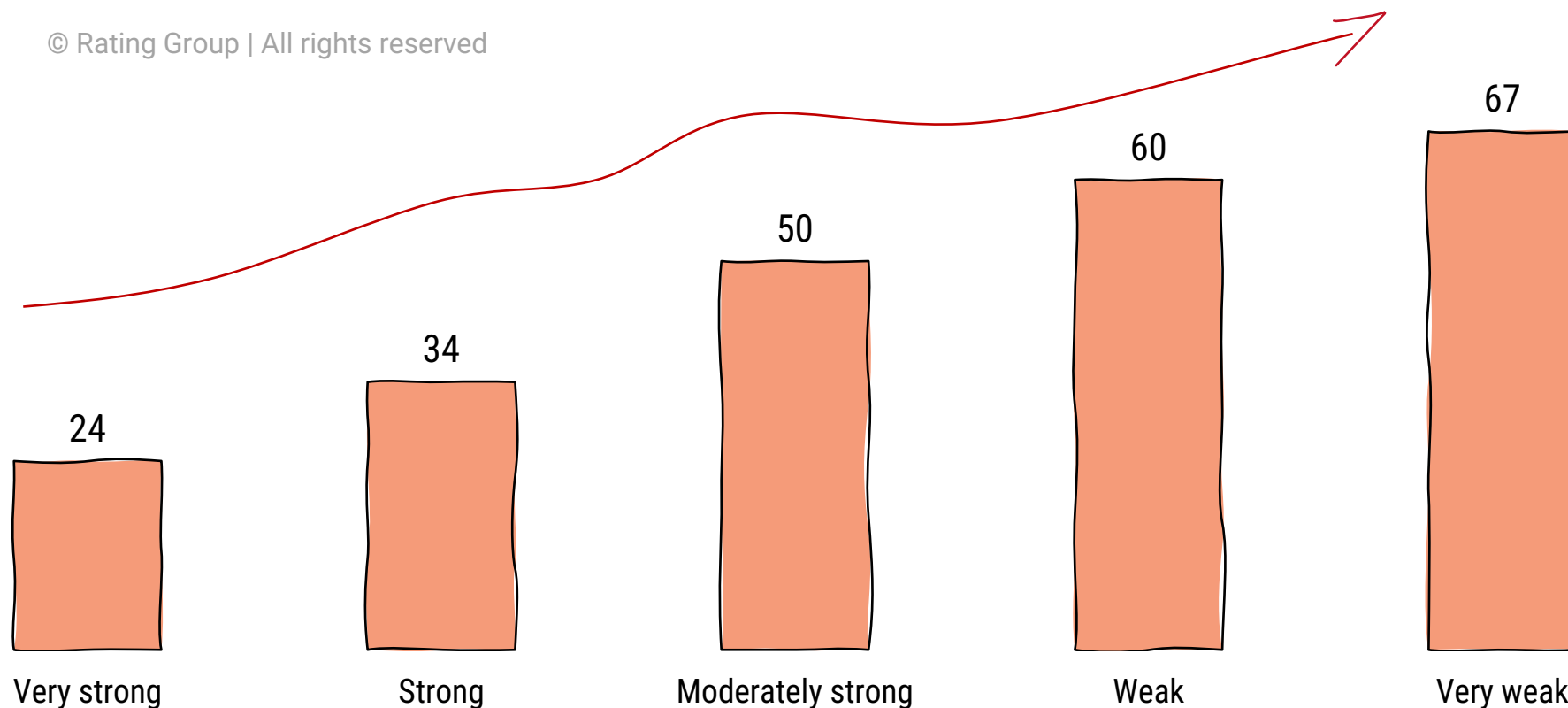
Frequency of children turning to AI for advice  
about their emotional state

# The impact of closeness to parents: the relationship with children's stress

Children's responses (% of children experiencing significant stress)

*The weaker the bond with parents, the more stress children experience*

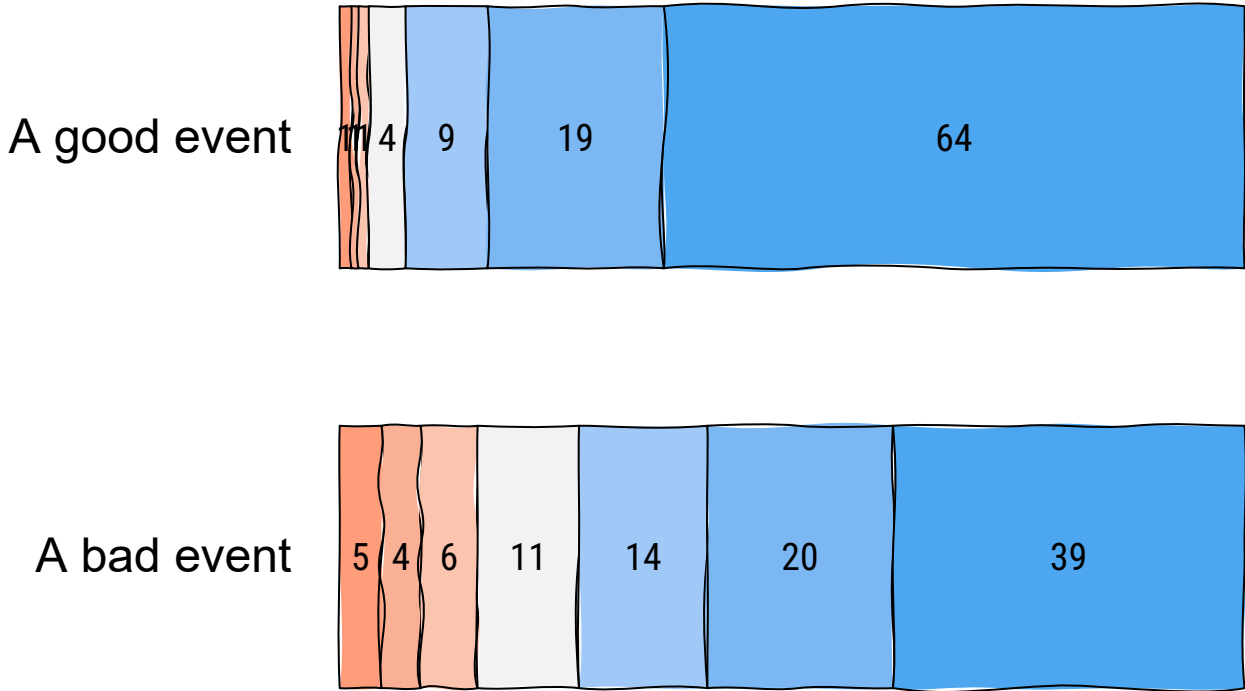
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# Will they tell their parents if ... happens?

Children's responses (%)

*Children are less willing  
to share bad  
experiences*



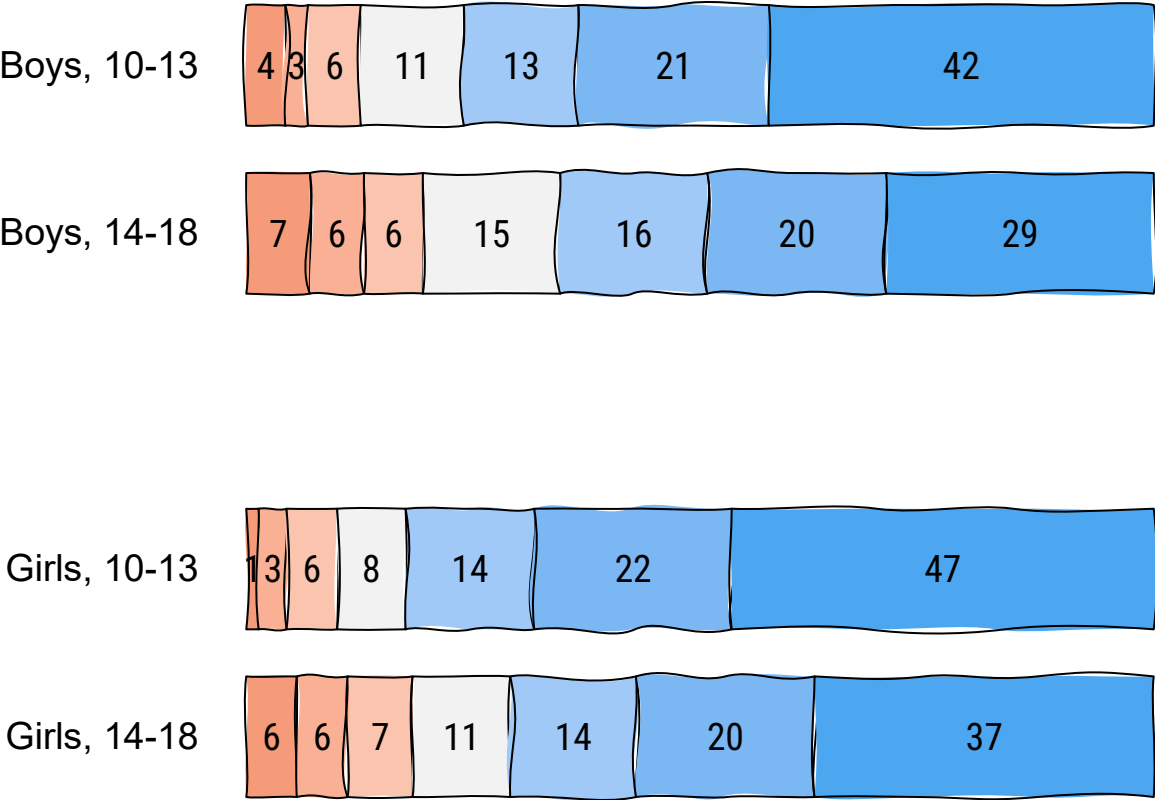
© Rating Group | All rights reserved

■ Won't tell (1) ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ Will tell (7)

# Will they tell parents if a bad event happens?

Children's responses (%)

