

Parenting Styles and Gender Role

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Abstract - The study aimed to examine the dynamic relationship of parenting styles and gender roles. Baumrind's parenting styles of permissiveness, authoritative and authoritarian were correlated with Pearson and Bales' Functionalist Theory on Gender Roles that was classified either instrumentality or expressiveness. A quantitative survey method was used to gather data. Data were gathered from 988 students of Brokenshire College, Davao City, Philippines. Analysis of Variance (ANOVA) was used to analyze the data. Results showed that the fathers' parenting styles significantly differ with instrumentality role and expressiveness role in the community and school. The parenting styles of the father that influence one's perception on gender roles are the authoritarian and permissive type. The mothers' parenting styles do not significantly differ with the respondents' perception on gender roles. However, authoritarian and permissive parenting styles of the mother are viewed as significant factor for portrayal of gender roles.

Keywords - parenting styles, gender role

INTRODUCTION

In our society today, men and women distinctly perform different roles, which are based on nothing more than their biological gender. Society forces people into certain roles simply by expecting that those roles are proper. Socialization influences gender roles. Gender socialization begins from the moment we are born, from the simple question, "is it a boy or a girl?". Gender differences result from the socialization process, especially during our childhood and adolescence. Thus, through socialization they have developed their own self-concept. Filipino parents employ different parenting styles in relating with their children. Recalling experiences and conversations with friends and students, there are parents who are strict with their children. Certain standards have been employed for the children to follow in behaving. However, there are also parents who treat their children as sort of friends in such a way that standards are set by the parents with open discussion together with the children. Yet, it cannot be denied that there are also those parents who are so busy with work or worries in life that those children are allowed to do things in their own. Thus, parents differ in their parenting styles as they came from different family backgrounds in the same way they differ with their perception on gender roles.

OBJECTIVES OF THE STUDY

The study seeks to establish the relationship of parenting styles and gender roles. Specifically, it pursued the following objectives: 1) to determine the parenting style of the father in relating with the children; 2) to determine the parenting style of the mother in relating with the children; 3) to describe the perception of the respondents on gender roles that can be classified either instrumentality or expressiveness in terms of role in the community, role in the family, role in school, and concept of courtship; and 4) to relate the parenting styles with gender roles.

FRAMEWORK

The term gender roles refer to expectations regarding the proper behavior, attitudes, and activities of males and females. It has been traditionally think of "toughness" as masculine that is desirable only in men while we view "tenderness" as feminine (Schaefer, 2005). The functionalist view as proposed by Sociologists Talcott Parson and Robert Bales as cited by Schaefer (2005) hypothesize that gender differentiation has contributed to overall social stability. They argued that to function most effectively, the family requires adults who specialize in particular roles. Thus, men perform the role of providing for the needs of the family and women perform task of nurturing and providing emotional support to the family. These complementing roles are termed by Parsons and Bales as instrumentality and expressiveness. Instrumentality refers to an emphasis on tasks, a focus on more distant goals, and a concern for the external relationship between one's family and other social institutions, which men usually portrayed. Expressiveness denotes concern for the maintenance of harmony and the internal emotional affairs of the family, which is performed by women (Schaefer, 2005). Based on cultural context of Filipinos, men normally perform the instrumentality role while women perform the expressiveness role.

Children learn to portray the roles they have learned from their parents. Generally, parents play a great role in influencing their children concerning the role they expect their children to play. The ways parents relate to their children depend on their styles of parenting. Baumrind (1967) identified three types of parenting styles namely: permissive, authoritarian, and authoritative. A permissive parent would more likely consults the child about policy decisions and provides explanations for family rules. The child is given the provision to regulate his own activities as much as possible and the parent tends to avoid exercise of control. Thus, the child is given much authority to portray the role he/she thinks of himself. An authoritarian parent practices control and implement a set of rules and standards, which the child has to obey in order to avoid punitive measures. The child is more likely to follow the instrumentality role or expressive role as

the parent set standard on how should a man or woman behaves. An authoritative parent directs the child’s activities but in a rational issue-oriented way, meaning the child is given the opportunity to express himself or herself under the supervision of the parent. The way parents treat their children whether permissive, authoritarian or authoritative can somehow influence their child’s role in the society.

