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Gender differences in parental educational styles in athletes: competition level and sport success

Abstract

The goal of this research was to know whether there are differences in parental educational styles depending on gender in athletes and parents, the level of sports success (local successes, national successes and international successes) and the competition level (local competition, national competition and international competition). The sample was made up of 357 Spanish athletes. An ad hoc sociodemographic questionnaire, the Multifactor Self-Assessment Test of Child Adjustment (TAMAI) and the Oviedo Scale of Infrequency of Response (INF-OV), were used to measure the different variables. Results showed that women athletes perceived more protective fathers and men perceived more authoritarian mothers. MANOVA analyses revealed that no gender differences were found depending on the competition level and the level of success. In conclusion, fathers should be aware that they unconsciously can be more protective with girls, otherwise, mothers can be more authoritarian with boys. Thus, these results should be considered by practitioners to create programs to intervene with parents depending on athlete's gender differences.

Keywords: Authoritarian, democratic, father, mother, permissive, protective.

Gender differences in parental educational styles in athletes: competition level and sport success

Several studies have proved that parents play a salient role in the relationship among athletes, wellbeing and performance.[1–5] Moreover, there are a bunch of variables from parents that have revealed a crucial impact on sports, such as: support, pressure, involvement, parents-coach relationship, parents' motivational climate, parental educational styles, among others.[2–9] Not only this influence has been proved in young adults, but also some studies have shown an influence on adults' performance from parents.[1,10] Subsequently, the influence from parents will continue in adulthood, despite being more intensive in childhood due to nurture.

Particularly, this work focuses on parents' influence, more concretely in parental educational styles perceived by adult athletes. Parental educational styles were chosen as there is a big lack of studies in the literature that examine the influence of education in sports following this paradigm, the impact of parental education in gender differences, [1,11,12] as well as the salient role revealed by parental educational styles in psychosocial development and other areas such as academic performance.[13–15] Thus, as another part of life, sports needs to clarify the parental education implication. Regarding parental education styles, one of the most widely used and known models is Baumrind proposal,[16,17] which highlights the existence of three parental educational styles: authoritarian, permissive and democratic.

Authoritarian parents are very demanding, not very communicative and affective, and giving great importance to order and obedience.[12,15,18–21] Authoritarian parents have adverse effects on the psychosocial adjustment of children, such as low self-confidence, low self-esteem, competitive anxiety, aggressivity, low autonomy, bad psychological adjustment and less motivation for sports.[12,18,19] However, permissive parents promote the autonomy of their children, without neglecting their health, agree to entertain their desires and impulses, and demand a low level of maturity and responsibility.[1,20,22] Besides, permissive parents can lead

to different outcomes on athletes' psychosocial development, such as: low maturity level, aggressivity, low achievement, self-regulated learning, intrinsic motivation and higher levels of sports practice.[1,20,22]

Democratic parents educate their children using mature roles and behaviours, through reasoning and negotiation. In addition, in this relationship the rights and duties of children are accepted by parents and themselves. Besides, communication and rules are set in a bidirectional way which is the fact that characterised by most this style.[13–15,22,23] The influence of democratic parents on children may turn out to be in the best positive outcomes in psychosocial development, for instance, they might have a paramount impact on social competence, self-control, high motivation levels, autonomy, better moral reasoning levels, self-regulated learning, fidelity to commitments, realistic self-concept and high self-esteem.[13–15,22,23]

Furthermore, in addition to Baumrind's model,[16,17] the present work examined protective parents due to their negative outcomes in psychosocial development[24,25] and their possible implications in the sporting context. These parents are characterised by an excessive protection in children that do not let them face troubles by themselves.[24–26] This style of education may lead to negative coping strategies, anxiety, insecurity among others[24,26,27] Moreover, protective parents may have positive factors in athletes as more support, less involvement in addictive behaviours.[24–27] Therefore, protective parents can lead to negative outcomes, otherwise, it also can provoke positive results in children.