*Boys are less likely to share bad events from their lives*

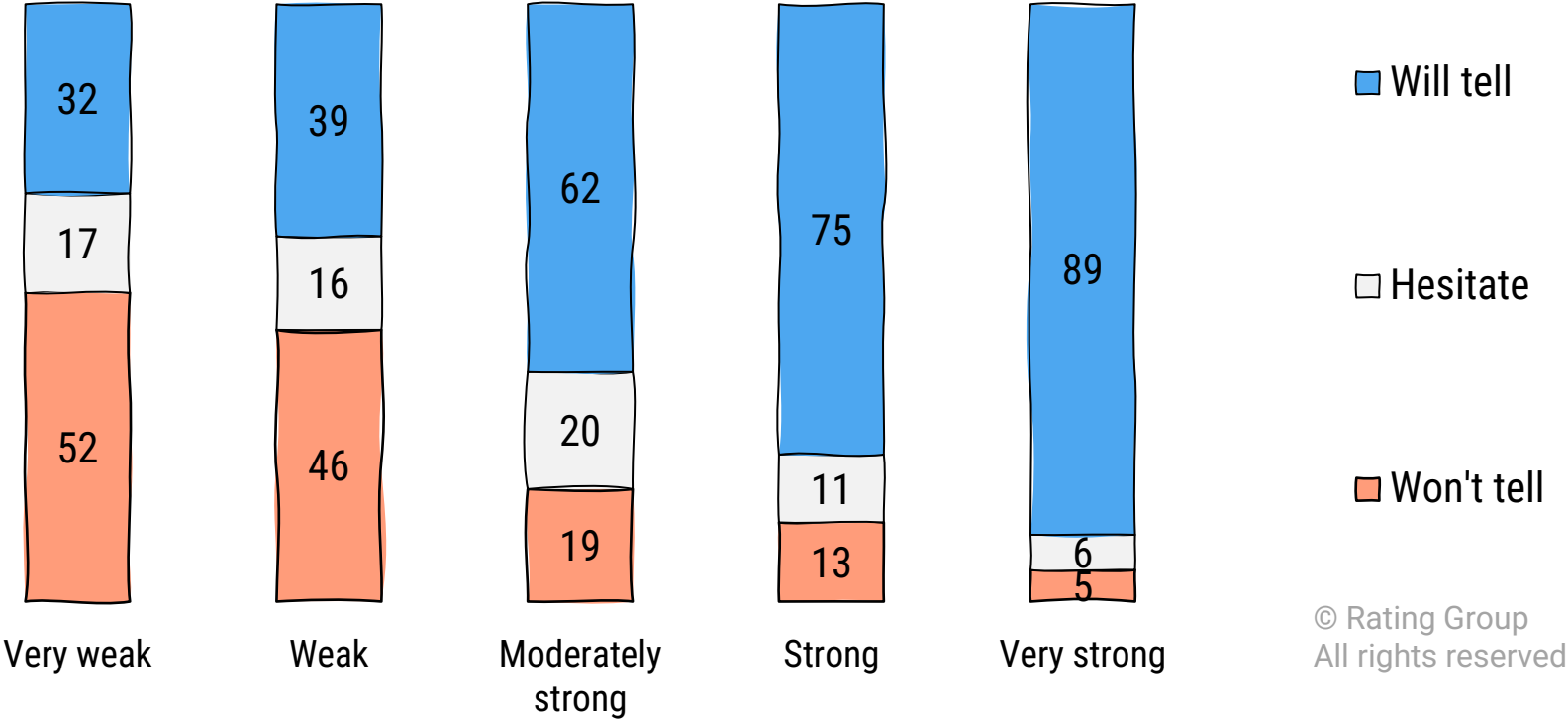


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■ Won't tell (1) ■ 2 ■ 3 □ 4 ■ 5 ■ 6 ■ Will tell (7)

# The link between closeness to parents and willingness to share bad news with loved ones

Children's responses (% of children who share about a bad event)

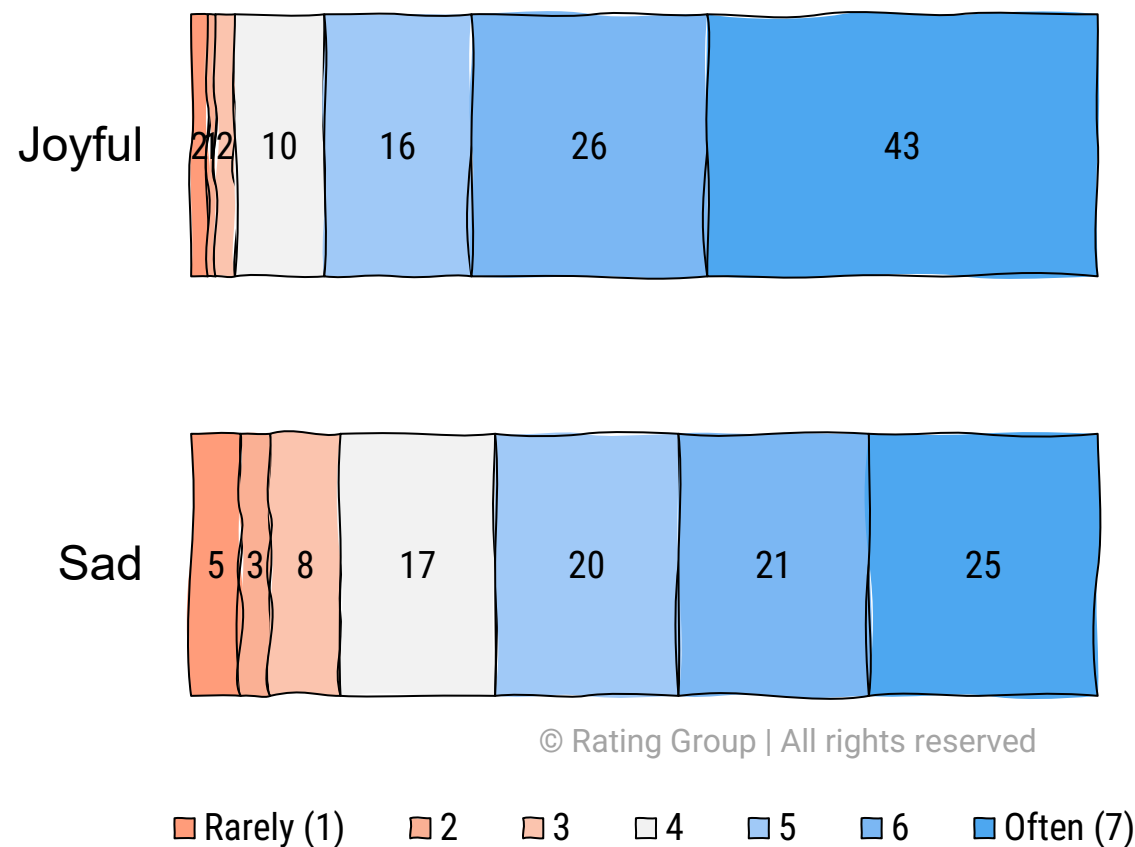


*The weaker the relationship with parents, the less likely children are to talk about bad experiences*

# How often can you understand that your parents are... ?

Children's responses (%)

*Children find it easier to recognise joy in their parents than sadness*

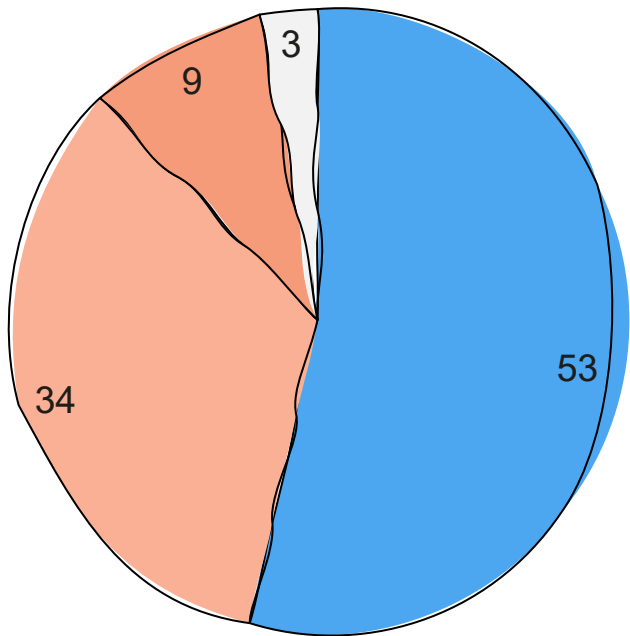




# Are parents prepared to give money to their children?

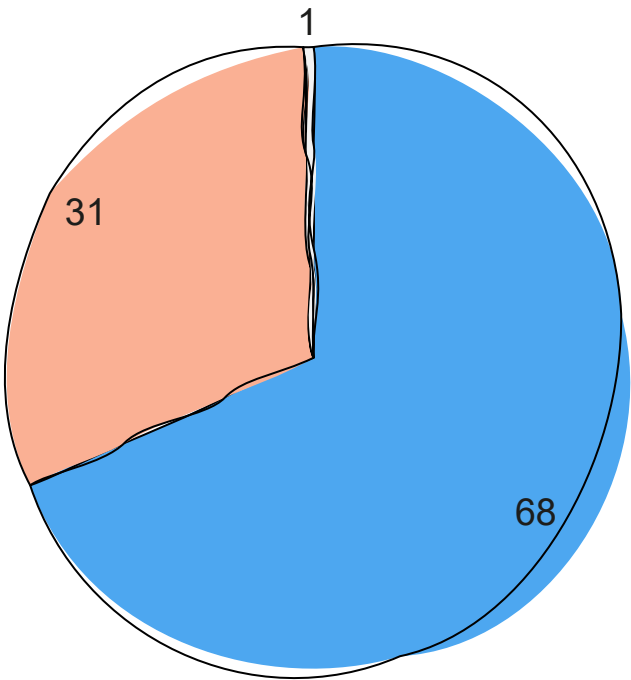
**Question for children:** 'If you need money, will you ask your parents for it?'

Children's responses (%)



**Question for parents:** 'If your child asks you for money, will you give it to them?'

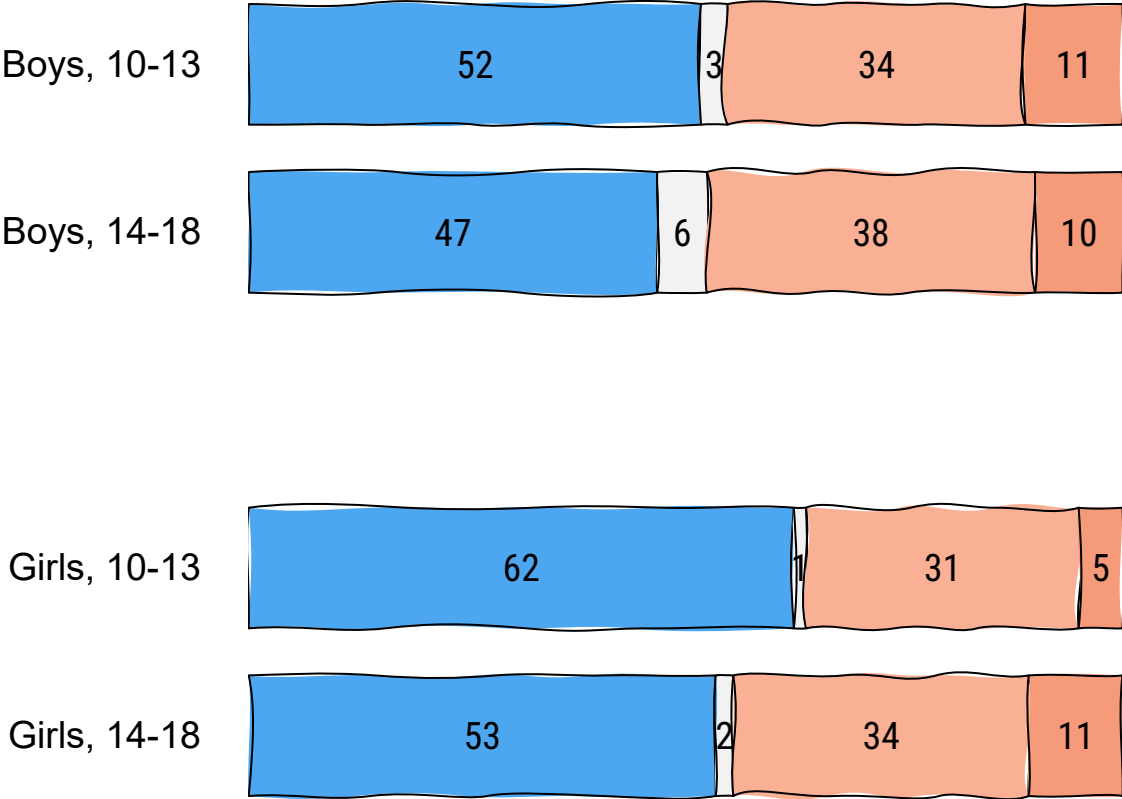
Parents' responses (%)