In a typical family, parenting styles are portrayed by the father and mother. A father’s parenting style can be permissive, authoritarian or authoritative and so with the mother also. Therefore, the way the father and mother relate to their children based on their styles of parenting can influence the child’s perception on what role he/she has to portray in the society. In light of the above discussion, the study seeks to establish the relationship of parenting styles and gender roles. The perceptions of the respondents to gender roles will be measured based on their views on their role in the community, family, school as well as their concept on courtship that could be classified either instrumentality or expressiveness based on functionalist theory.

SCHEMATIC DIAGRAM

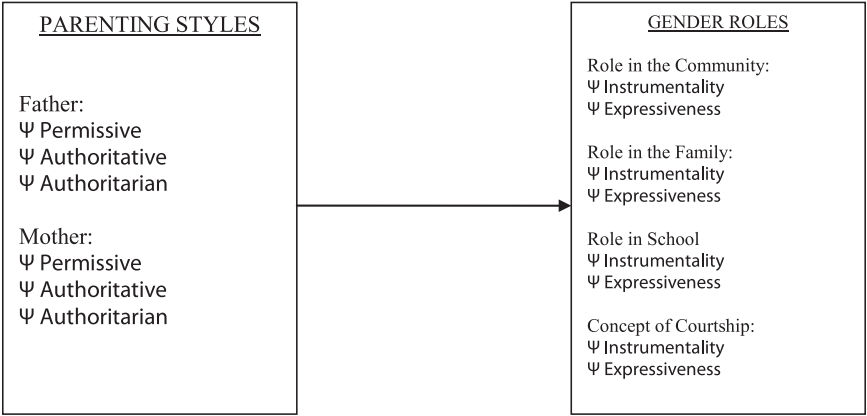


Figure 1. Parenting styles and gender roles

In figure 1, the boxes present the variables of the study, which are parenting styles of the father and mother in relation to the perception

of students on gender roles. It is believed that both the parents, the father and mother, have their respective styles of parenting that affects the students' perception of gender roles. Thus, students' portrayal of gender roles, which can be classified as either instrumentality or expressive, can be shown in their concept of courtship, role in the community, role in the family, and role in school.

METHODOLOGY

The study was descriptive-correlational and cross-sectional. It sought to describe the perceptions of the respondents on the issue of gender roles and parenting styles. It established the relationship of the variables specifically parenting styles and gender roles. It was cross-sectional utilizing the survey method.

The respondents of the study were the students of Brokenshire College located in Madapo, Davao City. The average age of the respondents is 18 years old. Six hundred fifty (650) female students participated in the study while 338 were males. The respondents' type of family is as follows: 693 are nuclear, 142 are extended, 72 are transnational (one or both of the parents are in abroad), and 58 do not specify their answer. A total of 988 students participated in the study.

A questionnaire was used in gathering the responses of the respondents about their views on gender roles. The questionnaire comprised of two parts. Part 1 consists of data about the personal information of the respondents. Part 2 measures the responses of the respondents regarding their perception on gender roles and parenting styles. The questionnaire for Gender Roles was adapted and modified from Baron & Prasad, retrieved from the Internet 2006. It is composed of 48 items. The items were categorized accordingly: 1-13 are statements for role in the community, 14-28 are statements for role in the family, 29-41 are statements for role in school, and 41-48 are statements for concept of courtship. An adapted questionnaire from Buri (1991) entitled Parental Authority Questionnaire (PAQ) was used for parenting styles. The PAQ is composed of three parenting styles namely permissive, authoritarian, and authoritative. The items 1, 6, 10, 13, 14, 17, 19, 21, 24, and 28 measure permissive parenting style; items 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29 measure authoritarian parenting

styles; lastly, items 4, 5, 8, 11, 15, 20, 22, 23, and 27 measure authoritative parenting styles. The Likert Scale was used in measuring the responses of the respondents (4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree).

