

ADOLESCENT PERCEPTION OF PARENTAL INFLUENCE

CORAZON B. LAMUG

Department of Social Sciences

University of Philippines at Los Baños

The perceptions of sophomore college and high school students on the influence exerted on them by their parents were measured and analyzed from the social power perspective. Results show tremendous influence of both parents compared to either parent in the areas of education, heterosexual relations, and domestic role. Adolescents take their parents as models and recognize the legitimacy of their influence. They do not, however, consider their parents as relying on the use of reward or punishment. Neither are parents perceived to have expert power because adolescents rarely sought their help in their school or domestic work. The identified social correlates of parental influence are family income, educational attainment of parents, employment status of parents, age of parents, respondent's school, gender, and number of brothers in the family. Generally, the higher the socioeconomic status of the family, the less the perceived influence of parents either jointly or individually.

Adolescence is that phase in the human life cycle when a person is thought too old to be a child and too young to be an adult. In Philippine society, the adolescent is supposed to learn adult roles but is forbidden by the normative system from practising them. A cultural theme of acquiring the relevant social skills necessary for the attainment of adult goals underscores the relationship between parents and their adolescent offsprings.

The physical, social and emotional changes in adolescence and the corresponding adjustments to these create difficulties for adolescents in their relationships with other people, particularly the parents. Conflict with parental authority often characterizes the adolescent period. It is during this period that parental discipline is felt most keenly and the interests of the two generations are experienced as widely divergent.

The storm and stress of adolescence notwithstanding, many adults, in retrospect, acknowledge the varying degrees of influence parents have exerted on them during their adolescent years. They recognize the contribution of their parents in their development as adults. But adolescents do not have the benefit of adult hindsight. Their perception of the influence that parents currently exert on them affects the nature of the parent-adolescent offspring relationship and determines the extent and degree of their involvement in the relationship.

This study aims to understand adolescent perception of parental influence. Specifically, it measures adolescent perception of paternal influence, maternal influence, and parental influence. Social power theory is used to analyze influence in three relationship areas, namely, education, heterosexual relationships and domestic role.

The Concept of Social Power

Social power is a property of a relationship between two or more persons such that the power of person P over person O is a joint function of P's capacity for affecting outcomes of person O relative to his own outcomes (Secord and Bachman 1974). It is dependent on the relation between individuals and the social structural context of the relationship as well as the personal characteristics of the individual wielding power.

As such, power is a complex concept consisting of several dimensions namely, bases, processes and outcomes. Social psychological theory and research have focused on the bases or sources of power (Etzioni 1964, French and Raven 1968, Safilios-Rothschild 1970, McDonald 1980), four of which have been frequently identified. These are:

1. Material resources. French and Raven (1968) define reward and coercive power in terms of a person's perceived ability to provide rewards or to punish another. Thus, this case of power is limited to the range of behavior for which a person can reward or punish another or those behavioral outcomes over which one has control. Thibaut and Kelly (1959) refer to such power as *fate control*.
2. Symbolic or affective resources. The basis for this type of power is a general disposition to depend on, or to seek guidance from, the powerful person. For example, person P has power over person O because O is dependent on P or has an emotional investment in their relationship (Emerson 1962). Such power can also be based on identification or modelling.

French and Raven refer to this type as *referent power*.

3. Status and norms. If a person is granted the right to exercise control over another by virtue of his status or the norms governing relationships with the influenced person, he has what French and Raven call *legitimate power*. For example, in the social structure of the family, parents have some legally stipulated authority over their minor children.
4. Knowledge and abilities. *Expert power* is based on O's perception that P has some special knowledge or ability in a given situation. The strength of this type of power varies with the degree of expertness attributed by O to P. Though the power of the expert is usually limited to behavior relevant to his area of expertise; expertise in one area may give rise to expectations of proficiency in other areas as well.

An understanding of why P has power over O requires knowledge of O's dependence on P's resources. Such dependence may have its source in characteristics of the individual or the situation or both. Characteristics of a person take the form of social needs or other attributes that make P's resources especially valuable to him. In the family, for example, children have a strong need for the material and affective resources as well as the expertise of their parents.

Smith (1970) applied social power theory to identify the foundation of parental influence on adolescents. He used the French and Raven (1986) model of social power to analyze parental influence in educational and heterosexual influence areas.

