

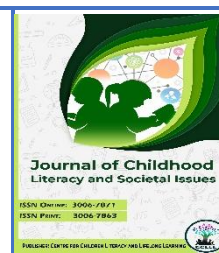


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Shaping Masculinity through Parenting: The Mediating Role of Authoritative Style across Family Structures

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ABSTRACT

This study aims to explore the relationship between authoritative parenting and gender role identity formation among male and female university students particularly masculine gender role orientation. A quantitative cross sectional research design was used and sampling of 370 male and female students was done by systematic sampling technique. The data were collected using a structured questionnaire. Results revealed a positive statistically significant correlation between authoritative parenting by fathers and masculine gender role identity ($p < .001$). The findings imply that the following paternal styles (providing guidance and responding to demands, setting behavioral norms, and being open to children's views) are linked to higher levels of masculine gender role orientations among university students. The results suggest the importance of paternal socialization in the construction of gender role identities and the potential of responsive and supportive fathering practices to understanding gendered socialization processes. The study adds to the sociological perspective of gender socialization in the family, and offers empirical implications for parents, teachers, and practitioners who are worried about parenting and gender development.



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Introduction

Gender identity is a complex phenomenon that has been characterized in numerous ways by sociologists, psychologists, and other experts in gender studies. According to the definition of gender identity, it is "the personal and deeply felt internal sense of the self that an individual possesses which may or may not correspond with the individual's physiology or designated sex at birth (Ernst et al., 2020). On the other hand gender roles, as delineated by the World Health Organization are societal constructs that determine the expected behaviors, qualities, and features associated with femininity and masculinity. These roles are culturally defined and vary from community to community (Suen et al., 2020). The concept of gender roles has historically been perceived as a singular continuum, with masculinity and femininity representing opposing extremes of the spectrum. Based on their gender, individuals were expected to behave in a certain way, according to this binary perspective (Bem, 1974). Research has indicated that individuals who possess androgynous characteristics do not exclusively process information according to their pre-existing gender paradigm (Wajsblat, 2011).

Individuals that generally demonstrate masculine or feminine orientations typically have gender-polarized actions and thinking, in contrast to those who have behavioral flexibility. Individuals who rigorously adhere to traditional masculine or feminine roles sometimes have a limited range of behaviors due to society gender conventions. As a result, their reactions and behaviors are greatly impacted by traditional gender norms, which might hinder their ability to

adjust and restrict their effectiveness in various contexts (Ellemers N, 2018). In addition, androgynous individuals tend to exhibit greater adaptability in many contexts compared to individuals who conform to traditional gender roles (Bzostek and Berger, 2017).

Gender roles and the development of gender identity are intricate societal structures that are shaped by a multitude of circumstances (Lindsey, 2020). These elements, such as friends, peer groups, media, religion, and culture, play a crucial role in influencing an individual's perception of gender (Okan, 2024). Researchers have discovered different theories of parenting styles that emphasize the different levels of parental affection and authority displayed in day-to-day interactions with their children. These parenting styles establish unique emotional environments in which children are nurtured and socialized (Teti & Candelaria, 2002). Authoritative parenting, which involves a combination of warmth and moderate control, creates an environment that promotes children's sense of worth and support, while simultaneously teaching them about boundaries and self-discipline (Sun et al., 2024). In conventional households, parents usually have a crucial role in directing children towards acquiring gender-conforming behavior (Farr et al. 2018). They frequently accomplish this by utilizing diverse methods like as verbal directives, exhibitions, narratives, and the choice of toys and activities that uphold societal expectations surrounding gender roles and identity (Lončarić, 2024)

Statement of the Problem

Conventional gender role ideologies persist in contemporary university environments

and have a significant impact on, and restrict, the ways in which universities strive to be inclusive and diverse. While higher education has the potential to question and shift dominant social norms, women and men often internalise traditional gender roles and norms and conform to them in rigid ways, undermining the school environment. This uniformity limits the opportunities for the social, emotional and intellectual growth of girls. These contrasting gender norms, in contrast, mean that boys are promoted to promote aggressive and assertive behavior, which leads to the under-representation of female students and push them into submissive positions in academic and learning environments.

Research Question

- i. What drives parents to be involved in gendering in families?
- ii. What are the changing dynamics of the family in terms of gender identity development for families with different demographic and social structures?
- iii. How does family structure contribute to the development of children's gender identity?

Objectives

- i. Explore causes of gender socialization in the family context
- ii. To investigate how parenting styles affect the development of gender identity.
- iii. To explore how parenting influences children's formation of identity.

Literature Review

In today's society, the problem of the gender identity formation has become more and more relevant, as the traditional roles of gender are becoming increasingly confused (Meeussen et al., 2020). This change may manifest itself in attire, appearance and behavior. Meanwhile the traditional definition of the family has become devalued and the number of one-parent families has grown (Khudyakova et al., 2016). These social changes have led to the confusion of both gender identities among children. Such changes in the broader society have led to the confusion between masculinity and femininity of children. In general, identity formation is a part of basic human development (Burgess, 2024). Identification of gender roles is a key part in a person's self-concept and influences the behavior and interaction of individuals from diverse cultural, racial and ethnic backgrounds (Endendijk, 2023). Social change, personal identity development and beliefs about gender roles combine in a complex and nuanced field of study (Sampa, 2024). Engaging in research on programs and mechanisms that foster the development of healthy gender identity in children and adolescents is another vital research area (Cherewick et al., 2020).