Concerning parental educational styles and physical activity, several works have revealed a relationship between both variables.[11,28–31] Some previous works, highlight that the children of authoritarian mothers carry out a lower sporting practice.[1,32,33] Other works pointed out that a protectionist education, instead of giving autonomy to children, is related to lower

78 sporting successes.[25] Regarding other variables, different studies highlight the importance of
79 support, affection, moderate control and good communication to reach sports success.[9,33]

80 However, only one work studied the relationship of these educational styles with the level
81 of sports performance, [1] and none considers the gender of athletes. Following that, González-
82 García et al.[1] indicate that mother protectionism, or authoritarian mothers, are not related to
83 having children that compete internationally. Thus, they concluded that protective parents or
84 authoritarian mothers do not favour that the children achieve sporting achievements in
85 adulthood.

86 Once that the relationship between sports performance and parental educational styles has
87 been addressed, it is worthy to remark another novelty of the present work which is the
88 analysis of gender differences in parental educational styles among sports performance.
89 Particularly, sports performance is understood as the level of competition (that could be:
90 local, national and international), and sports successes (that could be: local successes,
91 national successes, international successes). Regarding the novelty of this work, several
92 studies have examined a wide variety of variables related to gender differences, such as
93 motivation, coaches' motivation, dropout, injuries, strength, etc.,[3,34–38] but never gender
94 differences have been analysed considering parental educational styles. Nevertheless, the
95 related works that have examined gender differences in parents in sports, may aid to clarify
96 possible links with parental educational styles, thus, they will be further explained in the
97 current study. In line with gender differences in sport, Amado et al.[39] highlighted that male
98 athletes reported higher levels of parental pressure compared to female athletes. On the other
99 hand, Lienhart et al.[3] revealed that fathers were more interested in encouraging sons and
100 mothers were more prone to encourage girls. Moreover, the father's directive behaviours
101 were taken as positive only for boys perceiving more introjected motivation. Besides, the

mothers' pressures were taken as positive only for girls perceiving more introjected motivation. Another study by Boiché et al.[40] revealed that fathers of male athletes declared adopting more frequently directive behaviours, and more praise and understanding, compared to fathers of girls. Likewise, mothers of girls reported adopting more frequently behaviours of praise and understanding. In gender differences literature, most studies indicate that boys maintain a more active lifestyle than girls,[34,35,38,41,42] and this difference is even further accentuated in associated sports. According to Isorna et al.,[43] people who are enrolled in associated sports have a self-determined profile, which is characterized by high-intrinsic motivation and low scores on external regulation and amotivation. In this sense, these same authors add that men have greater intrinsic motivation than women, favouring that their sports practice be maintained over time. In addition, if a comparison is made in competitive sport, women show a higher level of anxiety and concern about athletic performance than men.[44] As a whole, some differences between genders have been established by previous studies, but never has been analysed the power of parental education in sport performance differences between genders. This variable could have a salient impact on sports performance and can reveal if sex differences may be also in education which is one of the factors that may decrease performance in athletes. Besides, it is needed to clarify the impact of parental education practices in performance due to the scarcity of research and the previous association proved between parental education styles, sports performance and other related areas of psychosocial development. This examination may reveal new insights and the impact shown on sports performance.[1]

Due to the lack of studies that address gender differences in parental educational styles, it is needed to know parental educational styles perceived by athletes of different performances and their possible gender differences. This will shed light to know if parental education is a factor that may hinder performance in both genders. Besides, unravelling this possible

connection will help practitioners to improve their intervention with parents to achieve more gender equality in sports and performance levels. Subsequently, the goals of this research are: to know whether there are differences in parental educational styles depending on gender in athletes and parents; if there are gender differences in parental educational styles in athletes depending on the level of sports success (local successes, national successes and international successes); and to know whether there are gender differences in parental educational styles in athletes depending on the competition level (local competition, national competition and international competition). According to the previous literature in sports that showed that there are differences in parenting in sports,[3,39,40] despite the inexistence of previous works in parental education, the hypotheses were established. The hypothesis was that girls will perceive less authoritarian education from fathers and, more democratic and authoritarian from mothers; otherwise, boys will perceive more authoritarian education from fathers. These hypotheses were established for all the levels examined in the goals.