- Yes, easily
- Maybe, I'll think about it
- Unlikely
- Difficult to say

# Children's willingness to ask their parents for money

Children's responses (%)



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■ Yes, easily    □ Difficult to say    ■ Maybe, I'll think about it    ■ Unlikely

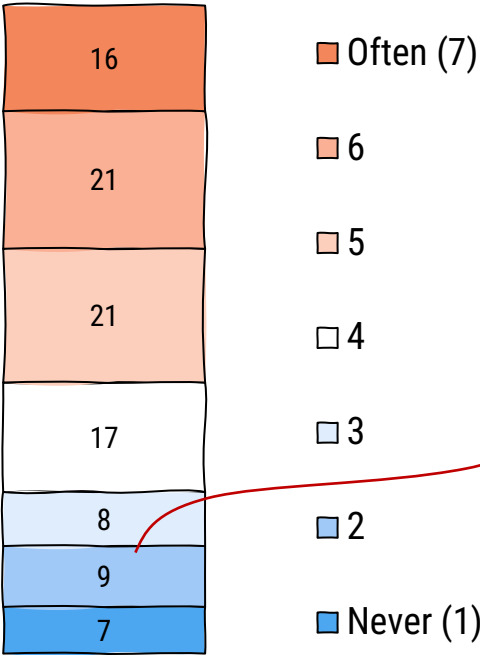
# *EDUCATIONAL PRACTICES*



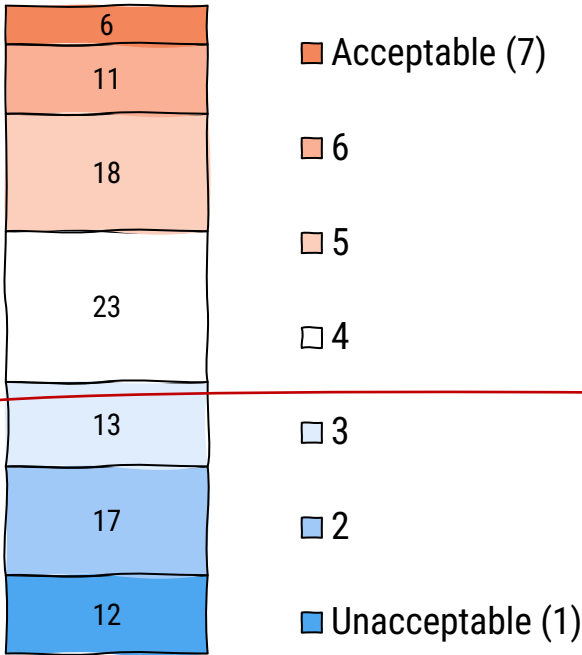
# Raising one's voice, shout

Responses from children and parents (%)

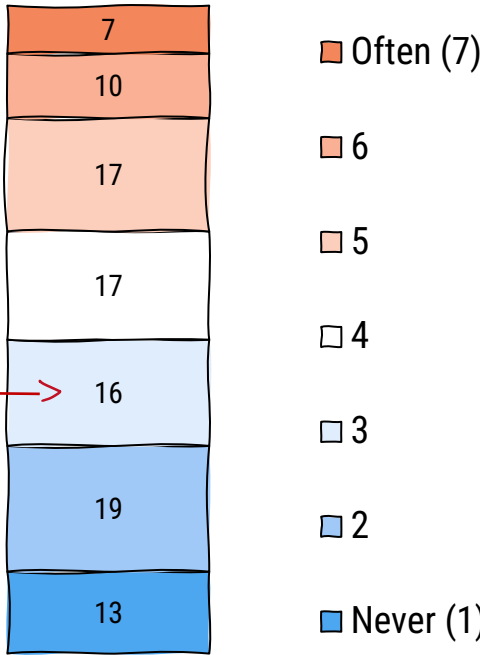
**Question for parents:** 'Did your parents use such disciplinary measures on you?'



**Question for parents:** 'If a child behaves inappropriately, to what extent are such disciplinary actions by parents acceptable?'



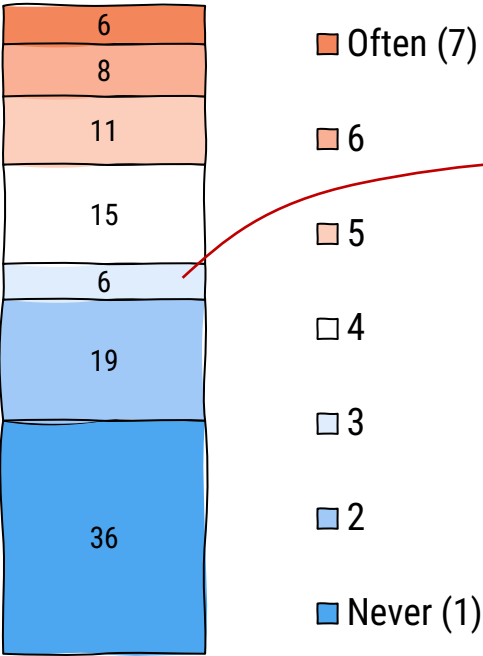
**Question for children:** 'If you behave inappropriately, how often do your parents resort to such actions?'



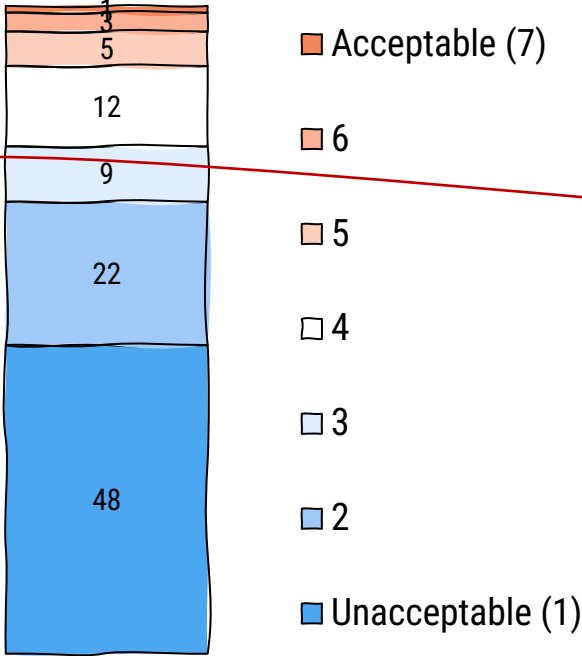
# Use of unpleasant words in conversation

Responses from children and parents (%)

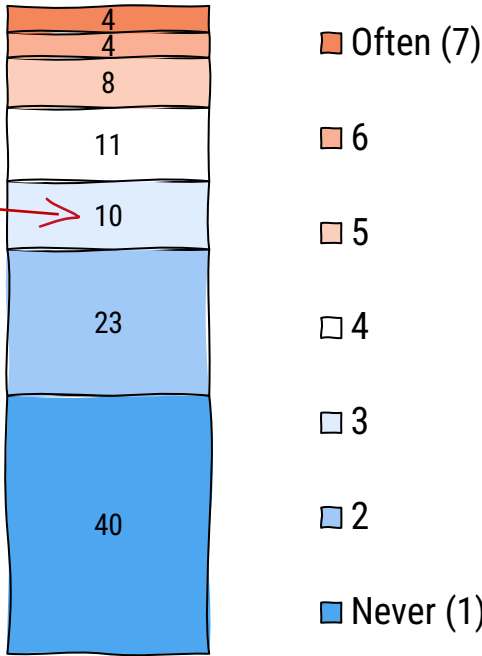
**Question for parents:** ‘Did your parents use such disciplinary measures on you?’



**Question for parents:** ‘If a child behaves inappropriately, to what extent are such disciplinary actions by parents acceptable?’



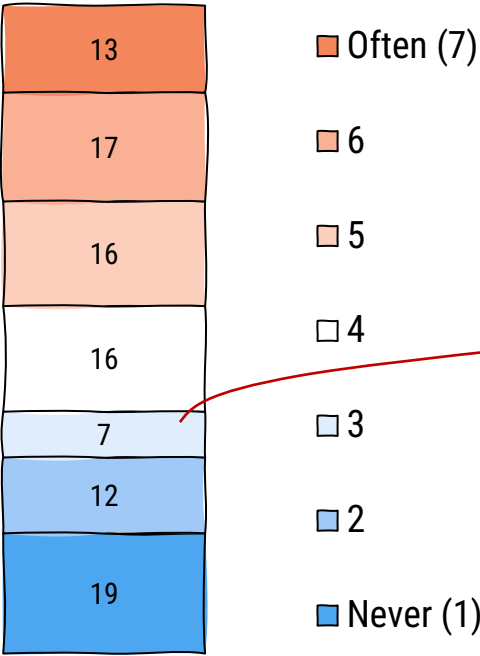
**Question for children:** ‘If you behave inappropriately, how often do your parents resort to such actions?’



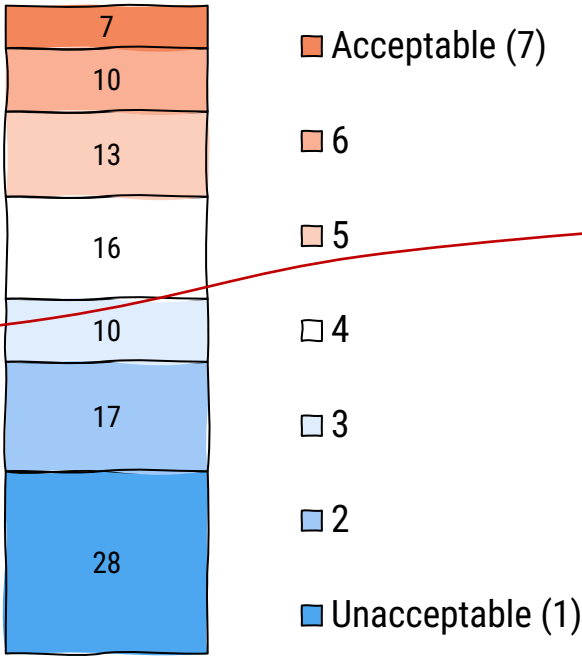
# Threaten with severe punishment

Responses from children and parents (%)

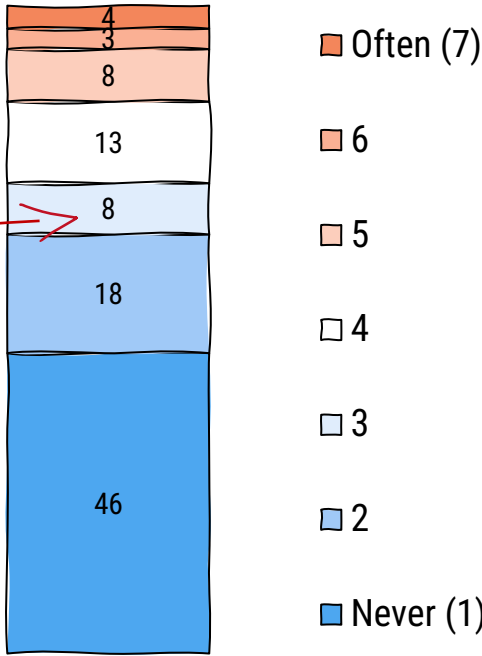
**Question for parents:** ‘Did your parents use such disciplinary measures on you?’