The presence and parenting styles of parents have a great impact on the development of children in different stages. Parents and parenting both parents' parenting, parenting the children is an important factor in the development of children's identities (Banić & Orehovački, 2024). To understand the complex relationship between family dynamics and child identity development, it is important to understand how each

parenting style may impact children in the development of their gender identity (Adil & Malik, 2024). Investigating the impact of parenting styles on gender identity development may involve exploring factors for instance, parental affection, control, communication patterns, and gender socialization practices within the family environment (Dittman et al., 2023). By recognizing the role of parents in shaping gender identity, professionals in psychology, education, and other fields can work collaboratively with families to promote positive outcomes for children's well-being and identity formation (Russell & Saebel, 1997; Siegel, 2022). The family is the most significant factor in shaping socialization, frequently described as the foundation of socialization. Parents and their parenting practices have a significant impact on a child's gender identity formation during their developmental phases, especially in the early years.

Gender Role Identity

The term "gender identity" was first introduced by Robert J. in 1964 (Stoller, 1964; Khare, 2023). It refers to an individual's personal and internal perception of their gender, which can be categorized as male, female, or non-binary. According to the Yogyakarta Principles define gender identity as an individual's subjective perception and acknowledgment of their own gender (Gilleri, 2022; Morrow & Messinger, 2006). Gender identity may correspond to or diverge from the sex designated to an individual at birth (Tissandier-Nasom, 2023). While uncommon, gender expression generally corresponds to an individual's gender identity (summers, 2016; American Psychological Association, 2015). The term "identity" describes the concept of a person's

internalised self-perception, which is commonly defined by a convergence of physical, psychological, and interpersonal characteristics, as well as associations with social roles (American Psychological Association, 2014). Gender identity plays a pivotal role in this expansive spectrum, encompassing an individual's psychological perception of their gender as male, female, neither, both, or another position along the continuum (Rokach & Patel, 2021).

Parenting styles and authoritative parenting style

Parenting style pertains to the comprehensive patterns of nurturing methods employed by parents in their interactions with their children (Sitorus & N, 2023). Parental practices in child rearing can vary among individuals due to factors such as personal experience, upbringing, and environment (Penna et al., 2023). Baumrind initially proposed the concept of authoritative parenting style in 1966 (BOŞCA & D, 2023). It States that authoritative parent's offer their children counsel in a logical and issue-focused manner. Due to the increased level of demandingness in this parenting style, parents typically value effective communication and a strong bond between their kids (Piko & Balazs, 2012). Authoritative parents demonstrate higher levels of demandingness and responsiveness by showing greater support for strict behavior. These parents advocate for transparent communication, elucidate the reasoning behind regulations, and utilise authority, logic, and advice to enforce objectives. This parenting method is predominantly associated with positive outcomes in adolescence. Consequently, the

majority of families regard it as the most beneficial and efficacious parenting approach (Hoskins, 2014).

The authoritative parenting style fosters the well-being of adolescents. Parents must fulfill the established requirements to be classified as authoritative. However, parents should have low scores on the Baumrind measure of passive acceptability if they want to be considered authoritative. The authoritative parenting style profoundly influences the psychological and social development of well-adjusted teenagers (Nijhof & Engels, 2007). The rationale behind this is that children raised with an authoritative parent figure are more likely to become independent thinkers, have high self-esteem, and learn healthy coping skills (Parker & Benson, 2004).

Authoritative parenting produces children who exhibit confidence, responsibility, and self-regulation abilities (Hussain et al., 2023). They can regulate their negative emotions more efficiently, resulting in improved social results and emotional well-being. By fostering independence, these parents enable their children to recognize their ability to achieve goals autonomously. This leads to children developing elevated self-esteem. Moreover, these children exhibit elevated academic achievement (Coplan et al., 2002). According to the findings of the research investigation that Rossman and Rea carried out, authoritative parenting is related with improved child adaptation and less challenges that are externalizing (Rossman & Rea, 2005).

Theoretical Framework

Social learning theory, mostly linked to psychologist Albert Bandura, emerges from

the behaviorist paradigm, which conceptualizes learning as a function of stimulus and response. This perspective posits that children receive both positive and negative reinforcement for gender-appropriate and unsuitable behaviors (Burn, 1996; Wharton, 2005). The idea proposes that this is how societal expectations for boys' and girls' conduct are established. Some boys learn that it's "inappropriate" to play with dolls, while girls learn that showing emotion is a sign of being a girl. Children pick up social norms and behaviors via seeing and mimicking adults of the same sex, according to social learning theory. What it means to be a girl is learned by seeing her mother, and what it means to be a boy is learned by watching his father (Stockard, 1999).

