



Assumptions of Children about Parental Competencies in 21st Century

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ABSTRACT

The aim of present study was to examine the expectations of children about parental competencies in 21st century. The study was based on the purposive sample of 150 students of grade 8 to 14 from schools and colleges located in Islamabad, Pakistan. The age of students ranged from 13 to 19 and above. The assumptions of the children about their parental competencies needed in 21st century were measured through administration of a questionnaire. Results revealed that children assumed their parents more competent in 21st century. Findings further depicted that as children grew up, assumption of children about competencies of their parents' decreases. Results showed that children assume more competencies in their fathers as compared to their mothers.

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Introduction

The children of 21st century are actively engaged in the world of practice internet. They want their parents the same but parents hardly match with their ideals. Parents are significant inference of life placed so innocently in ones hands. They become linked to individual chain of life. Parents can sit and ensure the humanity peace to children .Father and mother pay together, they need each other and support each other as a panel. The 21st century is culturally diverse century. It needs appropriate behavior of parents and also challenges their attitude. The cross-cultural insightful also has increased the sensitivity task of men and women .The liability of child has extensive to men other than biological fathers. Drugs intake and lack of sympathy without foundation, has made life exceptionally loathsome in many areas. Children born in the 21st century are socialised into the digital world and often known. Digital campaign is integral part of many young children's lives and hence their early learning experiences.

The child is always in the process of exploring the world. Every parent need to be careful while category the child. The young children, due to lack of common sagacity they get depressed and feel that they will never expand. This lack in the parental competencies causes lack among the children competencies. In pre-school setting, teachers and parents participate major roles in the life of immature children, often on state that and behind the awareness which influence day by day learning opening. Therefore, their perception about the insertion of digital strategy in young children's lives considerably influence children's access to and rendezvous with digital savvy. However, little is known about adults' views of children's association with digital campaign. Yet, their angle may determine the familiarity that unripe children have with the digital devices that saturate their world. , education and concern provides young children with. Schools have been reduced or replaced with structured lessons (Pellegrini, 2005; Zigler, Singer, & Bishop-Josef, 2004). Thus, parenting behaviors appear to be influenced in size or quality when beliefs suggest that their

behavior will be beneficial to the youngster (Sigel & McGillicuddy-De Lisi, 2002).

21st century is no doubt the difficult time for the parents, we cannot have any idea where the children are exposed to rather we minimize the threats. The competencies of the parents in 21st century are very urgent. Parents statement a decrease in children's free time at seat often replace by prearranged actions with an academic awareness (Kaiser Family Foundation, 2005; Raymond, 2000).

Statement of the problem

Parental competencies have an extensive influence on the benefit of their normal children. Majority parents receive very little formal education. Hence parents are unable to guide them. Therefore, the problem under study was to investigate the assumptions of children about parental competencies in 21st century.

Objectives of the Study

The objectives of the study were:

1. To access the assumptions of children about their father;
2. To measure the assumptions of children about their mother;
3. To compare children assumptions about their father and mother.

Method

Sample

The study was descriptive in nature. The purposive sample of 150 students from different schools and colleges in Islamabad was taken, among them were 39 males and 111 were female. Their age ranged from 13 to 19 and above. They were from different schools and colleges Islamabad; studying in grade 8 to 14 .The assumptions of children about their parental competencies in 21st century were measured. The sample of children ha same socioeconomic class was taken.

Research Instrument

For the purpose of exploring assumptions of children about parental competencies in 21st century, a questionnaire was developed for data collection. The scale consisted on 35 items. For the nearby study no suitable research tool to the local call

was not available, so an aboriginal scale was developed to collect the data through standardized procedure. The scale was consisted of 35 items with three subscales. Objective 1 consisted of, assumptions of children about their father. Objective 2 consisted of assumptions of children about their mother. Objective 3 consisted of the comparison of assumptions about father and mother. Item total correlation was performed in order to check the construct validity of it and was found that correlated with the total scale with the alpha coefficient .688 as the reliability factor.

Procedure

Consent from drill establishment was solicited and letters of acceptance were sent to students of target group. They were brief about the aim of the study. Data was collected by administering survey on the sample. The efforts were made to ensure 100% return rate. After collecting data, it was analyzed by using Statistical Package for Social Sciences (SPSS version-17). The analysis was focused on the assumptions of children about parental competencies in 21st century.

Results

The response received were tabulated, analyzed and interpret in the light of study. The analysis was listening carefully on the assumptions of children about parental competencies in 21st century. The conclusions were drawn on the basis of the findings of the study and recommendations were given to improve the situation.