Method

Participants

The sample of the study was made up of 357 Spanish athletes, 259 were men and 98 were women with an age range from 18 years old to 64 years old (M=28.07; SD=9.38). Moreover, 192 were licensed athletes (53.8%), 165 were non-licensed athletes (46.2%) and 37 were professional athletes (10.4%). Concerning their achievements, 183 achieved local successes (51.3%), 101 achieved national successes (28.3%) and 28 achieved international successes (7.8%). In terms of the competition level, 149 compete at local competitions (41.7%), 127 compete at national competitions (35.6%) and 36 compete at international competitions (10.1%). The sports practiced by the athletes were: 10.9% cycling, 10.6% running, 9.5% table tennis, 6.4% natation, 5.9% handball, 5.9% football, 5.9% athletics, 5% triathlon, 4.8%

crossfit, 4.2% basketball and others 30.9%. The mean of training hours per week was: 8.62 (*SD*=6.12).

As an inclusion criterion, it was selected athletes from whatever sport with more than 18 years old and from Spanish geography. Regarding the age requirement, it was established because we wanted to know the impact of parental education on adult athletes. Besides, we would like to know if education from parents still having an impact in adulthood.

Instruments

Sociodemographic Questionnaire ad hoc. To assess the sociodemographic variables, an *ad hoc* sociodemographic questionnaire was developed. The questionnaire examined aspects related to: biological variables (height, gender, age, weight, etc.) and sport variables (competition level and sports successes). It was made up of 15 items, in which most questions were closed-ended, but there were also Likert, dichotomous, and polytomic questions. In the case of the groups carried out in the study, the questions were: "What is your gender?" (Male/ Female), "Did you achieve local successes? (Yes / No), "Did you achieve national successes?" (Yes / No), "Did you achieve international successes?" (Yes / No), "Do you compete locally? (Yes / No), Do you compete nationally? (Yes / No), Do you compete internationally? (Yes / No).

Acquiescence and dishonest participants. The Oviedo scale of infrequency response was used (INF-OV; Fonseca-Pedrero et al., 2009). This is a 12-item self-report with a 5-point Likert-type rating scale format (1 totally disagree; 5 totally agree). Its goal is to detect participants who respond randomly, pseudo-randomly, or dishonestly on self-reports (e.g., "Have you ever seen anyone with glasses?"). The participants with more than 4 incorrect answers were deleted from the sample. In this study, 25 participants were deleted from the sample.

Evaluation of Parental Educational Styles. The parents' educational styles were measured through the “Multifactor Self-Assessment Test of Child Adjustment” (TAMAI; Hernández, 1998). The TAMAI questionnaire consisted of 175 propositions. It is a self-evaluation test on attitudes and behaviours about oneself (personal area), social relation, school and family, as well as about relationships with siblings. Regarding that study, it was only taken the sub-scale of Parent-Mother Adequate Education, which is the sub-scale that measures parental educational styles. On the other hand, athletes were told to respond to the items of parental educational styles by remembering the most frequent education style perceived in their childhood. Therefore, the questions were asked retrospectively.

The Parent-Mother Adequate Education Scale was used in this study to evaluate parental education practices according to athletes’ perceptions. The scale is divided into the following factors according to father and mother education:

- Democratic (Father: $\alpha = .62$; Mother: $\alpha = .63$). It is characterized by an education type based on love, care, autonomy development, child freedom, and providing adequate regulation. (e.g., “My father or mother… treats me very well like an adult”)

- Protectionism (Father: $\alpha = .70$; Mother: $\alpha = .64$). It is characterized by worry and excessive attention towards children. (e.g., “My father or mother helped me excessively in what I have to do”)

- Permissive (Father: $\alpha = .62$; Mother: $\alpha = .65$). It is characterized by an excessive concession in children`s demands and in reinforcing caprice behaviours: "let me do everything I want”. (e.g., “Crying or angry, I always get what I want").

- Authoritarian (Father: $\alpha = .75$; Mother: $\alpha = .74$). It is characterized by an education style opposite to personalized and permissive education. (e.g., “My father or mother”… few times punish me or argue”)

A Cronbach's alpha coefficient of .68 was obtained in the athletes' sample, in the whole Parent-Mother Adequate Education scale.