The statistical tool used to examine the perception of the respondents on gender roles as well as the factors that influence their perception is the measure of central tendency particularly the arithmetic mean. Inferential statistics such as Analysis of Variance (ANOVA) was the statistical tool used in examining the difference in the responses of the respondents about their perception about gender roles when they were grouped according to age and course.

RESULTS AND DISCUSSION

Table 1 shows the frequency and percentage distribution of the respondents' responses with respect to parenting styles. Based from the data gathered, out of 988, 267 or 27% considered their fathers as permissive; 285 or 28.8% viewed their fathers as authoritative.

The result contradicts the study of Hart (1996) that fathers are more likely authoritarian. However, it affirms the study of Russel (1998) that fathers exhibit a more permissive approach than mothers do. This implies that the parenting style of the father is improving and evolving. Improving because the males or fathers are known to be dominant (Berk, 2000). They do not encourage verbal give and take and believes that the child should accept his word for what is right. Now, fathers learn to listen, thus encourage verbal give and take that is why it is evolving. This change on the fathers parenting style may be brought about by the changing roles also of the fathers and mothers.

The mother's parenting style as indicated in the result, out of 988, 217 or 22% viewed their mothers as permissive; meanwhile, 313 or 31.7% considered their mothers as employing the authoritative

parenting style.

Table 1. Frequency and percentage distribution of parenting style

	parenting styles	n	f	%
Father	Permissive		267	27%
	Authoritative	988	285	28.8%
	Authoritarian		59	6.0%
Mother	Permissive		217	22.0%
	Authoritative	988	313	31.7%
	Authoritarian		65	6.6%

The study confirms on the research of Hart (1996) that mothers are more likely to utilize an authoritative parenting style. Since mothers are more expressive than instrumental thus she encourages cooperativeness and is sensitive to others needs (Stake; 1997). Moreover, mothers do not use punitive discipline and reasons with the child in a loving and affectionate manner (Baumrind; 1967).

Mothers are also permissive (22.0%). As asserted by Moore (1991) that authoritative parents have a tendency to be permissive. In addition, by nature women are considerate, gentle, emotional, and passive (Berk, 2000), thus, she makes few demands for household responsibility (Baumrind, 1967).

Table 2. Frequency and Percentage Distribution of the Respondents' Perception of Gender Roles

	Gender Roles	n	f	%
Community	Instrumentality	988	313	31.7%
	Expressiveness		55	5.6%
	No Answer		2	0.2%
Family	Instrumentality	988	439	44.4%
	Expressiveness		114	11.5%
	No Answer		3	0.3%
School	Instrumentality	988	77	7.8%
	Expressiveness		121	12.2%
	No Answer		45	4.6%
Concept in Courtship	Instrumentality	988	78	7.9%
	Expressiveness		266	26.9%
	No Answer		47	4.8%

Table 2 displays the responses of the respondents about their perception in their role in the community. From the gathered data, 313 out of the 988 (31.7%) respondents perceived their role in the community as instrumentality. The result shows that parents were able to do their roles well as part of the greater community. The father was able to do his job as the provider in the family (instrumental) and the mother as the one who provides warm and emotional support to

the family.

Moreover, the result affirms the result on the parenting styles of the mother and the father. Thus, the students believe that fathers or men should be a provider and women or mothers should complement the stressful task of the father by giving him emotional support.

On the respondents' perception on gender role in terms of the family, the result show that out of 988, 439 or 44.4% perceived their role based on instrumentality. The result verifies that in today's society it is good to have a provider (instrumental) in the family, which is demanded in a highly competitive individual in highly competitive society.

On their perception about gender roles in school, 121 out of 988 respondents, that consists 12.2% agreed to the idea of expressiveness. Expressiveness role in the school provide a gender stereotypically nursing course, since the profession demands certain warmth and nurturing from the nurse, which in turn help in the patients' fast recovery (placebo). This corresponds to majority of the respondents who were nursing students.

On the respondents' perception on gender roles, particularly of their concept of courtship, out of 266 or 26.9% agreed to statements pertaining to expressiveness. Expressiveness (26.9%) because courtship is about nurturing the other, providing the other warmth and emotional support in order for their relationship to survive.