Studies on parent-adolescent relationship have explored several different areas. Among these are those that show varying degrees of parental influence upon adolescents in the occupational and educational areas of life (Kandel and Lesser 1969; Sewell and Shah 1968).

The studies on the perception of Filipino adolescents on the influence of their own parents focus on choice of course or occupation/profession. Parental influence was found to affect significantly the vocational interests of fourth year students in the public high schools in North Cotabato (Bautista 1974), the career choices of high school seniors in the Central Visayas Col-

lege of Arts and Trades (Tan 1976), and the choice of vocational course of senior students in the School of Arts and Trades in Cagayan (Javier 1977).

The professional/occupational choices or aspirations of adolescents were similarly found to be a function of parental influence among other personal, social and economic variables. Parents influenced the occupational choice of Philippine vocational agriculture seniors (Contado 1964). The occupational choices of fourth year students were congruent with those of their parents for them; this was found among students of selected private schools in Caloocan (Lesbros 1979), and students of selected secondary schools in Metro Manila (Ventura 1974). Parental desires were strong determinants of occupational aspirations of students in two secondary schools of Rapu-Rapu, Albay (Guianon 1981), and students in the two-year agricultural technician curriculum (Melecio 1976). The influence of parents was evident in both choice of vocational course and occupational goals of students (Javier 1977).

Despite the tremendous evidence on the significant effect of parental influence, a few studies found either no parental influence in the selection of course and school (Cruzado 1979) or only a very slight influence on the students' choice of profession (Fadullon 1974).

Method

The study used a social survey design. A non-probability sample of high school and college students in Los Baños, Laguna served as respondents. The college respondents were undergraduate sophomore students of the University of the Philippines at Los Baños. The high school respondents were sophomore students of three schools namely, Los Baños Barangay High School, Liceo de Los Baños, and U.P. Rural High School. A total of 650 students completed the questionnaire but 91 questionnaires had to be excluded from the analysis because the respondents were neither sophomore students nor were living with their parents at the time of the study. Some items on parental influence in the data collected instrument are meaningful only if adolescents live with their parents. Thus, the total number of respondents is 559.

Data were collected through self-administering questionnaires. These were administered *en masse* to sophomore classes of U.P. Los Baños and the three high schools. The questionnaire consisted of item blocks on personal, familial information and paternal, maternal parental influence. Three influence areas were included, namely, the educational, heterosexual relationships and domestic role areas. These were measured at the attitudinal, behavioral and overall assessment levels. Data collection was done in the last quarter of 1987.

Results and Discussion

A brief description of the characteristics of respondents precedes the presentation of the measures of paternal, maternal and parental influence. The personal and familial characteristics of the respondents are summarized in Table 1. A little over half (55 percent) are females with over 63 percent belonging to the 12-16 age group. Sixty three percent are high school sophomores and the remainder are sophomores in college. Around 55 percent have 1-2 brothers and the same number of sisters. The educational attainment of the father is relatively higher than that of the mother. Sixty one percent of the fathers have at least some college education compared to 54 percent of the mothers with similar attainment. Expectedly, 82 percent of the fathers were employed at the time of data collection while only half of the mothers had some employment. Fifty four percent of the respondents come from families with a monthly income of at least P3,000.

Measures of Perceived Influence

Adolescents' perception of influence is measured in three areas namely, education, heterosexual relationships and domestic role. The influence of the father, the mother and both parents are measured separately for each of the areas of three different levels: attitudinal, behavioral and overall assessment. The results and discussion on measures of perceived influence are presented by influence area wherein the influence of the father, the mother and both parents are compared for each type of measure.

Education. For high school and college students, education is a highly relevant area. Parental influence in this area was measured at the attitudinal, behavioral and overall assessment level.

At the attitudinal level, three Likert-type scale items were used. The first statement is on the right to decide which school the respondent should enroll in; relatively more respondents (80 percent) agree that both parents have this right. To many, neither the father nor the mother alone has this right. The same pattern of perceived influence is evident in the second item on whether to go to college or not. Most respondents take both parents as their models for doing school work. The proportion of respondents who agree to having the father alone as model is almost equal that of those who disagree. A similar pattern is obtained for taking the mother as model.

There are three behavioral items on influence in education. The first is on asking for help in doing homework or school assignment. Most respondents never or seldom ask their father (97 percent), their mother (90 percent), or both parents (91 percent) for such help. The second and third items relate to giving reward for high grades and inflicting punishment for low grades. The results are consistent with those on the first item. Respondents are never or seldom rewarded or punished for success or failure in school performance by any of the influence sources.