Sandra Bem responded by presenting gender schema theory, an alternative cognitive account of gender socialization. Bem posits that infants internalize gender roles as they learn to make sense of the world in societies that place a premium on gender differences. Gender schemas are mental frameworks that kids use to make sense of the world and keep things consistent and predictable (Stockard, 1999).

Research Methods

Quantitative research paradigm was used to gather and evaluate the data. In order to generate field level statistical data to measure parenting style and its influences on the construction of gender role identity of children, Bem Sex Role Inventory (BSRI) was used to assess the femininity and masculinity of the study participants with the Parental Authority Questionnaire (PAQ, 1991) was utilized to determine the parental background of the study participants.

Targeted Population and Sample Size

A sample is a subset of individuals that represents the entire population from which it is drawn (Keller, 2009). Systematic sample was adopted to collect data from the respondents in Hazara University Mansehra. Hazara University was the targeted population in the study. Data was collected from both male and female students in the university. The respondent in the university are from diverse background and it was convenient for researcher to collect data from university students. There are a total number of 10000 populations of the student in the selected University. 370 was the sample size of the study as per Sekaran table.

Respondent Selection Criteria

In order to achieve the goals of the research, the participants were chosen based on the type of study. Respondents were required to be current students at Hazara University Mansehra in Khyber Pakhtunkhwa, Pakistan, in order to comply with the study's specific requirements. Considering the nature of the research, male and female students were chosen as respondents for the study.

Conceptual Framework

In this study independent variable is authoritative parenting style, dependent

Table 1. Cronbach Alpha (α)

Variables	Cronbachs Alpha (α) values
Authoritative parenting	.937
Gender role identity formation	.863
Level of Masculinity	

variable is gender identity formation and background variables are gender, age, and level of education, Family type and father level of education

Tools of Data Collection

Data was collected through structured questionnaire. Quantitative research paradigm was used to gather and examine the data. In order to generate field level statistical data to measure paternal style and its influences on the construction of gender role identity of children, Bem Sex Role Inventory (BSRI) was used to measure femininity and masculinity of the study participants and the Parental Authority Questionnaire (PAQ ,1991) was employed to determine the parental background of the participants. A five-point scale was utilized in the questionnaire, ranging from 1 - Strongly Agree, 2 - Agree, 3 - Neutral, 4 - Disagree, to 5 - Strongly Disagree, to assess the respondents' reactions to each issue (Likert, 1932).

Reliability Analysis

To evaluate the reliability of the tools, a pretest was administered utilizing the selected scale for the study. Cronbach's Alpha (α) was employed to assess the internal consistency of the scale items (Cronbach 1951).

Ethical Consideration

Every effort will be made to adhere to the code of ethics for social science research. The confidentiality and anonymity of respondents will be strictly maintained. Respondents were informed that the data collected was used solely for this research study to fulfill a partial requirement for the degree. All participants were informed of the study's objective and their rights before data collection begins. The collected data was kept confidential and anonymity of the respondents was ensured by the researcher.

Data Analysis

The data gathered via a closed-ended questionnaire was coded, entered into IBM SPSS-25, and subjected to statistical analysis. Data was evaluated at various levels, including bivariate and multivariate analysis. The data about background, independent, and dependent factors was analyzed using simple frequency and percentage distribution at the univariate level. The independent variables (Authoritative parenting) were index and cross tabulated with dependence variables (Gender role identity, level of masculinity at bi-variate level. To assess the association between factors the chi-square test was conducted and Gamma was utilized to assess the direction of the connection between variables. Multi variate analysis was performed through Chi-square test and Gamma to determine the association and direction of association between independent and dependent variable with respect to background variables.

Variables Operationalization

A conceptual framework model was constructed using previously published studies on the influence of parenting style on the formation of gender role identity. Variables were categorized into two types: independent variables and dependent variables. Authoritative Parenting, as independent variables refers to parenting style and its impacts on child.

Gender role identity formations, Level of masculinity are dependent variables which refer the impacts of parenting style on gender role identity formation and level of masculinity of child. There are different impacts on gender role identity on child during the socialization the impacts may be personal, socials, psychological, emotional, and professionals.

Instrumentation of Variables and Data collection

To assess the study's variables, three independent variables are utilized, Authoritative parenting style and three Demographic variables, specifically gender, age, educational level, family types and father level of education. Conversely, one dependent variable was designated as gender role identity formation Level of Masculinity was set by the researcher. Researcher adopted the following process.

Authoritative parenting style contains on 7 scales. The impacts of Authoritative parenting style on child gender role identity. For the measurement of gender role identity, level of masculinity there are 10 items in the scales.

Data analysis is described in depth in this chapter. Result of the data of parenting style and its different impacts on gender role identity child formation were explain across the various parts of this chapter. Univariate and bivariate statistical analyses were performed on additional data. The demographic information and its description, as well as the frequency and percentage of the respondent, are included. (Gender, Age, level of education, Family types and Father level of education). Analysis at univariate level of the independence variable (Authoritative parenting style)

Background Variables

The section covers the respondents' demographic information, which includes gender, age, level of education, family type, and father level of

Table 2. Proportions and frequency of study participants by Gender

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

Age

"As indicated in the table, 51.9% of the respondents were aged between 23 to 27 years. Additionally, 37.8% of the respondents were aged between 18 between 22 years, while 10.3% of the respondents were aged between 28 between 32 years. As teenagers move through puberty, parents may adopt a more democratic or encouraging style that encourages candid dialogue and respect for one another. These

Table 3. Respondent Age

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

education. Below this part, you will find the demographic statistics.