Procedure

First, the ethics committee of the Miguel Hernández University of Elche (DPS.APM.01.15) evaluated the study. Therefore, the study meets the APA ethical guidelines, the international and Spanish ethical guidelines. Besides, anonymity was preserved and ensured in informed consent. Subsequently, the Spanish sports federations were contacted online; and coaches and athletes in person. The federations announced on their website the conditions to participate in the study. Then, the athletes who were interested in participating completed the survey in one of the following two methods: (a) contacted the first author by e-mail and received the link to the online survey; (b) contacted coaches in person and gave their email to researchers to receive the survey and instructions through email. In both cases, the survey was done online by the athletes in their free time. Once the participants accessed the survey link, they signed an informed consent form and began to answer the survey items. After completing the survey, the data was uploaded to the application "Google Drive" and saved in Excel electronic format.

Data Analysis

The data analysis was performed using SPSS 19 version software. The descriptive analysis of average, minimum, maximum, frequencies, percentage and standard deviation were used to assess the sample characteristics. The MANOVA test was used to assess the mean differences when the variables were quantitative. In all the statistical analyses a confidence interval of 95% was used. The Eta^2 was used to analyse the effect size. Following Cohen's (1988) criteria, the effect size results were considered as: η^2 = .01 (small), η^2 = .06 (medium), η^2 = .14 (large).

Results

Firstly, the goal was to know whether there are differences in parental educational styles (protective democratic, permissive and authoritarian) depending on gender in athletes, it was performed a MANOVA. In this analysis the sample was divided into two gender groups (male and female) and were analysed the different variables of parental educational styles. The MANOVA analysis revealed a significant effect of gender in parental educational styles (Lambda of Wilks; $F = 2.35$; $p < .05$) and a medium effect size ($Eta^2 = .05$).

[Table 1 near here]

Table 1, the results showed that women athletes perceived more protective father ($p < .05$; $Eta^2 = .01$) and the men perceived more authoritarian mother ($p < .05$; $Eta^2 = .02$). The rest of the variables (protective mother, democratic mother, permissive mother, authoritarian father, democratic father, permissive father) did not report significant differences ($p > .05$).

Secondly, the goal was to know if there were gender differences in parental educational styles in athletes depending on the level of sports success. In MANOVA analysis as dependent variables were selected: gender, local successes, national successes and international successes. The MANOVA analysis did not reveal a significant effect between parental educational styles and gender (Lambda of Wilks; $F = 1.24$; $p > .05$; $Eta^2 = .02$), national successes (Lambda of Wilks; $F = .76$; $p > .05$; $Eta^2 = .01$) and international successes (Lambda of Wilks; $F = .73$; $p > .05$; $Eta^2 = .01$).

[Table 2 near here]

Thirdly, the goal was to know if there were gender differences in parental educational styles in athletes depending on the competition level, to solve this goal it was performed a MANOVA. In this analysis as dependent variables were selected: gender, local competition, national competition and international competition. The MANOVA analysis did not reveal a significant effect between parental educational styles: gender and local competition (Lambda

of Wilks; F = .54; p >.05; Eta^2 = .01), gender and national competition (Lambda of Wilks; F = .37; p > .05; Eta^2 = .00), and gender and international successes (Lambda of Wilks; F = .31; p > .05; Eta^2 = .00).

[Table 3 near here]

Discussion

The goal of this research was to know whether there are differences in parental educational styles depending on gender in athletes and parents, the level of sports success (local successes, national successes and international successes) and the competition level (local competition, national competition and international competition). Regarding the first goal, the results showed that women athletes may have more protective fathers and men may have more authoritarian mothers. Despite these differences in education, it is important to highlight that the scores were low to medium in protective fathers and authoritarian mothers. As such, these differences should be taken cautiously in terms of their implication in psychosocial development. Nevertheless, protectionism could lead to negative outcomes in psychosocial development in sport, such as: insecurity, low self-esteem, lack of autonomy, less self-regulated learning, immaturity, etc.[1,25,27,32,47] Likewise, authoritarian mothers could provoke negative outcomes in sport career and psychosocial development such as: lower sporting practice, not to reach international successes, low self-esteem, fear of parents, lack of confidence.[1,12,32,47] Moreover, it is important to highlight that these outcomes from the aforementioned studies were on different athletes' levels in which the majority were not high levels athletes. Nevertheless, it should be highlighted that these differences are maybe raised in the nurture stereotypes carried out in childhood.[48] This means that fathers tend to protect girls due to their fragile stereotype in society.[48] On the other hand, mothers tend to be more authoritarian with boys due to their ruder attitude towards education.[49] Moreover, previous

