

GENDER, SOCIAL CLASS, AND PARENTING IN THE UK AND IN FRANCE: PARENTAL EXPECTATIONS, FAMILY RESOURCES, AND DIVISION OF LABOUR

Alex Sheridan

Supervisors: Lidia Panico (Sciences Po), Anne Solaz (Ined)

Ined doctoral contract
2025 - 2028





Rueil-Malmaison, France, 1990s



Gateshead, England, 1950s



Glasgow, Scotland, 1960s-1970s



Paris School of Economics, 2018-2020



European Doctoral School of Demography, 2024-2025



Ined, 2020-

MOTIVATION

WHY LOOK AT PARENTING AND GENDER IN EARLY CHILDHOOD

Persisting gender stereotypes that shape opportunities and constraints (Berscheid, 1993)

Young children already show **gendered behaviour** (Paechter, 2007)

Parents delimit the possibilities and experiences available to their children (Durkheim, 1922; Lahire, 2019)

However, parenting is embedded in a **larger social environment**, which imposes its own constraints on parenting

THREE PAPERS

- 1 **RQ1** Do parents raise boys and girls differently?
RQ2 How does the reproduction of gender intersect with the reproduction of social class?

- 2 **RQ3** Does parenting mediate the gender gaps in academic achievement? in socio-emotional skills?
RQ4 Is the mediation highest in certain socioeconomic backgrounds?

- 3 **RQ5** Does a sudden constraint on family resources (reduced child benefits) change a parental behaviour (take-up of formal childcare) differently for boys and girls?

	Data	Methods
1	<ul style="list-style-type: none">• French Longitudinal Study of Children (Elfe)• Millenium Cohort Study (MCS)	<ul style="list-style-type: none">• Latent class analysis• Decomposition techniques
2		
3	<ul style="list-style-type: none">• Survey on Resources and Living Conditions (SRCV)	<ul style="list-style-type: none">• Regression discontinuity design using the 2013 <i>allocations familiales</i> reform in France

