



The Lived Experiences of Adolescents having Parents with Gender Role Reversal

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Abstract: Gender role reversal played a significant role in the development of adolescents within family contexts. This study explored the experiences of adolescents raised by parents who engaged in gender role reversal. A phenomenological qualitative research design was applied to five adolescents. Purposeful sampling was the chosen method for selecting participants. Interview protocol is used to gather data alongside with the informed and assent form given to the participants and to their parents. The research identified four key themes: mixed feelings, intimate personal concerns, interrupted childhood, and the values gained. The findings indicated that adolescents with parents practicing gender role reversal tended to develop a heightened sense of responsibility and independence. This family dynamic also shaped their views on gender equality, fostering a belief that they could pursue any path they desired, irrespective of gender. Additionally, while adolescents admired their parents' role reversal, they exhibited hesitation towards adopting similar practices in their own future parenting roles. Furthermore, experience has helped these adolescents create a distinct and significant developmental path by encouraging independence and a sense of responsibility. Based on these insights, it was recommended that agencies develop programs to support families in transitioning to and navigating the gender role reversal of parents.

Keywords: adolescents, experience, gender role reversal

I. INTRODUCTION

Gender is the social characteristics and opportunities unique to men and women, formed and learned through the socialization process (DepEd, 2017). In relation to this, gender role is the way a person acts, talks, dresses, grooms, and interacts in a society that is mostly determined by their assigned sex. Despite the fact that gender roles have changed across countries and eras, they frequently involve expectations that men should be powerful, forceful, and the primary providers of the family's income, while women should be nurturing, submissive, and devoted to domestic duties. The knowledge of gender roles is very important in one's life since it connects people to their social environment, which produces socially shared patterns of behavior expectations. Gender roles are socially manufactured positions that affect the new family structure; males are supposed to be breadwinners, while women are expected to be nurturers (Boundless, 2015).

Thus, in the gender role reversal scenario, individuals or groups may intentionally switch or challenge traditional gender roles to explore different perspectives, challenge societal norms, or highlight the arbitrary nature of these roles. When a spouse is not the main representative of their socialized gender roles, gender role reversal takes place. It is often used as a tool to question and challenge rigid gender norms and promote gender equality.

Furthermore, this study is necessary since the researcher sought out the scenario of adolescents whose parents have a gender role reversal. This study provided information about how parents' gender role reversal impacts their children.

Background of the Study

Gender roles are learned and reinforced through socialization, starting from childhood, through various channels such as family, education, media, and peer groups. They influence various aspects of life, including career choices, family dynamics, household responsibilities, and social interactions. In the context of these established gender roles, the contemporary landscape witnesses a notable phenomenon — gender role reversal.

Gender role reversal is prevalently existing nowadays. Gender role reversal occurs when two persons choose or are compelled to switch their jobs and responsibilities. It is the swapping of customary roles and routines in the relationship between the wife and husband. It is characterized in sociology as the partner's role swapping. This arrangement allows couples to discover new elements of their personalities as well as new hobbies and desires. On the other hand, culture and social norms were first introduced through the gender process in the family, thus it affects the view of the young generation on what it means to be masculine and feminine. Therefore, the roles given to each member of the family are mostly determined by his or her gender (Mamparair, 2013).

In exploring the dynamics of non-traditional family structures, research by Lamarda, Rodeo, and Sunga (n.d) reveals intriguing insights. The concept of a househusband challenges the conventional Filipino family structure, yet surprisingly, it remains immune to criticism. The study also reveals similarities in interactions with children in such households. Additionally, the research conducted by Mamparair (2013) explains that most househusbands are not used to performing housekeeping and admit to having a difficult time taking care of their children, but despite this, they are proud of themselves for being able to

perform effectively in feminine tasks. Furthermore, the study delves into the complexities faced by families of female overseas workers. Marital problems with fathers are seen to contribute to the perceived misdirection of the children in these families. Additionally, the socioeconomic conditions of families play a role in married women's decisions to work, driven by the desire for a better future for their children. However, a significant challenge arises from husbands lacking expertise in child-rearing and domestic responsibilities.

Thus, the Department of Education (2017), issues the enclosed Gender Responsive Education Policy in line with its Gender and Development mandate as stipulated in the 1987 Philippine Constitution. This policy pledges to incorporate the values of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights. In addressing different gender issues among students in the basic education unit, the Department of Education implements gender mainstreaming to address both the established and new gender and sexuality-related concerns in basic education.

Despite the existing phenomenon of gender role reversal, there was no research on the locality that has explored the experiences of adolescents having parents with role reversal and how their parents gender role reversal affects their socialization. Hence, this study aimed to investigate the perspectives of adolescents whose parents are experiencing gender role reversal. While existing research on gender role reversal has primarily focused on the marital dynamics between couples, this study aimed to provide a foundation for future researchers delving into gender roles and their broader implications. The significance of conducting this study lies in its potential to contribute valuable insights to the ongoing discourse on gender role reversal. By exploring the experiences of individuals involved, this research endeavors to enrich our understanding of this evolving phenomenon.

Theoretical Perspective

It is the assumption of the study that teenagers' gender socialization is heavily influenced by their caregivers beginning in childhood. Thus, this study is anchored on Albert Bandura's Social Learning Theory, Psychosocial Theory of Erik Erikson and Family Systems Theory explain how the gender-role reversal of parents affects the adolescent's views of today.