**Question for parents:** ‘If a child behaves inappropriately, to what extent are such disciplinary actions by parents acceptable?’



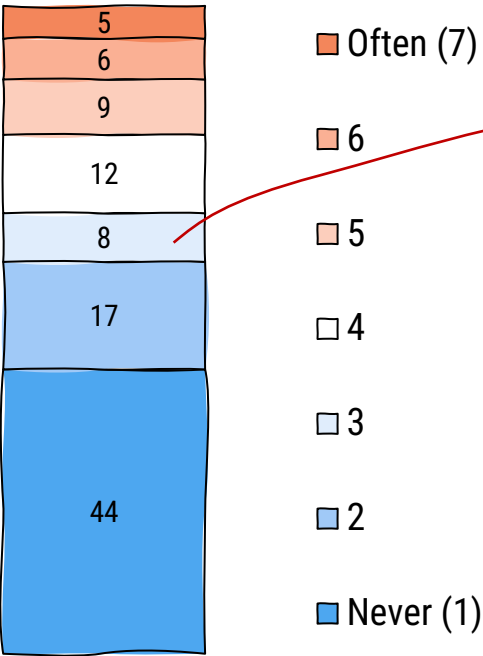
**Question for children:** ‘If you behave inappropriately, how often do your parents resort to such actions?’



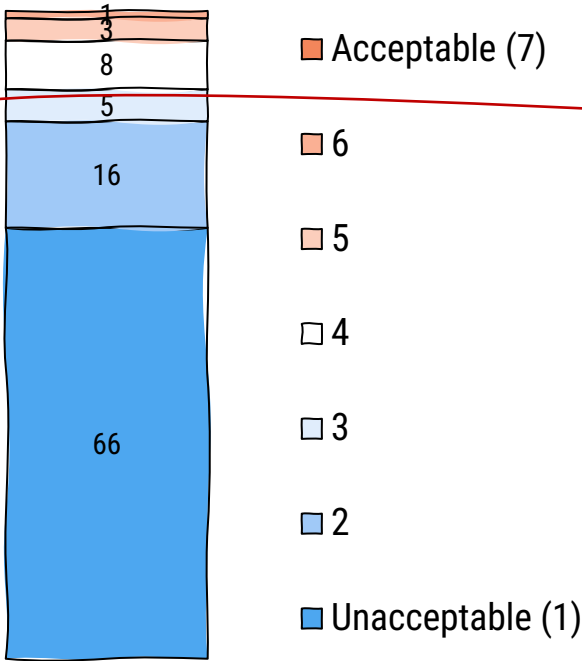
# Not talking to the child, ignoring them

Responses from children and parents (%)

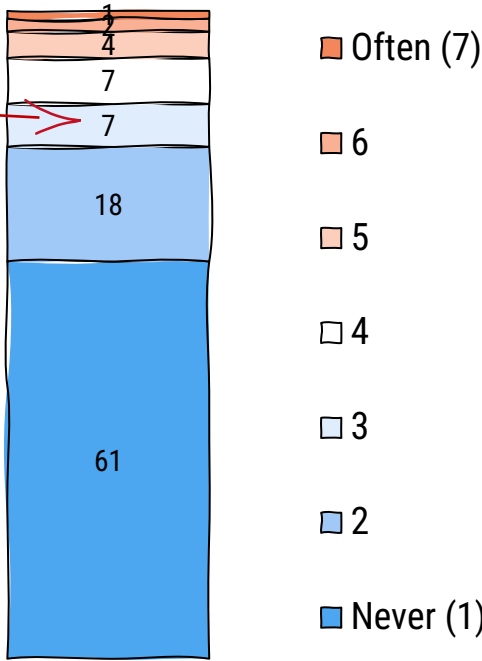
**Question for parents:** ‘Did your parents use such disciplinary measures on you?’



**Question for parents:** ‘If a child behaves inappropriately, to what extent are such disciplinary actions by parents acceptable?’



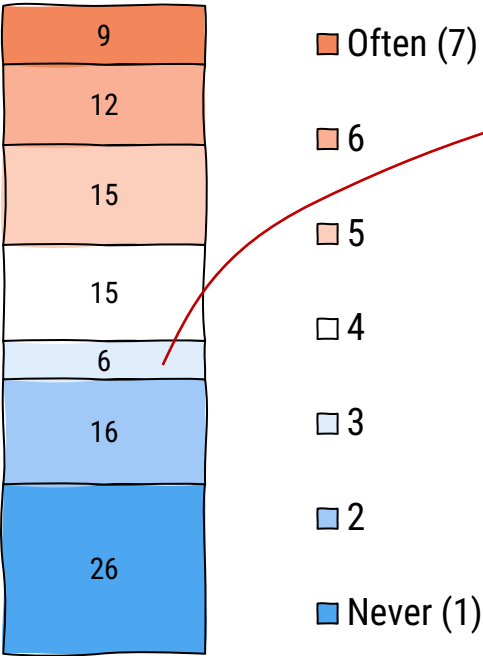
**Question for children:** ‘If you behave inappropriately, how often do your parents resort to such actions?’



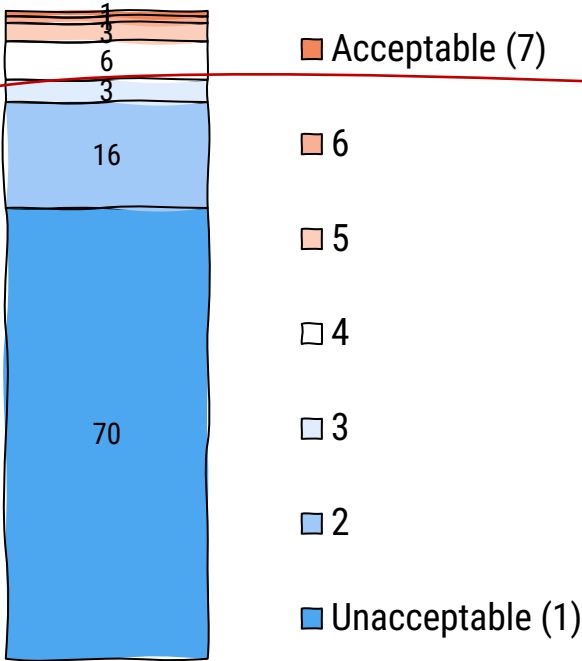
# Light physical punishment

Responses from children and parents (%)

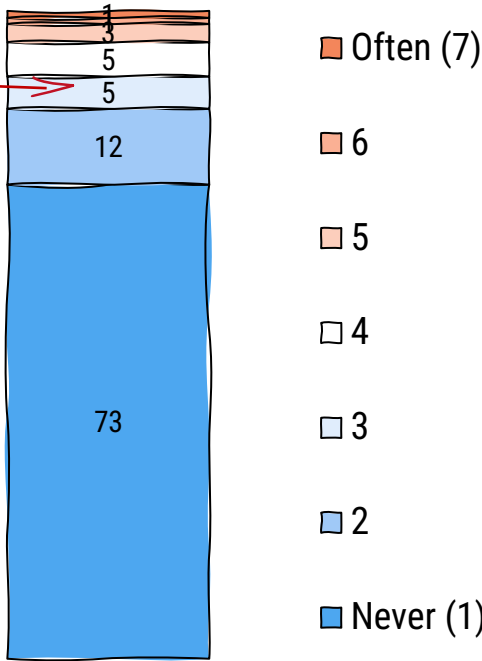
**Question for parents:** ‘Did your parents use such disciplinary measures on you?’



**Question for parents:** ‘If a child behaves inappropriately, to what extent are such disciplinary actions by parents acceptable?’



**Question for children:** ‘If you behave inappropriately, how often do your parents resort to such actions?’

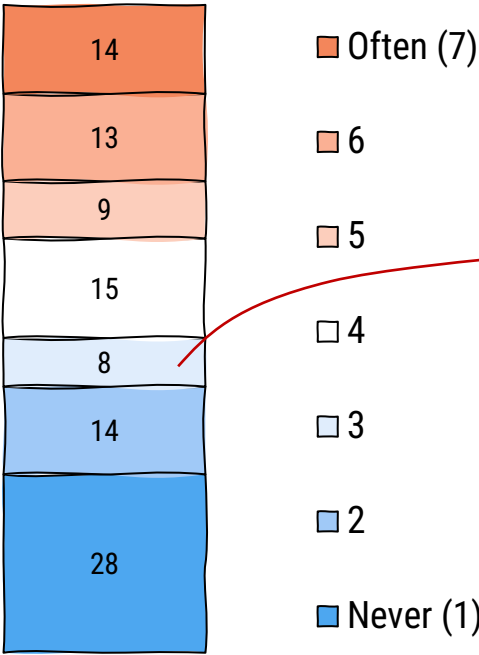




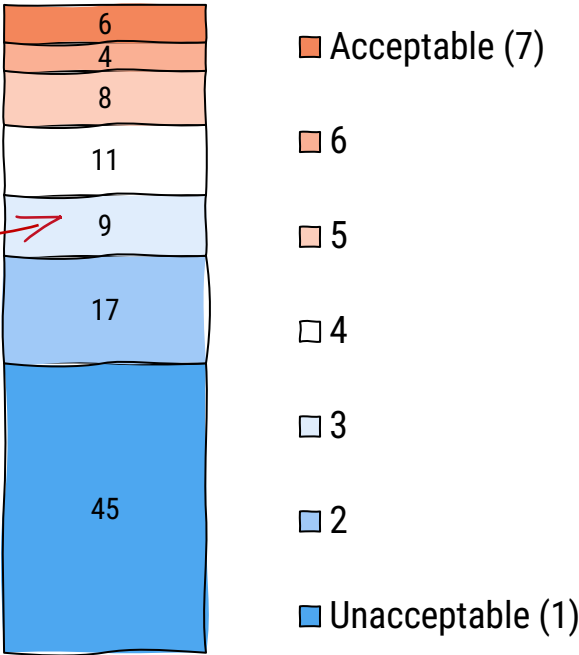
# Take away child's phone or other gadgets

Responses from children and parents (%)

**Question for parents:** 'If a child behaves inappropriately, to what extent are such disciplinary actions by parents acceptable?'

