



## Shaping Masculinity through Control: Unveiling the Impact of Paternal Authoritarian Parenting on Child Gender Role Identity

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| <p><b>Affiliations</b></p> <p><sup>1</sup>Graduate Scholar, Hazara University Mansehra, KPK, Pakistan</p> <p> <a href="https://orcid.org/0009-0004-1941-6345">https://orcid.org/0009-0004-1941-6345</a></p> <p><sup>2</sup>Associate Professor, Department of Sociology, Hazara University</p> <p> <a href="https://orcid.org/0000-0002-6548-8073">https://orcid.org/0000-0002-6548-8073</a></p> | <p><b>Abstract</b></p> <p>This study seeks to explore the influence of paternal parenting styles associated with masculinity on the development of gender role identity in children. Data was collected from male and female graduates as well as undergraduates at Hazara University Mansehra to address the research questions. Data was collected using a quantitative approach, employing the Bem Sex Role Inventory to evaluate masculinity among the study participants; along with the Paternal Authority Questionnaire, data collection was conducted using a structured questionnaire. A sample of 370 individuals was utilized to collect data at the selected university. The method of Systematic sampling was utilized to gather data from participants. The statistical data was analyzed through univariate, Bi-variate and multi-variate methods. A comprehensive analysis was performed to determine the relationship between dependent and independent variables. The chi-square and gamma association results between Authoritarian Parenting Style and level of Masculinity were statistically significant and negatively associated.</p> <p><b>Keywords:</b> Masculine Development in Children, Child Gender Identity Flexibility, Authoritarian Parenting, Family Systems and Child Development</p> |                                       |
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## Introduction

The concept of gender identity is intricate and has been defined in various manners by specialists in sociology, psychology, and gender studies. Gender identity is defined as "the personal and profoundly felt internal perception of oneself that an individual hold, which may or may not align with the individual's physiological characteristics or the sex assigned at birth (Sugeng, 2020). Conversely, gender roles, as defined by the World Health Organization, are cultural constructs that dictate the anticipated behaviors, attributes, and characteristics linked to femininity and masculinity. These responsibilities are culturally delineated and differ from one culture to another. These roles affect individuals' behavior, opportunities, and relationships according to societal norms rather than biological differences. Gender roles significantly impact all aspects of life, including career selections and social interactions. These views are dynamic and may shift as cultural perspectives progress towards enhanced gender equality and inclusivity (Spence & Buckner, 2012). However, as our understanding of gender norms and discrimination has grown, the concept of psychological androgyny has emerged as a viable option. This idea implies that people can have both expressive qualities, usually linked with femininity, and instrumental features, usually linked with masculinity. This helps to create a more nuanced and inclusive understanding of gender identity and expression (Bem, 1974).

Individuals who adhere strictly to traditional masculine or feminine roles may display a narrower range of behaviors and responses that align with societal norms for their gender (Yu, McLellan, & Winter, 2021). In contrast, authoritarian parenting, marked by strict control and minimal affection, establishes a restrictive environment that emphasizes conformity while failing to encourage the exploration of diverse gender roles. Parenting methods significantly impact children's understanding and internalization of gender norms and expectations,

thereby influencing the emotional environment they encounter (Peterson, 2005). The process of socialization forms the basis for individuals' navigation of gender identities and roles, influencing their behaviors, attitudes, and interactions within broader societal contexts. It is essential to understand the role of family and parenting practices in the development of gender identity to comprehend how individuals construct and navigate their gender identities over time (Bussey, 2011).

In authoritarian parenting methods, parents typically exhibit affection while maintaining a controlled level of dominance over their children. This strategy promotes an environment where young individuals develop high levels of emotional regulation and self-esteem (Bi et al., 2018). Parents in authoritative households provide clear expectations and rules while being responsive to their children's needs and emotions, fostering a balanced approach to discipline and support. Authoritarian parenting is characterized by minimal affection and excessive control (Longmire, 2024). Parents in authoritarian households enforce strict rules and expect absolute obedience from their children. This method may produce children who comply with rules but struggle to articulate their emotions and develop a healthy self-esteem without love and support (Coplan et al., 2002). Research indicates that parents profoundly influence the development of their children's personalities and behaviors through the use of symbols and cues in their interactions and dialogues. Parents might deliberately or unintentionally reinforce gender stereotypes by either commending or disparaging particular behaviors or hobbies, based on their alignment with conventional masculine or feminine standards. This process enhances children's understanding of society gender expectations and standards, hence influencing their self-perception and behavior (Fundora, 2024).

In addition, children's understanding and adoption of gender roles are significantly impacted by the way parents interact with them, whether through

direct instructions, subtle suggestions, or indirect examples. Socialization begins in infancy and continues throughout a child's life, influencing their understanding of what is and isn't appropriate behavior according to their gender. It is crucial to consider family dynamics and social settings while talking about gender development, since parental influence is a major factor in shaping gender roles and identities. Furthermore, it highlights how parental views and actions may influence children's views on gender equality and diversity in society at large (Moura et al. 2024).

### Statement of the Problem

In modern university environments, the persistence of traditional gender role ideals significantly impacts the culture of tolerance and diversity. Although higher education has the capacity to challenge and modify cultural norms, both girls and boys frequently conform strictly to traditional gender roles, which detract from the academic environment. This compliance with conventional gender norms adversely affects girls by constraining their prospects for social, emotional, and intellectual growth. Boys, in contrast, are encouraged to embody dominant masculine traits such as violence and assertiveness, fostering an environment that marginalizes female students and coerces them into passive roles in academia.

### Research Question

- i. What motivates parental gendering, and how does Authoritarian Parenting influence this process?
- ii. How does Authoritarian Parenting shape gender identity across diverse demographics and social contexts?
- iii. What role do family structure and Authoritarian Parenting play in shaping children's gender identity?

### Objectives

- i. To investigate the factors driving gender socialization within families and their

development under Authoritarian Parenting.

- ii. . To assess the impact of Authoritarian Parenting on gender identity formation.
- iii. To analyze the role of Authoritarian Parenting in shaping children's identities across different family structures.

