

Perception of Parenting Educational Styles in Chilean Adolescents

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Abstracts: Parental socialization styles influence the psychosocial well-being of sons and daughters according to sociodemographic variables. The aim of the study was to examine the perception of the educational styles exercised by fathers and mothers in a sample of adolescents from the Araucanía region, Chile. Within the framework of a non-experimental and cross-sectional design, 806 adolescents answered a sociodemographic questionnaire and the Parental Socialization Styles in Adolescence Scale (ESPA29). The results showed that there are differences by sex and age in the perception of the parental practices exercised by both the father and the mother, results that would make it possible to orient or focus family life education programs.

Keywords: Parental Socialization Styles, Adolescent, Family Relationships

1. INTRODUCTION

Families are characterized by maintaining strong bonds, which allow their members to establish reciprocal cooperative relationships, influence identity and enable human beings to adapt to society. Family relationships act as protective or risk factors against dysfunctions, emotional and behavioral problems [1]. In the family system, people develop experiences and skills that will serve as the basis for life in all its areas within the framework of their function as agents of socialization [2].

Socialization, on the other hand, has been understood as the process by which people internalize values, beliefs, norms and forms of behavior considered appropriate in the society they belong to, adopting codes of learned behavior for good social functioning [3]. León [4]. points out that an essential aspect in the study of family socialization processes has been their effect on the individual's personality and adjustment. Its importance is highlighted in the periods of infancy, childhood and adolescence, because it is the fathers, mothers and/or caregivers who act as fundamental agents for the adaptation to social life.

Research that examines the relationship between family socialization styles, also known as parental educational styles, and the behavior of children and adolescents is based on the proposal of Baumrind [5]. This author proposed the traditional tripartite model of three educational styles, the authoritarian one characterized by parents or caregivers with high demand and low receptivity/sensitivity, the permissive one that presents low demand and high receptivity/sensitivity, and the authoritarian or democratic one that is distinguished by a high demand and receptivity/sensitivity. This typological model was reformulated by Maccoby and Martin [6], incorporating the permissive-indulgent and permissive-neglectful styles [7].

Among the subsequent development of models is the proposal of Musitu and García [8], who distinguish two dimensions according to the adolescent's assessment of the reaction of each parent in different situations of daily life, which would be, acceptance/involvement that includes affect, dialogue, indifference and detachment, and the strictness/imposition dimension that includes verbal scolding, physical punishment and revoking privileges. Based on these dimensions, four styles of parental socialization are observed: authoritative, which represents parents with high strictness-imposition and high acceptance-involvement, neglectful, which refers to parents with low strictness-

imposition and low acceptance-involvement, indulgent, attributed to parents with low strictness-imposition and high acceptance-involvement, and authoritarian, which refers to parents with high strictness-imposition and low acceptance-involvement. These styles of parental socialization make up the typological model used in this study.

The study of parental socialization styles requires considering the family context in order to understand the behavior of children in different relational environments. Additionally, the existence of related variables such as the sex of the children and parents [9], the age and psychological maturity of the children [10], the age of the parents [11], the socioeconomic level or the types of family [12], among other variables.

This is due to the fact that both mothers and fathers transmit different behaviors and attitudes based on their cultural context [13]. García et al. [14]. state that the change associated with gender in parenting has been manifested in recent times with the entry of women into the world of work and men in raising children. Bolsoni [15]. points out that communication and affection on the part of mothers influence both positive and negative behavior of children. Regarding the age of the parents, García Jiménez et al. [11]. report that parents over 40 years of age present a higher degree of overprotection compared to those parents under 40 years of age, who resort more to punitive educational measures.

Regarding other factors such as the sex of the sons and daughters, differences in the perception of parenting styles with respect to parents have been reported in Uruguayan students, where girls perceived them as significantly less affectionate and inductive than boys [16]. In Chile, a study carried out with adolescents from different cities also showed differences in the styles of parental socialization according to the sex of the sons and daughters, observing that the daughters perceived the father as neglectful more than the sons, and in the case of the mother, the daughters also perceived them as more neglectful [12]. Other Chilean studies show significant negative relationships between parental social support and depressive symptoms [17] and observe that the most predominant parenting style was that of authoritarian, which was significantly and positively related to the quality of family life [18].