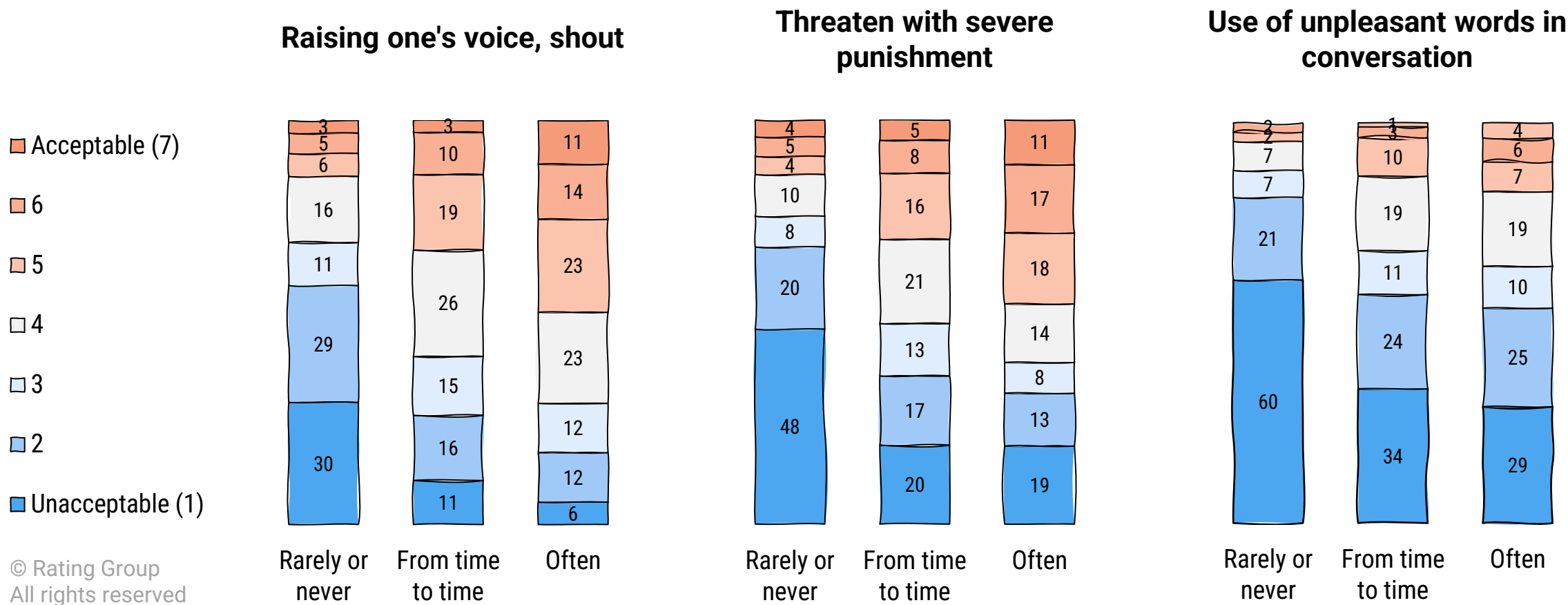


**Question for children:** 'If you behave inappropriately, how often do your parents resort to such actions?'



# The influence of parents' previous experience on their perception of parenting practices

Parents' responses (%)

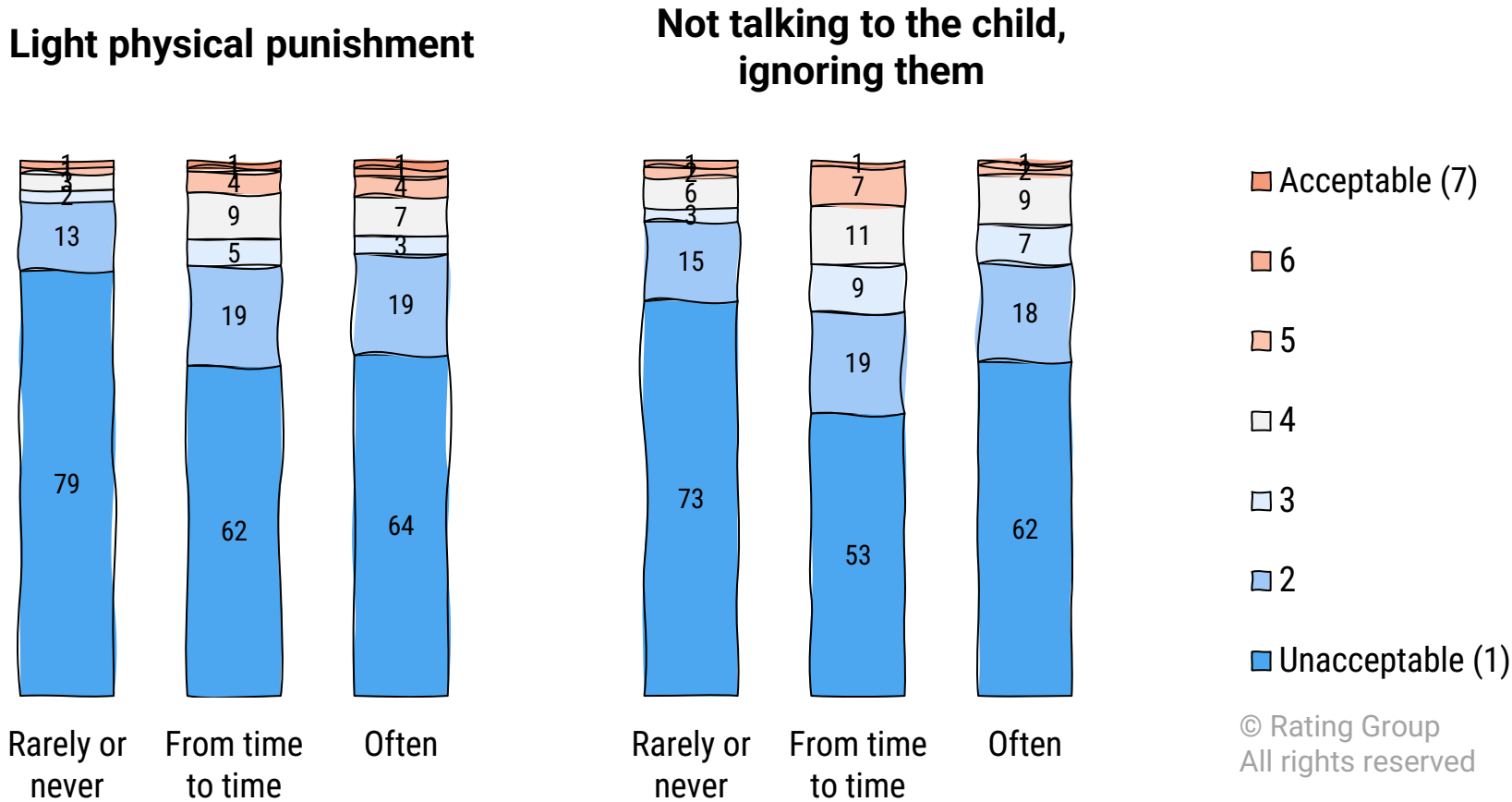


The frequency with which parents experienced such punishments in their childhood

*The more often parents were punished as children, the more likely they are to punish their own children*

# The influence of parents' previous experience on their perception of parenting practices

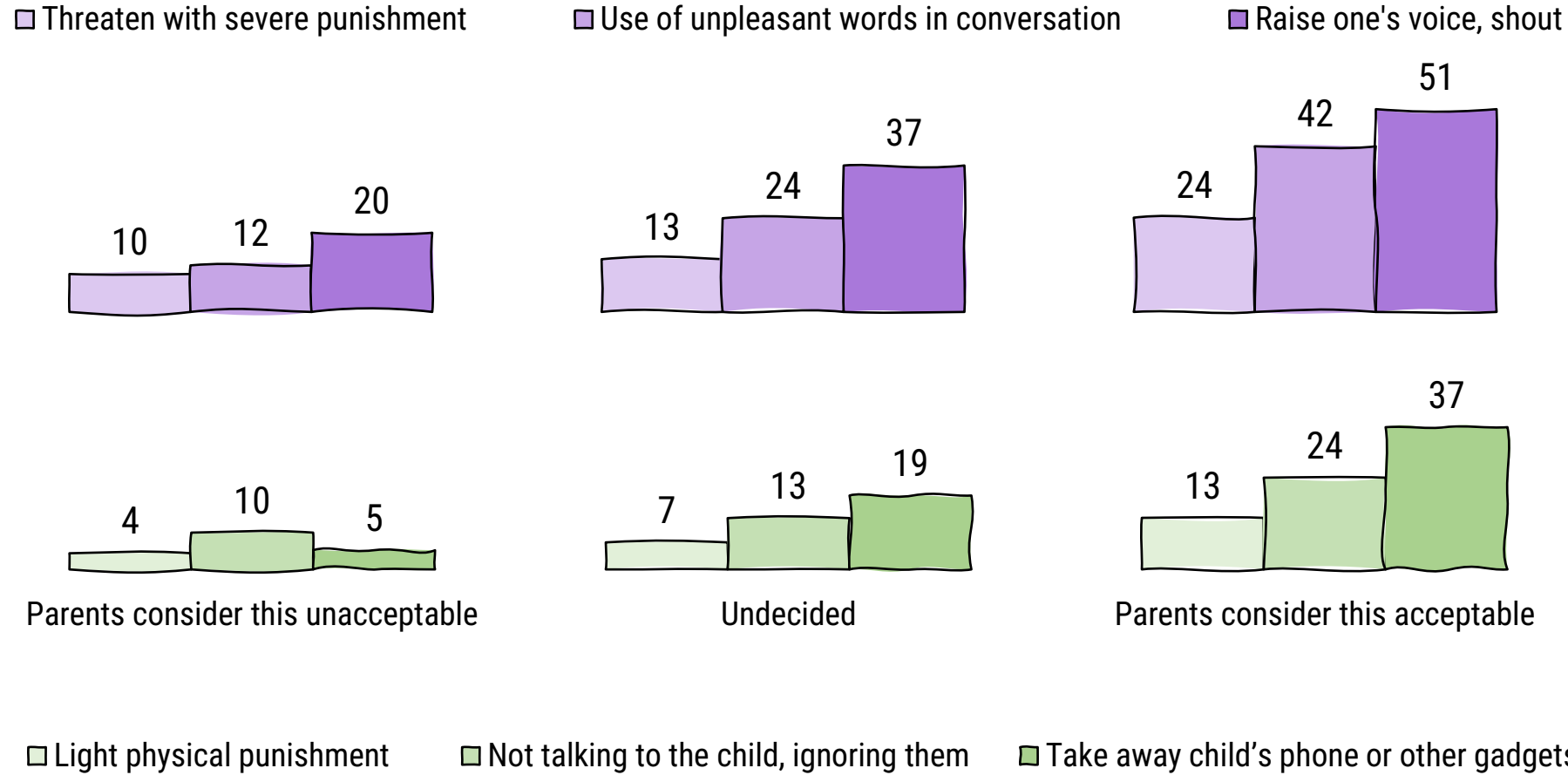
Parents' responses (%)