This study is anchored on Albert Bandura's (1977) Social Learning Theory. This theory is deemed appropriate for the present study as it will explore the experiences of adolescents having parents with role reversal. Furthermore, the importance of seeing and modeling the behaviors, attitudes, and emotional reactions of others is emphasized by social learning theory. The relevance of observable learning, imitation, and modeling was emphasized by Bandura (1977). It focuses on learning that occurs in a social setting. Endinyang (2016) of Nigeria found that social learning theory states that teaching students suitable conduct in social studies classrooms would help them achieve social studies goals and objectives, as well as nurture persons with appropriate attitudes and values. Thus, learning can occur by simply observing others' behavior.

Another theory is Psychosocial theory, which is proposed and crafted by Erik Erikson. His theory includes the eight stages of psychosocial growth that emphasizes the interaction between individuals' psychological development and social environment. Each individual in each stage faces psychological challenges/crises that they must successfully overcome to achieve healthy development (Suutton, 2020). In this theory, adolescence is in stage five (5) of psychosocial development. This is the most crucial stage where the sense of who we are has considerable bearing on our adult life. According to Erikson (1963, as cited by Cherry, 2022) that the fifth stage of development exists between "morality learned by the child and the ethics developed by the adult". Furthermore, according to Bee (1992, as cited by Mcloed, 2023) that at the end of this stage is "a reintegrated sense of self, of what one wants to do or be, and of one's appropriate sex role". Moreover, success in this stage will lead to the virtue of fidelity.

To cap off the theoretical perspective of the study is Family Systems Theory, developed by Murray Bowen in 1954. It represents a significant contribution to the understanding of human emotions and personality formation within the context of the family. At the core of Bowen's theory is the belief that an individual's emotional and psychological makeup is intricately linked to their family dynamics. Bowen posited that the family serves as a foundational unit that not only influences but fundamentally shapes the emotions and personalities of its members. Central to this perspective is the concept that a family's history establishes a framework that molds the experiences and values of subsequent generations. In other words, the interplay of relationships, communication patterns, and systemic influences within a family creates a unique environment that leaves a lasting impact on its members. This framework becomes a lens through which individuals perceive the world, form relationships, and develop their sense of self.

Finally, Gender Schema Theory of Sandra Bem (1981) is presented in this study. Gender schema theory is the study that claims that children acquire gender roles from the social context in which they grew up. This theory suggests that our cultural experiences influence the gender stereotypes we hold. Our knowledge of how gender norms are socially and culturally produced has greatly benefited from this perspective. In addition, children regulate their behavior to situate with the gender norms of their culture from the earliest stages of social development. Furthermore, Butler (1990) claims that gender is entirely a social concept that is subject to opposition and change. It is not at all connected to biological facts.

Statement of the Problem

Mamparir's (2013) study delves into the roles of Filipino "Househusbands" in domestic settings, emphasizing their adjustments in household chores and child rearing when wives work abroad. Similarly, Madlambayan and Calma's (2015) study reveals that househusbands have self-concept, occasionally facing embarrassment. Given these insights, investigating the experiences of adolescents in role-reversed households becomes a pertinent area of study (Miles, 2017). The current research aimed explore the lived experiences of adolescents and their gender socialization in families where parents have embraced gender role reversal. The study sought to provide an understanding of the challenges and dynamics faced by adolescents in such households, contributing valuable insights to the existing literature. Therefore, conducting this study is essential to address the identified research gap and enhance our understanding of the implications of gender role reversal on adolescent experiences.

Purpose of the Study

This phenomenological study aimed to understand the lived experiences of adolescents having parents with gender role reversal. This study would be a new addition to the information about the new trend of gender role reversal. This study aimed to explore deeper into how adolescents were influenced by their caretakers, specifically focusing on the experiences of those with parents engaged in gender role reversal. In addition, exploring their experiences would be an add-on to the ongoing phenomena of gender role reversal. This would also be a baseline for the future researcher whose research interest is in gender role reversal.

Research Questions

Specifically, the study explored the following questions:

1. What is the lifeworld of adolescents with parents having gender role reversal?
2. How do adolescents having parents with gender role reversal view themselves in the future?

Methods

This study used a qualitative research approach, which focused on collecting, analyzing, and interpreting non-numerical data to explore the in-depth experiences of the participants. Qualitative research deals with how people understand their experiences and interpret them. It is motivated by underlying assumptions and theoretical frameworks that guide the analysis of research problems which focus primarily on the meanings that individuals or groups assign to these problems.

In this research design, data were collected directly from individuals as they became involved in the issue or problem under study. As such, qualitative research involves data collection in natural settings. The researchers adopted a variety of methods which included document analysis, behavioral observations, and interviews with participants. These methods were combined to ensure comprehensive data collection.

The results of this study, as noted by Creswell (2014), included summaries from the study participants, the researcher's perspective, and the definition of the problem, all of which contribute to the existing literature. In particular, the qualitative research design was chosen because of its effectiveness in understanding adolescents' experiences of parental expression of gender role reversal.

Research Design

This study utilized a phenomenological research design to explore the lived experiences of adolescents whose parents are working through gender role reversal. This approach provides a structured framework for understanding these experiences. By collecting data from individual participants in this process, the study aimed to uncover and understand the nuances of gender role reversal as experienced by these adolescents.