### Literature Review

This chapter examines the available data regarding parenting styles and their influence on the formation and evolution of gender identity. This subject may encompass an exploration of the ways in which societal norms and expectations shape the development of gender identity, the psychological ramifications of non-traditional gender roles on individuals, and the consequences for interpersonal relationships and societal frameworks (Christel, 2023; Koehly, & Manalel, 2023). Although certain parents may exhibit comparable approaches to parenting, the distinctions between paternal and maternal styles are quite pronounced. The influence of various parenting approaches on children's external development, encompassing their academic success, substance use, and social engagements, has been the subject of considerable research. Nonetheless, to investigate the impact of parenting approaches on the internal development of children, the research has particularly focused on the aspect of gender identity (Banić, & Orehovački, 2024). Through a careful analysis of parental behaviors, attitudes, and interactions, researchers can uncover the intricate mechanisms that influence children's comprehension of gender roles and norms, thereby shedding light on the processes involved in the formation of gender identity (Adil, & Malik, 2024).

### Gender Role Identity

Gender is a construct influenced by societal norms, cultural dynamics, attitudes, values, traditions, beliefs, and behaviors (Desyanty et al., 2020). Gender identity is a multifaceted construct that includes the spectrum of behaviors demonstrated by an individual (Pinna, 2020;

Butler, 1990). Researchers in psychology differentiate between masculine and feminine characteristics as dual dimensions within the framework of gender identity. The researchers suggest that these characteristics may coexist within an individual, albeit with varying degrees of prominence for each dimension (Qing 2020). The interplay between biological sex and gender identity significantly influences an individual's cognition and behavior, underscoring the complex relationship between these concepts (Lafta et al., 2024). Gender roles provide a framework for analyzing the expression of individual gender identity within specific cultural contexts. These roles encompass the actions, personality traits, and attitudes linked to masculinity or femininity within a specific community. Consequently, they serve as a framework for individuals to comprehend and articulate their gender identity in the external environment (Kelmendi, & Gashi, 2022).

### **Masculinity**

In a particular culture, the concept of "masculinity" refers to the anticipated traits, roles, and behaviors associated with males (Rogers, et al., 2021). Historically, traits such as aggressiveness, power, and strength have been linked to masculinity, often serving as a defense mechanism to shield against feelings of vulnerability (Burton, 2014; Rotundi, 2020). In patriarchal cultural contexts, specific norms and expectations surrounding masculinity are prevalent (Thomos & Levant, 2012). Evidence suggests that men behave in accordance with societal expectations tied to traditional notions of masculinity. The established norms encompass the suppression of emotions, assuming leadership roles, ensuring financial support for one's family, and striving for excellence in both professional and athletic pursuits (Edwards & Jones, 2009). Individuals acquire socialization into binary "traditional" gender roles through the influences of their families, friends, and acquaintances, shaping their understanding of what it signifies to be a man or a woman. These social learning processes are just one of many ways that people's

families and other important organizations help shape and sustain their identities (Carter, 2014).

### **Authoritarian Parenting Style**

Authoritarian parents try to judge, shape, and direct their kids' thoughts and actions so that they follow a set of rules, which is called an "absolute standard" (Yengo, 2023). Under such an unwavering norm, parents are expected to establish and enforce stringent regulations for their children. If the youngsters do not adhere to these regulations, they will be penalized. Authoritarian parents may occasionally fail to present rational arguments for their rules (Cherry 2015). However, authoritarian parents have a lack of attentiveness and have high levels of demand. In this parenting style, parents prioritise conformity and obedience, expecting unquestioning compliance in a less affectionate atmosphere. In addition, authoritarian parents demonstrate a diminished level of involvement and confidence in their children. They frequently prohibit open communication and impose rigorous control over a child's behaviour. Stated differently, it is commonly accepted that a parent who practices authoritarianism is harsh, punishing, and feels that their child should follow moral guidelines and be obedient (Hoskins 2014).

Authoritarian parents prioritise maintaining the status quo of the family unit and, as a result, place restrictions on their children's freedom of choice and the depth of their bond with them. The authoritarian parenting style places a strong emphasis regarding the conventional family system, wherein the child is anticipated to comply with the parents' directives unconditionally. This style relies on strict and inflexible rules (Hoskins, 2014). The authoritarian parenting style correlates with diminished competence and self-confidence in teenagers' use of coping methods. This approach restricts a kid's capacity to explore their potential and participate in social relationships, ultimately resulting in the child becoming reliant on parental guidance and direction (Nijhof and Engels, 2007).

## Theoretical Framework

Social learning theory, primarily associated with psychologist Albert Bandura, originates from the behaviorist paradigm, which defines learning as a product of stimulus and response. This viewpoint asserts that children experience both positive and negative reinforcement for activities deemed gender-appropriate and inappropriate (Wharton, 2005). The concept suggests that this is the manner in which societal norms for the behavior of boys and girls are created. Some boys are taught that playing with dolls is "inappropriate," while girls are instructed that expressing emotion signifies femininity. According to social learning theory, children acquire social norms and behaviors by observing and imitating same-sex adults. The understanding of femininity is acquired through observation of one's mother, while the comprehension of masculinity is derived from observing one's father (Stockard, 1999).

Sandra Bem introduced gender schema theory, offering a distinct cognitive perspective on gender socialization. Bem suggests that infants absorb gender roles while they navigate their understanding of the world in cultures that emphasize gender distinctions. Gender schemas serve as cognitive structures that children utilize to interpret their surroundings, ensuring consistency and predictability in their understanding (Stockard, 1999).

## Research Methods

The data was collected and analyzed using a quantitative research methodology. The study participants' parental background was determined using the Parental Authority Questionnaire (Alkharusi, et, al., 2013). The femininity and masculinity were assessed with the Bem Sex Role Inventory. This allowed for the generation of field level statistical data to measure the effects of parenting style on children's development of gender role identities (Bem, 1974).

## Targeted Population and Sample Size

A sample constitutes a subset of individuals that reflects the broader population from which it is derived (Keller, 2009). A systematic sampling method was employed to gather data from respondents at Hazara University Mansehra. The study focused on the population of Hazara University. Data were collected from male and female students at the university. The respondents at the university come from diverse backgrounds, facilitating data collection from university students for the researcher. The total student population at the selected university is 10,000. The sample size of the study was 370, based to the Sekaran table.