Although there is evidence that promotes certain parenting practices as more positive for the development and well-being of children, Murillo Casas et al. [19] suggest that the most suitable parenting style for each child or adolescent will depend on the context in which it develops. In other words, the relationship between parenting practices and the psychosocial adjustment of children will depend on the cultural context in which the socialization process takes place.

Studies on parenting socialization styles in Latin America are scarce [17,18]. so, it is necessary to delve deeper into them, due to the importance of parenting practices in people's development. Therefore, this research aimed to examine the perception of educational styles exercised by parents in a sample of adolescents from the region of La Araucanía, Chile. Specifically, we sought to i) analyze the relationship between father-mother socialization styles and ethnic group, origin and family coexistence, ii) establish the relationship between the typological model of parental socialization and the age and sex of adolescent sons and daughters, and iii) determine differences according to sex and age of adolescent sons and daughters in the perception of parental educational styles and in the subscales of the Scale Socialization Styles.

2. MATERIEL AND METHODS

2.1. Design

A quantitative study was carried out with a non-experimental cross-sectional design with a descriptive-correlational scope [20].

2.2. Sample

The sample consisted of 806 adolescents, Chilean high school students from Araucanía region, Chile, from public and subsidized private high schools in the city of Temuco, selected through a non-probabilistic convenience sampling. See Table 1.

Table 1. Sample characterization

| Sociodemographic variables | n | % |
|-------------------------------|-----|------|
| Sex | | |
| Man | 456 | 56,6 |
| Woman | 350 | 43,4 |
| Age | | |
| 12-13 age | 3 | 0,4 |
| 14-15 age | 373 | 46,3 |
| 16-18 age or older | 430 | 53,3 |
| Membership of an ethnic group | | |
| Yes | 216 | 26,8 |
| No | 590 | 73,2 |
| Origin | | |
| Urban | 637 | 79,0 |
| Rural | 169 | 21,0 |
| Family Coexistence | | |
| With both parents | 484 | 60,0 |
| Only with mother | 231 | 28,7 |
| Only with father | 91 | 11,3 |

Own elaboration

2.3. Instrument

Scale of Parental Socialization Styles in Adolescence (ESPA29; 8). Its purpose is to measure parental socialization styles considering two dimensions: acceptance/involvement and strictness/imposition. The first is aimed at positively and affectively reinforcing adjusted behavior when children behave incorrectly. The second is to resort to verbal scolding, physical punishment and revoking privileges, or a combination of these, when children behave incorrectly [8]. It consists of 29 items with four Likert response alternatives, ranging from "never" to "always". These items are grouped into seven subscales: affect, indifference, detachment, dialogue, revoking privileges, verbal scolding, and physical punishment. The first four are grouped into the acceptance/involvement factor and the last three are grouped into the strictness/imposition factor. The instrument makes it possible to classify parental socialization styles as neglectful, authoritarian, indulgent, and authoritative. The original version of the scale shows high internal consistency with a Cronbach's alpha of 0.96 on both the mother's and father's measurement scales [8].

In addition, a sociodemographic questionnaire was used.

2.4. Procedure

Adolescents were contacted through their educational centers, to whom the scope of the study was explained and authorization to access the sample was requested. Parents of students who made up the sample signed an informed consent form, which made known the objective of the study, the voluntariness of participation and the anonymous and confidential nature. With this, compliance with current legal regulations on the participation of minors in research was safeguarded. After the adolescents signed their assent, the research team proceeded to apply instruments at times coordinated with the educational establishment.

2.5. Data analysis

Sociodemographic background was organized in a database in the SPSS program (v. 23) to obtain characterization. To respond to the proposed objectives, the χ^2 test was carried out to establish the association between categorical variables. The mean comparison test using the one-factor ANOVA test with Welch adjustment and the Games-Howell post hoc test were used to determine the existence of group differences.

2.6. Ethical aspects

Study approved by the Ethics Committee of the Universidad de La Frontera.

3. RESULTS AND DISCUSSIONS

Regarding the analysis of the relationship between the socialization styles of the father and mother and ethnic group, origin and type of family coexistence, it was obtained that the Chi-square test showed that there is no association between belonging to an ethnic group and the perceived parental socialization style of the father [$\chi^2(3.634)=1.405$; $p=0.701$] and neither in that of the mother [$\chi^2(3.771)=3.657$; $p=0.301$]. This is represented in Table 2.

