



ANALYSIS OF THE PARENTING STYLE OF UNIFORMED PERSONNELS AND CIVILIAN PROFESSIONALS

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ABSTRACT

Parenting practices may be shaped by occupational demands, particularly among professionals whose work involves demanding schedules, organizational pressures, and prolonged periods away from home. This study was completed in May 2026 which examined the predominant parenting styles and parenting-related challenges of uniformed personnel and civilian professional mothers in a selected municipality in Isabela, Philippines. Using a comparative descriptive research design, the study surveyed 30 participants, comprising 15 uniformed personnel and 15 civilian professionals. Data were collected using a structured questionnaire adapted from Baumrind's Parenting Style Framework and analyzed using descriptive statistics, an independent-samples *t*-test, and chi-square test. The findings indicated that both groups predominantly reported authoritative parenting practices characterized by warmth, communication, and responsiveness. However, uniformed personnel demonstrated a relatively greater tendency toward authoritarian parenting practices than civilian professionals. The occupational challenges also differed between groups: uniformed personnel primarily identified deployment and rotating shifts as significant challenges to family interaction, whereas civilian professionals more frequently reported financial pressures. These findings suggest that although authoritative parenting was common across both groups, occupational conditions associated with uniformed service may be related to greater reliance on structured and disciplinary parenting practices. The study highlights the importance of family-oriented organizational support, parenting sensitivity programs, and psychosocial interventions that address the distinctive work-related challenges experienced by professional parents.

Keywords: *Authoritarian, Authoritative, Civilian Professional, Parenting Style, Uniformed Personnel.*

INTRODUCTION

Parenting is a dynamic and culturally embedded process through which parents shape children's values, behaviors, emotional regulation, and social development. One of the most widely used frameworks for understanding parenting practices is Baumrind's typology, which initially identified authoritative, authoritarian, and permissive parenting styles based on patterns of parental control and responsiveness (Baumrind, 1991). Maccoby and Martin (1983) subsequently expanded this framework by conceptualizing parenting along the dimensions of responsiveness and demandingness and identifying a fourth pattern, commonly described as uninvolved or neglectful parenting. These frameworks have provided a foundation for examining how parents balance warmth, responsiveness, discipline, and behavioral control in raising children.

Authoritarian parenting is characterized by high levels of control and low responsiveness, with strong emphasis on obedience, conformity, and adherence to established rules. In contrast, authoritative parenting combines clear expectations and behavioral control with warmth, communication, and responsiveness. Permissive parenting is characterized by high responsiveness but relatively low control, allowing children substantial autonomy in regulating their behavior, whereas uninvolved parenting reflects relatively low levels of both responsiveness and control (Maccoby & Martin, 1983). Although these categories provide useful conceptual distinctions, parenting practices are not necessarily fixed. Parents may adjust their approaches in response to family circumstances, stress, cultural expectations, and occupational demands.

Work is one contextual factor that may influence parenting practices because employment affects parents' time availability, psychological resources, family routines, and opportunities for parent-child interaction. The relationship between work and family life may be particularly complex among occupations characterized by demanding schedules, high levels of responsibility, and limited control over working hours. For parents employed in uniformed services, such conditions may include rotating shifts, deployment, extended duty hours, exposure to occupational risks, and adherence to hierarchical organizational structures. These demands can reduce opportunities for consistent family interaction and may affect how parents manage discipline, communication, and emotional availability.

Uniformed occupations, including military and law enforcement services, are commonly characterized by discipline, hierarchy, procedural compliance, and mission-oriented responsibilities. In military families, for example, frequent relocation, temporary separation, deployment, and adaptation to regimented routines can create distinctive challenges for family functioning (Weber & Weber, 2005). Research has also suggested that military families may place strong emphasis on discipline, conformity, and behavioral expectations, potentially reflecting the influence of occupational culture on family life

(Erisman, 2020). However, the presence of structured discipline does not necessarily indicate an exclusively authoritarian parenting approach. Rather, occupational values may interact with parental warmth, communication, and responsiveness in shaping parenting practices.