## Respondent Selection Criteria

Participants were selected according to the nature of the study to fulfill the research objectives. Participants were mandated to be enrolled students at Hazara University Mansehra in Khyber Pakhtunkhwa, Pakistan, to meet the study's criteria. Given the research's nature, both male and female students were selected as respondents for the study.

## Conceptual Framework

This study examines the authoritative parenting style as the independent variable, while gender identity formation serves as the dependent variable. Additionally, the background variables include gender, age, level of education, type of family and educational level of the father.

## Tools of Data Collection

The collection of data was conducted utilizing a structured questionnaire. The quantitative research paradigm was employed to collect and analyze the data. To gather field-level statistical data that assesses paternal style and its impact on the formation of children's gender role identity, the Bem Sex Role Inventory was utilized to evaluate the femininity and masculinity of the study participants, while the Parental Authority Questionnaire (PAQ, 1991) was employed to ascertain the parental background of the

participants. The questionnaire employed a five-point scale to evaluate respondents' reactions to each issue, with options ranging from 1 - Strongly Agree, 2 - Agree, 3 - Neutral, 4 - Disagree, to 5 - Strongly Disagree (Likert, 1932).

### Reliability Analysis

**Table 1.** *Cronbach Alpha (a)*

| Variables                      | Cronbachs Alpha (a) values |
|--------------------------------|----------------------------|
| Authoritarian parenting        | .885                       |
| Gender role identity formation | .863                       |
| Level of Masculinity           | .873                       |

A pretest was conducted using the chosen scale to assess the dependability of the instruments. Cronbach's Alpha ( $\alpha$ ) was utilized to evaluate the internal consistency of the scale items (Cronbach 1951).

### Data Analysis Processes

The data collected by a closed-ended questionnaire was coded, input into IBM SPSS-25, and analyzed statistically. Data was assessed by both bivariate and multivariate analyses. The data about background, independent, and dependent variables was evaluated by basic frequency and percentage distribution at the univariate level. The independent variable (Authoritative parenting) was indexed and cross-tabulated with the dependent variables (Gender role identification and level of masculinity) at the bi-variate level. The chi-square test was employed to evaluate the association between factors, whereas Gamma was used to determine the direction of the relationship between variables. Multivariate analysis was conducted using the Chi-square test and Gamma to ascertain the connection and direction of association between independent and dependent variables concerning background factors.

### Variables Operationalization

A conceptual framework model was developed based on previously published research about the impact of parenting style on the development of gender role identity. Variables were classified into two categories: independent variables and dependent variables. Authoritative parenting, as an independent variable, pertains to the parenting style and its effects on the kid.

Gender role identity formations and levels of masculinity are dependent variables that pertain to the effects of parenting style on a child's gender role identity formation and masculinity levels. The implications of gender role identification on a kid throughout socialization might be personal, social, psychological, emotional, and professional.

### Instrumentation of Variables and Data collection

In order to evaluate the variables of the study, three independent variables are employed: Authoritative parenting style, along with three demographic variables, namely gender, age, educational level, family types, and the educational attainment of the father. On the other hand, one dependent variable was identified as the formation of gender role identity. The researcher established the parameters for masculinity. The researcher implemented the subsequent methodology.

The authoritarian parenting style is defined by seven specific scales, the impact of authoritarian parenting on the formation of gender role identity in children. The evaluation of gender role identity, particularly on masculinity, consists of 10 items within the scales.

### Ethical Consideration

All endeavors will be undertaken to comply with the ethical standards for social science research.

The confidentiality and anonymity of participants will be rigorously upheld. Participants were notified that the data gathered was only utilized for this research study to satisfy a partial requirement for the degree. All participants were apprised of the study's goal and their rights prior to the commencement of data collection. The gathered data was maintained in confidentiality, and the anonymity of the responders was guaranteed by the researcher.

Results

This chapter provides an in-depth analysis of data. The results of the data regarding parenting styles and their diverse effects on the establishment of gender role identity in children are elucidated across the various sections of this chapter. Univariate and bivariate statistical analyses were conducted on supplementary data. The demographic data and its description, together with the frequency and percentage of respondents, are presented. Back ground variable Gender, age, educational attainment, family structures, and paternal educational level. Univariate analysis of the independent variable (Authoritative parenting style)

Univariate Analysis

Background Variables

This section elucidates the demographic characteristics of the respondents, encompassing aspects such as gender, age, educational attainment, family structure, and the educational background of their fathers. Subsequent to this section, you will encounter the demographic statistics.

Gender

Male respondents constituted 60% of the sample, and female respondents comprised 40%. Parenting practices vary significantly according on the child's gender; this disparity can influence parents' methods of discipline, communication, and overall relationship with their boys and girls. Analyzing these interactions provides insight into the influence of parental techniques on the socialization, self-esteem, and behavioral patterns of children, varying by gender. Parenting styles are significantly influenced by the gender of the children (Baumrind D, 1971).

Table 2. Proportions and frequency of study participants by Gender

| Gender | Frequency | %   |
|--------|-----------|-----|
| Male   | 222       | 60  |
| Female | 148       | 40  |
| Total  | 370       | 100 |

Age

“The data indicates that 51.9% of the respondents were aged 23 to 27 years. Furthermore, 37.8% of the respondents were aged between 18 and 22 years, whilst 10.3% were aged between 28 and 32 years. As adolescents progress through puberty, parents may embrace a more democratic or supportive approach that fosters open communication and mutual respect. These

modifications reflect the recognition that children's cognitive abilities evolve alongside their increasing desire for autonomy and accountability. Parenting strategies can be adaptively modified to enhance children's cognitive growth while supporting their overall development into adulthood. Alter as they age, mirroring their evolving cognitive development (Stockard 1999)

**Table 3. Respondent Age**

| Age          | Frequency  | %age       |
|--------------|------------|------------|
| 18-22        | 140        | 37.8       |
| 23-27        | 192        | 51.9       |
| 28-32        | 38         | 10.37      |
| <b>Total</b> | <b>370</b> | <b>100</b> |

**Education Level**

60 percent of the respondents held a Bachelor's degree, 31.4% possessed a Master's degree, and 8.6% had obtained a PhD. Children acquire fundamental knowledge, competencies, and dispositions essential for academic success and continuous learning within the critical educational environment of the family. Parental involvement,

familial support for educational activities, and access to educational resources significantly impact children's cognitive development and academic success. The physical and mental well-being, personality traits, educational achievement, and other developmental indicators of a kid are significantly shaped by their family, the most immediate microsystem (Bronfenbrenner, 2013).