WHAT THE LITERATURE SAYS ON Gender and Parenting



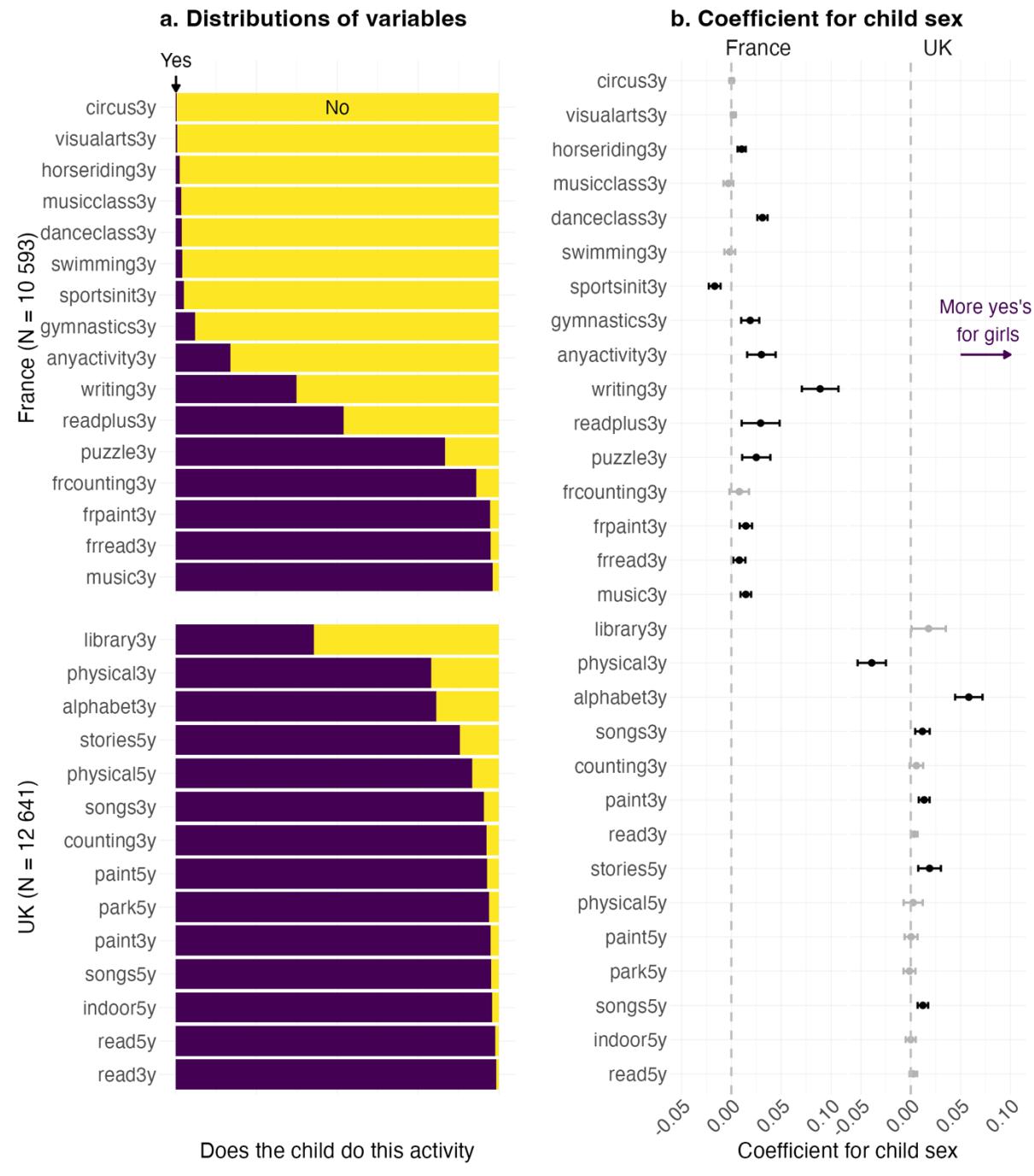
Article
Gendered Parenting in Early Childhood: Subtle But Unmistakable if You Know Where to Look
Judi Mesman ✉ Marleen G. Groeneveld
First published: 01 September 2017 | <https://doi.org/10.1111/cdep.12250> | Citations: 97
Judi Mesman, Marleen G. Groeneveld, Leiden University.

Mixed evidence: does it depend on **how we define and measure parenting** (Mesman and Groeneveld, 2017)? **Time** (Baker and Milligan, 2016), **practices** (Martin et al., 2002), **dimensions** (Endendijk et al., 2016), **styles** (Lyton and Romney, 1991)

Nevertheless, evidence that parents tend to:

- **Foster different expectations for their sons' and daughters** (Garside and Klimes-Dougan, 2002; Root and Rubin, 2010; Yee and Eccles, 1988)
- **Split labour in the home unequally** (Sullivan, 2013)
- **Spend more time with boys than girls, in particular fathers** (Raley and Bianchi, 2006) **and do different things with them** (Baker and Milligan, 2016)

RESULTS ON GENDER AND PARENTING SNEAK PEAK



WHAT THE LITERATURE SAYS ON Gender and Parenting... and Social Class

JOURNAL ARTICLE

Social Class, Gender, and Contemporary Parenting Standards in the United States: Evidence from a National Survey Experiment [Get access >](#)

Patrick Ishizuka ✎

Social Forces, Volume 98, Issue 1, September 2019, Pages 31–58,
<https://doi.org/10.1093/sf/soy107>

Compared with lower-class parents, upper-middle-class parents tend to:

- **Display less traditional gender values** (Knight and Brinton, 2017)
- **Distribute labour in the home more equally** (Sullivan, 2010)
- **Live together** more frequently (McLanahan and Percheski, 2008)

They also practice “**concerted cultivation**”, as opposed to fostering “**natural growth**” (Lareau, 2003)

But across social classes: same aspirations, different resources? (Ishikuzza, 2019)



THANK YOU!

Alex Sheridan, supervised by Lidia Panico (Cris) and Anne Solaz (Ined)
<https://alextranslatus.github.io/>