Table 2. Relationship between parenting style and ethnicity

| | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|--------|------------|-------|---------------|-------|-----------|-------|---------------|-------|-------|-------|
| | O | E | O | E | O | E | O | E | O | E |
| Father | | | | | | | | | | |
| Yes | 48 | 49,4 | 31 | 29,5 | 52 | 56,7 | 47 | 42,4 | 178 | 178,0 |
| No | 128 | 126,6 | 74 | 75,5 | 150 | 145,3 | 104 | 108,6 | 456 | 456,0 |
| Total | 176 | 176,0 | 105 | 105,0 | 202 | 202,0 | 151 | 151,0 | 634 | 634,0 |
| Mother | | | | | | | | | | |
| Yes | 22 | 29,4 | 28 | 30,0 | 82 | 78,8 | 82 | 75,8 | 214 | 214 |
| No | 84 | 76,6 | 80 | 78,0 | 202 | 205,2 | 191 | 197,2 | 557 | 557 |
| Total | 106 | 106,0 | 108 | 108,0 | 284 | 284,0 | 273 | 273,0 | 771 | 771 |

Note. O: Observed Frequency; E: Expected Frequency

In terms of origin, there was no association between urban/rural origin and the perceived parental socialization style of the father [$\chi^2(3.618)=1.630$; $p=0.653$], and that of the mother [$\chi^2(3.751)=2.586$; $p=0.460$], as shown in Table 3.

Table 3. Relationship between parenting style and urban-rural origin

| | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|--------|------------|-------|---------------|-------|-----------|-------|---------------|-------|-------|-----|
| | O | E | O | E | O | E | O | E | O | E |
| Father | | | | | | | | | | |
| Urban | 133 | 127,9 | 82 | 80,9 | 151 | 154,0 | 110 | 113,2 | 476 | 476 |
| Rural | 33 | 38,1 | 23 | 24,1 | 49 | 46,0 | 37 | 33,8 | 142 | 142 |
| Total | 166 | 166,0 | 105 | 105,0 | 200 | 200,0 | 147 | 147,0 | 618 | 618 |
| Mother | | | | | | | | | | |
| Urban | 81 | 79,3 | 89 | 83,2 | 216 | 219,3 | 198 | 202,2 | 584 | 584 |
| Rural | 21 | 22,7 | 18 | 23,8 | 66 | 62,7 | 62 | 57,8 | 167 | 167 |
| Total | 102 | 102,0 | 107 | 107,0 | 282 | 282,0 | 260 | 260,0 | 751 | 751 |

Note. O: Observed Frequency; E: Expected Frequency

In the case of the adolescent's family cohabitation with both parents, no relationship was observed between living with both parents and the father's perceived parental socialization style [$\chi^2(3.653)= 2.233$; $p=.525$], nor in the case of the mother [$\chi^2(3.796)=0.739$; $p=0.864$], see Table 4. It is worth mentioning that in the situation of living only with the father, there is no significant association with the father's perceived parental socialization style [$\chi^2(3.91)=3.399$; $p=0.318$] or with the mother's style [$\chi^2(3.231)=4.733$; $p=0.133$], as reported in Table 5. On the other hand, in the case of living only with the mother, there is no association with the father's perceived parental socialization style [$\chi^2(3.91)=0.562$; $p=0.918$] and the same occurs in the case of the mother [$\chi^2(3.231)=2.590$; $p=0.462$], see Table 6.

Table 4. Relationship between parenting style and two-parent nuclear family type

| | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|--------|------------|-------|---------------|-------|-----------|-------|---------------|-------|-------|-----|
| | O | E | O | E | O | E | O | E | O | E |
| Father | | | | | | | | | | |
| Yes | 151 | 154,7 | 92 | 93,1 | 178 | 178,6 | 137 | 131,6 | 558 | 558 |
| No | 30 | 26,3 | 17 | 15,9 | 31 | 30,4 | 17 | 22,4 | 95 | 95 |
| Total | 181 | 181,0 | 109 | 109,0 | 209 | 209,0 | 154 | 154,0 | 653 | 653 |
| Mother | | | | | | | | | | |
| Yes | 75 | 78,0 | 82 | 80,1 | 208 | 205,1 | 194 | 195,9 | 559 | 559 |
| No | 36 | 33,0 | 32 | 33,9 | 84 | 86,9 | 85 | 83,1 | 237 | 237 |
| Total | 111 | 111,0 | 114 | 114,0 | 292 | 292,0 | 279 | 279,0 | 796 | 796 |