The overall assessment of influence in education was also measured on three items. The first serves as check for consistency with the attitudinal items on decision making regarding education and studies. Almost all respondents (93 percent) identify both parents as having much influence. Slightly less respondents attribute decision making influence to either parent. When compared to other parents (second item), their own parents, singly or jointly, exert moderate or very much influence. If placed in the role of parent (third item), very few respondents would exert less influence on their own children in the educational area compared to what they perceive is exerted by their parents on them.

Heterosexual Relationships. The second influence area where the perceived influence of the father, the mother and both parents was measured is in

Table 1: *Personal and Familial Characteristics of Respondents**

<i>Characteristics</i>	<i>n</i>	<i>%</i>
Sex		
Female	306	54.8
Male	252	45.2
Age		
12-16	354	63.4
17-21	204	36.6
Type of School		
High School	354	63.3
College	205	36.7
Number of Brothers		
0	87	15.6
1-2	310	55.5
3 or higher	162	28.9
Number of Sisters		
0	85	15.6
1-2	312	55.5
3 or higher	161	28.9
Educational Attainment of Father		
Elementary & High School	218	39.0
College	228	40.8
Graduate Studies	113	20.2
Educational Attainment of Mother		
Elementary & High School	258	46.2
College	202	36.1
Graduate Studies	99	17.7
Employment Status of Father		
Employed	445	82.1
Unemployed	97	17.9
Monthly Income		
P500-P2999	247	45.8
P3000 or higher	292	54.2

*Total number of respondents is 559. Variables with N < 559 have missing data.

heterosexual relationships using attitudinal, behavioral and overall assessment levels.

At the attitudinal level, most respondents (87 percent) feel that both parents should serve as their role models in heterosexual relationships. If one of the two parents is chosen, relatively

more respondents feel that their mother alone (69 percent) should serve as model compared to those who feel the father alone (64) percent should be their model in social relations with the opposite sex.

Two behavioral items measured influence in

heterosexual relationships. The first is being scolded or punished for not asking permission in engaging in social activities with the opposite sex. Most respondents never or seldom were punished in this regard. Among the few who were punished, slightly more received this from both parents (24 percent) compared to either parent, and slightly more mothers (21 percent) compared to fathers (18 percent) delivered punishment. The second behavioral measures is on being punished for violating parental norms in activities with the opposite sex. Again, most respondents never or seldom were punished for such infraction. Among the few who were punished, there was no significant difference between father and mother in the delivery of punishment.

The overall assessment of influence in heterosexual relationships is measured in three items. The first is on the choice of friends of the opposite sex. Together or individually, most parents exert moderate influence in the choice of their children's friends. Among the few respondents whose parents exert no influence in this regard, slightly more fathers (18 percent) than mothers (16 percent) exert no influence at all. When compared to other parents, their own parents, jointly or individually, exert either moderate or very much influence. If placed in the role of parent, most respondents would exert as much influence in the heterosexual relationships of their children as that perceived to be exerted on them by their parents.

Domestic Roles. As relevant to adolescents as education and heterosexual relationships is the area of domestic roles. The results of such type of influence of the father, the mother and both parents are presented at the attitudinal, behavioral and overall assessment levels.

The attitudinal level employed two items on a Likert scale. The first item is on the right to require adolescent children to do specific household tasks. Most respondents agree that both parents (90 percent) have such rights but if considered individually, more mothers (62 percent) than fathers (51 percent) have such right. Similar results were obtained on the second attitudinal item of serving as model in doing household tasks.

The behavioral measures of influence in the area of domestic roles are on asking for help in

doing household tasks and the use of reward and punishment. Most respondents never or seldom ask for help from either father (88 percent); mother (78 percent) or both parents (78 percent) in doing their household tasks. They are also seldom rewarded or punished for not doing these. Among the few who are, it is the mother more than the father who employs the use of rewards and punishment.

Overall, both parents (88 percent) exert moderate to very much influence in domestic roles but comparing the father and the mother, it is the latter (88 percent) that has relatively greater perceived influence. This seems to be consistent with gender role expectations. Compared to other parents, respondents perceived their own parents, especially the mother (84 percent) to exert moderate to very much influence in the area of household tasks. However, if cast in the role of parent, these same respondents would exert as much influence on their own children in domestic roles.