works in the sports field have shown the tendency of parents to carry out different behaviours depending on the gender of the children.[3,39,40] In sum, parents tend to have a more positive sports relationship with children of the same gender. Therefore, it should be pointed out that there are differences among genders in parental educational styles in adult athletes from different levels.

Concerning the second goal, the results did not show significant differences in parental educational styles depending on local, national and international successes. Besides, following the third aim, results did not show significant differences in parental educational styles variables depending on gender and competition level. These achievements might underline that the more of achievements and level of competition the athletes have, the more they have fewer differences between genders in terms of education. Moreover, previous studies found differences among genders in sports performance athletes in: motivation, dropout, injuries, strength, etc.,[3,34–36,38] but never gender differences have been analysed considering parental educational styles. For that reason, athletes with a greater sports performance level of both genders may have no differences in their parental educational styles, which is something that can shed light on the difference in performance among genders. As previously pointed out,[48,49] this result may be because nurture with fewer education stereotypes from parents may turn into more positive psychosocial and performance outcomes. Thus, parental educational styles may be one of the facts that can make a difference between genders in performance.

To sum up, the achievements of the current research work revealed that in a sample with athletes from different level backgrounds there are differences in parental educational styles in gender. These outcomes might show that education could be an important problem in real gender differences in sport, and it could be an issue that force to decrease sports performance levels in girls that have perceived such a strong protective education from parents.[1,32,47] Also,

298 boys from the whole sample perceived a higher mother restriction which may be negative and
299 not related to high performance in sport.[1,32,47] Perhaps, both factors could make a difference
300 in terms of education and performance among genders as well as they can prevent athlete's
301 progression through their sports practice. Therefore, these results should be taken into
302 consideration by coaches and sports psychologists to work with parents, also, to adopt a
303 proper parental educational style.

304 Limitations

305 The present work has some limitations in which highlights that this study is an approach
306 with a little part of the population of sports practitioners. Also, these outcomes offer light
307 only in the Spanish population which was the target sample selected. Thus, results should be
308 replied to in different countries to know how they differ among cultures. Mostly, because
309 previous studies showed that parental educational styles change among cultures.[50] Moreover,
310 it should be notice that there are differences in the number of genders examined which may
311 turn into type 2 error. Besides, it is recommended in future research to conduct a power
312 analysis to ensure the enough number of participants in each group of athletes. Thus, this
313 research is a first approach in which there are several levels of sport practice. In relationship
314 with sport performance variables, it should be taken into consideration that parental
315 educational styles are variables that can make an impact on performance as well as in gender
316 differences. Moreover, the difficulty to compare the outcomes of the study with previous
317 studies that addressed parental educational styles perceived by adult athletes is another issue.
318 Thus, the results obtained in the present study with the perception of adult athletes were
319 mostly compared with studies in children and adolescents. Furthermore, self-report studies
320 have some biases as memory biases, social desirability and acquiescence. In the present work,
321 acquiescence was controlled with INF-OV Scale.[45]

322 Practical Implications

As practical implications, parents should take into consideration the differences between gender education of children, being aware that excessive protectionism with girls can lead to negative results in life in general and sport in particular.[1,12,32,47] Likewise, excessive authoritarianism with boys can lead to undesirable outcomes in sport and psychological adjustment.[1,32,47] Therefore, parents should know these results to be aware of the parental educational style in which they can score the more, controlling their educational practices to do not excessively influence an adverse education that can minimize their performance in sport and their achievements in life in general.