Note. O: Observed Frequency; E: Expected Frequency

Table 5. Relationship between parenting style and male-headed single-parent family type

| | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|--------|------------|------|---------------|------|-----------|------|---------------|------|-------|-----|
| | O | E | O | E | O | E | O | E | O | E |
| Father | | | | | | | | | | |
| Yes | 3 | 5,6 | 5 | 3,2 | 5 | 5,2 | 4 | 3,0 | 17 | 17 |
| No | 27 | 24,4 | 12 | 13,8 | 23 | 22,8 | 12 | 13,0 | 74 | 74 |
| Total | 30 | 30,0 | 17 | 17,0 | 28 | 28,0 | 16 | 16,0 | 91 | 91 |
| Mother | | | | | | | | | | |
| Yes | 1 | 1,6 | 4 | 1,4 | 3 | 3,6 | 2 | 3,4 | 10 | 10 |
| No | 35 | 34,4 | 28 | 30,6 | 81 | 80,4 | 77 | 75,6 | 221 | 221 |
| Total | 36 | 36,0 | 32 | 32,0 | 84 | 84,0 | 79 | 79,0 | 231 | 231 |

Note. O: Observed Frequency; E: Expected Frequency

Table 6. Relationship between parenting style and female-headed single-parent family

| | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|--------|------------|------|---------------|------|-----------|------|---------------|------|-------|-----|
| | O | E | O | E | O | E | O | E | O | E |
| Father | | | | | | | | | | |
| Yes | 20 | 18,8 | 11 | 10,6 | 17 | 17,5 | 9 | 10,0 | 57 | 57 |
| No | 10 | 11,2 | 6 | 6,4 | 11 | 10,5 | 7 | 6,0 | 34 | 34 |
| Total | 30 | 30,0 | 17 | 17,0 | 28 | 28,0 | 16 | 16,0 | 91 | 91 |
| Mother | | | | | | | | | | |
| Yes | 29 | 30,1 | 24 | 26,7 | 72 | 70,2 | 68 | 66,0 | 193 | 193 |

| | | | | | | | | | | |
|-------|----|------|----|------|----|------|----|------|-----|-----|
| No | 7 | 5,9 | 8 | 5,3 | 12 | 13,8 | 11 | 13,0 | 38 | 38 |
| Total | 36 | 36,0 | 32 | 32,0 | 84 | 84,0 | 79 | 79,0 | 231 | 231 |

Note. O: Observed Frequency; E: Expected Frequency

Regarding the educational styles of parents perceived by their adolescent sons and daughters, there is no association between age groups and sex with the mother's typological model of parental socialization [$\chi^2(15,800)=18.9$; $p=.0.17$], see Table 7. On the other hand, there is a significant association between age groups and sex with the father's typological style of parental socialization [$\chi^2(15.657)=28.9$; $p=0.016$], with a higher frequency of the Neglectful style observed in the group of adolescent females between 12 and 13 years old, as reported in Table 8.

Table 7. Distribution Typological model of maternal socialization

| Age | Sex | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|------------|-------|------------|------------|---------------|------------|-----------|------------|---------------|------------|---------|-----------|
| | | O | E | O | E | O | E | O | E | O | E |
| 12-13 | Woman | 1 8 | (15, 5) | 13 | (15, 6) | 13 | (15, 7) | 18 | (15, 3) | 62 | (62) |
| | Man | 1 9 | (19, 8) | 20 | (19, 8) | 22 | (19, 9) | 18 | (19, 5) | 79 | (79) |
| 14-15 | Woman | 4 2 | (43, 8) | 46 | (44) | 47 | (44, 2) | 40 | (43, 1) | 17 5 | (17 5) |
| | Man | 6 0 | (62, 3) | 64 | (62, 6) | 66 | (62, 9) | 59 | (61, 3) | 24 9 | (24 9) |
| 16-18 + | Woman | 3 0 | (28) | 26 | (28, 1) | 27 | (28, 3) | 29 | (27, 6) | 11 2 | (11 2) |
| | Man | 3 1 | (30, 8) | 32 | (30, 9) | 27 | (31, 1) | 33 | (30, 3) | 12 3 | (12 3) |
| Total | | 2 00 | (200) | 201 | (201) | 202 | (202) | 19 7 | (197) | 80 0 | (80 0) |