Results from the Likert scale measures show tremendous influence of both parents on their adolescent children in the areas of education, heterosexual relations and domestic roles. The overall assessment of parental influence is consistent with these results. Both parents are perceived as role models by their children in the three influence area. Such identification or modelling suggest parental referent power (French and Raven 1959).

Parents are also perceived to have legitimate power over their adolescent offsprings. They have the right to decide which school their children should enroll in and whether they should go to college or not. They also have the right to require their children to do household tasks or chores. Additional support for the legitimate power of parents is seen in the willingness of adolescent offsprings to exert relatively as much or even more influence on their own children should they themselves become parents.

While the referent and legitimate power of parents are evident in the attitudinal measures of influence, the behavioral measures do not yield any support for parental fate control (Thibaut and Kelley, 1959). Consistently, parents never or seldom give reward or punishment to their adolescent offsprings for behavior in relation to their education, heterosexual relations and domestic roles. Adolescents do not also

seem to attribute expert power to their parents as shown in the rareness by which adolescents sought parental help in doing school or domestic work.

In all three influence areas, both parents are perceived to have relatively greater influence compared to that of the father or the mother alone.

Correlates of Perceived Influence

Several personal and familial variables were analyzed for possible correlation with the different measures of influence to elucidate the nature of influence that adolescents perceive is exerted on them by their parents. The search for correlates was done for each of the three areas of influence (education, heterosexual relationships and domestic roles) at the two measurement levels (attitudinal and behavioral) and for each of the three influence sources (father, mother and both parents). The high intercorrelation of

items within area of influence, measurement level and influence source warranted the creation of an index for each resulting in 18 indexes. For example, an index was formed on the three items at the attitudinal level in the area of education with the father as influence source. Each of the personal and familial variables was thus correlated with each index. The results of the analysis yielding significant correlations are presented for each area of influence.

Education

Seven correlates were identified for education (Table 2). At the attitudinal level these are respondent's school, family income, mother's educational attainment, mother's age, father's age, and father's educational attainment. The attitudinal index for educational influence consists of three Likert scale items for each influence source. These items are on the right to decide which school one should enroll in, on the right to decide whether or not one should go to college, and on the parents serving as model for

Table 2: *Correlates of perceived educational influence of parents.*

<i>Type of Measure/ Source of Influence</i>	<i>Correlates</i>	χ^2	<i>df</i>	<i>p</i>
Attitudinal Index				
Father	Respondent's school	132.31	3	.0001
Mother	Respondent's school	161.31	3	.0001
Both parents	Respondent's school	51.66	3	.0001
Father	Family income	16.92*	1	.0001
Mother	Family income	21.09*	1	.0001
Mother	Mother's education	33.48	2	.0001
Both parents	Mother's education	9.16	2	.01
Mother	Mother's age	16.21	2	.0003
Both parents	Mother's age	10.95	2	.004
Father	Father's age	6.90	2	.03
Both parents	Father's age	8.31	2	.01
Father	Father's education	19.42	2	.0001
Behavioral Index				
Father	Respondent's school	14.71	3	.002
Mother	Respondent's school	22.63	3	.0001
Both parents	Respondent's school	9.99	3	.01
Mother	Respondent's gender	3.60*	1	.04
Both parents	Respondent's gender	3.57*	1	.05

*Adjusted χ^2 values.

school work.

Respondent's school and sex of respondent significantly correlated with the behavioral index for educational influence. The behavioral index was formed from responses to the three frequency type items on asking for help in doing school assignment, on giving rewards for getting high grades, and on giving punishment for getting low grades.

A. Attitudinal Index of Influence

1. *Respondent's School.* The educational influence of each of the three influence sources is significantly related to respondent's school. The UP students, both those in college and high school, perceive the father and the mother to individually have low influence in the area of education while for the students in the two other schools, these same sources exert high influence. While both parents have high perceived educational influence, relatively more college students attribute low influence compared to high school students. It may be that parental influence is perceived to decrease as respondent becomes more mature.

2. *Family Income.* Respondents coming from families with incomes of less than P3,000 a month tend to attribute higher educational influence to the father compared to those coming from high income families. The same relationship between family income and perceived educational influence was obtained for mother as influence source.