**Table 4. Respondents Level of Education**

| Level of Education | Frequency  | %age       |
|--------------------|------------|------------|
| BS                 | 222        | 60         |
| MPhil              | 116        | 31.4       |
| PhD                | 32         | 8.6        |
| <b>Total</b>       | <b>370</b> | <b>100</b> |

**Family Type**

“The data presented below demonstrates that 59.5% of participants were part of mixed family systems, whilst 40.5% were members of nuclear families. Children's development can be enhanced by exposure to diverse gender role models within the extended family. Primarily, it provides children the opportunity to observe and assimilate knowledge from many role models, some of whom may embody specific gender-

related traits, behaviors, and responsibilities. This exposure can broaden children's perceptions of gender roles beyond traditional norms, promoting flexibility in their identity formation and self-expression. In these households, children encounter diverse gender role models, such as parents, grandparents, uncles and aunts as well as older siblings (Bourke et al., 2024).

**Table 5. Respondents Family Types**

| Family Type    | Frequency  | %age       |
|----------------|------------|------------|
| Nuclear Family | 150        | 40.5       |
| Joint Family   | 220        | 59.5       |
| <b>Total</b>   | <b>370</b> | <b>100</b> |

### Father level of Education

The educational attainment of the father is delineated in the table below. 25.4% at the

elementary tier, 35.9% at the secondary tier, and 38.9% at the bachelor's tier of education

**Table 6.** *Father Level of Education*

| Father level of education | Frequency  | %age       |
|---------------------------|------------|------------|
| Primary level             | 94         | 25.4       |
| Secondary level           | 133        | 35.9       |
| Bachelor level            | 143        | 38.6       |
| <b>Total</b>              | <b>370</b> | <b>100</b> |

### Authoritarian Parenting Style

The data in the table indicates that 37.8% of respondents strongly agreed with the statement, "Whenever my father instructed me to do something, he anticipated my immediate compliance without any enquiries." In contrast, 22.2% of respondents expressed disagreement with the statement, 20% expressed agreement, 11.4% strongly disagreed, and 8.6% remained neutral.

The second table indicates that 31.4% of respondents disagreed with the statement, "My father never permitted me to challenge any decision he had taken." 23.8% expressed strong disagreement with the statement. In contrast, 21.1% strongly agreed, 15.1% agreed, and 3.8% maintained a neutral position.

The findings reveal that 22.7% of participants concurred with the assertion, "My father believed that parents should exert greater authority to ensure that their youngsters behave as expected." Furthermore, 20% of respondents expressed strong agreement, 20% remained neutral, 18.9% indicated disagreement, and 18.4% strongly disagreed.

A significant portion of respondents (35.1%) strongly concurred with the statement, "My father

would get extremely unhappy whenever I attempted to express a differing opinion." Additionally, 21.1% expressed agreement, 15.7% expressed disagreement, 15.1% remained neutral, and 13% strongly disagreed with the statement.

The results indicate that a significant portion of respondents (23.8%) strongly disagreed with the statement, "My father would impose consequences if I failed to meet his expectations for my behaviour." In the meantime, 22.2% strongly agreed with the statement, 20.5% agreed, 17.3% remained neutral, and 16.2% disagreed.

28.1% of respondents strongly agreed with the assertion that their fathers believed many societal issues could be resolved through an assertive approach by parents towards children who did not meet expectations. Furthermore, 21.6% of respondents expressed strong disagreement, 18.4% indicated agreement, 16.8% disagreed, and 15.1% maintained a neutral stance.

The findings indicate that 25.9% of participants concurred with the assertion that their fathers required them to comply with expectations exclusively to uphold their authority. Furthermore, 22.2% of respondents strongly disagreed, 21.1% strongly agreed, 15.1% disagreed, and 15.7% expressed neutrality.

**Table 7 Frequency and Percentage respondents regarding Authoritarian Parenting Style**

|                                                                                                                                                               | Mean | SD   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
| Whenever my father instructed me to do something, he anticipated my immediate compliance without any enquiries.                                               | 3.51 | 1.46 |
| My father never permitted me to challenge any decision he had taken.                                                                                          | 2.78 | 1.49 |
| My father believed that parents should exert greater authority to ensure that their youngsters behave as expected.                                            | 3.07 | 1.40 |
| My father would get extremely unhappy whenever I attempted to express a differing opinion.                                                                    | 3.47 | 1.47 |
| My father would impose consequences if I failed to meet his expectations for my behaviour.                                                                    | 3.01 | 1.49 |
| My father believed that many societal issues could be addressed if parents took an aggressive strategy with youngsters when they failed to meet expectations. | 3.15 | 1.52 |
| My father demanded that I adhere to those expectations solely to honor his authority.                                                                         | 3.09 | 1.46 |

### Gender role identity formation of Masculinity

According to the data presented in the table below, 53.5% of respondents indicated substantial agreement in identifying as "independent." Conversely, 18.9% of participants agreed with the statement, while 13% strongly disagreed, 7% expressed disagreement, and 7.6% remained neutral.

The findings indicate that 34.6% of respondents concur with the claims, which they define as self-athletic. 29.7% of respondents indicated strong agreement, whereas 13% expressed strong disagreement. 11.4% expressed disagreement, while another 11.4% maintained a neutral stance. According to the data presented in the table below, 33.5% of participants indicated agreement with the statement "Describe yourself as analytical." Conversely, 29.7% of participants indicated strong agreement with the statement, while 16.2% were neutral, 11.9% strongly disagreed, and 8.6% disagreed.

The data indicate that 38.9% of respondents expressed strong agreement with the claims. I possess intrinsic leadership qualities. 30.3% of respondents agreed with the assertion, 11.4%

were neutral, 11.4% disagreed, and 8.1% strongly disagreed with the comments.

The table data reveals that 33% of participants demonstrated substantial support for the concept of self-determination in the context of risk-taking. Conversely, 27.6% of individuals expressed agreement with the statement, 14.6% remained indifferent, and 11.4% disapproved, a percentage that was consistent across both groups. Furthermore, 13.5% indicated substantial disagreement with the statement.