Table3. One-Way ANOVA of perception on gender roles and mother's parenting styles

	Gender Roles	F	p-value
Community	Instrumentality	1.239	0.284
	Expressiveness	1.697	0.118

Family	Instrumentality	0.310	0.932
	Expressiveness	0.888	0.503
School		1.536	0.163
	Instrumentality	1.191	0.309
	Expressiveness		
Concept in Courtship	Instrumentality		0.370
		1.084	
	Expressiveness		0.875
Family		0.407	
	Instrumentality	0.310	0.932
	Expressiveness	0.888	0.503
	Both Instrumentality and Expressiveness	0.310	0.932

*significant at $p < 0.05$

Table 3 summarizes the difference between perception on gender roles and mother's parenting styles. The variables were tested at 0.05 level of significance. In accordance with Talcott's and Bales' Functionalist Theory, gender roles can be classified as instrumentality and expressiveness. No significant differences were found when instrumentality and expressiveness were tested with mother's parenting styles ($F=1.239$; $p=0.284$ & $F=1.697$; $p=0.118$). This means that a mother can either have a parenting style of authoritarian,

authoritative or permissive. The mother’s parenting style does not influence the respondents’ perceptions on gender roles.

Table 4. One-Way ANOVA of Perception on gender roles and father’s parenting styles

	Gender Roles	F	p-value
Community	Instrumentality	3.77	0.01*
	Expressiveness	2.49	0.02*
Family	Instrumentality	0.87	0.51
	Expressiveness	0.83	0.54
School	Instrumentality	2.49	0.02*
	Expressiveness	2.55	0.01*
Concept in Courtship	Instrumentality	1.28	0.26
	Expressiveness	1.12	0.34

* significant at <0.05

The table describes the comparison between father’s parenting styles and gender roles. As seen on the table, there is a significant difference between a father’s parenting style in terms of role in the community and in school. This means that fathers’ influence the respondents’ portrayal of gender roles in the community and school.

The result affirms the study of Russel (1998) that fathers (instrumental) exhibit a more permissive approach, thus there is an association between permissiveness and instrumentality. Furthermore, Moore (1992) said in his study of high nurturance said that a permissive parent tends to be authoritarian.

A student's perception of a father's role in the family need not have a parenting style of permissive, authoritarian and authoritativeness. Since most of the fathers at present times have dual jobs or role, he could be a provider, nurturer, or both. This confirms the study made by Peres and Meivar (1986) those females presents personal characteristics that before belonged to a male's domain (instrumental), while males tend to present personal traits that before were attributed to females (expressiveness). This further supports Florentine's (1988) stand that in such a population women's attainment goals in terms of values and life plans, have become more similar to men's over the past 20 years.

That a father having an instrumental quality should have a specific parenting style, furthermore, a father having an expressive quality should have a specific parenting style. This affirms the study of Hill (2001) that authoritarianism was positively correlated with control (instrumental), that authoritativeness was positively correlated with achievement and intellectual orientation, and that permissiveness was positively correlated with expressiveness. Fathers having an androgynous quality (expressiveness and instrumental) need not have a specific or required parenting style.

No significant difference was found on father's parenting style and gender role in terms of concept in courtship. This affirms the study of Hill (2001) that authoritarianism is negatively correlated with expressiveness and independence, and that authoritativeness was negatively associated with expressiveness.

CONCLUSIONS

The father's parenting styles influence one's perception on expressiveness role in community and school. Instrumentality role in school and community is also influence by fathers' parenting styles. It can be inferred from the gathered data that fathers typically play an important role in one's perception on gender roles. The way fathers

relate to their children has an impact on the child's view on how to act based on one's gender when they relate to people in the community and in the school. The parenting styles of the mother do not significantly differ with the respondents' perception on gender roles.

Generally, parents are authoritative and permissive. This is a typical nature of Filipino parents who can be strict and tolerant at times that can affect children's portrayal of gender roles in the community, family, school and their concept of courtship.

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