3. *Mother's Educational Attainment.* Mothers who have attained at most an elementary or vocational education are categorized as low in educational attainment, those with high school and college education as moderate, and those with postgraduate education as high. Respondents perceive mothers with moderate or high educational attainment to have low influence in the area of education. Both parents exert high influence in the education of their children.

4. *Mother's Age.* Mother and both parents are the significant source sources of influence in the relationship between mother's age and perceived educational influence.

Mothers who are 40 years or younger tend to exert relatively higher influence compared to mothers who are 41 years or older. While both parents are perceived to exert higher influence, the younger the mother, the higher the parental influence.

5. *Father's Age.* There is a similar correlation between father's age and educational influence. Fathers who are 40 years or younger exert higher influenced compared to relatively older fathers. However, the high influence of both parents seem to be more evident if the father is 41 years or older.

6. *Father's Educational Attainment.* The higher the educational attainment of the father (high school, college or post graduate), the less the influence exerted on the education of their children.

B. Behavioral Index of Influence

1. *Respondent's School.* Behavioral measures of educational influence indicate a generally low level of influence for all three influence sources. Dramatically low levels of influence are evident among college respondents compared to those in high schools.

2. *Gender.* Female respondents tend to perceive lower educational influence of either the mother or both parents compared to male respondents.

Heterosexual Relationships

Four variables were found to correlate significantly with measures of influence in heterosexual relationships (Table 3). At the attitudinal level of measurement these are respondent's school, mother's age, mother's educational attainment, and father's educational attainment. The attitudinal measure of influence used a single Likert Scale type item for each influence source. The item is on the influence source serving as model in respondent's relations with males or females.

At the behavioral level, an index was formed from responses to two items: frequency of being punished for not asking permission before engaging in social activities with the opposite sex and for violating parental norms in activities with opposite sex. Father's educational attainment is significantly related to the behavioral

Table 3: Correlates of perceived parental influence in heterosexual relationships.

Type of Measure/ Source of Influence	Correlates	χ^2	df	p
Attitudinal statement				
Father	Respondent's school	23.16	3	.0001
Mother	Respondent's school	37.75	3	.0001
Both parents	Respondent's school	12.14	3	.007
Mother	Mother's age	14.73	2	.0006
Mother	Mother's education	18.25	2	.0001
Father	Father's education	9.21	2	.01
Behavioral index				
Father	Father's education	11.76	4	.02
Both parents	Father's education	19.78	4	.0006

index of influence in heterosexual relationships.

A. Attitudinal Measures of Influence

1. *Respondent's School.* The perceived influence of each of the three influence sources at the attitudinal level correlates significantly with the respondent's school. Generally, each source has a high influence on the heterosexual relationships of adolescent children. However, for each individual parent, there is a proportionately higher perceived influence among students in the non-U.P. schools. Dramatically high influence is evident for both parents in all schools.

2. *Mother's Age.* The influence of the mother on her daughter or son with respect to relationship with the opposite sex is highly correlated with the age of the mother. While the mother has generally high influence, the younger the mother, the greater the perceived influence. Mothers who are 40 years or younger exert proportionately higher influence than those between 41 to 50 years who, in turn, exert relatively higher influence than mothers who are 51 years or older. It may be that as mothers become older, they employ more subtle means of exerting influence on their adolescent children.

3. *Mother's Educational Attainment.* The level of formal education attained by the

mother is highly correlated with the perceived influence of the mother in the area of heterosexual relationships. The generally high influence of the mother is significantly higher among those with low educational attainment compared to those who have reached moderate or high levels of education

4. *Father's Educational Attainment.* A similar correlation was obtained between father's influence in heterosexual relationship and the level of education of the father. Fathers with low educational attainment have relatively higher influence than those with moderate or high education.

B. Behavioral Index of Influence

1. *Father's Educational Attainment.* Among the personal and familial variables tested, only father's education was found to be significantly related to the influence of the father and both parents in the area of heterosexual relationship. Results from the behavioral index of influence contrast with those from the attitudinal measure. Whereas the latter showed high influence, the former showed low influence. The generally low influence of the father and both parents is lower among fathers with low educational than those with moderate or high educational attainment.

Table 4: *Correlates of perceived influence in domestic role.*

Type of Measure/ Source of Influence	Correlates	χ^2	df	p
Attitudinal index				
Father	Father's education	36.15	4	.0001
Both parents	Father's education	12.72	4	.01
Father	Mother's education	44.13	4	.0001
Both parents	Mother's education	10.18	4	.03
Father	Mother's age	9.75	4	.04
Behavioral index				
Father	Respondent's school	10.37	3	.01
Father	Father's employment	4.64*	1	.03
Both parents	Father's employment	3.33*	1	.04
Father	Number of brothers	5.73	2	.05

*Adjusted χ^2 values.