Gender

Male respondents made up 60% of the sample, while female respondents made up 40%. Parenting practices differ greatly depending on the gender of the child; this variance can affect how parents approach discipline, communication, and general interaction with their sons and daughters. By analyzing these dynamics, we can gain insight into how parenting practices affect the socialization, self-esteem, and behavioral patterns of children in different ways depending on their gender. While parenting styles is highly dependent on the gender of the children (Baumrind D, 1971).

modifications are a reflection of the understanding that children's cognitive abilities are developing together with their growing demand for autonomy and accountability. Parenting techniques can be dynamically adjusted to promote children's cognitive development while fostering their entire development into adulthood. Change as they grow older, reflecting their changing cognitive development (Stockard 1999).

Education Level

60 % of the respondents possessed a Bachelor's level of education, 31.4% held a Master's level of education, and 8.6% had attained a PhD level of education. Children gain basic information, skills, and attitudes necessary for academic achievement and lifelong learning in the important educational setting of the home. Children's intellectual development and educational

performance are greatly influenced by parental involvement, family support for learning activities, and educational resources. A child's physical and mental well-being, personality traits, educational attainment, and other markers of development are all influenced by their family, which is the closest microsystem to them (Bronfenbrenner ,2013).

Table 4. *Respondents Level of education*

Level of Education	Frequency	%age
BS	222	60
MPhil	116	31.4
PhD	32	8.6
Total	370	100

Family Type

"The table below illustrates that 59.5% of the participants belonged to joint family systems, while 40.5% belonged to nuclear families. Children's development can benefit from extended family exposure to a variety of gender role models in a number of ways. First of all, it gives kids the chance to watch and absorb knowledge from a range of role models, some of whom may represent

distinct gender-specific attributes, actions, and duties. Through this exposure, children's conceptions of gender roles can be expanded beyond conventional stereotypes, fostering flexibility in their own identity creation and self-expression. In such families, children are exposed to a wide range of gender role models, including grandparents, parents, aunts, uncles, and 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
Total	370	100

Father level of Education

Father's education levels were reported as below in the table. 25.4% at the elementary

level, 35.9% at the secondary level, and 38.9% at the bachelor level of education

Univariate Analysis of the Attitude of Respondents toward Study Variables

A Likert scale with responses ranging from Strongly Agree (1) to Strongly Disagree (5) was used to measure responses to a series of statements for each variable in the questionnaire. The proportion and frequency of responses provided by respondents to each statement across all variables are displayed in the table below

Authoritative parenting style

Following table indicates the result of Authoritative parenting style. My father explained the reasons for the rules and regulations with the youngsters in the house, the majority of respondents (44.9%) strongly agreed with the statement, while 27.6% agreed. Conversely, 14.6% disagreed, 9.2% strongly disagreed, and 3.8% expressed a neutral stance.

Mostly of these strongly agree that due to my father governed all of the actions and choices of youngsters in the home through discipline, a significant proportion, comprising 37.3%, expressed strong agreement with the statement, while an additional 31.4% indicated agreement. Conversely, 13.5% held a strong opposing view, 10.8% maintained a neutral stance, and 7.0% actively disagreed.

In addition, my father always demanded of me to openly talk about family issues although they looked irrational, the results indicated that the majority of respondents, 38.4%, strongly agreed with the statement. Additionally, 20% of the respondents agreed with the statement. Conversely, 17.3% of the respondents strongly disagreed, 14.6%

maintained a neutral position, and 9.7% disagreed with the statement.

A substantial portion of respondents, 41.6%, strongly agreed with the statement that my father considered young people's perspectives when making decisions regarding the family.' Additionally, 22.7% agreed with the statement, 17.3% strongly disagreed, 13% were neutral, and 5.4% disagreed."

A significant portion of respondents, 33.5%, agreed with the statement that, my father established strong behavioral standards for the kids inside the house, but he was ready to adapt those standards to the requirements of every youngster in the family.' Additionally, 31.9% strongly agreed with the statement, 17.3% strongly disagreed, 13% were neutral, and 4.3% disagreed.

Among the respondents, 35.1% strongly agreed that, my father provided me with clear guidance for my actions and choices, yet he was also compassionate when I had differing opinions. In contrast, 28.1% agreed with this sentiment, while 18.4% strongly disagreed, 11.4% remained neutral, and 7% expressed disagreement.

28.1% of the respondents strongly agreed that, My father often made decisions for the family that caused me pain, but he was open to discussing those choices with me and would acknowledge it if he realized he had made a mistake. Conversely, 22.2% strongly disagreed with this statement, while 20% agreed, 15.1% disagreed, and 14.6% were neutral.

Gender role identity formation Level of Masculinity

Based on the facts provided in the table below, 53.5% of the respondents expressed significant agreement while describing themselves as "independent." In contrast, 18.9% of the participants expressed agreement with the statement, while 13% strongly objected, 7% disagreed, and 7.6% stayed neutral.