Civilian professional parents, by comparison, may experience different occupational conditions, although civilian employment is itself diverse and can involve substantial workload, financial pressures, long working hours, and work-family conflict. The increasing demands of professional employment can affect the amount of time and psychological energy available for family responsibilities (Bianchi & Milkie, 2010). Thus, differences between uniformed and civilian professional parents should not be reduced simply to differences in occupational stress. Instead, the nature of work schedules, financial demands, organizational expectations, and opportunities for family interaction should be considered when examining parenting practices.

The broader parenting literature has consistently identified authoritative parenting as an important approach associated with positive child and adolescent development. Authoritative parenting combines behavioral expectations with responsiveness and provides children with structure while allowing opportunities for communication and autonomy (Darling & Steinberg, 1993). However, interpretations of parenting styles may vary across cultural contexts. Chao (1994), for instance, argued that behaviors commonly categorized as authoritarian in Western frameworks may have different meanings in non-Western cultural settings. This perspective is particularly relevant in the Philippine context, where family relationships, respect for authority, and culturally embedded expectations may shape how discipline and parental control are expressed.

Despite extensive research on parenting styles, comparatively less attention has been given to the relationship between occupational context and parenting practices, particularly among uniformed personnel. Existing research involving military and other uniformed-service families has frequently emphasized deployment, occupational stress, trauma exposure, family adjustment, and psychological well-being rather than directly examining parenting styles. Similarly, research on civilian professionals has generally examined work-family relationships and parenting outcomes without directly comparing their parenting practices with those of parents working in uniformed services. Consequently, there remains limited empirical evidence concerning whether and how differences in occupational demands and organizational environments are reflected in the parenting approaches of these two groups.

This gap is particularly relevant in local settings where uniformed personnel and civilian professionals may encounter different occupational demands while sharing similar family and community environments. A direct comparison may provide a more contextualized understanding of whether parenting practices differ across occupational groups and what work-related challenges parents perceive as influencing their parenting. Such evidence may also inform family-support initiatives, parenting programs, and workplace policies designed to address the needs of parents working in demanding professional environments. Aligned with Sustainable Development Goal 3 (Good Health and Well-Being), the present study recognizes parenting and family relationships as

important components of individual and family well-being. Understanding how occupational conditions relate to parental practices may contribute to the development of supportive interventions that promote healthy parent-child relationships while acknowledging the demands associated with different forms of employment.

Therefore, this study comparatively examined the parenting styles of uniformed personnel and civilian professional mothers in a selected municipality in Isabela, Philippines. Specifically, it identified the predominant parenting styles reported by the two groups, examines differences in their parenting practices, and determines the work-related challenges they experience in fulfilling their parental responsibilities. By comparing these occupational groups within the same local context, the study sought to contribute empirical evidence on the relationship between occupational demands and parenting practices and provide a basis for family-oriented support programs responsive to the needs of working parents.

Research Questions

1. What is the profile of the respondents in terms of:
 - a. Age
 - b. Marital Status
 - c. Number of Children
 - d. Employment Group/
2. What are the predominant parenting styles practiced by uniformed personnel and civilian professionals?
3. What level of challenges do uniformed personnel and civilian professionals face in fulfilling their parental roles?
4. What work-related factors, such as schedule, stress, discipline, and job environment, influence the parenting styles of both groups?
5. Is there a significant difference between the parenting styles of uniformed personnel?

METHODOLOGY

This study employed a quantitative comparative-descriptive research design to examine and compare the parenting styles of mothers employed as uniformed personnel and civilian professionals. The design was appropriate because the study sought to describe the respondents' parenting practices and determine whether differences existed between the two employment groups. The study was conducted in a selected municipality in the Province of Isabela and involved 30 respondents, consisting of 15 mothers employed as uniformed personnel and 15 mothers employed as civilian professionals. Purposive sampling was used to select participants who met the study criteria, including being a mother, currently employed in either uniformed service or a civilian profession, and willing to participate in the study.

Data were collected using a structured questionnaire adapted from established parenting-style measures based on Baumrind's framework. The instrument assessed three parenting styles: authoritative, authoritarian, and permissive. It also included items

measuring parenting challenges and work-related factors that may influence parenting practices. Responses were obtained using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire was reviewed and validated by appropriate experts before administration. Prior to data collection, permission was obtained from the concerned authorities, and informed consent was secured from all participants. The questionnaires were administered personally, retrieved upon completion, and checked for completeness before encoding and analysis.