Domestic Roles

Adolescent perception of parental influence in the area of domestic roles was measured at both the attitudinal and behavioral levels. An attitudinal index was created from two Likert scale type items on the right to require the performance of specific household tasks and on influence source serving as model in doing household chores. The three correlates of the attitudinal index are father's educational attainment, mother's attainment and mother's age.

The responses to three items were formed into a behavioral index of influence. These items are on asking help in doing household tasks, giving rewards when the respondent does his or her household tasks, and punishment for not doing household tasks. The behavioral index is significantly related to three variable namely, respondent's school, father's employment and number of brothers (Table 4).

A. Attitudinal Index of Influence

1. *Father's Educational Attainment.* Fathers with low education exert relatively higher influence on their domestic roles compared to fathers with moderate or high educational attainment. The influence of both parents is high but parents tend to have a relatively greater influence if the father has a high school or college educa-

tion than if he has an elementary or post graduate education.

2. *Mother's Educational Attainment.* The relationship between influence and educational attainment of mother closely resembles that between influence and father's education. Fathers exert higher influence on their adolescent children in homes where the mother has low educational attainment, if the mother has moderate or high education, the father's influence is low. There is dramatically high influence of both parents for each of the three levels of mother's education.

3. *Mother's Age.* The father's influence in domestic roles of adolescent children is correlated with the age of the mother. There is a higher influence of the father if the mother is 40 years or younger. This influence diminishes as mother's age increases.

B. Behavioral Index of Influence

1. *Respondent's School.* Using the behavioral index, the father's influence in the domestic role area is equally low for two UP schools and the Liceo de Los Baños, a level which is lower than the measured influence in the Los Baños Barangay High School.

2. *Father's Employment.* Whether the father is employed or unemployed affects the level of influence of the father and both parents. A low level of influence of the father on the behavioral index but the influence is lower among employed fathers than among the unemployed. Both parents also exert low levels of influence especially if the father is employed.

3. *Number of Brothers.* The father's influence in the domestic role area is related to the number of brothers that the respondent has. There is generally low influence of the father but the influence of the father is lowest if the respondent has one or two brothers compared to no brothers or three or more brothers.

Summary and Conclusion

The analysis of correlates of parental influence can be summarized by the generalization that the higher the socio-economic status (SES), the less the perceived influence of parents either jointly or singly. The SES indicators are family income, educational attainment of parents, employment of parent and respondent's school.

In the area of education, adolescents from high income families attribute less influence to either parent. The mother and both parents exert less influence if the mother has attained high school or college education; the father exerts less influence if his educational attainment is at the high school or college level. In a sense, the respondent's school is an indicator of SES. U.P. schools, whether college or high school, have higher status compared to the other two high schools. U.P. perceive either parent to have relatively low influence compared to non-UP students.

In addition to SES, age of parent is correlated with perceived parental influence in education. Mother and both parents have less influence if the mother is 41-50 years old compared to younger or much older mothers. Father and both parents have less influence if the father is over 40 years old compared to younger ones. Gender is also correlated with educational influence. Female respondents generally attribute less influence to the mother or both parents compared to male respondents.

A similar pattern is evident in the area of social relations with the opposite sex. Mothers with high school and college education are perceived to exert less influence than those with higher or less education; fathers with similar attainment also exert less influence than the less or better educated. Moreover, college students attribute less influence to either or both parents than high school students. However, adolescents attribute less reward and coercive power to the father or both parents if the father has at most a college education. Furthermore, mothers who are 41-50 years old are perceived to exert less influence than younger or older ones.

The influence correlates show a consistent pattern in the area of domestic roles. The father or both parents are perceived to have less influence if the father or mother attained high school or college education or if the father is employed. Also college students attribute less influence to the father than high school students. The low influence of the father is also associated with age of mother (41-50 years) and with no brothers in the family.

The findings from the general measures of perceived parental influence are, thus, qualified following the identification of significant familiar characteristics that correlate with these measures. The high referent and legitimate power of parents is more evident in families where parents have relatively low income, low educational attainment or no employment. If high perceived influence can be equated with authoritarianism, then, low SES parents are relatively more authoritarian than their high SES counterparts.