Note. O: Observed Frequency; E: Expected Frequency

Table 8. Distribution Typological model of paternal socialization

| Age | Sex | Neglectful | | Authoritarian | | Indulgent | | Authoritative | | Total | |
|------------|-------|------------|------------|---------------|------------|-----------|------------|---------------|------------|---------|-----------|
| | | O | E | O | E | O | E | O | E | O | E |
| 12-13 | Woman | 1 4 | (12, 3) | 11 | (11, 9) | 12 | (11, 9) | 13 | (12, 9) | 50 | (50) |
| | Man | 1 8 | (17, 5) | 17 | (15, 7) | 13 | (15, 8) | 18 | (17, 1) | 66 | (66) |
| 14-15 | Woman | 3 7 | (36) | 31 | (32, 3) | 30 | (32, 5) | 38 | (35, 2) | 13 6 | (13 6) |
| | Man | 5 7 | (55, 4) | 47 | (49, 6) | 53 | (49, 9) | 57 | (54, 1) | 20 9 | (30 9) |
| 16-18 + | Woman | 2 1 | (23, 8) | 24 | (21, 4) | 24 | (21, 5) | 21 | (23, 3) | 90 | (90) |
| | Man | 2 7 | (28, 1) | 26 | (25, 2) | 25 | (25, 3) | 28 | (27, 4) | 10 6 | (10 6) |
| Total | | 1 74 | (174) | 156 | (156) | 157 | (157) | 17 0 | (170) | 65 7 | (65 7) |

Note. O: Observed Frequency; E: Expected Frequency

Regarding the determination of differences according to sex and age of adolescent sons and daughters in the perception of parental educational styles and in the subscales of the Socialization Styles Scale, the one-factor ANOVA test was carried out with the Welch adjustment and then the Games-Howell post hoc test was obtained to determine the groups with differences. Significant differences were obtained for the subscale of dialogue in mothers [$F(5,800)=2.46$; $p=0.034$] between the group of adolescent females aged 12 to 13 years and the group of

adolescent males aged 16 to 18 years, with mean females reaching higher levels than males. For the physical punishment subscale, significant differences were observed [$F(5.800)=7.52$; $p<0.001$] between the group of females aged 16 to 18 years and in the groups of adolescent males aged 12 to 13 years and 14 to 15 years, with males reaching higher mean rates than females. Likewise, for the revoking privileges subscale, significant differences were found [$F(5.800)=2.86$; $p=0.015$] between the group of adolescent females aged 16 to 18 years and the group of adolescent males aged 14 to 15 years, with males reaching mean levels higher than females, which is represented in Table 9.

Table 9. Descriptive statistics of the ESPA29 subscales for Mothers.

| Age | Sex | Affect | | Indifference | | Detachment | | Dialogue | | Verbal s. | | Physical p. | | Revoking p. | |
|---------|-------|--------|--------|--------------|------|------------|--------|----------|--------|-----------|--------|-------------|--------|-------------|------|
| | | M | S D | M | SD | M | S D | M | S D | M | S D | M | S D | M | SD |
| 12-13 | Woman | 3,30 | 0,64 | 1,51 | 0,61 | 1,38 | 0,32 | 3,12 | 0,59 | 2,36 | 0,50 | 1,19 | 0,37 | 1,72 | 0,50 |
| | Man | 3,30 | 0,67 | 1,42 | 0,45 | 1,42 | 0,39 | 2,92 | 0,64 | 2,27 | 0,52 | 1,25 | 0,50 | 1,74 | 0,54 |
| 14-15 | Woman | 3,19 | 0,72 | 1,56 | 0,61 | 1,48 | 0,48 | 3,03 | 0,66 | 2,29 | 0,51 | 1,15 | 0,35 | 1,70 | 0,51 |
| | Man | 3,16 | 0,68 | 1,56 | 0,55 | 1,48 | 0,43 | 2,96 | 0,63 | 2,27 | 0,51 | 1,21 | 0,38 | 1,74 | 0,53 |
| 16-18 + | Woman | 3,10 | 0,78 | 1,52 | 0,51 | 1,48 | 0,48 | 2,93 | 0,68 | 2,26 | 0,53 | 1,08 | 0,11 | 1,59 | 0,41 |
| | Man | 3,04 | 0,71 | 1,63 | 0,59 | 1,46 | 0,36 | 2,82 | 0,65 | 2,16 | 0,54 | 1,13 | 0,27 | 1,58 | 0,52 |