The data were analyzed using descriptive and inferential statistics. Frequency and percentage were used to describe the demographic characteristics of the respondents. Median and interquartile range (IQR) were used to summarize the responses to the parenting-style, parenting-challenge, and work-related factor items because the data were obtained from an ordinal Likert-type scale. The median represented the central tendency of the responses, while the IQR indicated the variability of the middle 50% of responses. The chi-square test was used to determine whether significant differences or associations existed in parenting styles when respondents were grouped according to selected demographic characteristics, including age and number of children. The level of significance was set at .05, with a p -value less than .05 considered statistically significant.

The study observed established ethical principles throughout the research process. Participation was voluntary, and informed consent was obtained from all respondents after explaining the purpose, procedures, and nature of the study. Participants were informed of their right to withdraw at any time without penalty. Confidentiality and anonymity were maintained by excluding identifying information from the research report and limiting access to the collected data. The information obtained was used solely for academic purposes, stored securely, and disposed of appropriately after completion of the study.

RESULTS

I. Profile of the Respondents

Table 1. Age of the Respondents

Age	Frequency (n)	Percentage (%)
20-29 Years Old	2	6.67
30-39 Years Old	15	50.00
40-49 Years Old	8	26.67
50 Years Old Above	5	16.67

Table 2. Marital Status of the Respondents

Marital Status	Frequency (n)	Percentage (%)
Single	5	16.67
Married	25	83.33

Table 3. Number of Children of the Respondents

Number of Children	Frequency (n)	Percentage (%)
1	12	40.00
2	8	26.67
3	8	26.67
4	1	3.33
5	1	3.33

Table 4. Employment Group of the Respondents

Employment Group	Frequency (n)	Percentage (%)
Uniformed Personnel	15	50.00
Civilian Professional	15	50.00

II. Parenting Style

Table 5. Authoritative Parenting style

Authoritative	Employment Group	Median	IQR	Descriptive Interpretation
I explain the reasons behind rules to my child.	Uniformed Personnel	4	0.00	Strongly Agree
	Civilian Professional	4	0.50	Strongly Agree
I encourage my child to talk about their feelings and opinions.	Uniformed Personnel	4	0.00	Strongly Agree
	Civilian Professional	4	0.00	Strongly Agree
I set clear expectations but am willing to negotiate with my child.	Uniformed Personnel	4	0.00	Strongly Agree
	Civilian Professional	4	1.00	Strongly Agree
I praise my child for good behavior or accomplishments.	Uniformed Personnel	4	0.00	Strongly Agree
	Civilian Professional	4	0.00	Strongly Agree
Overall Median	Uniformed Personnel	4.00	0.00	Strongly Agree
	Civilian Professional	3.75	0.50	Strongly Agree

Table 6. Authoritarian Parenting style

Authoritarian	Employment Group	Median	IQR	Descriptive Interpretation
I expect my child to obey my rules without question.	Uniformed Personnel	3	0.00	Agree
	Civilian Professional	3	0.50	Agree
I use discipline such as	Uniformed Personnel	3	1.00	Agree

scolding to correct misbehavior.	Civilian Professional	3	1.50	Agree
I rarely explain the reasons for rules — the rule is expected to be followed.	Uniformed Personnel	2	1.00	Disagree
	Civilian Professional	2	0.50	Disagree
I emphasize respect for authority above personal preference.	Uniformed Personnel	3	2.00	Agree
	Civilian Professional	3	2.00	Agree
Overall Median	Uniformed Personnel	2.75	0.88	Agree
	Civilian Professional	2.50	1.13	Disagree

Table 7. Permissive Parenting style

Permissive	Employment Group	Median	IQR	Descriptive Interpretation
I allow my child to make their own decisions even when I disagree.	Uniformed Personnel	2	0.00	Disagree
	Civilian professional	2	1.00	Disagree
I avoid setting or enforcing rules, so my child won't feel upset.	Uniformed Personnel	2	1.00	Disagree
	Civilian professional	3	1.00	Agree
I rarely use consequences or punishments for misbehavior.	Uniformed Personnel	2	1.00	Disagree
	Civilian professional	2	2.00	Disagree
I treat my child more like a friend than as someone I discipline	Uniformed Personnel	3	1.00	Agree
	Civilian professional	3	2.00	Agree
Overall Median	Uniformed Personnel	2.25	0.38	Disagree
	Civilian professional	2.50	1.13	Disagree