Phenomenology, founded by Edmund Husserl focuses on empirical insight and emphasizes the elimination of unsubstantiated assumptions. Essentially, it is the study of how different individuals perceive and interpret common patterns or features in their collective experience. In phenomenological research, these shared experiences form the core of the research. This research approach involved understanding the essence of things as they are, understanding through perception, and preferring descriptions of experience to descriptive analysis as Moustakas (1994) pointed out, the core of phenomenology in research is to explore what participants feel and how they do feel.

Research Setting

The present research will be conducted in Ozamiz City. The city is a coastal component city in the province of Misamis Occidental. The city has a land area of 169.95 square kilometers which constitutes 8.47% of Misamis Occidental's total area. According to PhilAtlas (2020), the city has 140,334 people. The researcher considers Ozamiz city as the locale of the study because it will be an accessible setting for the researcher. Gender role reversal is also existing in the research setting identified.

Result and Discussion

The results from the three-series interview of the participants under study were phenomenologically analyzed. After careful analysis of the interview transcript, four themes emerged such as 1) Mixed Feelings; 2) Intimate Personal Concern; 3) Interrupted Childhood; and 4) Values Gained. These themes speak of the experiences of adolescents having parents with gender role reversal.

Theme 1: Mixed Feelings

According to Cambridge dictionary, mixed feelings is something that one feels to be both pleased and not pleased. It is a positive and negative reaction to something.

In this study, mixed feelings of adolescents towards their parents' gender role reversal was notably seen during the three session interviews with the participants. This reveals different feelings as they go through gender role reversal and adapt to the changing family dynamics. As adolescents discover more about themselves, they witness the change of traditional gender roles by their parents. This theme shows how adolescents control their feelings in the view of their parents' gender role reversal.

In this section, the focus is on the participants' feelings towards the reversal of traditional gender roles in their parents' relationship, as observed during the interviews. These feelings are a mix of both negative and positive reactions..

Category 1. Negative Feeling

A negative emotion is any state of mind that makes someone feel sad and despairing. Anger, hatred, envy, and melancholy are some examples of the negative emotions. In adolescents having parents with gender role reversal, negative feelings of adolescents were associated with the role reversal of their parents. This feeling resulted in adolescents feeling pity and hurt.

Adolescents often experience negative emotions when confronted with their parents' gender role reversal, manifesting in feelings such as pity and being hurt. This sentiment is evident in the accounts of Joy, Cathy, and Abbie, who express pity for their

working mothers and convey feelings of hurt arising from their parents' role reversal. Jer mentioned that, "*Kuan masakitan pd ko..... Nganong siya ray ga trabaho....*" ("I am hurt... Why does she needs to work") (Joy, Transcript 1, LN 627-628), thus Cathy added "*Naluuy ko niya ba kay wala siyay trabaho...*" ("I feel pity on him because he do not have work.") (Cathy, Transcript 1, LN 105-106). Abbie also mentioned that "*...maluuy ko niya sauna never gyd na siyang muingon ug kapoy.....Sa akoa papa mam kay di gyd malikayan mam na maglagot ko sa iyaha....*" ("...I feel pity to her before because she never say she's tired... as for my father I can't avoid to feel irritated to him.") (Abbie, Transcript 1, LN 1108-1109; 1053-1054). These negative emotions are closely tied to the discomfort adolescents feel in observing a shift in their parents' traditional roles. Examining these expressions reveals that adolescents' negative feelings towards gender role reversal stem from firsthand experiences witnessed in their parental dynamics.

Drawing on research by Cacioppo et al. (2000), as cited in Golan & Yatz (2021), negative emotions can lead to the development of non-adaptive behaviors, given their heightened arousal and potential difficulty in control compared to positive emotions. Additionally, Baldon's study (2015) underscores the significance of children's emotional experiences with their parents' roles, emphasizing that undesirable parental feelings can adversely impact parent-child relationships and the emotional well-being of children and adolescents. Furthermore, der Pol's research (2016) suggests that an overemphasis on negative emotions during parent-child interactions may exacerbate, rather than alleviate, social-emotional issues in adolescents. Therefore, it becomes imperative for parents to teach their adolescent children effective communication, expression, and control of various emotions, both positive and negative.

The negative sentiments expressed by adolescents towards their parents' gender role reversal align with Murray Bowen's Family Systems approach, particularly the concept of the family projection process. In the context of gender reversal, children inherit a range of issues and strengths from their parents' relationships, with relationship sensitivity being particularly impactful. Sensitivities can perpetuate actions that intensify long-term anxiety within a relational system, rendering individuals more susceptible to symptomatic behaviors. In this way, understanding and addressing the psychological impact of gender role reversal within families becomes crucial for fostering healthy parent-child relationships and promoting emotional well-being in adolescents.

Category 2. Positive Feeling

Positive feeling is the feeling of being good, this includes feelings such as joy, gratitude, hope, pride and excitement. Thus positive emotions are shown to have a positive effect on the different types of relationship. In adolescents having parents with gender role reversal, positive feeling lessens stressful events of adolescents and allows them to cope more effectively with the gender role reversal of their parents.

In contrast to the negative emotions experienced by adolescents in response to their parents' gender role reversal, it is essential to highlight the positive feelings expressed by some individuals. These positive sentiments encompass a sense of being blessed, understood, and overall okay with the unconventional family dynamics. Notably, parents play a crucial role in fostering positive emotions, surpassing the influence of peers, and aiding adolescents in learning how to experience well-being.