The results reveal that 34.6% of respondents agree with the claims, which they characterize as self-athletic. 29.7% of the respondents expressed strong agreement, while an additional 13% strongly disagreed. 11.4% disagreed, while the remaining 11.4% were neutral.

Based on the facts provided in the table below, 33.5% of the participants expressed agreement with the statement "Describe yourself as analytical. Conversely, 29.7% of participants strongly agreed with the statement, whereas 16.2% were neutral, 11.9% strongly disagreed, and 8.6% disagreed. The table illustrates that 38.9% of respondents strongly concurred with the claims. I have inherent leadership qualities. Meanwhile, 30.3% of respondents agreed with the assertion, 11.4% were neutral, another 11.4% disagreed, and 8.1% strongly disagreed with the comments. The data in the table shows that 33% of participants significantly supported the idea of self-determination in risk-taking. On the other hand, 27.6% agreed with the statement, 14.6% remained neutral, and 11.4% disapproved. Additionally, 13.5% strongly disagreed with the statement. The research indicates that 42.2% of respondents strongly agreed with the ability to make decisions easily.

In contrast, 19.5% agreed and 13% were neutral with the statement. In the same vein, 14.6% expressed disagreement, while 10.8% strongly expressed disagreement with the assertions.

Based on the statistics, 33.5% of the participants strongly supported the concept of self-dominance. On the other hand, 27% agreed that it was true and 17.3% responded with a neutral attitude. In the same way, 12.4% disagreed and 9.7% strongly disagreed with the statement.

The results indicated that 38.9% of the respondents felt strongly about taking a strong stance. On the opposite side of the fence, 25.4% of people agreed with the statement, and 9.2% were neutral. Also, 12.4% disagreed and 14.1 % strongly disagreed with the statement.

Based on the data gathered, a large number (42.7%) of the respondents expressed a high level of support for leadership roles. On the other hand, 24.3% of people agreed with the statement and 12.4% were unsure. Additionally, 12.4% of the respondents disagreed and 8.1% strongly disagreed with the statement.

According to the gathered data, 40.5% of respondents strongly endorsed the value of competitiveness. In contrast, 26.5% expressed agreement with the statement, while 14.1% maintained a neutral stance. Furthermore, 8.1% disagreed with the assertion, and 10.8% strongly disagreed.

Bi-variate Analysis

The correlation between the independent variable, Authoritative parenting style) and dependent variables (Gender role identity, level of masculinity) was conducted using

the cross-tabulation approach. The explanation of the study factors, results, and rationale is offered below.

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

The below tables illustrates the association between the Authoritative Parenting Style and its impact on the level of masculinity in gender role identity. The results reveal that when fathers engaged in discussions explaining the rationale behind rules and regulations with their children, the Authoritative Parenting Style showed a significant and positive correlation with elevated levels of masculinity in gender role identity ($P = .000$, $\gamma = .503$). In addition, the results illustrate the relationship between the Authoritative Parenting Style and its impact on the level of masculinity in gender role identity. The findings reveal that when fathers directed their children's activities and decisions through a disciplined approach, the Authoritative Parenting Style was significantly and positively correlated with higher levels of masculinity in gender role identity ($P = .000$, $\gamma = .490$). Results demonstrate the relationship between the Authoritative Parenting Style and its impact on the level of masculinity in gender role identity. The findings reveal that when fathers consistently expected their children to freely discuss family matters that seemed unreasonable, the Authoritative Parenting Style was significantly and positively associated with higher levels of masculinity in gender role identity ($P = .000$, $\gamma = .522$). The findings reveal a significant relationship between the Authoritative Parenting Style

and the level of masculinity in gender role identity. Specifically, when fathers included their children's perspectives in family decision-making, the Authoritative Parenting Style was significantly and positively associated with higher levels of masculinity in gender role identity ($P = .000$, $\gamma = .529$). Further, the study's evidence reveals a significant relationship between the Authoritative Parenting Style and the level of masculinity in gender role identity. When fathers were willing to modify their behaviour standards to accommodate the unique requirements of each child while maintaining clear standards at home, the Authoritative Parenting Style was significantly and positively associated with higher levels of masculinity in gender role identity ($P = .000$, $\gamma = .504$). The analysis highlights the link between the Authoritative Parenting Style and its effect on the level of masculinity in gender role identity. The findings reveal that when fathers offered explicit guidance for their children's conduct and pursuits while also demonstrating empathy during conflicts, the Authoritative Parenting Style was significantly and positively associated with higher levels of masculinity in gender role identity ($P = .000$, $\gamma = .488$). The examination underscores the relationship between the Authoritative Parenting Style and its impact on the level of masculinity in gender role identity. The results revealed that the Authoritative Parenting Style was significantly and positively correlated to greater levels of masculinity in gender role identity ($P = .000$, $\gamma = .540$) when fathers were open to discussing their decisions and even hurtful decisions with their children, and were willing to admit when they were wrong.