III. Challenges

Table 8. Challenges Encountered by the Respondents

Challenges	Employment Group	Median	IQR	Descriptive Interpretation
I find it difficult to spend enough quality time with my children.	Uniformed Personnel	3	1.00	Agree
	Civilian Professional	2	1.00	Disagree
I struggle to supervise my children's schoolwork and learning.	Uniformed Personnel	3	1.00	Agree
	Civilian Professional	2	1.00	Disagree
My child's behavioral issues make parenting difficult.	Uniformed Personnel	3	1.00	Agree
	Civilian Professional	2	1.50	Disagree
Frequent work deployments impact my parenting (e.g., bonding, routines).	Uniformed Personnel	3	0.50	Agree
	Civilian Professional	3	1.00	Agree

My partner's work schedule makes co-parenting challenging.	Uniformed Personnel	3	1.00	Agree
	Civilian Professional	2	1.00	Disagree
Financial pressures related to my job make parenting more stressful.	Uniformed Personnel	2	1.00	Disagree
	Civilian Professional	3	1.00	Agree
Accessing support or childcare when I am at work is difficult.	Uniformed Personnel	3	0.50	Agree
	Civilian Professional	2	1.50	Disagree
Grand Mean	Uniformed Personnel	2.86	0.64	Agree
	Civilian Professional	2.43	0.79	Disagree

IV. Work- Related

Table 9. Work-Related Factors Affecting Parenting of the Respondents

Work-Related Factors	Employment Group	Median	IQR	Descriptive Interpretation
My work schedule makes it hard to maintain consistent family routines.	Uniformed Personnel	3	1.00	Agree
	Civilian professional	3	1.00	Agree
Rotating shifts interfere with my child's daily routines.	Uniformed Personnel	3	0.50	Agree
	Civilian professional	3	1.00	Agree
My job causes stress that affects how patient I am with my children.	Uniformed Personnel	2	1.00	Disagree
	Civilian professional	2	1.50	Disagree
Work-related trauma or critical incidents have affected my mood at home	Uniformed Personnel	2	0.00	Disagree
	Civilian professional	2	2.00	Disagree
My workplace emphasizes strict discipline and order, which I apply at home.	Uniformed Personnel	2	1.00	Disagree
	Civilian professional	2	1.00	Disagree
Training in my job encourages authoritarian approach to relationships.	Uniformed Personnel	2	0.00	Disagree
	Civilian professional	2	1.00	Disagree
I receive support from my workplace to help my parenting.	Uniformed Personnel	3	0.50	Agree
	Civilian professional	3	1.00	Agree
Job-related transfers/deployments disrupt my family life.	Uniformed Personnel	3	1.00	Agree
	Civilian professional	2	1.00	Disagree
Grand Mean	Uniformed Personnel	2.63	0.63	Agree
	Civilian professional	2.38	0.63	Disagree

Table 10. Test of Significant Difference between the Parentings Styles of Uniformed personnel and Civilian Professional when Grouped According to their Age and Number of Children

Variables	Median	IQR	H / χ^2	df	p	ϵ^2
Age						
20-29 Years Old	2.67	0.25	2.90	3	.407	0.10
30-39 Years Old	2.92	0.46				
40-49 Years Old	2.92	0.27				
50 Years Old Above	3.25	0.33				
Number of Children						
1	3.00	0.40	2.26	4	.688	0.08
2	2.83	0.46				
3	3.04	0.42				
4	2.92	0.00				
5	3.25	0.00				

Table 11. Test of Significant Difference between the Parentings Styles of Uniformed personnel and Civilian professional when grouped According to their Marital Status and Employment Group

Variables (Marital Status)	Median	IQR	U	p
Single	3.25	0.42	44.50	.327
Married	2.92	0.42		
Employment Group				
Uniformed Personnel	3.08	0.33	88.00	.317
Civilian Professional	2.83	0.54		

DISCUSSION

I. Profile of the Respondents

1. Age of the Respondents

Half of the respondents (50.00%) were aged 30–39 years, followed by those aged 40–49 years (26.67%), 50 years and above (16.67%), and 20–29 years (6.67%). The predominance of respondents aged 30–39 suggests that the sample largely represents mothers managing both family and occupational responsibilities during an active stage of adulthood. This age distribution provides useful context for understanding their reported parenting practices, although age alone does not determine parenting style. Parenting behaviors may also be influenced by occupational demands, family circumstances, cultural values, and individual beliefs. Caspi et al. (2005) noted that adulthood is generally associated with increasing conscientiousness and emotional stability, characteristics that

may support effective parenting and decision-making.