Jer's perspective exemplifies a positive attitude towards gender role reversal, emphasizing the blessing of having a working mother who actively supports the family she mentioned that "*kang mama pd ate kung unsa akoa feeling na siya ga work for us kay kanang blessed, kay siya akong mama*" ("for mama I felt blessed that she has a work") (Jer, Transcript 1, LN 885). Similarly, Joy expresses acceptance of their mother's employment as a means to contribute to their education. According to her during the interview "*Okay ra man siya Ma'am samot na kay tungod sa trabaho ni mama naka skwela mi sa akong upat ka igsoon ma'am*" ("It is okay for me Ma'am that my mother work because of her work the four of us were able to go to school.") (Joy, Transcript 2, LN 360-361). Further, Rev expressed her acceptance of the situation she mentioned that "*Nasabtan man pd nako miss kay if naa ra pd silang duha miss wala pd mi miss.*" ("I understand the situation of our family because if mother won't work then I think we they cannot provide for us.") (Rev, Transcript 2, LN155). These positive emotions reflect adolescents' ability to embrace and adapt to their unique family situations, showcasing their flexibility, individuality, and readiness to accept the gender role reversal of their parents.

Research by Bijttebier (2019) in a longitudinal study emphasizes that the enhancement of positive feelings in adolescents is expected to decline when there is insufficient support for their positive emotions. Additionally, Rana's study (2016) suggests that adolescents who cultivate positive feelings about themselves exhibit personal development, competence in navigating their environment, and the ability to create contexts that align with their values and needs. This positive self-perception is indicative of constant evolution and expansion, reflecting a profound sense of self-realization and optimism about life.

In the context of the present study, the positive feelings experienced by adolescents towards their parents' gender role reversal are attributed to the support they receive from their parents, despite the departure from traditional roles. This underscores the importance of acknowledging and understanding the complex interplay of both positive and negative emotions within the family dynamics, emphasizing the need for a nuanced perspective when examining the impact of gender role reversal on adolescents' emotional well-being.

Theme 2: Intimate Personal Concern of an Adolescent

The feeling of intimacy in a relationship represents a sense of closeness and connection (Loggins, 2022). In this study, intimacy is defined as the degree of parental closeness to their adolescent offspring, but in other romance languages, the word intimate refers to a person's deepest features. Intimacy can therefore exist in relationships with family, friends, and colleagues. People can bond with each other on a variety of levels through intimacy. As a result, it is essential to build healthy connections. Adolescence is a period marked by unique challenges and specific issues associated with the process of growing up. It is where questions of self-identity take place. Adolescents try to understand who they are, what they value, and where they fit in the society. In this study, the formation of intimate relationships provides an opportunity to continue the experience of new and fulfilling family relationships throughout the lifespan.

In this section, intimate personal concerns of adolescents were notably seen on the analysis of data by adolescents having parents with gender role reversal, intimate personal concerns include reluctance to share personal matters to father and the need of

maternal care. This theme emphasizes the significance of understanding and addressing the intimate concerns of adolescents that shape their unique self.

Category 1. Reluctance in disclosing personal matter to father

Reluctant is from the Latin word *reluctant*, means to struggle against from the verb *reluctari*, from *re* means expressing intensive force and *luctari* means to struggle. Reluctance is associated with the feeling or showing aversion, hesitation and unwillingness. It is the unwillingness and hesitation in getting involved. In this study as adolescents with parents experiencing gender role reversal undergo growth and maturation, a noteworthy finding in this study is the hesitancy observed among female adolescents when it comes to sharing personal concerns with their fathers.

This section illuminates the challenges faced by adolescents in opening up to their fathers, a sentiment prevalent among those whose parents have embraced gender role reversal, as evidenced by the experiences of Cathy, Jer, and Abbie.

In the case of Cathy, Jer and Abbie acknowledge a hesitancy in discussing personal matters with their father. Cathy mentioned that, "*maulaw man gud ko mu share samot sa akong papa mam kay wala ko naanad, strict man gd na siya ma'am, for example naay manguyab iyaha gyd ming ingnan an dili sa mag uyab uyab, o papamisitahon gyd sa balay ang laki*" ("I feel shy to share matters especially to my papa, I am not used to it, he is strict Ma'am, for example he don't want us to not engage in boy-girl relationship or if there will be a suitor they should pay a visit to our house.") (Cathy, Transcript 1, LN 80-82). Jer added on her statement that "*Naga share ko ni mama about sa school, lovelife pd kay si papa di gyd ko maka share kay strict siya anang di siya ganahan kay mag uyab uyab... Galing lang gyd naa lang gyd di nako ma share kang papa like girl stuff*" ("I share my school and romantic relationship with my mama. I cannot share it with my papa because he is strict and he doesn't want me to engage in a romantic relationship.. I do not share with papa all the girl stuff, he can't understand it") (Jer, Transcript 1, LN 557; 821-822). Furthermore, Abbie mentioned that "*Hmm mag estoryahanay man mi ni papa miss pero ma-awkwardan ko miss uy di ko ganahan.*" ("Hmmm, papa and I have conversation but later on I feel awkward I do not like it.") (Abbie, Transcript 1, 1063-1064)

The interviews underscore that adolescents often exhibit reluctance for various reasons, including their perception of their fathers as strict figures, creating an environment where sharing personal concerns becomes challenging. Additionally, the adolescents note that their fathers' lack of support for their involvement in boy-girl relationships contributes to the discomfort they feel towards discussing personal matters with them. Furthermore, the fathers' apparent disinterest in topics related to girls exacerbates the female adolescents' hesitancy, as they perceive a lack of understanding and connection in addressing such issues.