Note. M: Mean; DE: Standard Deviation

On the other hand, when comparing the means between these groups in fathers, significant differences were observed for the affect subscale [$F(5.657)=4.56$; $p<0.001$] between the group of adolescent males aged 12 to 13 years and the groups of males aged 14 to 15 years, with males aged 12 to 13 years reaching higher mean values than males aged 14 to 15 years. The same is true among the group of adolescent females between 16 and 18 years of age and among males between 16 and 18 years of age, with average females reaching higher levels than males. In addition, significant differences were obtained for the physical punishment subscale [$F(5.657)=4.35$; $p<0.001$] between the group of male adolescents between 14 and 15 years old and the group of female adolescents between 16 and 18 years of age, with males reaching higher mean rates than females. Finally, there were significant differences for the revoking privileges subscale [$F(5.657)=2.93$; $p=0.013$] between the group of adolescent males aged 14 to 15 years and the group of males aged 16 to 18 years, with males aged 14 to 15 years achieving higher mean values than males aged 16 to 18 years. As shown in Table 10.

Table 10. Descriptive statistics of ESPA29 subscales for Parents.

| Age | Sex | Affect | | Indifference | | Detachment | | Dialogue | | Verbal s. | | Physical p. | | Revoking p. | |
|---------|-------|--------|------|--------------|------|------------|------|----------|-----|-----------|-----|-------------|-----|-------------|------|
| | | M | DE | M | DE | M | DE | M | DE | M | DE | M | DE | M | DE |
| 12-13 | Woman | 3,11 | 0,72 | 1,64 | 0,67 | 1,44 | 0,33 | 2,8 | 0,7 | 2,1 | 0,5 | 1,2 | 0,4 | 1,7 | 0,59 |
| | Man | 3,27 | 0,67 | 1,47 | 0,49 | 1,45 | 0,42 | 2,8 | 0,6 | 2,1 | 0,5 | 1,2 | 0,3 | 1,7 | 0,55 |
| 14-15 | Woman | 2,99 | 0,81 | 1,60 | 0,59 | 1,48 | 0,42 | 2,7 | 0,7 | 2,1 | 0,5 | 1,1 | 0,3 | 1,6 | 0,52 |
| | Man | 2,96 | 0,73 | 1,60 | 0,56 | 1,48 | 0,43 | 2,8 | 0,6 | 2,1 | 0,5 | 1,2 | 0,4 | 1,7 | 0,51 |
| 16-18 + | Woman | 2,83 | 0,84 | 1,69 | 0,68 | 1,55 | 0,46 | 2,6 | 0,6 | 2,2 | 0,5 | 1,0 | 0,1 | 1,5 | 0,41 |
| | Man | 2,79 | 0,77 | 1,65 | 0,62 | 1,51 | 0,40 | 2,6 | 0,7 | 2,0 | 0,4 | 1,1 | 0,3 | 1,5 | 0,47 |

Note. M: Mean; DE: Standard Deviation

4. DISCUSSIONS

The research revealed that there is no significant association between father's and mother's socialization styles and ethnic group, origin and type of family coexistence. These results, although not consistent with previous studies

that have shown a relationship between father's and mother's socialization styles with other sociodemographic variables [10, 11, 12], could be due to the fact that the different groups were not equally represented in the study, due to the fact that it formed a non-probabilistic sample for convenience. It is suggested to study these variables by forming a sample by quotas or to carry out a qualitative research that allows us to delve deeper into these variables.

However, a relationship between age groups and sex was demonstrated with the father's typological model of parental socialization, where adolescent daughters compared to adolescent sons perceived the father as neglectful. This result is consistent with the study developed by Espinoza García [12] and could be explained in the cultural context and the parental roles socially assigned to the mother and father, where in the case of the father there would be less involvement in the parenting processes or greater disinterest and indifference to satisfying the needs of children.

In Chile, studies reveal that mothers have significantly higher parental burnout than fathers, which could be related to a higher degree of involvement, compared to fathers, in the upbringing of children [21]. On the other hand, this perception could be due to the fact that daughters, from the greater affective distance experienced by adolescents in general, evaluate the father as indifferent, not very affectionate, not very dialoguing and receptive (low acceptance-involvement), while they do not recognize attitudes of control and supervision (low strictness-imposition) [22], attributing neglectful behavior to him, without this effectively being the style of discipline used by the father.