2. Marital Status of the Respondents

Table 2 shows that 25 respondents (83.33%) were married, while 5 (16.67%) were single. Most of the respondents were therefore married, indicating that the majority were raising their children within a marital relationship. This profile is relevant to the study because marital circumstances may affect how parents manage childcare, household responsibilities, and work demands. However, marital status does not necessarily determine parenting style, as parenting practices may also be influenced by other factors such as family circumstances, social support, and occupational demands. Lauer and Yodanis (2010) noted that marriage continues to hold social and symbolic importance despite changes in contemporary family structures.

3. Number of Children of the Respondents

Table 3 shows that 12 respondents (40.00%) had one child, while 8 respondents (26.67%) each had two and three children. Only one respondent (3.33%) had four children, and one (3.33%) had five children. The predominance of mothers with one child indicates that the sample was largely composed of parents with relatively small family sizes. Family size is relevant when examining parenting because the number of children may influence the distribution of parents' time, attention, and resources across children. Becker and Tomes (1976) proposed that parents face resource-allocation considerations as family size increases, which may affect the amount of resources available to individual children. However, the number of children alone does not determine parenting style, as parenting practices are also influenced by family circumstances, cultural context, and occupational demands.

4. Employment Group of the Respondents

Table 4 shows an equal distribution of respondents, with 15 uniformed personnel mothers (50.00%) and 15 civilian professional mothers (50.00%). The equal group sizes provide a balanced basis for comparing the reported parenting practices of the two groups. This is particularly relevant in a small-sample comparative study, as differences in group size can affect the efficiency and interpretation of statistical comparisons (Shi & Lee, 2018). The employment classification also provides the basis for examining whether differences in parenting styles and work-related challenges are observed between uniformed and civilian professional mothers.

II. Parenting Style

5. Authoritative Parenting style

Table 5 shows that both uniformed personnel and civilian professional mothers strongly endorsed authoritative parenting practices. The uniformed personnel obtained an overall median of 4.00 (IQR = 0.00), while civilian professionals obtained a median of

3.75 (IQR = 0.50), with both groups interpreted as *Strongly Agree*. Both groups strongly agreed that they explain rules to their children, encourage them to express their feelings and opinions, establish clear expectations, and praise positive behavior. These findings indicate that warmth, communication, and clear behavioral expectations are commonly reported parenting practices among the respondents. This pattern is consistent with the literature describing authoritative parenting as a combination of responsiveness and appropriate behavioral control (Baumrind, 1991; Maccoby & Martin, 1983). Recent research has likewise associated authoritative parenting with favorable developmental outcomes, including academic achievement and self-efficacy among adolescents (Hayek et al., 2022). However, the present findings describe the parenting practices reported by the respondents and do not establish that occupational group causes or determines the use of an authoritative parenting style.

6. Authoritarian Parenting style

Table 6 shows that uniformed personnel mothers obtained an overall median of 2.75 (IQR = 0.88), interpreted as *Agree*, while civilian professional mothers obtained a median of 2.50 (IQR = 1.13), interpreted as *Disagree*. Both groups agreed that children are expected to obey parental rules and that discipline, such as scolding, may be used to address misbehavior. However, both groups disagreed with the statement that rules should be followed without explanation, suggesting that the respondents generally recognized the value of providing reasons for parental rules. Both groups also agreed that respect for authority should take precedence over personal preference, although the relatively large IQR indicates considerable variation in responses.

The higher overall median among uniformed personnel suggests a relatively greater endorsement of authoritarian parenting practices compared with civilian professional mothers. This finding may be relevant to the structured and hierarchical nature of uniformed occupations, where obedience and respect for authority are emphasized. However, the present study cannot establish that occupational culture directly causes these parenting practices. From a parenting perspective, authoritarian practices are characterized by high control and relatively low responsiveness, whereas authoritative parenting combines behavioral expectations with warmth and communication (Baumrind, 1991; Maccoby & Martin, 1983). Thus, the findings suggest that uniformed personnel mothers may place somewhat greater emphasis on obedience and authority while still reporting practices that involve explaining rules and maintaining communication with their children.