The frequency with which parents experienced such punishments in their childhood

# If parents allow such punishments, then they apply them. Children confirm this

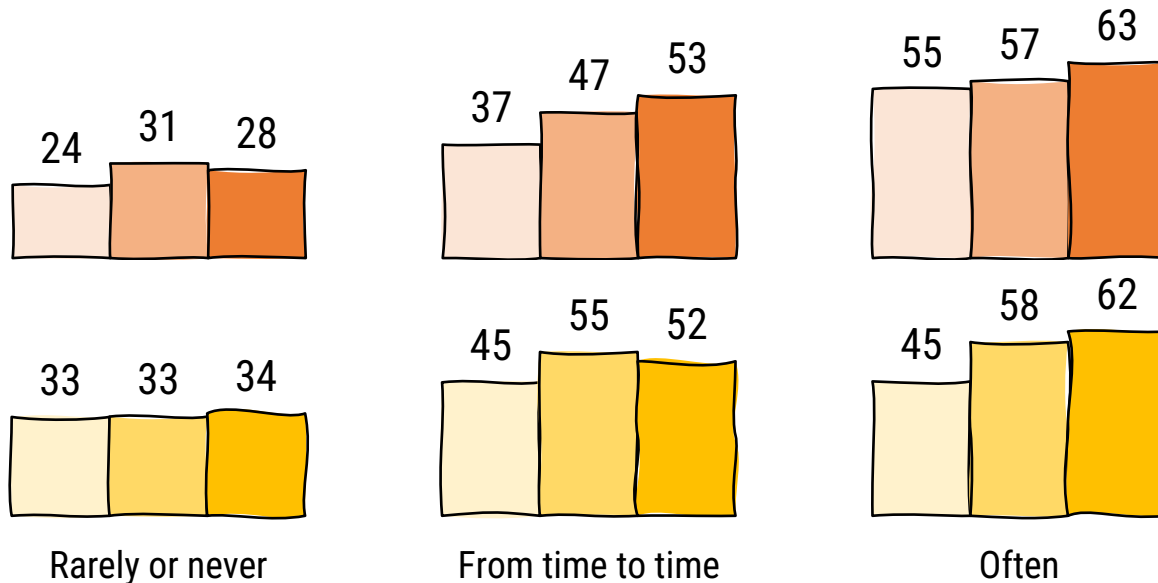
Children's responses (% of children who indicated that their parents often resort to such parenting methods)



# Consequences of educational actions: correlation with children's stress

Children's responses (% of children experiencing significant stress)

□ Raise one's voice, shout      □ Threaten with severe punishment      □ Use of unpleasant words in conversation



*The more often parents resort to such disciplinary measures, the higher the stress levels in their children*

*The most negative effect is the use of unpleasant words or physical punishment*

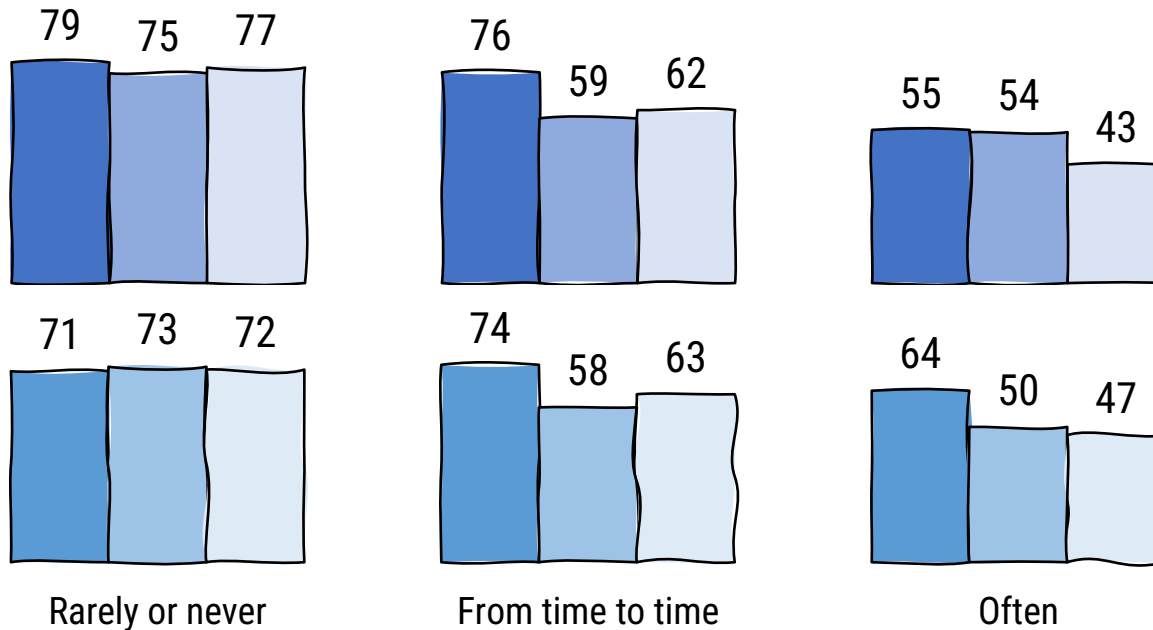
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□ Take away child's phone or other gadgets      □ Not talking to the child, ignoring them      □ Light physical punishment

# Emotional connection between children and parents and parenting actions: interrelationship

Children's responses (% of children who have a strong relationship with their parents)

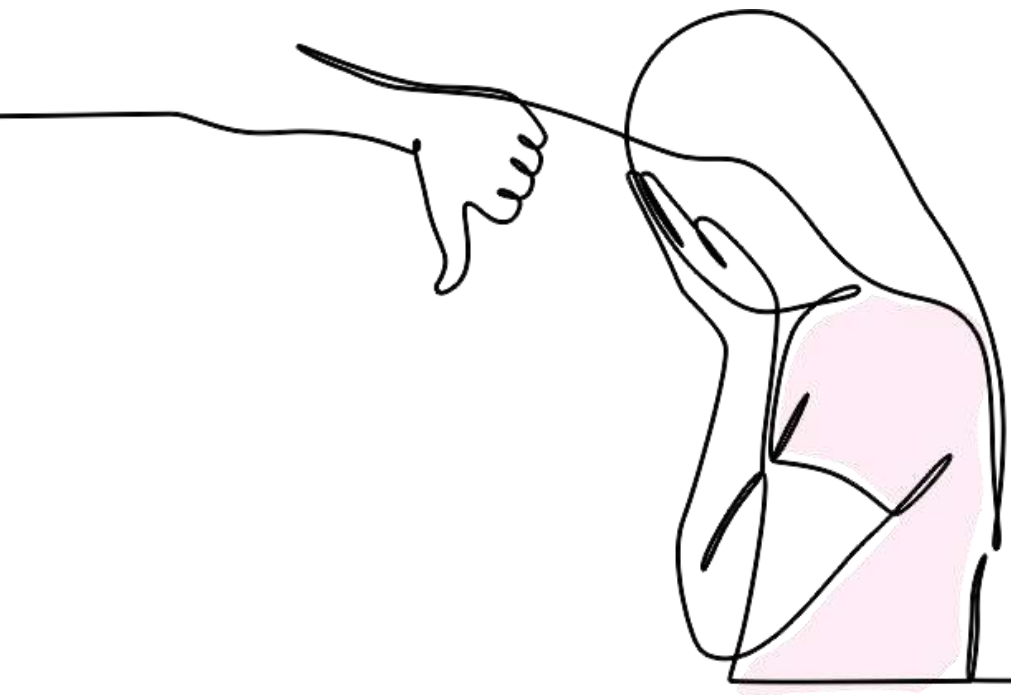
■ Raise one's voice, shout    ■ Threaten with severe punishment    □ Use of unpleasant words in conversation



*The more often parents resort to such disciplinary measures, the weaker their bond with their children becomes*

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■ Take away child's phone or other gadgets    ■ Not talking to the child, ignoring them    □ Light physical punishment



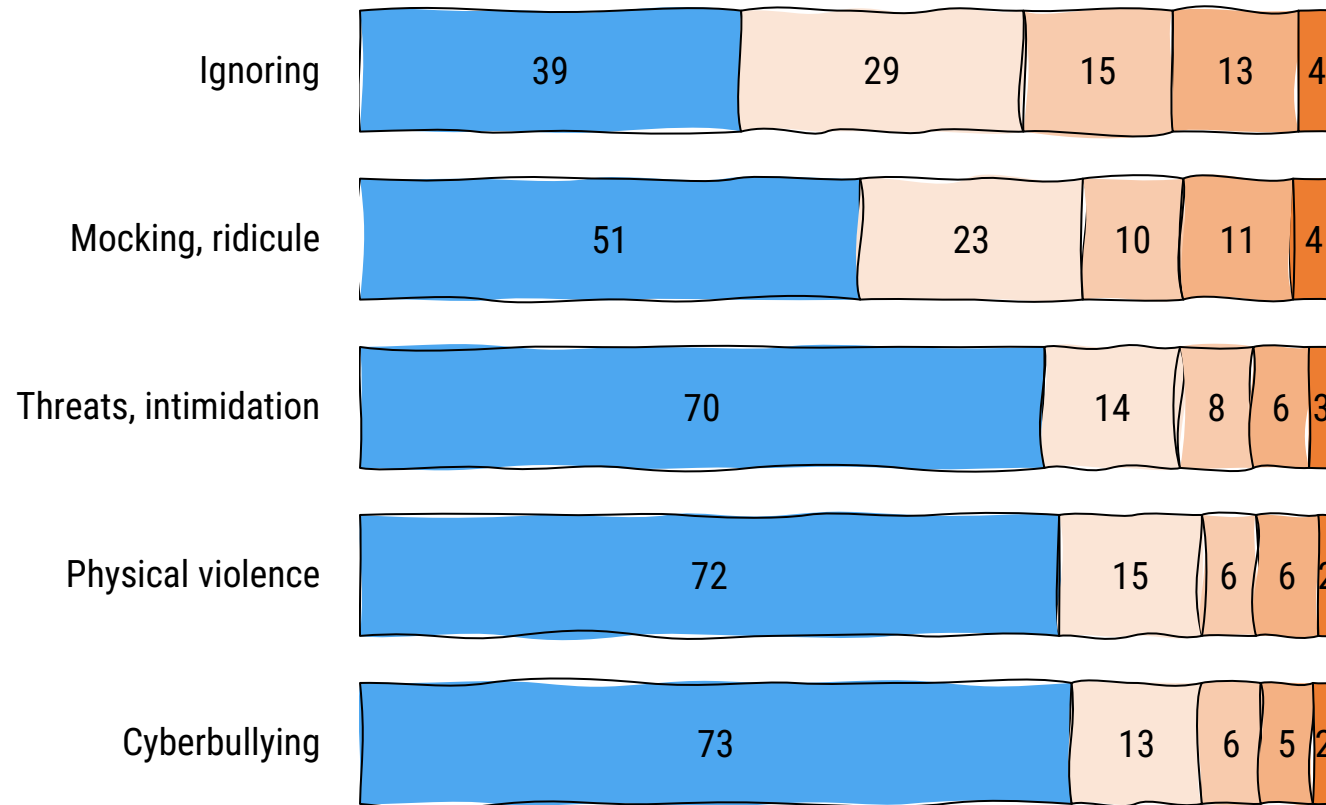
*BULLYING*

# How often have such situations occurred with children in the last six months?

Children's responses (%)