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

Independent Variable	Dependent Variable	Statistics
Authoritative Parenting Style		X ² (P-Value) Gamma-y
My father explained the reasons for the rules and regulations with the youngsters in the household.	Gender role identity level of Masculinity	X ² =76.552 P=.000 y=.503
My father governed all of the actions and choices of youngsters in the home through discipline.		X ² =79.139 P=.000 y=.490
My father always demanded of me to openly talk about family issues although they looked irrational.		X ² =107.241 P=.000 y=.522
My father considered young people's perspectives when making decisions regarding the family.		X ² =91.213 P=.000 y=.529
My father established strong behavioral standards for the kids inside the house, but he was ready to adapt those standards to the requirements of every youngster in the family.		X ² =100.717 P=.000 y=.504
My father provided me with clear guidance for my actions and choices, yet he was also compassionate when I had differing opinions.		X ² =98.894 P=.000 y=.488
My father often made decisions for the family that caused me pain, but he was open to discussing those choices with me and would acknowledge it if he realized he had made a mistake.		X ² =107.966 P=.000 y=.540

Multivariate Analysis

This section presents the results of a multivariate analysis to examine the relationship between the indexed independent and dependent variables and the background variables of gender, age, level of education, family type and paternal level

of education. Additionally, the analysis assesses whether the associations between the independent and dependent variables are influenced by these background factors.

Association between Authoritative Parenting and Masculine Gender Role Identity: A Gender-Controlled Analysis

The table presents the results of the association between Authoritative Parenting Style and its impact on gender role identity, specifically the level of Masculinity, with reference to gender. The findings indicate that the influence of Authoritative Parenting Style on gender role identity level of Masculinity is significant ($P=0.000$) and positive ($\gamma=0.692$) for males. Furthermore, the Chi-square test and Gamma

coefficient reveal a significant ($P=0.000$) and positive ($\gamma=0.767$) association for females. In addition, the overall value of significance and Gamma for the entire table shows a highly significant ($P=0.000$) and positive ($\gamma=0.719$) association between Authoritative Parenting Style and the gender role identity level of Masculinity across all gender groups. The results of both the Gamma and Chi-square tests indicate a strong positive correlation, suggesting a spurious relationship among Authoritative Parenting Style and gender role identity level of Masculinity with respect to gender.

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

Gender	Statistics χ^2 (P-Value) Gamma-y	Level of Significance for Entire Table
Male	$\chi^2=62.093$ $P=.000$ $y=.692$	$\chi^2=99.342$ $P=.000$ $y=.719$
Female	$\chi^2=46.807$ $P=.000$ $y=.767$	

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

The table presents the results of the association between Authoritative Parenting Style and its impact on the level of masculinity in gender role identity, with reference to age. The influence of Authoritative Parenting Style on the level of masculinity in gender role identity was found to be significant ($P = .000$) and positive ($\gamma = .537$) for the 18-22 age group.

The results of the Chi-square test and Gamma correlation indicate a significant and positive association between Authoritative Parenting Style and the level of masculinity in gender role identity when controlling for age. Specifically, the association was significant ($P = .000$) and positive ($\gamma = .837$) for the 23-27 age group, and significant ($P = .029$) and positive ($\gamma = .639$) for the 28-32 age group. Moreover, the overall significance and gamma values for

the whole table result in a very significant ($P = .000$) and positive ($\gamma = .719$) correlation between Authoritative Parenting Style and the intensity of the gender role identity for all ages. The results of gamma and Chi-square test showed that there is a consistent significant relationship between the Authoritative Parenting Style and the Masculinity in the Gender role identity among the age groups.

The findings demonstrate that Authoritative Parenting Style influences the level of masculinity in gender role identity across all age groups studied. The data shows that, regardless of age, an authoritative parenting style continuously encourages a higher degree of masculinity in gender role identity in people. Though it is substantial in all age ranges examined, it is most noticeable in the 23–27 age groups.

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

Age	Statistics	Level of Significance for Entire Table
	χ^2	
	(P-Value)	
	Gamma-y	
18-22	$\chi^2=19.342$	
	P=.002	
	y=.537	
23-27	$\chi^2=73.455$	$\chi^2=99.342$
	P=.000	P=.000
	y=.837	y=.719
28-32	$\chi^2=10.799$	
	P=.029	
	y=.639	

Association between Authoritative Parenting and Masculine Gender Role Identity: A level of Education Controlled Analysis

The table presents the results of the association between Authoritative Parenting Style and its impact on gender role identity

level of Masculinity with reference to the level of education. The analysis found a significant ($P=0.000$) and positive ($\gamma=0.726$) influence of Authoritative Parenting Style on gender role identity level of Masculinity for individuals with a bachelor's level of education. Furthermore, the Chi-square test

and Gamma coefficient reveal a significant ($P=0.000$) and positive ($\gamma=0.686$) association for individuals with a master's level of education. For those with a Ph.D. level of education, the association remains strong and positive ($P=0.000$, $\gamma=0.720$). Overall, the table shows a highly significant ($P=0.000$) and positive ($\gamma=0.719$)

association between Authoritative Parenting Style and the gender role identity level of Masculinity across all education levels. The cumulative analysis shows a highly significant ($P=0.000$) and positive ($\gamma=0.719$) relationship between Authoritative Parenting Style and the level of Masculinity in gender role identity across all levels of education.