7. Permissive Parenting style

Table 7 shows that permissive parenting received relatively low endorsement from both groups. Uniformed personnel mothers obtained an overall median of 2.25 (IQR = 0.38), while civilian professional mothers obtained a median of 2.50 (IQR = 1.13), with both interpreted as *Disagree*. Both groups generally disagreed with allowing children to make decisions without parental agreement and with avoiding consequences for misbehavior. However, both groups agreed with treating their children more like friends

than someone they discipline. Civilian professional mothers also agreed with avoiding the enforcement of rules to prevent their children from becoming upset. These responses suggest that although permissive parenting was not generally endorsed, some practices associated with greater parental flexibility and closeness were present among the respondents. The relatively low endorsement of permissive parenting is consistent with its defining characteristics of high responsiveness but low behavioral control (Baumrind, 1991; Maccoby & Martin, 1983). The findings also indicate that warmth or parent-child closeness may coexist with clear expectations and does not necessarily represent a fully permissive parenting approach. This is particularly relevant because both groups reported strong endorsement of authoritative practices in Table 5. Overall, the results suggest that the respondents tended to combine emotional closeness with parental structure rather than relying primarily on permissive practices.

III. Challenges

8. Challenges Encountered by the Respondents

Table 8 indicates that uniformed personnel mothers reported greater parenting-related challenges than civilian professional mothers, with a grand mean of 2.86 (*Agree*) compared with 2.43 (*Disagree*). Uniformed personnel reported difficulties in spending quality time with their children, supervising schoolwork, managing behavioral concerns, coordinating co-parenting schedules, and accessing childcare support. In contrast, civilian professionals generally disagreed with these challenges, although financial pressure was identified as a concern. The pattern suggests that the two groups experience different forms of work-family difficulty.

The greater challenges reported by uniformed personnel may be associated with the time demands, irregular schedules, and work-related separation characteristic of uniformed service. Creech et al. (2014) reported that occupational demands among military and uniformed-service families can affect family routines and parent-child interactions. The present findings similarly suggest that time availability and work scheduling may be more prominent concerns for uniformed personnel mothers, whereas financial concerns may be more salient among civilian professional mothers. These findings highlight the importance of considering occupational context when examining parenting experiences. However, the results are descriptive and should not be interpreted as evidence that occupation directly causes parenting difficulties.

IV. Work- Related

9. Work-Related Factors Affecting Parenting of the Respondents

Table 9 shows that uniformed personnel reported a higher level of work-related factors affecting parenting, with a grand mean of 2.63 (*Agree*), compared with 2.38 (*Disagree*) among civilian professionals. Both groups agreed that work schedules make it difficult to maintain consistent family routines and that rotating shifts interfere with children's daily routines. However, uniformed personnel also reported concerns related

to job-related transfers or deployments, whereas civilian professionals generally disagreed with this factor. These findings suggest that work schedules and occupational mobility may create different challenges for parents depending on their employment context.

The findings are consistent with research showing that unpredictable and nonstandard work schedules can reduce parents' opportunities for family interaction and affect parental well-being (Schneider & Harknett, 2021). The stronger endorsement of deployment- and transfer-related disruption among uniformed personnel may reflect the mobility and separation associated with their occupational responsibilities. At the same time, both groups agreed that they receive workplace support for parenting, suggesting that organizational support may help parents manage competing work and family demands. Such support is particularly important in occupations involving irregular schedules and other work-related constraints (Bowen & Martin, 2011). Overall, the findings indicate that occupational demands influence the practical conditions under which parenting takes place, although the descriptive results do not establish a causal or statistically significant difference between the two groups.

10. Test of Significant Difference between the Parentings Styles of Uniformed personnel and Civilian Professional when grouped According to their Age and Number of Children

Table 10 presents the test of significant differences in parenting styles when respondents were grouped according to age and number of children. The chi-square test revealed no statistically significant difference in parenting styles across age groups, $\chi^2(3) = 2.90$, $p = .407$, and number-of-children groups, $\chi^2(4) = 2.26$, $p = .688$. Since both p -values are greater than the .05 level of significance, the null hypothesis is retained. This indicates that age and number of children were not significantly associated with differences in the parenting styles of the respondents.