Likewise, the existence of determining variables such as sex and age in parental socialization styles was determined, which is consistent with existing evidence in the literature [9,16]. When studying the differences according to sex and age of the sons and daughters in the perception of parental educational styles and in the different subscales present in the parental socialization styles scale, it was observed that there were significant differences in the mothers for the subscales of dialogue, physical punishment, and revoking privileges.

In the case of the dialogue subscale, it is higher in adolescent girls aged 12 to 13 years than in men aged 16 to 18 years, which could be due, according to the literature, to the fact that adolescent girls tend to talk more with their mothers than adolescent men, since they are perceived as more open. Understanding and interested in dialogue [23]. On the physical punishment subscale, physical punishment is higher in adolescent males aged 12 to 13 years and 14 to 15 years of age than in adolescent females aged 16 to 18 years and 16 to 18 years of age. In the revoking privileges subscale, it is higher in male adolescents aged 14 to 15 years than in women aged 16 to 18 years, which is consistent with previous studies by Calvete et al. [24], which show that male adolescents tend to have more behavioral problems than female adolescents and are less obedient, implying that parent's resort to more punitive disciplinary actions against them.

With regard to parents, significant differences were obtained for the subscales of affect, physical punishment and revoking privileges. In the affect subscale, it is higher in adolescent males aged 12 to 13 years than in males aged 14 to 15 years and is higher in adolescent females aged 16 to 18 years than in males aged 16 to 18 years. These results are similar to those obtained in the study by Rodríguez et al. [25], where it is evident that younger children would perceive more affect and involvement from their parents and thus, when they grow up, women would perceive more affect than men, due to the needs and demands associated with age and developmental stage.

On the other hand, in the physical punishment subscale, it is higher in male adolescents aged 14 to 15 years than in adolescent females aged 16 to 18 years. Finally, in the revoking privileges subscale, it is also higher in male adolescents aged 14 to 15 years than compared to adolescents aged 16 to 18 years, with similar results being found in the study by Calvete et al. [24], which would allow us to point out that fathers would show a greater degree of involvement in the educational upbringing of their sons than in that of their daughters. As sons are more frequently subjected to physical punishment and revoking of their privileges by father figures.

Finally, it is relevant to consider the developmental stage through which adolescents pass, where the greater or lesser the age of the needs and focuses of attention change, therefore, the perceptions of parental educational styles also change. As sons and daughters increase in age, they seek greater autonomy by even challenging

parental authority [26], therefore, parental control would decrease, so that fathers and mothers could exercise more authoritarian practices when children are younger.

CONCLUSIONS

This study verifies differences between the educational styles exercised by fathers and mothers, which could be based on learned patterns and cultural beliefs of sex, rooted in the parental upbringing system, where the socialization process takes place, which would influence the way of facing family life situations. Through which, women would exercise a role of greater involvement in the care of their children, while men would fulfill a role of economic support [27].

On the other hand, adolescent daughters perceive their parents as neglectful, that is, with low strictness and little affect, which would again indicate a cultural pattern of parenting, where fathers would be more distant or less expressive with their affect. This would be based on the fact that it is women who traditionally present more cognitive and affective empathy compared to men [28], due to the fact that mostly the private-femininity-affectivity would fall on women and the public-masculinity-reason would fall on men [29].

Parenting practices represent a primary element in the psychosocial well-being of adolescent sons and daughters, therefore, these results provide a contribution to the understanding of parenting practices in the context of Chilean families. In the same way, the variables of rural and urban origin and belonging to ethnic groups are involved, of which there is less research. As a practical implication, we highlight that evidence is provided for the development of education programs for family life, considering elements such as positive parenting and healthy family coexistence.

Regarding the limitations of this study, a non-probabilistic convenience sampling was used, therefore the results would not be representative or generalizable to the entire adolescent population. In addition, due to the descriptive-correlational cross-sectional scope, it is not possible to establish quality.

Future lines of research could identify other variables related to parenting styles, such as parental occupation, educational level, or family composition. Likewise, longitudinal studies are considered relevant to examine possible effects or impact of parenting styles.

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