As a proposal line of work parents should be considering that their education towards children should give autonomy, responsibilities, escape from punishments and edicts.[12,18,19] Mostly, because these practices influence on athletes' outcomes in sport, in gender differences in performance and in other fields of psychosocial development.[1,19,51] Moreover, future research should consider the variables related to sociological aspects of parents in sports, such as: if they were competitors, years of experience as parents in sports, age, etc. The examination of those variables will be very interesting to know how they can mediate the relationship with sports performance. In addition, coaches, should be conscious of that and try to ensure that parents of athletes enrolled in sports performance centers have proper education with children because it has shown an impact on performance as well as gender differences in sport. Even, sports federations could propose education programs for parents that have children enrolled in training settings.

Conclusions

The conclusions of the present work may reveal that there are differences among genders in parental educational styles in athletes from different levels. It means that boys from different levels of backgrounds could perceive more authoritarian mothers. Otherwise, girls from different levels of origin could perceive more protective fathers. Moreover, there are no

differences among gender in parental educational styles depending on competition level (local, national and international) and success levels (local, national and international). Therefore, there are differences in gender in parental educational styles of those athletes from all levels, whereas more performance athletes did not report differences (local, national and international). Nevertheless, the results should be taken cautiously in their generalization because they have been carried out in the Spanish culture. Moreover, parental educational styles have been shown to vary depending on the cultural facts. Subsequently, it is needed to repeat this study in several cultures to see how parental educational styles evolve. In addition, as practical implications parents should be aware of the parental educational style that characterised them the most, to try to control if its excessive effects may be harmful to the upcoming psychosocial development and sports performance.

Conflict of Interest

No potential conflict of interest was reported by the authors.

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479 Tables

480 Table 1. Differences in parental educational styles depending on gender in athletes

Parental Educational Style	Male (n = 259) M (SD)	Female (n = 98) M (SD)	F (p)	Eta^2
Protective Mother	6.40 (1.66)	6.30 (1.72)	.267 (.60)	.00
Democratic Mother	3.07 (1.17)	3.33 (1.13)	3.667 (.05)	.01
Permissive Mother	.18 (.44)	.18 (.46)	.011 (.91)	.00
Authoritarian Mother	1.68 (2.15)	1.04 (1.59)	7.19 (.00)**	.02
Democratic Father	5.86 (1.81)	6.06 (1.80)	.867 (.35)	.00
Protective Father	2.35 (1.61)	2.82 (1.51)	6.353 (.012)*	.01
Permissive Father	.18 (.43)	.17 (.45)	.092 (.76)	.00
Authoritarian Father	1.40 (1.74)	1.25 (2.15)	.485 (.48)	.00

481 *Note.* *$p < .05$; **$p < .01$

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Table 2. Differences in parental educational styles depending on gender in local, national and international successes

Parental educational styles and Local successes depending on gender

Parental Educational Style	Male (n = 139) M (SD)	Female (n = 44) M (SD)	F (p)	Eta^2
Protective Mother	6.53 (1.55)	6.43 (1.42)	.00 (.99)	.00
Democratic Mother	3.10 (1.11)	3.45 (.99)	.012 (.91)	.00
Permissive Mother	.23 (.51)	.15 (.42)	2.78 (.09)	.00
Authoritarian Mother	1.63 (1.97)	.77 (1.19)	2.38 (.12)	.00
Democratic Father	5.92 (1.75)	6.09 (1.55)	1.26 (.26)	.00
Protective Father	2.36 (1.67)	3.04 (1.47)	.015 (.90)	.00
Permissive Father	.19 (.43)	.15 (.42)	1.00 (.31)	.00
Authoritarian Father	1.45 (1.79)	1.13 (2.01)	2.44 (.11)	.00

Parental educational styles and National successes depending on gender

Parental Educational Style	Male (n = 66) M (SD)	Female (n = 35) M (SD)	F (p)	Eta^2
Protective Mother	6.19 (1.75)	6.68 (1.27)	3.48 (.06)	.01
Democratic Mother	3.16 (1.27)	3.37 (1.08)	.00 (.95)	.00
Permissive Mother	.10 (.35)	.17 (.45)	.00 (.92)	.00
Authoritarian Mother	1.56 (2.15)	.68 (1.18)	.93 (.33)	.00
Democratic Father	6.04 (1.85)	6.42 (1.31)	1.07 (.30)	.00
Protective Father	2.13 (1.56)	3.20 (1.34)	1.74 (.18)	.00