The findings align with Kumar's study (2020), which reveals that female adolescents commonly display hesitancy in disclosing information about their romantic relationships and physical changes to their parents. Moreover, the work of McNiel & Zeman (2020) highlights a connection between reluctance in communication and increased parental disapproval of adolescents' negative feelings, coupled with reduced parental validation. Consequently, the way parents react to their children's strong emotional expression can potentially limit the adolescents' ability to manage their emotions and express their negative feelings openly.

The observed awkwardness in the relationship further hampers the adolescents' willingness to freely share their personal experiences and feelings with their fathers. This reluctance creates communication barriers that may affect the overall quality of the parent-child relationship. Recognizing and addressing these challenges is crucial for fostering open communication channels and nurturing healthier relationships between adolescents and fathers within the context of gender role reversal.

Category 2. Yearning for maternal care

Maternal care refers to the nature of the bond that a mother forms and keeps with her child during this time. It encompasses all facets of a mother's role as a caregiver from the time of the birth of the child until when they're between twelve and fifteen months old (Bowlyby, 2019).

In the early years of a child's life, maternal care plays a pivotal role in shaping their emotions and cognitive development, laying the groundwork for a secure and joyful connection with their mother. Maternal care encompasses various responsibilities aimed at promoting the child's well-being and positive growth within the family. However, in the case of adolescents with parents embracing gender role reversal, the study reveals a notable absence of maternal care, highlighting the adolescents' expressed need for this form of nurturing.

Rev, Jer, Abbie, and Joy articulate their yearning for maternal care and draw distinctions between the care provided by mothers and fathers, consistently favoring maternal care. Despite making comparisons, the participants uniformly perceive maternal care as superior. Rev mentioned that "*Kana pud na gitawag nilag mother care samot na duha mi kabook babae sa amua, dili gyd kaayo na namo ma feel kay si papa murag dili kasabot sa amuang need.*" ("The one that they call mother care especially we are two girls in the family, we cannot really feel him because my father do not understand our need.") (Rev, Transcript 2, LN 175-177). On the other hand Jer expressed that "*wala gyud sige si mama sa balay...dili gyud pud ko dali-dali bitaw nga kanang naa koy problema mamashare dayon nako niya kay usually kailangan pa nako siya e-chat*" ("mama is not always around in the house.. there is a hard time to immediately shares my problem to her for me to share my problems to her I need to chat her.") (Jer, Transcript 2, LN 558, 562-563). Furthermore, Abbie mentioned that "*ambot lahi ra gyd ang pagcare sa mama..sa akuang na experience kay lahi ra gyd nag pagcare sa mama ang pag-amoma.*" ("I do not know it feels really different when it comes to the care given by a mother.. in my experience mother care is different to fathers care.") (Abbie, Transcript 2, LN 703-705). Lastly, Joy added "*...dili man gd kaayo namo ma feel na nag care siya sa amua kay dili gyd na siya mangutana ug kumusta nami, unsa ang amuang gibati.*" ("...we really cannot feel that she cares to us, she also do not ask how are doing, what are we feeling.") (Joy, Transcript 2, LN 412-413)

This sentiment leads them to desire the presence of their mothers, reminiscent of the caregiving role traditionally attributed to mothers as nurturers, with fathers as providers. The participants express a profound appreciation for the qualities and support that mothers can offer, underscoring the significance of a mother's role in their lives.

Supporting this perspective, a study by Konowitz et al. (2023) emphasizes the substantial role mothers play in instilling a sense of purpose, with proper guidance enabling them to be more aware of the influences they impart to their children.

Consequently, maternal warmth is identified as a motivating factor for adolescents to develop independent behavior control (Deffa, 2020). In the context of adolescents with parents experiencing gender role reversal, the study suggests that the warmth and guidance of mothers are crucial to encouraging the child's development and well-being within the family. This underscores the importance of recognizing and addressing the specific needs of adolescents in such family dynamics, ensuring that maternal care remains a central component in fostering their emotional and developmental growth.

Theme 3: Interrupted Childhood

Interrupted childhood refers to any period of child life experiences in which a child suffers from delayed experience. This delay in adolescents may affect the physical, psychological, emotional, or social distress significantly greater than what might typically be expected.

Adolescence having parents with gender role reversal shows to have interrupted childhood where a child's normal development or routine is disrupted. The disruptions in the early years left a lasting impact on the different aspects of the adolescents' life. Furthermore, interrupted childhood can affect the formation of healthy relationships that can impact their ability to connect with peers and engage in meaningful social interactions.

In this section, interrupted childhood experiences of adolescents are presented. This experience includes caring for the younger siblings and performance of household chores.

Category 1. Caring for the younger siblings

Caring for the younger siblings is a major duty for older siblings, but one that can also be rewarding and fulfilling. Adolescent caregivers might get something from the experience. They develop social skills, self-assurance, and responsibility—qualities that will probably have an effect on future performance. (Kuperminc., et al, 2009).