The study indicates that 42.2% of participants strongly agreed with their capacity for prompt decision-making. Conversely, 19.5% of participants expressed agreement with the statement, whereas 13% maintained a neutral position. Similarly, 14.6% indicated disagreement, while 10.8% strongly indicated disagreement with the assertions.

According to the statistics, 33.5% of participants expressed strong support for the concept of self-dominance. In contrast, 27% of participants concurred with the statement, whereas 17.3% adopted a neutral position. In a similar vein,

12.4% indicated disagreement, while 9.7% strongly disagreed with the assertion.

The findings indicate that 38.9% of respondents demonstrated substantial support for adopting a firm stance. In contrast, 25.4% of individuals expressed agreement with the statement, whereas 9.2% adopted a neutral position. Additionally, 12.4% indicated disagreement with the assertion, while 14.1% expressed strong disagreement.

Data indicates that 42.7% of respondents demonstrated substantial support for assuming leadership roles. In contrast, 24.3% of individuals

expressed agreement with the assertion, whereas 12.4% were undecided. Furthermore, 8.1% of respondents indicated disagreement with the assertion, while 12.4% expressed strong disagreement.

Data analysis reveals that 40.5% of respondents expressed strong support for the value of competitiveness. Conversely, 26.5% indicated agreement with the statement, whereas 14.1% adopted a neutral position. Additionally, 8.1% expressed disagreement with the assertion, while 10.8% indicated strong disagreement.

**Table 8 Frequency and percentages respondents regarding Gender role identity formation Level of Masculinity**

| Statements               | Mean | SD   |
|--------------------------|------|------|
| Independent              | 3.93 | 1.43 |
| Athletic                 | 3.57 | 1.36 |
| Analytical               | 3.61 | 1.31 |
| Has leadership abilities | 3.81 | 1.28 |
| Willing to take risks    | 3.57 | 1.36 |
| Makes decisions easily   | 3.68 | 1.42 |
| Dominant                 | 3.62 | 1.32 |
| Willing to take a stand  | 3.63 | 1.45 |
| Acts as a leader         | 3.77 | 1.39 |
| Competitive              | 3.78 | 1.34 |

### Analysis of Bi-Variate

The correlation between the independent variable Authoritarian parenting style and the dependent variables (Gender role identity, level of masculinity) was analyzed using cross-tabulation. A description of the study variables, outcomes, and justification is provided below.

### Association between Authoritarian Parenting Style and its impact on gender role identity level of Masculinity

The table illustrates the relationship between Authoritarian Parenting Style and its impact on masculinity within gender role identity. The findings demonstrate that fathers' expectations for immediate obedience from their children, without

inquiry, were significantly and negatively correlated with the level of masculinity in gender role identity ( $P = .000$ ,  $\gamma = -0.080$ ) within the Authoritarian Parenting Style. The findings indicate a relationship between the Authoritarian Parenting Style and its influence on the level of masculinity in gender role identity. The findings demonstrate that when fathers restricted their children's ability to question decisions made, the Authoritarian Parenting Style exhibited a significant negative correlation with the level of masculinity in gender role identity ( $P = .000$ ,  $\gamma = -0.262$ ). The findings indicate a correlation between the Authoritarian Parenting Style and the level of masculinity in gender role identity. The findings demonstrate that fathers who advocate for increased parental authority to promote

appropriate child behaviors exhibit a significant negative correlation between the Authoritarian Parenting Style and the level of masculinity in gender role identity ( $P = .000$ ,  $\gamma = -0.118$ ). This study investigates the correlation between Authoritarian Parenting Style and its effect on masculinity within gender role identity. The results demonstrate that fathers who exhibited significant distress in response to their children's disagreements were found to have a substantial negative correlation between the Authoritarian Parenting Style and the level of masculinity in gender role identity ( $P = .000$ ,  $\gamma = -0.243$ ). The findings indicate a correlation between the Authoritarian Parenting Style and the degree of masculinity in gender role identity. The findings indicate that fathers penalized their children for not conforming to their expectations. The

Authoritarian Parenting Style exhibited a significant negative correlation with masculinity in gender role identity ( $P = .000$ ,  $\gamma = -0.289$ ). The research examines the relationship between Authoritarian Parenting Style and its influence on masculinity within gender role identity. The findings demonstrate that fathers who perceived societal issues as resolvable solely through strict discipline of their misbehaving children exhibited a significant negative correlation between the Authoritarian Parenting Style and the level of masculinity in gender role identity ( $P = .001$ ,  $\gamma = -0.154$ ). The findings demonstrate that when fathers enforced conformity to their expectations solely based on their authority, the Authoritarian Parenting Style exhibited a significant negative correlation with masculinity in gender role identity ( $P = .000$ ,  $\gamma = -0.196$ ).

**Table 9 Association between Authoritarian Parenting Style and its impact on gender role identity level of Masculinity**

| Dependent Variable                                                                                                                                            | Statistics<br>X <sup>2</sup> (P-Value) Gamma                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Whenever my father instructed me to do something, he anticipated my immediate compliance without any enquiries.                                               | X <sup>2</sup> =46.231 <sup>a</sup><br>P=.000<br>y= -.080   |
| My father never permitted me to challenge any decision he had taken.                                                                                          | X <sup>2</sup> = 57.272 <sup>a</sup><br>P= .000<br>y= -.262 |
| My father believed that parents should exert greater authority to ensure that their youngsters behave as expected.                                            | X <sup>2</sup> = 50.600 <sup>a</sup><br>P= .000<br>y= -.118 |
| My father would get extremely unhappy whenever I attempted to express a differing opinion.                                                                    | X <sup>2</sup> = 38.756 <sup>a</sup><br>P= .000<br>y= -.243 |
| My father would impose consequences if I failed to meet his expectations for my behavior.                                                                     | X <sup>2</sup> = 43.826 <sup>a</sup><br>P= .000<br>y= -.289 |
| My father believed that many societal issues could be addressed if parents took an aggressive strategy with youngsters when they failed to meet expectations. | X <sup>2</sup> = 27.304 <sup>a</sup><br>P= .001<br>y= -.154 |
| My father demanded that I adhere to those expectations solely to honor his authority.                                                                         | X <sup>2</sup> = 47.419 <sup>a</sup><br>P= .000<br>y= -.196 |

### Analysis Multivariate

This section outlines the results of a multivariate analysis examining the relationship between the specified independent and dependent variables, while adjusting for the background variables of gender, age, education level, family structure, and paternal education level. Furthermore, the study evaluates whether the relationships between the

independent and dependent variables are affected by these background characteristics.