Permissive Father	.16 (.45)	.17 (.45)	.35 (.55)	.00
Authoritarian Father	1.43 (1.89)	1.00 (1.55)	.64 (.42)	.00

Parental educational styles and International successes depending on gender

Parental Educational Style	Male (n = 16) M (SD)	Female (n = 12) M (SD)	F (p)	Eta^2
Protective Mother	6.00 (2.16)	5.75 (1.54)	1.68 (.19)	.00
Democratic Mother	3.43 (.81)	3.33 (.98)	.16 (68)	.00
Permissive Mother	.18 (.40)	.25 (.62)	.41 (51)	.00
Authoritarian Mother	1.06 (1.48)	.50 (.67)	.26 (61)	.00
Democratic Father	6.12 (2.02)	6.08 (.79)	.04 (.82)	.00
Protective Father	2.00 (1.86)	3.33 (1.30)	.09 (.75)	.00
Permissive Father	.43 (.72)	.16 (.38)	2.14 (.14)	.00
Authoritarian Father	1.75 (1.94)	.83 (1.40)	2.19 (.14)	.00

Table 3. Differences in parental educational styles depending on gender in local, national and international competition level

Parental educational styles and local competition depending on gender

Parental Educational Style	Male (n = 123) M (SD)	Female (n = 26) M (SD)	F (p)	Eta^2
Protective Mother	6.55 (1.49)	6.07 (1.54)	1.43 (.23)	.00
Democratic Mother	3.04 (1.11)	3.42 (.94)	.013 (.91)	.00
Permissive Mother	.25 (.52)	.19 (.49)	1.11 (.29)	.00

Authoritarian Mother	1.73 (2.02)	.42 (.64)	1.01 (.31)	.00
Democratic Father	5.89 (1.60)	6.11 (1.70)	.002 (.96)	.00
Protective Father	2.47 (1.67)	2.65 (1.62)	1.52 (.21)	.00
Permissive Father	.15 (.38)	.19 (.49)	.031 (.86)	.00
Authoritarian Father	1.53 (1.83)	.92 (1.89)	.402 (.52)	.00

Parental educational styles and national competition depending on gender

Parental Educational Style	Male (n = 90) M (SD)	Female (n = 37) M (SD)	F (p)	Eta^2
Protective Mother	6.60 (1.67)	6.51 (1.42)	.01 (.91)	.00
Democratic Mother	3.15 (1.06)	3.37 (1.13)	1.23 (.26)	.00
Permissive Mother	.14 (.35)	.18 (.46)	1.85 (.17)	.00
Authoritarian Mother	1.41 (1.72)	.67 (1.08)	.04 (.83)	.00
Democratic Father	6.15 (1.71)	6.16 (1.57)	.22 (.63)	.00
Protective Father	2.43 (1.74)	3.05 (1.41)	.01 (.90)	.00
Permissive Father	.14 (.38)	.16 (.44)	.67 (.41)	.00
Authoritarian Father	1.30 (1.62)	1.13 (1.81)	.11 (.74)	.00

Parental educational styles and International competition depending on gender

Parental Educational Style	Male (n = 23) M (ST)	Female (n = 13) M (ST)	F (p)	Eta^2
Protective Mother	6.56 (1.99)	6.38 (1.55)	.213 (.64)	.00
Democratic Mother	3.43 (.72)	3.38 (1.12)	1.04 (.30)	.00
Permissive Mother	.21 (.42)	.30 (.63)	.03 (.85)	.00

Authoritarian Mother	.91 (1.20)	.46 (.66)	.51 (.47)	.00
Democratic Father	6.39 (1.67)	6.30 (1.43)	.06 (.80)	.00
Protective Father	2.30 (1.60)	3.07 (1.55)	.70 (.40)	.00
Permissive Father	.21 (.51)	.30 (.63)	.16 (.68)	.00
Authoritarian Father	1.04 (1.55)	1.15 (1.62)	.55 (.45)	.00

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