In situations where parents adopt gender role reversal, a notable shift occurs where older children often shoulder responsibilities traditionally associated with parental roles, particularly in caring for their younger siblings. This departure from the conventional norm, where parents are primarily responsible for their children's care, results in older siblings assuming caregiving roles. Just like Rev, the second participant and the eldest among the two siblings mentioned that "...I grew up independently because my mother went for work, I was the one to replace her position as an Ate at the same time a mother Miss, something like that." (Rev, Transcript 2, LN 193-194). Additionally, Abbie said that "...naanad nasad ko... pagbantay sa bata" ("...I was used to it... in caring of child") (Abbie, Transcript 3, LN 548)

A study by Wikle & Jensen et al. (2018) underscores the significant role of sibling interactions in the socialization process, highlighting that girls, in particular, tend to take on caregiving responsibilities, mirroring gendered patterns observed in parental roles. These findings directly resonate with the experiences of adolescents who find themselves shouldering caregiving responsibilities for their younger siblings. For instance, similar to Rev's experience, female older adolescents are shown to guide their younger sisters through puberty stages. Abbie also shares her experience of becoming accustomed to nursing and caring for a child, emphasizing the practical and nurturing roles that older siblings, especially sisters, may play in the lives of their younger siblings. These findings underscore the influence of family relationships on the social development and caregiving abilities of adolescents within the family structure.

The caregiving role adopted by adolescents becomes an integral part of the family's adaptive response to meet the needs of its members. When adolescents take on caregiving responsibilities for their younger siblings, it reflects a dynamic within the family where roles and responsibilities are shared. This interdependence aligns with Bowen's concept that family systems operate as a unit, and changes in one part of the system have a ripple effect throughout the entire family. Recognizing and understanding these shifts in familial roles is crucial for comprehending the intricacies of family dynamics, particularly in situations where gender role reversal necessitates a reconfiguration of traditional caregiving responsibilities.

Category 2. Burdened by household chores

According to Collins dictionary, household chores are domestic tasks, such as cooking, cleaning, and laundry. Children who participate in housework gain knowledge about self-care, housekeeping, and family responsibilities. Their education equips them with transferable skills for adulthood (Rende, 2015).

The study reveals the significant role of adolescents in households where parents have adopted gender role reversal, particularly in assuming responsibilities for various household chores. Adolescents in this study have taken on a considerable burden, encompassing tasks such as cleaning, laundry, and cooking for the family. Just like Abbie she mentioned that "*Nagdako mi nga walay muatiman sa balay mao nang ako pud sayo- sayo pud ko murag na mu- namulat sa mga responsibilidad miss.*" (*We grow up without anyone who will take care of the house, that's why at a young age I was given the responsibility*) (Abbie, Transcript 2LN 717-718). Additionally, Rev expressed "*Samot na babae ko miss ako gyd ang mahasngan tanan kay sa balay palang daan ang mga trabahoon akoa na.*" (*Especialy since we are girls, I was given to do most of the household work in the house*) (Rev, Transcript 2, LN 195-197). Furthermore, Joy revealed that "*kada uli man gd nako mag dung-ag ko*" (*whenever I get home I cook*) (Joy, Transcript 1, LN 539). These responsibilities signify the adolescents stepping into roles traditionally associated with their fathers, they also underscore the potential impact on the enjoyment of their childhood, revealing a disruption in their typical childhood experiences.

More so, research, such as that conducted by McHale & Skinner (2015), indicates that children sharing household responsibilities can contribute to a positive family dynamic. Learning responsibilities and actively participating in family tasks can foster valuable life skills. However, the study also emphasizes the need for a careful balance. An excessive burden of chores can encroach upon the time and activities that define childhood, preventing adolescents from fully experiencing the joys, playfulness, and exploration inherent to this stage of life.

It is crucial to recognize the importance of striking a balance that allows children and adolescents to engage in age-appropriate responsibilities while safeguarding their right to a childhood filled with exploration and enjoyment. By finding this

equilibrium, parents can nurture both a sense of responsibility and the essential aspects of childhood, ensuring a positive and well-rounded development for their children within the context of gender role reversal.

Theme 4: Values Gained

Individual beliefs that drive people to take certain actions are called values. It is affected by a large scope of factors such as family, school context, peers, friends, and personal experience. Furthermore, it serves as a guide for human behavior.

In adolescents having parents with gender role reversal parents transmit cultural, moral, and ethical values through their daily actions. Children internalize these values by witnessing how their parents navigate various situations. Thus, positive modeling fosters a supportive and nurturing environment, contributing to the overall well-being and growth of the child (Pickhardt, 2010).

In this section, values gained from their family situation are discussed. This includes preference for traditional Filipino gender role parents, adolescents establishing criteria for their future husband and gender-free career choice.

Category 1. Preference for traditional Filipino gender roles of parents

Historically, women are typically viewed as nurturers, homemakers, caregivers, and helpers. Gender norms for men emphasize traits like strength, assertiveness, and domination. Thus, men are expected to fulfill the responsibilities of provider, leader, and protector.

In this study, adolescent's transitional phase between childhood and maturity is characterized by rapid and unpredictable changes. While this period is filled with excitement, it also presents challenges for teenagers. It signifies a time of heightened independence and self-discovery as adolescents embark on defining their identities. According to Erikson (1968), the foundation of identity is laid in early childhood, where children begin to perceive themselves as distinct entities separate from their parents. As they mature, adolescents integrate traits and admired qualities from parents or influential figures into their evolving sense of self. In the context of growing up with parents embracing gender role reversal, adolescents often express a preference for traditional Filipino gender roles, highlighting the influence of their parents' actions on their preferences. This underscores the idea that parents' actions, rather than mere words, significantly contribute to shaping a child's understanding of parenting.