### Association between Authoritarian Parenting and Masculine Gender Role Identity: An Age-Controlled Analysis

This study investigated the relationship between Authoritarian Parenting Style and Masculinity in gender role identity, emphasizing gender

differences. The results demonstrate that for males, the effect of Authoritarian Parenting Style on the level of Masculinity in gender role identity was non-significant ( $P = .646$ ) yet positive ( $\gamma = .129$ ). Conversely, for females, the results were statistically significant ( $P = 0.001$ ) and exhibited a negative correlation ( $\gamma = -.401$ ). The analysis of the complete sample revealed a non-significant association between Authoritarian Parenting

Style and Masculinity in gender role identity ( $P = .325$ ), characterized by a weak negative correlation ( $\gamma = -.100$ ). The findings indicate that Authoritarian Parenting Style affects gender role identity levels of Masculinity differently based on gender, showing a non-significant positive effect on males and a significant negative effect on females.

**Table 10.** Association between Authoritarian Parenting and Masculine Gender Role Identity: A Gender-Controlled Analysis

| Gender | Statistics<br>$\chi^2$<br>(P-Value)<br>Gamma-y | Level of Significance for<br>Entire Table      |
|--------|------------------------------------------------|------------------------------------------------|
| Male   | $\chi^2=2.491$<br>$P=.646$<br>$\gamma=.129$    | $\chi^2=14.653$<br>$P=.325$<br>$\gamma= -.100$ |
| Female | $\chi^2=17.916$<br>$P=.001$<br>$\gamma= -.401$ |                                                |

#### Association between Authoritarian Parenting and Masculine Gender Role Identity: An Age-Controlled Analysis

The research investigated the correlation between the Authoritarian Parenting Style and the degree of Masculinity within gender role identity, with particular emphasis on age-related variations. The results demonstrate that for individuals aged 18-22, the impact of Authoritarian Parenting Style on Masculinity in gender role identity was non-significant ( $P = .294$ ) yet positive ( $\gamma = .304$ ). The results for the age group 23-27 were non-significant ( $P = .366$ ) and negative ( $\gamma = -.094$ ). The findings for the 28-32 age group were

statistically significant ( $P = .000$ ) and exhibited a strong negative correlation ( $\gamma = -.822$ ).

The analysis of the complete sample revealed a non-significant association between Authoritarian Parenting Style and Masculinity in gender role identity ( $P = .325$ ), characterized by a weak negative correlation ( $\gamma = -.100$ ).

The findings indicate that the effect of Authoritarian Parenting Style on the level of Masculinity in gender role identity differs by age. Specifically, there is a non-significant positive influence in the youngest cohort (18-22), a non-significant negative influence in the middle cohort (23-27), and a significant negative influence in the oldest cohort (28-32).

**Table 11.** Association between Authoritarian Parenting and Masculine Gender Role Identity: An Age-Controlled Analysis

| Age   | Statistics<br>$\chi^2$<br>(P-Value)<br>Gamma-y | Level of Significance for<br>Entire Table |
|-------|------------------------------------------------|-------------------------------------------|
| 18-22 | $\chi^2=4.934$<br>P=.294<br>y= .304            | $\chi^2=4.53$<br>P=.325<br>y= -.100       |
| 23-27 | $\chi^2=3.366$<br>P=.499<br>y= -.094           |                                           |
| 28-32 | $\chi^2=30.611$<br>P=.000<br>y= -.822          |                                           |

#### Association between Authoritarian Parenting and Masculine Gender Role Identity: A level of education -Controlled Analysis

This study examined the relationship between Authoritarian Parenting Style and Masculinity in gender role identity, emphasizing the influence of educational attainment. The results demonstrate that for individuals holding a Bachelor's degree, Authoritarian Parenting Style significantly and positively affects the level of Masculinity in gender role identity ( $P = .007$ ;  $\gamma = .324$ ). The results for individuals with a Master's degree were marginally significant ( $P = .056$ ) and negative ( $\gamma = -.403$ ). For PhD-level individuals, the association was highly significant ( $P = .000$ )

and exhibited a strong negative correlation ( $\gamma = -.933$ ). The analysis of the complete sample revealed a non-significant association between Authoritarian Parenting Style and Masculinity in gender role identity ( $P = .325$ ), with a weak negative correlation ( $\gamma = -.100$ ).

The findings indicate that the effect of Authoritarian Parenting Style on the gender role identity level of Masculinity differs according to educational attainment. Specifically, there is a significant positive effect at the Bachelor's level, a marginally significant negative effect at the Master's level, and a strongly significant negative effect at the PhD level.

**Table 12.** Association between Authoritarian Parenting and Masculine Gender Role Identity: A level of education -Controlled Analysis

| Level of education. | Statistics<br>$\chi^2$<br>(P-Value)<br>Gamma-y | Level of Significance for Entire Table |
|---------------------|------------------------------------------------|----------------------------------------|
| Bachelor            | $\chi^2= 14.193$<br>P=.007<br>y=.324           |                                        |
| Master              | $\chi^2= 9.225$<br>P=.056<br>y= -.403          | $\chi^2= 4.653$<br>P=.325<br>y= -.100  |
| PhD                 | $\chi^2= 26.667$<br>P=.000<br>y= -.933         |                                        |

#### Association between Authoritarian Parenting and Masculine Gender Role Identity: An Family types-Controlled Analysis

The present investigation examined the relationship between Authoritarian Parenting Style and Masculinity in gender role identity, emphasizing various family structures. The impact of Authoritarian Parenting Style on the level of Masculinity in nuclear families was

found to be significant ( $P = .004$ ) and negative ( $\gamma = -.393$ ). The findings for joint families were non-significant ( $P = .359$ ), indicating a weak positive association ( $\gamma = .124$ ). The analysis of the complete sample revealed a non-significant association between Authoritarian Parenting Style and Masculinity in gender role identity ( $P = .325$ ), characterized by a weak negative correlation ( $\gamma = -.100$ ).