Table 12. Association between Authoritative Parenting and Masculine Gender Role Identity: A level of Education-Controlled Analysis

Level of Education	Statistics χ^2 (P-Value) Gamma-y	Level of Significance for Entire Table
Bachelor	$\chi^2=58.464$ $P=.000$ $y=.726$	$\chi^2=99.342$ $P=.000$ $y=.719$
Master	$\chi^2=38.607$ $P=.000$ $y=.686$	
PhD	$\chi^2=16.267$ $P=.003$ $y=.720$	

Association between Authoritative Parenting and Masculine Gender Role Identity: A Family Type-Controlled Analysis

The analysis of the association between Authoritative Parenting Style and the level of Masculinity in gender role identity, with respect to different family types, reveals

significant findings. For nuclear families, the relationship between Authoritative Parenting Style and the level of Masculinity was both significant ($P=0.000$) and positive ($\gamma=0.709$). The results further showed a significant and positive association ($P=0.000$ and $\gamma=0.736$) when joint family separately analyzed with other factors controlled.

Further, the overall significance and Gamma value revealed between the all types of families showed highly significant and positive relationship ($P=0.000$, $\gamma=0.719$) respectively. The findings indicate that there is a significant positive correlation between Authoritative Parenting Style and Masculine traits in the gender identity in various family structures. The combined analysis shows a positive and highly significant relationship between the masculine dimension of gender role identification for both family types and the AP Style. This indicates that although

the effect is slightly greater in joint families, APYS significantly increases the identification of the gender role “Man” in both forms of families.

Authoritative parents are more demanding and responsive, exhibiting more support of strict behavior. These parents believe in good communication, explaining rules and why, and using authority, logic, and counsel to enforce goals. This parenting style is mainly linked with positive results during adolescence. Hence, it is most useful to most families as a parenting style (Hoskins 2014).

Table 13. Association between Authoritative Parenting and Masculine Gender Role Identity: A Family Types-Controlled Analysis

Family types	Statistics	Level of Significance for Entire Table
	χ^2	
	(P-Value)	
	Gamma-y	
Nuclear	$\chi^2=48.956$	$\chi^2=99.342$
	P=.000	P=.000
	$y=.709$	$y=.719$
Joint	$\chi^2=64.988$	
	P=.000	
	$y=.736$	

Association between Authoritative Parenting and Masculine Gender Role Identity: A father's level of education

The findings for the correlation between Authoritative Parenting Style and the level of Masculinity in gender role identity with regard to the level of education of fathers are interesting. Authoritative Parenting Style had significant and positive influence ($P=0.001$, $\gamma=0.583$) with regard to the fathers who have primary education. This

association was also important and positive ($P=0.000$, $\gamma=0.770$) for participants with secondary education. Moreover, the correlation was very strong and positive among fathers who had a bachelor's degree ($P=0.000$, $\gamma=0.782$). Authoritative Parenting Style and Masculinity in Gender role identity was positive ($\gamma=0.719$) and significant ($P=0.000$) when all the educational levels are considered together. The findings indicate that the Masculine gender role identity is consistently developed across all

levels of fathers' education with the use of Authoritative Parenting Style. This means the Authoritative Parenting Style has the most significant positive effect on the degree of Masculinity in fathers' gender role identity who have higher levels of education.

In addition, an understanding of the possible effects of parenting practices on gender identity formation can guide interventions

and support services for children to promote healthy gender identity formation. This understanding of the significance of parents in the development of gender identity can then inform practitioners from different disciplines such as psychology, education and other specialists, who can engage with families in a collaborative way to support positive outcomes for the well-being and development of children (Russell & Saebel, 1997; Siegel 2022).

Table 14. Association between Authoritative Parenting and Masculine Gender Role Identity: A father's level of education -Controlled Analysis

Father's level of education.	Statistics χ^2 (P-Value) Gamma-y	Level of Significance for Entire Table
Primary level	$\chi^2=19.148$ P=.001 y=.583	$\chi^2=99.342$ P=.000 y=.719
Secondary level	$\chi^2=38.158$ P=.000 y=.770	
Bachelor level	$\chi^2=51.830$ P=.000 y=.782	

Discussion

Parents' parenting styles play an extremely significant role in the development of the identity of children, regardless of gender. Paternal parenting style helps children in their identity formation; they are either masculine or feminine. This study will investigate how authoritative parenting impacts on their formation of gender identity. The findings of the study at

bivariate level shows that parenting style with authoritative have significant association with level of masculinity. Father discusses rules and regulation with children. The discovery highlights the importance of an authoritative, reasoning-based approach in nurturing gender role identity characteristics of masculinity. The authoritative parents explain the rules for their children, thus allowing them to understand and internalize the rules. The