Rev, Jer, Cathy, and Joy, reflecting on their own experiences, underscore the importance of parental presence for their future children. Cathy expressed during the interview that *"gina consider gyd nako na kaming duha ang manarbaho puhon miss mao gyd na akoo gipangandoy na para dili gyd mi magkalisod and matagaan gyd namo ug good education ang among anak."* (*"I consider it that both of us should work in the future, that is my dream for them so that we will not struggle to give good education to our children."*) (Cathy, Transcript 3, LN 62-64). Furthermore, Jer mentioned that *"Personally man gd, mas ganahan gyd ko na naa rako sa balay Ahmmm mas ganahan man gud ko nga kanang kuan maka guide ko sa ayy ayo ang mas mag guide nila and kana bitaw close ko sa ilaha kay hmmm mga anak."* (*"Personally, I would prefer to stay at home, I like it when I guide my future children. I think it makes us more closer to each other."*) (Jer, Transcript 3, LN 417-419)

Their reflections emphasize a desire for mothers to be physically available as children grow, signifying a preference for active parental involvement. While they express openness to the concept of both parents working, there is a clear inclination towards the traditional notion of women staying at home to care for the children and manage the household. The participants convey a wish to avoid replicating the gender role reversal setup witnessed in their own parents. Instead, they see value in the traditional family structure where mothers stay at home while fathers provide for the family. This preference for a more conventional family dynamic in their envisioned roles as future parents highlights the enduring influence of traditional values on adolescents' perceptions of parenting and family structure.

Category 2. Establishing standard for future husband

The term "lifetime partner" is commonly associated with a spouse or a significant other with whom an individual envisions building a lasting and meaningful life together. Growing up with parents who embraced gender role reversal has influenced the participants in establishing standards for their future lifetime partners, as expressed during the interviews. Although the acceptance of gender role reversal within their parents' dynamics hasn't necessarily propelled them to pursue similar roles, it has instilled in them a value for setting standards in their own lives.

In this study, participants Joy, Cathy and Jer, expressed the importance of having stable and enduring lifetime partners arises from their experiences witnessing their parents' gender role reversal. Joy mentioned that *"Tungod kay nagdako ko na lahi ug role akoang mama ug papa, naa gyd sa akoang huna huna na dapat ang lalaki na akong minyuan dili pareha ni papa na palahubog, irresponsable dayon walay pakabana na mutabang sa akoang mama. Tungod ana naa na gyd koy qualification sa lalaki nga akoo minyuan basta kanang lalaki na naghuna huna sa amuang kaugmaon."* (*"Growing up having a parent with gender role reversal, I have this in mind that the guy I should marry is not like my father who is alcoholic, irresponsible and does not have initiative to help my mother. With that I had set qualification to the guy I wanted to marry. I don't like it that my kids will experience what I have experienced."*) (Joy, Transcript 3, LN 278-285). Moreover, Cathy mentioned that *"Unta ug maminyo ko gusto ko ug naay trabaho kay dili gyd ko ganahan na mapareha ko sa unsay naagian sa akong mama ug papa miss lage."* (*"I hope I can marry a guy who have work because I don't want to be like how my mother and father's role reversal."*) (Cathy, Transcript 3, LN 50-52). Furthermore, Jer added that *"Kanang naa gyd work.. with good manners mao gyd ang isa sa akong standard sa guy and naa siyay pangandoy sa kinabuhi."* (*"The one that has work.. and good manners, those were my standard of a guy and the one that have ambitions in life."*) (Jer, Transcript 3, LN 425-427)

The standards set by these adolescents for their future partners serve as significant indicators of assurance. Influenced by a desire for stability, support, and a relationship conducive to a lasting and fulfilling life, these standards reflect the influence of their parents' experiences on their expectations and aspirations for future relationships. Erik Erikson's Psychosocial Theory underscores that personal identity emerges from continuous interactions between individuals and their social environments. Attaining personal identity involves a transformative reevaluation of self-concept, integrating past identifications, current talents, and future aspirations. This journey toward personal identity is an active and ongoing synthesis that shapes a coherent understanding spanning past, present, and future.

As noted by Pickhardt (2010), parents have the capacity to motivate their children through actions, words, and observed personal experiences. Witnessing their parents navigate gender role reversal serves as inspiration for these adolescents to seek a more secure and stable life partner. The realization that a mother's care differs significantly from a father's care is a product of growing up with parents who embraced gender role reversal, adding another layer to the adolescents' understanding of familial dynamics and relationships.

Category 3. Gender-free career choice

A career is a chosen profession or job of an individual, this could be one job or multiple jobs (Johnson, 2022). Aiming high for career advancement, young professionals actively pursue new work chances. As an individual ages, family responsibilities, hobbies, or financial necessities may cause their job aspirations and route to alter.