**Table 13.** Association between Authoritarian Parenting and Masculine Gender Role Identity: An Family Types-Controlled Analysis

| Family Type | Statistics<br>$\chi^2$<br>(P-Value)<br>Gamma-y | Level of Significance for Entire Table |
|-------------|------------------------------------------------|----------------------------------------|
| Nuclear     | $\chi^2= 15.127$<br>P=.004<br>y= -.393         | $\chi^2=4.653$<br>P=.325<br>y= -.100   |
| Joint       | $\chi^2= 4.362$<br>P= .359<br>y= .124          |                                        |

### **Association between Authoritarian Parenting and Masculine Gender Role Identity: A level father level of Education-Controlled Analysis**

This study investigated the relationship between Authoritarian Parenting Style and Masculinity in gender role identity, with a focus on the father's educational attainment. The impact of Authoritarian Parenting Style on the gender role identity level of Masculinity among fathers with a primary level of education was determined to be non-significant ( $P = .425$ ) and negative ( $\gamma = -$

.017). The results for fathers with a secondary level of education were non-significant ( $P = .148$ ), yet indicated a positive association ( $\gamma = .305$ ). The association for fathers with a Bachelor's degree was significant ( $P = .005$ ) and negative ( $\gamma = -.431$ ). The analysis of the entire sample revealed a non-significant association between Authoritarian Parenting Style and the level of Masculinity in gender role identity ( $P = .325$ ), characterized by a weak negative correlation ( $\gamma = -.100$ ).

**Table 14.** Association between Authoritarian Parenting and Masculine Gender Role Identity: A level father level of Education-Controlled Analysis

| Father level of education | Statistics<br>$\chi^2$<br>(P-Value)<br>Gamma-y     | Level of Significance for<br>Entire Table          |
|---------------------------|----------------------------------------------------|----------------------------------------------------|
| Primary level             | $\chi^2 = 3.861$<br>$P = .425$<br>$\gamma = -.017$ |                                                    |
| Secondary level           | $\chi^2 = 6.777$<br>$P = .148$<br>$\gamma = .305$  | $\chi^2 = 4.653$<br>$P = .325$<br>$\gamma = -.100$ |
| Bachelor                  | $\chi^2 = 4.653$<br>$P = .005$<br>$\gamma = -.431$ |                                                    |

## **Discussion**

Parenting styles play a significant role in the identity formation of children, regardless of gender. The paternal parenting style contributes to children's identity formation, influencing them to adopt either masculine or feminine characteristics. This study examines the authoritarian parenting style and its influence on the development of masculine gender identity. The study's bivariate analysis reveals a significant negative association between authoritarian parenting style and the level of masculinity in gender role identity. The findings suggest that fathers who anticipate immediate compliance from their children do so without permitting inquiries. A strict, authoritarian approach may

inhibit the development of robust masculine traits in gender role identity. This parenting style may inhibit assertiveness and confidence, which are essential components of masculine identity. Consequently, children reared in strict authoritarian environments may exhibit diminished levels of these traits, which can influence their overall gender role identity. The negative correlation indicates that authoritarian parenting may impede the development of independence and self-confidence in children, both of which are crucial for a robust masculine identity. Authoritarian parents seek to evaluate, mold, and guide their children's thoughts and behaviors to adhere to a defined set of rules, referred to as a "absolute standard" (Yengo,

2023). In this context, parents are required to implement and uphold strict regulations for their children. Failure to comply with these regulations will result in penalties for the youths. Authoritarian parents may sometimes lack rational justification for their rules (Cherry, 2015). The strict enforcement and absence of explanation may hinder the development of an autonomous gender role identity, as children are not prompted to investigate and comprehend their own gender expressions and roles. When fathers do not allow their children to question their decisions, it indicates that a strict approach may hinder the development of strong masculine traits in gender role identity. This parenting style may inhibit assertiveness and confidence, which are essential components of a masculine identity. Consequently, children reared in such environments may exhibit diminished levels of these traits, which can influence their overall gender role identity. This parenting style emphasizes conformity and obedience, with parents expecting unquestioning compliance in a less affectionate environment. Authoritarian parenting often restricts open communication and enforces strict control over a child's behavior. The limitation of open communication and the discouragement of inquiry can restrict the exploration of gender roles, thereby impacting a child's capacity to develop a nuanced and self-determined gender role identity (Hoskins, 2014). Moreover, parents should exert greater influence to ensure their children conform to desired behaviors. This indicates that a rigid and authoritarian parenting style may impede the formation of robust masculine characteristics in gender role identity. This parenting style may inhibit assertiveness and confidence, which are essential elements of masculine identity. Authoritarian parents exhibit low attentiveness coupled with elevated demands. They exhibit a reduced degree of engagement and assurance in their offspring. There is a common belief that increased force is necessary to uphold behavioral expectations. Forceful methods and elevated expectations may foster an atmosphere in which

children are compelled to adhere to conventional gender roles, inhibiting the formation of an individual gender identity (Cherry, 2015; Hoskins, 2014). Furthermore, when fathers exhibit significant distress in response to their children's dissent, this behavior indicates that a strict, authoritarian approach, which does not permit disagreement, may impede the development of robust masculine traits in gender role identity. This parenting style may inhibit assertiveness and confidence, essential elements of a masculine identity. In authoritarian parenting, parents frequently exhibit upset or punitive reactions when their authority is questioned. This approach is characterized by rigid and unyielding regulations, where any dissent is generally met with irritation and punitive reactions from the parent. A punitive response to disagreement may inhibit a child's capacity to express and explore their gender identity, thereby reinforcing adherence to conventional gender norms (Hoskins, 2014). The findings indicate that penalizing children for failing to meet behavioral expectations. A strict, punitive approach may inhibit the development of robust masculine traits in gender role identity. This parenting style may diminish assertiveness and confidence, which are essential components of masculine identity. Authoritarian parents emphasize the preservation of the family unit, consequently imposing limitations on their children's autonomy and the quality of their relationships with them. Punitive measures frequently serve as a response when children do not fulfill behavioral expectations. Punishments for nonconformity may restrict a child's exploration of various gender roles, resulting in a limited formation of gender role identity (Hoskins, 2014). Furthermore, the notion exists that societal issues may be addressed by focusing solely on the misbehavior of children. A strict, authoritarian approach may impede the development of robust masculine traits in gender role identity. This parenting style may diminish assertiveness and confidence, which are critical components of masculine identity. The authoritarian parenting style emphasizes