The findings suggest that parenting practices may be influenced by factors beyond demographic characteristics such as age and family size. Belsky (1984) explained that parenting is shaped by the interaction of parental characteristics, child characteristics, and contextual factors. Similarly, Darling and Steinberg (1993) emphasized that parenting practices are influenced by broader social and contextual conditions. Thus, the similarities in parenting styles across age and number-of-children groups may indicate that other factors, such as occupational demands, family environment, and parenting beliefs, may have greater relevance to the respondents' parenting practices.

11. Test of Significant Difference between the Parentings Styles of Uniformed personnel and Civilian professional when grouped According to their Marital Status and Employment Group

Table 11 presents the test of significant differences in parenting styles according to marital status and employment group. The chi-square test showed no statistically significant difference in parenting styles according to marital status, $\chi^2 = 44.50$, $p = .327$,

and employment group, $\chi^2 = 88.00$, $p = .317$. Since both p -values were greater than the .05 level of significance, the results indicate that marital status and employment group were not significantly associated with differences in the parenting styles of the respondents.

Although single respondents had a slightly higher median parenting-style score (3.25) than married respondents (2.92), and uniformed personnel had a slightly higher median score (3.08) than civilian professionals (2.83), these differences were not statistically significant. The findings suggest that parenting style may not be determined by marital status or employment group alone. Belsky (1984) explained that parenting is influenced by the interaction of parental characteristics, child characteristics, and contextual factors. Similarly, Darling and Steinberg (1993) emphasized that parenting practices are shaped by broader social and contextual influences. Thus, factors such as parenting beliefs, family environment, and work-family experiences may be more relevant to parenting practices than marital status or occupational classification alone.

Conclusions

The findings indicate that the respondents were predominantly mothers aged 30–39 years, married, and with one child, with equal representation of uniformed personnel and civilian professionals. Both groups predominantly practiced authoritative parenting, characterized by clear expectations, open communication, and emotional support, while permissive parenting was the least practiced. Uniformed personnel showed somewhat greater authoritarian tendencies than civilian professionals, although both groups generally maintained supportive parenting practices.

Uniformed personnel reported greater parenting challenges, particularly in maintaining quality time with their children, supervising schoolwork, managing behavioral concerns, and coping with work-related demands. Work schedules, rotating shifts, and deployments were also identified as factors affecting family routines. Civilian professionals reported fewer overall challenges but identified financial pressure as a more notable concern. Despite these differences, both groups reported receiving workplace support related to parenting.

The statistical findings further showed no significant differences in parenting styles when respondents were grouped according to age, number of children, marital status, and employment group. These results suggest that the parenting styles observed in this study were relatively similar across the examined demographic and occupational groups. Overall, the findings indicate that parenting practices may be shaped by a combination of personal, family, and work-related factors rather than by demographic or employment characteristics alone.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Parenting and Communication Programs.** Uniformed-service agencies may incorporate family-oriented parenting and communication programs into personnel development initiatives to help mothers manage parenting responsibilities alongside demanding work schedules, deployments, and shifting duties.
2. **Family-Support Mechanisms.** The Philippine National Police (PNP) and the National Police Commission (NAPOLCOM) may strengthen family-support mechanisms, including family visitation arrangements, parenting seminars, childcare assistance, and communication programs that help deployed personnel maintain meaningful connections with their families.
3. **Workplace Support for Civilian Professionals.** Employers of civilian professionals may consider strengthening workplace support through flexible work arrangements and family-support programs, particularly in response to the financial and work-related challenges reported by some respondents.
4. **Future Research.** Future researchers may conduct studies involving larger and more diverse samples and use longitudinal or mixed-method approaches to examine changes in parenting practices over time and their potential relationship with children's development and well-being.

Compliance with Ethical Standards

The study was conducted in accordance with established ethical principles for research involving human participants. Informed consent was obtained from all participants after they were provided with information regarding the purpose, procedures, and voluntary nature of the study. Participants were informed of their right to withdraw at any time without penalty. Anonymity and confidentiality were maintained throughout the research process, and no identifying information was disclosed. The collected data were used solely for academic purposes, securely stored, and accessible only to the researchers. The researchers declared no conflict of interest related to the conduct and publication of this study.

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