practice helps to form children's gender role identity by creating an environment of clarity in communication and rational guidance (Baumrind, 1966; Piko & Balazs, 2012). They lead the actions according to their children's wishes; this implies a certain level of structure and direction from fathers that supports the acquisition of male characteristics within the context of gender role identity. Authoritative parenting is characterized by a balance between "discipline" and "responsiveness" according to Baumrind. This will provide children with structured guidance and will leave children with supportive interactions, which can affect their gender role identity development (Nijhof & Engels, 2007; Baumrind, 1971). This suggests that encouraging open communication and discussion of family rules, which are characteristics of authoritative parenting, have a positive effect on the development of stronger masculine trait in gender role identity from the father's side. Authoritative parents allow for open discussion, and take into account children's views. This openness can help shape gender role identity by giving children permission to speak up with their concerns, and create a space of mutual respect (Nijhof & Engels, 2007; Parker & Benson, 2004). They also took into account their children's view, an authoritative parenting attitude, which prioritizes and includes children's opinions in the process of decision-making, fosters gender identity stronger masculine orientation. This practice fosters a situational family culture to improve the feeling of agency of children and thus positively influence their gender role identity. While they set strong behavioral standards, the kids adopt such standards; it means that authoritative parenting (which is characterized as a combination of firm rules

and flexibility, and taking into consideration about individual needs) is a factor in the development of stronger masculine traits in gender role identity. This approach fosters an atmosphere of respect and adaptability, nurturing children's confidence and assertiveness, essential elements for a strong masculine identity. Authoritative parents have firm expectations and are flexible for each child. This allows for a flexible implementation where each child's needs are met within a supportive framework to help develop a rounded gender role identity (Hoskins, 2014; Parker & Benson, 2004). Father give a very clear guidance to children about the actions and choices and sometime father make decision for family that is painful for children but discuss it with children and acknowledge their point of view if the father made any mistake in his decision. Authoritative parenting style could be characterized as giving effective guidance and at the same time being empathetic and allowing for some disagreement, which helps to foster a better masculinity in the gender identity. Combination of authority and openness fosters an environment of respect and trust, enhancing children's confidence and assertiveness, which are key components of a masculine identity. The authoritative parents are open to discussing and acknowledging mistakes. The willingness to engage in dialogue and to concede mistakes contributes to a sense of trust and fosters a sense of responsibility and openness to emotions in children's gender role identity (Hoskins, 2014).

Further at multivariate level, the results highlights significant spurious association between authoritative parenting style and masculine gender identity role formation

with reference to gender, male and female. Authoritative Parenting Style significantly influences the level of Masculinity in gender role identity for both males and females. Children who experience authoritative parenting feel safe and respected in a setting that strikes a balance between warmth and punishment. Positivity and self-assurance are fostered by this support. A robust feeling of self-worth can influence how a person interprets and articulates their gender identity, including features of masculinity, for all genders (Hussain et al., 2023). In addition, there is significant and positive spurious association between authoritative parenting style and masculine gender role identity with respect to age. This implies that authoritative parenting has a strong and widespread influence on masculinity in gender role identification at various phases of young adulthood. The general well-being of teenagers can be enhanced by aggressive parenting. To be categorized as authoritative, parents must meet specific criteria. However, parents who want to be seen as authoritative should have low scores on the Baumrind test of passive tolerance. Authoritative parenting has a significant impact on the social and psychological development of healthy teenagers (Nijhof & Engels, 2007). Moreover, there is a significant spurious association between authoritative parenting style and level of masculinity with reference to child level of education. Authoritative Parenting Style consistently promotes a higher level of Masculinity in gender role identity, regardless of whether individuals have a bachelor's, master, or Ph.D. degree. The results underscore the pervasive impact of Authoritative Parenting Style on shaping gender role identity in educational contexts. The role of parents in shaping gender

identity, professionals in psychology, education, and other fields can work collaboratively with families to promote positive outcomes for children's well-being and identity formation (Russell & Saebel, 1997; Siegel, 2022). Additionally, the overall significance and Gamma value across all family types indicate a highly significant and positive relationship. The findings indicate that there is a significant positive relationship between Authoritative Parenting Style and masculine component of gender identity among various family types. The total analysis always shows a strong positive relationship and is highly significant. Authoritative Parenting Style is statistically significant with Masculinity in gender role identity at all educational levels together. This means that Authoritative Parenting Style is consistently associated with masculine identity in gender development at all levels of education of the fathers.

Conclusion

In this study, the effect of Different Parenting styles of fathers on the Development of Gender role identity especially Masculine gender role traits was examined in detail across the following different demographic and family settings. The results highlight the importance of parenting in the development of gender identity and how this role differs in significance for different gender, age, level of education, and family types and paternal education. The study points to the importance of Authoritative parenting in raising a balanced man, as it combines high responsiveness and demandingness. This parenting style's positive impact on masculine traits is consistent across diverse demographic factors, including gender, age,

educational level family types and paternal level of education. In general, the research highlights that Authoritative parenting is

always connected with masculine characteristics in children (McLoyd et al., 2000).

Author Contributions

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

Dr. Khalil ur Rehman: Methodology (equal), Quantitative Analysis, Writing –review& editing

Declarations

Human Ethics and Consent to Participate

The Ethical Review Committee of Hazara University, Pakistan, reviewed and approved this research. All subjects taking part in the study gave informed consent and no one was forced to participate.

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Clinical Trial Number

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