adherence to traditional family structures, wherein children are expected to comply with parental directives without question. Authoritarian parents frequently assert that rigid rule enforcement and severe disciplinary actions can effectively resolve wider societal problems. The belief in strict parental control may compel children to conform to conventional gender roles, consequently restricting the formation of a personal and authentic gender role identity (Hoskins, 2014). Finally, adherence to parental expectations solely based on respect for authority indicates that a rigid, authority-centric approach may impede the development of masculine traits. In other terms, it is widely recognized that an authoritarian parent is characterized by harshness, punitive measures, and a belief that their child must adhere to moral standards and demonstrate obedience. This is consistent with the expectation that children adhere to parental authority out of respect. Enforced conformity can limit a child's capacity to explore and affirm their gender identity, resulting in a more rigid and less individualized formation of gender role identity (Hoskins, 2014).

At the multivariate level, the results indicate that the association between Authoritarian Parenting Style and the level of Masculinity in gender role identity across the entire sample was non-significant, exhibiting a weak negative correlation. This indicates that, overall, the Authoritarian Parenting Style does not significantly influence the development of masculine traits in gender role identity. Analysis of the results by gender reveals that Authoritarian Parenting Style has a non-significant positive effect on masculinity in males, whereas it demonstrates a significant negative effect on femininity in females. This indicates that the impact of authoritarian parenting on gender role identity is complex and differs based on the individual's gender. Authoritarian parenting emphasizes conformity and obedience, potentially reinforcing traditional masculine norms, yet it has limited influence on the development of assertiveness (Hoskins 2014).

Conversely, it inhibits a child's ability to explore their full potential. This is particularly harmful to girls as it reinforces traditional gender stereotypes and hinders their development into confident and assertive individuals (Nijhof and Engels, 2007). The relationship between Authoritarian Parenting Style and Masculinity in gender role identity, particularly regarding age differences, is overall non-significant, exhibiting a weak negative correlation. The impact differs by age group: it is non-significant and positive for ages 18-22, non-significant and negative for ages 23-27, and significantly negative for ages 28-32. Authoritarian parenting, defined by its insistence on conformity and obedience, may seem to bolster masculine norms through its focus on discipline and control. The positive effects on the development of masculine traits are negligible. This parenting style frequently restricts a child's capacity to explore their abilities, potentially impeding the development of masculine traits, especially as individuals pursue increased autonomy in their mid-twenties. Moreover, the strict control and focus on conformity characteristic of authoritarian parenting can considerably hinder the development of self-confidence and competence over time—qualities essential for the establishment of a strong masculine identity (Hoskins, 2014; Nijhof & Engels, 2007). The findings indicate that the relationship between Authoritarian Parenting Style and Masculinity in gender role identity is overall non-significant, exhibiting a weak negative association. The influence differs by educational level: it is significantly positive at the Bachelor's level, marginally negative at the Master's level, and strongly negative at the PhD level. Authoritarian parenting prioritizes conformity and discipline, potentially reinforcing traditional masculine traits in educational settings where these traits are advantageous (Hoskins, 2014; Yengo, 2023). Authoritarian parenting may hinder the development of self-reliance and critical thinking as individuals progress in their education, resulting in a slight decline in masculine traits. Authoritarian parenting's

restrictive nature can significantly hinder the development of essential traits linked to masculinity, especially in contexts requiring high autonomy and self-direction (Hoskins, 2014; Nijhof & Engels, 2007). The findings demonstrate a non-significant overall relationship between Authoritarian Parenting Style and Masculinity in gender role identity across various family types. The impact differs by family structure, exhibiting a significant negative effect in nuclear families and a non-significant positive effect in joint families. The notable negative correlation identified in nuclear families indicates that children in these settings may face a heightened detrimental effect on their masculine gender role identity due to authoritarian parenting practices. The individualistic and isolated nature of nuclear families may contribute to the rigid and controlling behaviors typical of authoritarian parenting, which can suppress traits traditionally linked to masculinity, including assertiveness and independence. Authoritarian parents emphasize the preservation of the family unit, which leads to limitations on their children's autonomy and the quality of their relationships with them. The authoritarian parenting style emphasizes a traditional family structure, where the child is expected to adhere to parental instructions without question. This approach is based on strict and inflexible regulations (Hoskins, 2014). The analysis indicates a non-significant relationship between Authoritarian Parenting Style and Masculinity in gender role identity, regardless of the father's education level, exhibiting a weak negative correlation. Authoritarian parenting is associated with increased aggression in offspring,

as well as tendencies toward introversion and social withdrawal. The emergence of masculine traits may be negatively influenced by the pressures to adhere to strict gender roles, potentially leading to heightened expression of these traits in fathers with advanced education (Ngwaka et al., 2024).

## Conclusion

This study presents a comprehensive analysis of the influence of authoritarian paternal parenting techniques on the development of gender role identity, specifically emphasizing the emergence of masculine qualities across diverse demographic and familial settings. The findings highlight the crucial influence of parenting methods on the development of gender identity, with differing impacts based on variables such as gender, educational achievement, age, family composition, and the father's degree of education. The study indicates that authoritarian parenting exhibits fewer efficacies in fostering masculine characteristics. Its inflexible and authoritarian methodology may inhibit self-expression and autonomy, particularly at advanced educational tiers. The study indicates that Authoritarian Parenting Style exerts a constraining and frequently detrimental effect on gender role identity, particularly by inhibiting the expression of femininity and, in higher education contexts, masculinity as well. Based on these findings, treatments should aim to alleviate the inflexible and domineering elements of authoritarian parenting, fostering a more equitable and nurturing approach that facilitates healthy gender role identity development.

## Conflict of Interests Statement

The authors showed no conflict of interest.

## Author's Contributions

**Saif Ullah:** Conceptualization (equal), Methodology (equal), Quantitative Analysis, Writing—original draft, Writing—review & editing

**Dr. Khalil Ur Rehman:** Conceptualization (equal), Methodology (equal), Quantitative Analysis, Writing—review & editing

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