Never Very rarely Rarely Sometimes Often

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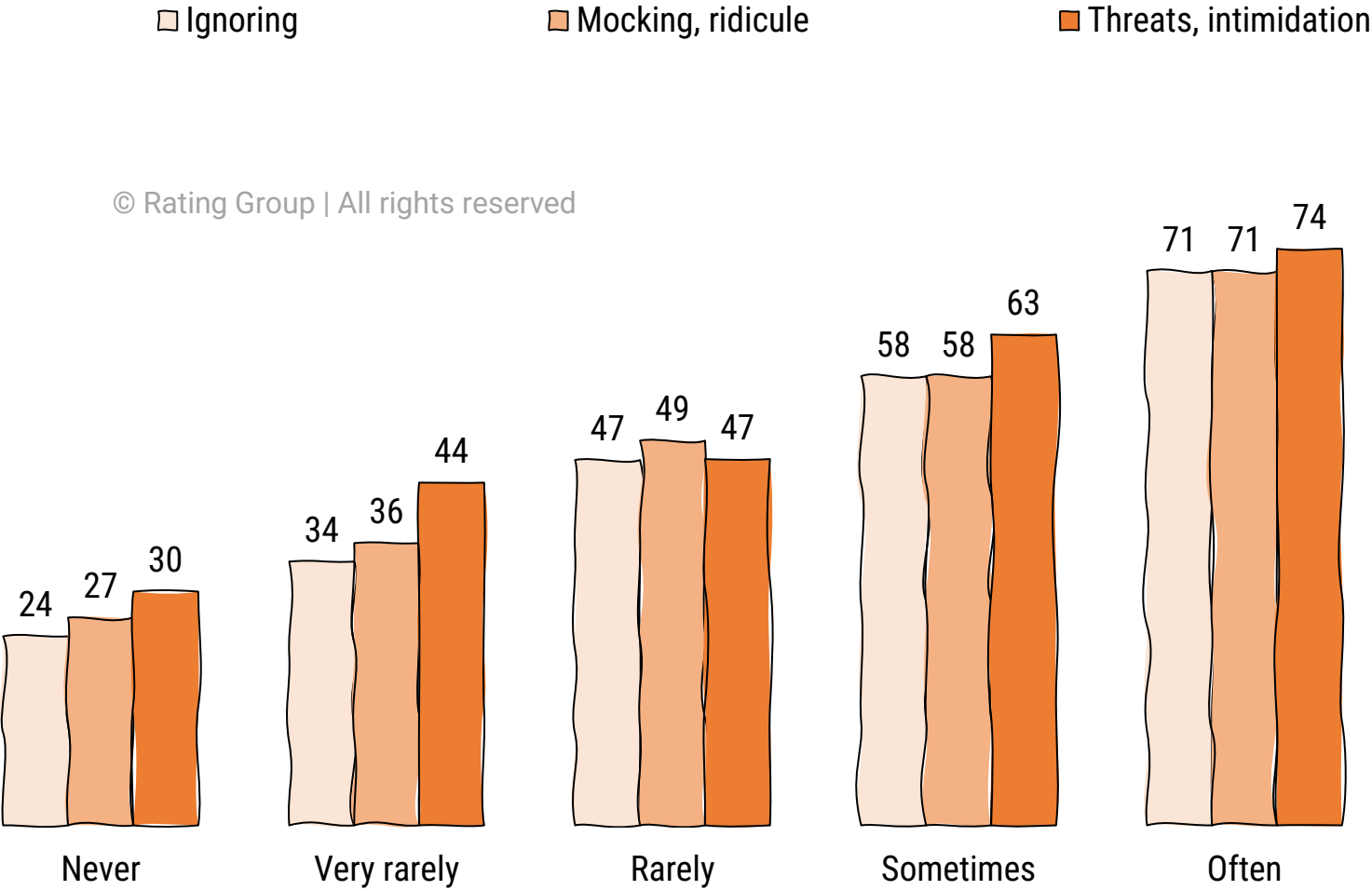


**61%** children  
have been **bullied**  
at least once in  
the last six months



# Frequency of bullying and childhood stress

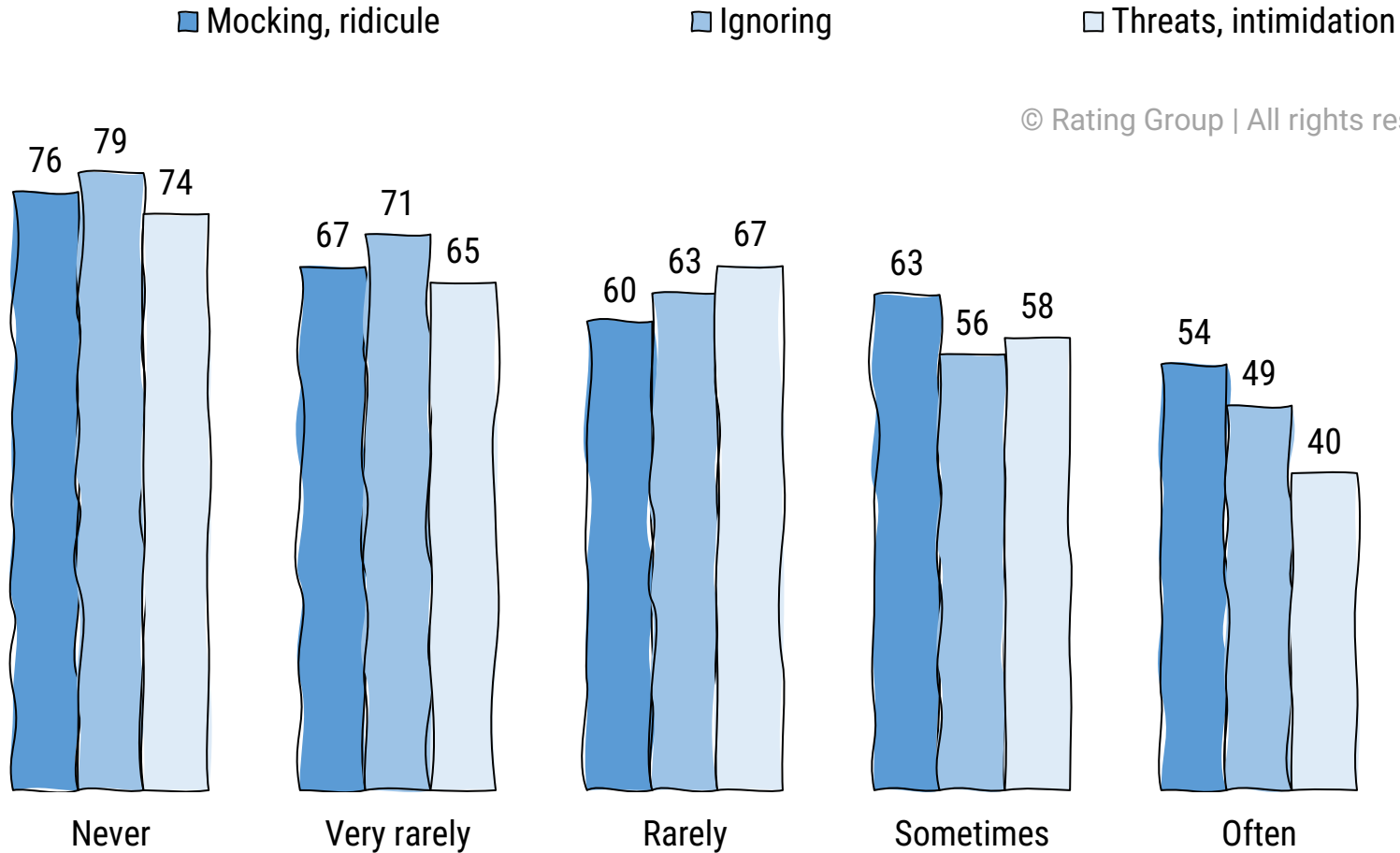
Children's responses (% of children experiencing significant stress)



*The more often children are ignored, ridiculed or threatened, the more stress they experience. At the same time, threats and intimidation are the most stressful forms of bullying*

# Частота булінгу та емоційний зв'язок з батьками

Children's responses (% of children who feel a strong emotional bond with their parents)



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*The more often children are subjected to ridicule, neglect or threats, the weaker their bond with their parents becomes. This is especially true in the case of threats and intimidation*

# Are parents aware of their children being bullied?

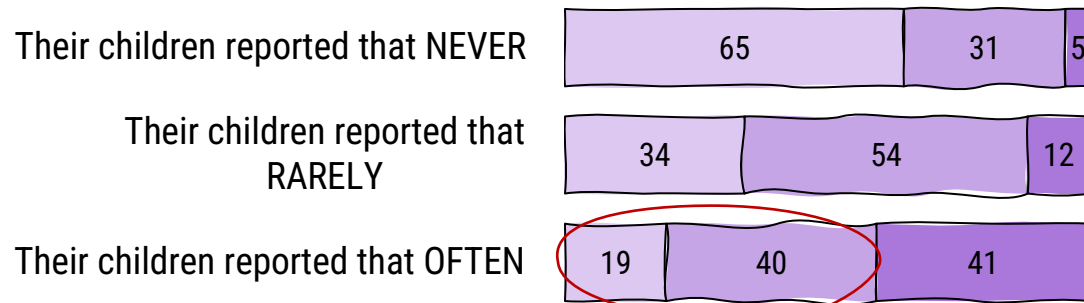
Parents' responses (%)