The differential role expectations of parents from their male and female children also translate into the extent of influence they exert on them. Males are expected to be the future providers for their families. Because education has high instrumental value in obtaining a secure occupation, the educational influence of parents on their male children is perceived to be greater than on their female children.

The findings and conclusions of this study are necessarily limited in generalizability. First, the respondents were a nonprobability sample of sophomore college and high school students in Los Baños, Laguna. Second, the measures of influence were by no means an exhaustive list of items bearing on the relationship between parent and adolescent offspring in the selected areas

of influence. Finally, the self-administered questionnaire employed for collecting data may have ensured confidentiality of responses but may not have checked for the effect of the social desirability factor which is relevant for such topic as parent-offspring relations in the family, one of the cherished institutions in the Philippine society.

Thus, further studies on adolescent perception of parental influence should use probability samples, explore additional areas of influence, and employ innovative techniques as well as multiple complementary methods.

Notes

This article is based on a study funded by the UPLB Basic Research Program. I acknowledge the assistance of Lynn C. Tejada in collecting data for the study.

References

- Bautista, Gavino D.
1974 "Vocational interests of fourth year students in the public municipal high schools in North Cotabato." Master's thesis, Philippine College of Arts and Trades. Manila.
- Contado, Tito E.
1964 "Some factors associated with the occupational choice of the Philippine Vocational Agriculture seniors." Master thesis, University of the Philippines at Los Baños.
- Cruzado, Concepcion
1978 "Parental influence and other factors affecting students' choice of vocation and their implication for the home economics program in Davao City." Master's thesis, Centro Escolar University.
- Emerson, Richard M.
1962 "Power-dependence relations." *American Sociological Review* 27: 31-41.
- Etzioni, Amitai
1964 *Modern Organizations*. New Jersey: Prentice Hall.
- Fadullon, Soledad T.
1974 "A study of the students' choice of a profession and their parents' socio-economic status." Master's thesis, South Western University, Cebu City.
- French, John R.P. and Bertman Raven
1968 "The bases of social power" in D. Cartwright and A. Zender (eds.) *Group Dynamics*, 3rd ed. New York: Harper and Row.
- Guianan, Teresita G.
1981 "Occupational aspirations of high school students and their parents of Rapu-Rapu, Albay, 1979-80." Master's thesis, Bicol University.
- Javier, Josephine Marribay C.
1977 "Factors affecting the occupational choices of senior students in the schools of arts and trades in Cagayan." Master's thesis, Philippine College of Arts and Trades.
- Kandel, Denise and Gerald Lesser
1969 "Parental and peer influences on educational plans of adolescents." *American Sociological Review* 34: 212-222.
- Leabres, Andres
1979 "Occupational choices of fourth year high school students in congruence with their parents' choices." Master's thesis, Ortañez University
- McDonald, Gerald W.
1979 "Determinants of adolescent perceptions of maternal and paternal power in the family." *Journal of Marriage and the Family*. 41: 757-770.
- 1980 "Family power: The assessment of a decade of theory and research, 1970-79" *Journal of Marriage and the Family* 42: 841-854.
- Melcicio, Esteban E.
1976 "Occupational aspirations of students in the two-year agricultural technician curriculum." Master's thesis, University of the Philippines at Los Baños.
- Safilios-Rothschild, Constantina
1970 "Study of family power structure 1960-69." *Journal of Marriage and the Family* 32: 539-552.
- Secord, Paul and Carl W. Backman
1974 *Social Psychology*. 2nd Ed. New York: McGraw-Hill.

Sewell, William H. and Vimal P. Shah

1968 "Social class, parental encouragement, and educational aspirations." *American Journal of Sociology* 73: 59-72.

Smith, Thomas E.

1970 "Foundations of parental influence upon adolescents: An application of social power theory." *American Sociological Review* 35: 860-872.

Tan, Alice P.

1976 "Factors associated with the career choices of high school seniors in the Central Visayas College of Arts and Trades." Master's thesis, Central Visayas College of Arts and Trades.

Thibaut, John W. and Harold H. Kelley

1959 *Social Psychology of Groups*. New York: Willey & Sons.

Ventura, Natanael

1974 "Congruence of occupational choices of fourth year students with opinions of parents in selected secondary schools of greater Manila." Master's thesis, Philippine Union College.