The experience of having parents with gender role reversal has contributed to the development of a sense of equality among adolescents. Growing up in such households has broadened their perspectives on the traditional roles associated with gender just like participants Jer, Rev and Joy expressed how the gender role reversal of their parents affect them in choosing their career. Reve mentioned that *"Sa pagdako nako ani na set up made me realize na maskin pag unsa imong sex and gender you can be what anything you want to become. Dili tungod na pang lalaki ang kurso, di naka pwde ana. Capable gihapon kaayo ta. Basta kay kung ganahan gyd ta ana dapat gyd e pursue gyd nato ang ganahan nato na profession."* (*"My parents reversed gender roles when I was growing up. It helped me realize that, despite your preferences for either gender or sex, you can be anybody. It doesn't imply that programs are exclusive to boys; ladies can participate as well. If you choose to pursue that career, you can still be anyone you want to be because we are still capable of it."*) (Rev, Transcript 3, LN 144-147). Additionally, Jer uttered during the interview that *"Hmmm, sa akoo pa giingon ganina ate mas ni widen akoo perspective when it comes to gender equality and mas ganahan gyd ko mu pursue ug civil engineering na kurso ate."* (*"As I already mentioned, it broadens my perspective on gender equality, which is why I want to pursue civil engineering."*) (Jer, Transcript 3, LN 408-409). Furthermore, Joy said *"Tungod pd kay nagdako ko ani nga set up wala nako anang kung babae ka dapat ingon ani ang buhaton kung lalaki ka ingon ana sad ang buhaton."* (*Due to the setup I was raised in, I have eliminated the idea that there are certain things that men and women should accomplish."*) (Joy, Transcript 2, LN 83-85).

This expanded viewpoint allows adolescents to embrace the idea of gender equality, granting them the freedom to choose their careers without being confined by traditional gender norms. Participants like Cathy and Rev have specifically noted the influence of their parents' gender role reversal in fostering a sense of equality.

The parental model of gender role reversal has facilitated an open-mindedness among adolescents, particularly in their acceptance of diverse perspectives on gender. The observed equality in their parents' roles has served as a catalyst for adolescents to internalize the belief that women can undertake tasks traditionally associated with men, breaking down gender-based stereotypes. This acceptance aligns with the growing emphasis on gender equality, where adolescents recognize that individuals, regardless of gender, should have equal opportunities, rights, and responsibilities. Consequently, the way society views traditional gender roles is changing, reflecting a more open and equitable view of the roles people can play in both the home and the workplace, this greatly influences adolescents.

Conclusions

Adolescents raised by parents who embraced gender role reversal developed both positive and negative feelings about this family dynamic. The study highlighted intimate personal concerns among these adolescents, including hesitancy in sharing personal matters and a perceived need for maternal care. The experience of an interrupted childhood, stemming from assuming parental roles, was notably emphasized.

As these adolescents envision their own futures as parents, there is a positive inclination towards adopting parenting values from their parents, even if they may not desire the same role-reversed setup in their households. Growing up with parents embracing gender role reversal creates an environment that encourages acceptance and consideration of gender equality among adolescents. This aligns with Bowen's family systems theory, where changes in parental roles can shift the family equilibrium, potentially leading to challenges for adolescents.

Furthermore, adolescents with parents embracing gender role reversal exhibit increased independence, focusing on future careers and relationships. This influence aligns with Erik Erikson's Stages of Psychosocial Development, particularly Stage 5, where adolescents develop a strong identity and a sense of direction in life.

In conclusion, the experiences of adolescents with parents practicing gender role reversal have inspired them to embrace their true selves, irrespective of gender norms. Despite the challenges and interrupted childhoods faced by these adolescents, the values and perspectives they hold are significantly shaped by their parents' gender role reversal. The experience has helped these adolescents create a distinct and significant developmental path by encouraging independence and a sense of responsibility.

Recommendations

Based on the finding of the study, has drawn the following recommendations:

1. For Adolescents. It is highly recommended for adolescents to undergo a series of counseling sessions. These sessions play a crucial role in helping them navigate challenging life situations, particularly when faced with parents practicing gender role reversal. Counseling sessions given by school registered guidance counselors and social workers serve as a valuable tool for addressing personal issues, fostering self-awareness, empowering adolescents to develop resilience, enhancing decision-making abilities, and establishing healthy relationships with their parents.
2. For Social Workers. Social workers are strongly encouraged to develop programs specifically designed for families experiencing gender role reversal among parents. Such programs aim to assist both the family and children in adapting to novel family dynamics and preparing for the unique challenges and opportunities associated with this setup. Tailored programs can provide essential support in navigating the complexities of gender role reversal within the family structure.
3. For Educators. Educators are encouraged to strengthen the advocacy on gender and development or gender sensitivity especially in the curriculum for students to better understand different roles assumed by their parents in the society.

4. For Parents. In navigating gender role reversal, it is advisable for parents to consider engaging in family counseling sessions. This intervention is designed to assist parents in preparing their children for the unique dynamics within the family. Family counseling can contribute to enhanced communication, mutual understanding, and the effective management of special family situations. Ultimately, it fosters a healthier and more functional home environment for all family members.
5. For Future Researchers. Future researchers are recommended to conduct in-depth studies on gender role reversal that extend beyond the scope of female adolescents to include males as well. This comprehensive approach involves exploring the perspectives of male adolescents and participants across all age groups. Such studies could delve into the various ways in which parental gender role reversal impacts individuals, shedding light on the experiences and perceptions of a diverse range of participants. This broader perspective would contribute to a more comprehensive understanding of the effects of gender role reversal on individuals and families.

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