□ Parents believe that NEVER

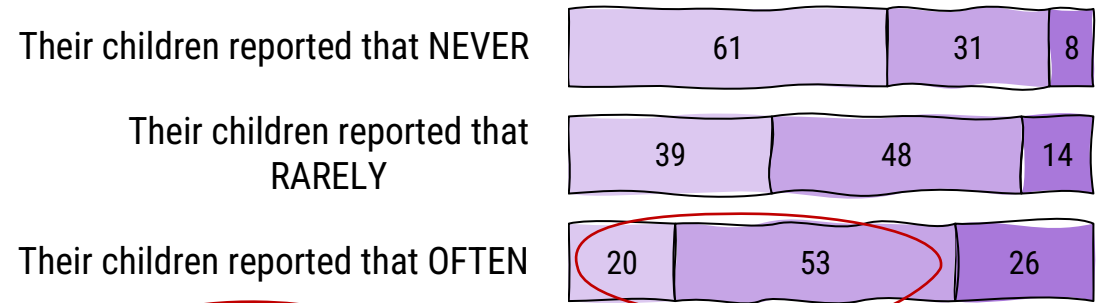
□ Parents believe that RARELY

□ Parents believe that OFTEN

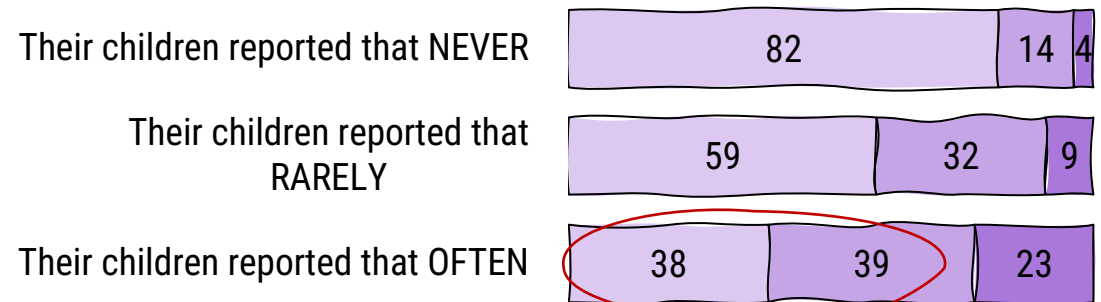
## Mocking, ridicule



## Ignoring



## Threats, intimidation

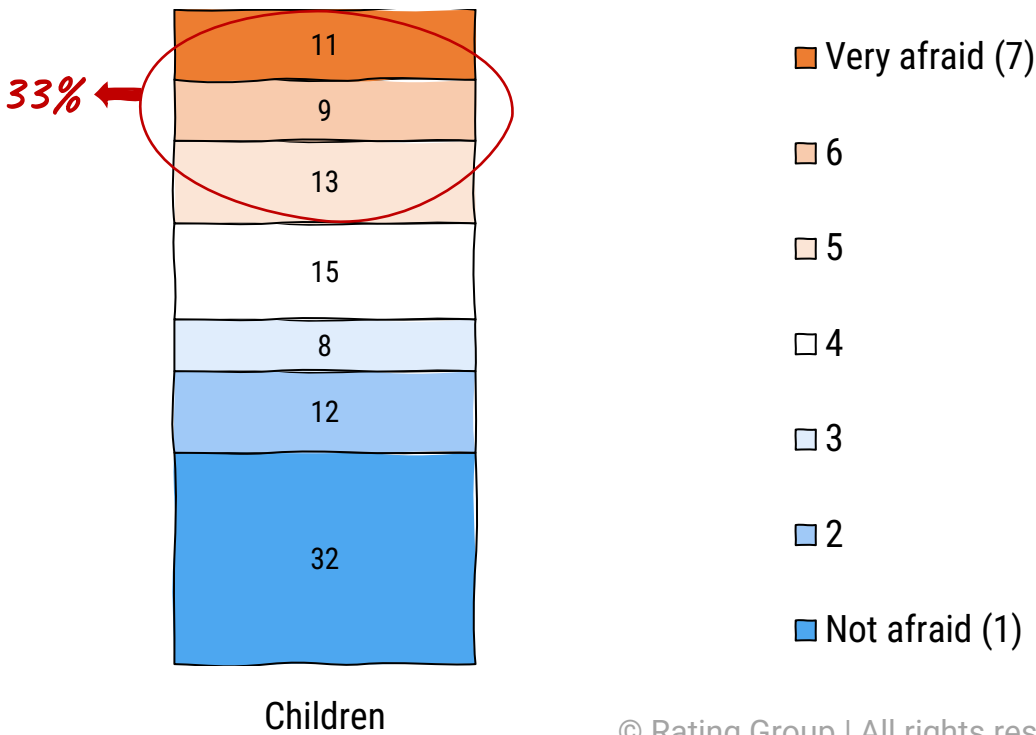


*Children who experience bullying are less likely to talk to their parents about their feelings. We cannot say whether it is the children who are closing themselves off from their parents or, conversely, the parents who are unwilling to discuss the issue. This requires further research*

# Fear of getting caught up in bullying situations

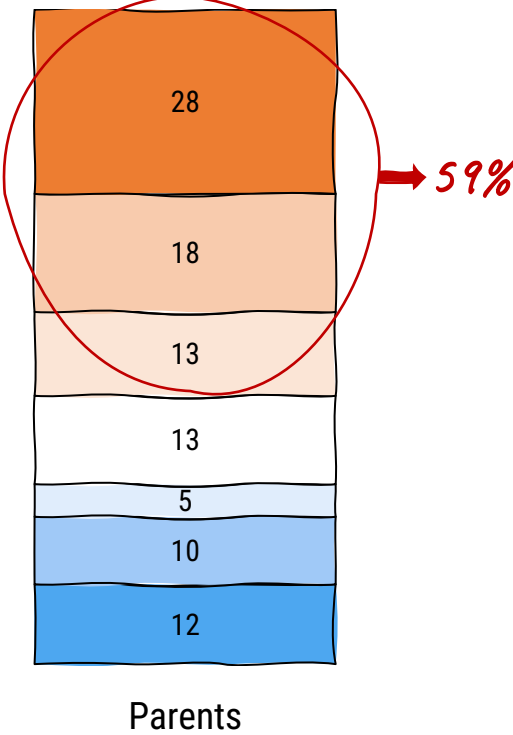
**Question for children:** 'Are you afraid of getting bullied?'

Children's responses (%)



**Question for parents:** 'Are you afraid that your child might become a victim of bullying?'

Parents' responses (%)



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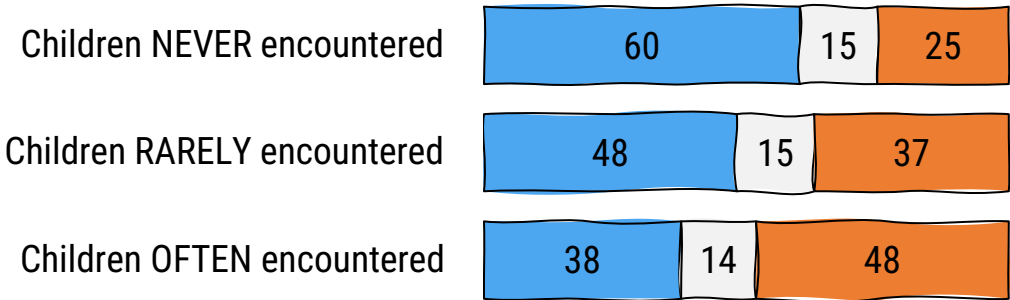
*One in three children is afraid of being bullied. Parents worry about this even more*

# How afraid children are of finding themselves in a bullying situation depending on the frequency of previous experiences

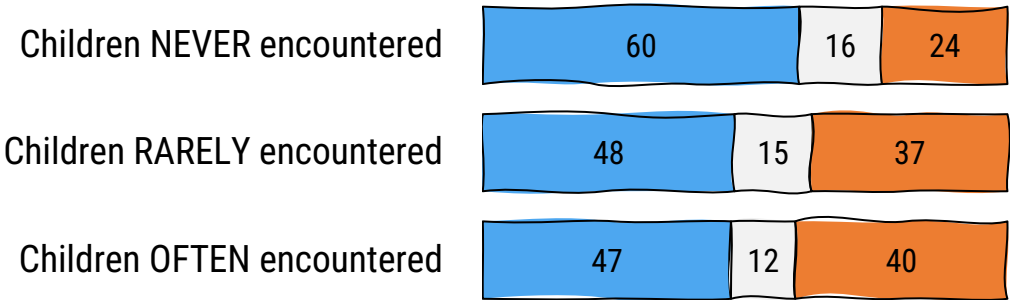
Children's responses (%)

Not afraid      Difficult to say      Afraid

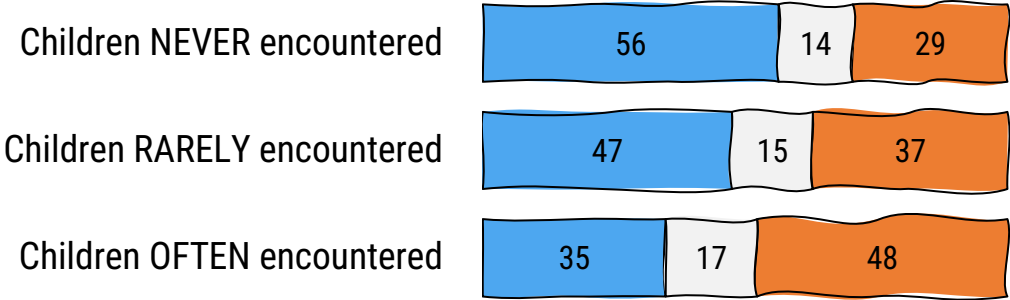
## Mocking, ridicule



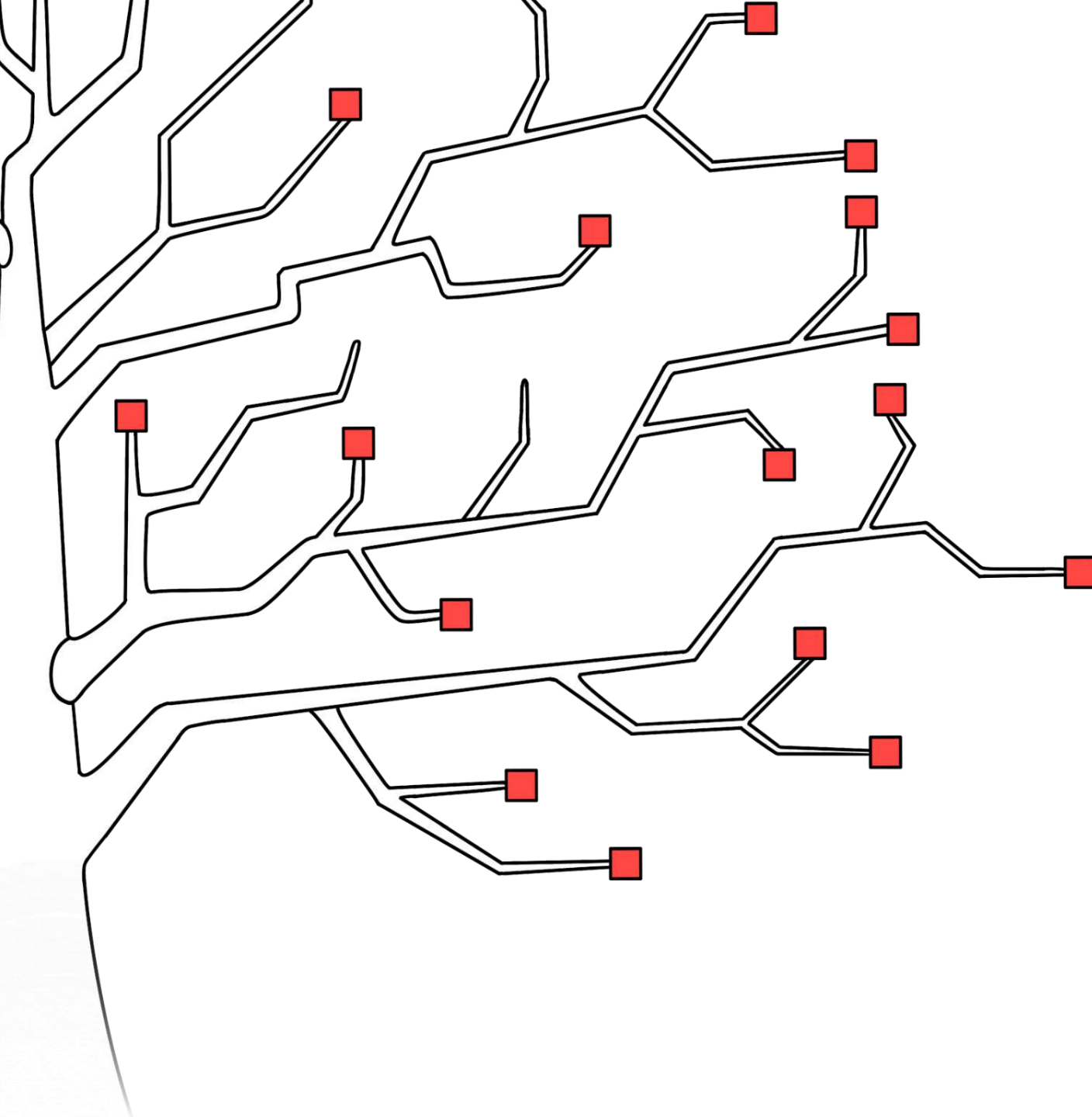
## Ignoring



## Threats, intimidation



*The experience of bullying breeds fear of bullying.  
Children who have often been subjected to ridicule,  
neglect or threats are much more afraid of finding  
themselves in such a situation again*



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