Table 1

Items Total Correlations on assumptions of children about parental competencies using scale (N=150)

Items	Correlation	Items	Correlation
1.	.311	18.	.171
2.	.312	19.	.344
3.	.218	20.	.301
4.	.410	21.	.406
5.	.459	22.	.499
6.	.314	23.	.542
7.	.414	24.	.470
8.	.534	25.	.431
9.	.518	26.	.353
10.	.408	27.	.198
11.	.281	28.	.387
12.	.365	29.	.414
13.	.317	30.	.329
14.	.409	31.	.360
15.	.345	32.	.372
16.	.158	33.	.362
17.	.060	34.	.364
		35.	.367

Table 1 shows the items-total correlation was performed and it was found that all items were significantly correlated.

Table 2

Gender wise score of Means and SD of assumptions of children about their parental competencies (N=150)

Competencies	Male		Female		Total	
	Gender					
	M	SD	M	SD	M	SD
1. Father	65.75	6.54	65.13	6.23	65.34	6.30
2. Mother	40.20	4.20	40.1	4.97	40.20	4.75
3. Parents	34.33	4.73	34.01	4.83	34.12	4.79

Table 2 describe genderwise distinction in parental competencies. It can be seen that males and females both need their parents to be competent ones. In case of competency in father, the score of mean and SD values of males were 65.74 and 6.54 respectively, while that of the score of mean and SD of females 65.13 and 6.23 respectively. The males and female children of 21st century both want their father to be the competent one. But boys want their father more competent as compared to girls with a slight difference. The children of 21st century want their mother also the competent but both males and females want their father more competent as compared to their mother.

Table 3

Class wise score of Means and SD of assumptions of children about their parental Competencies (N=150)

Competencies	Class									
	8 th		9 th -10 th		11 th -12 th		13 th -14 th		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
1. Father	68.15	4.94	66.80	5.70	64.35	7.14	63.48	5.56	65.34	6.30
2. Mother	41.45	3.45	41.15	4.35	40.05	4.82	38.64	5.48	40.20	4.75
3. Parents	36.85	2.45	33.95	5.49	33.76	4.35	33.30	5.29	34.12	4.79

Table 3 describes the class wise differences of the M and SD score and it was noticed that the children studying in grade 8 want most competent father. The mean score and SD of grade 8 children were 68.35 and 4.94 respectively. The children of grade 9 and 10 expect their father more competent as compared to grade 11 and 12. The value of the mean and SD of grade 9 and 10 children were 66.80 and 5.70 respectively. There was a slight difference in the grade 11, 12 and 13, 14 children about the required competencies of their father. The value of mean was 64.35 and 63.48, while SD value is 7.14 and 5.56 respectively.

The children of grade 8, 9, and 10 assume their mother more competent as compared to grade 11 and 12. The value of mean was 41.45 and 41.15, while SD value is 3.45 and 4.35 respectively. The children of grade 11 and 12 have at the second last preference and grade 13 and 14 at the last. The value of the mean and SD of grade 11 and 12 was 40.05 and 4.82 respectively, while the mean score and SD of grade 13 and 14 were 38.64 and 5.48 respectively.

Table 4

Age wise score of Means and SD of assumptions of children about their parental Competencies (N=150)

Category	Age in Years									
	14-16		16-17		18-19		19 & above		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
1. Father	68.28	5.17	68.233	5.14	68.11	5.13	63.39	5.38	65.34	6.30
2. Mother	41.26	4.05	40.63	4.63	38.89	4.91	38.26	5.35	40.20	4.75
3. Parents	35.41	4.22	33.69	4.93	33.67	4.77	33.90	5.02	34.12	4.79

Table 4 reports age wise difference of assumption of children about their parental competencies in 21st century. It describes the children of age 14-16 and up to 19 assume their father more competent as compared to above 19. The M and SD score 68.28, 68.23, 68.11 and 5.17, 5.14, 5.13 respectively. The children of ages 14 to 19 and above assume their mother competent equally with a slight difference which decreases with the increase in age. In comparison of assumptions of children

about their parental competencies, the younger children want more competent parents as compared to others. The mean score and SD of age 14-16 were 35.41 and 4.22 respectively. The children of age 16-17 the value of the mean and SD were 33.69 and 5.93 respectively. There was a slight difference in the age 16-17 and 19 and above the value of mean was 33.69, 33.67.

Discussion

21st century has characterized the association of parents in the family life. By knowing the assumptions of the children we can also view the construction of fatherhood and motherhood and provide guidance to the 21st century children about this information as when they themselves become parents. Male and female both want their fathers to be more competent one as compared to their mothers. It is an established fact that more competent the father is, the more bright & comfortable the future of the children would be. So we can say that it is the requirement of 21st century children that their fathers must be competent one as the children of grade 8, 9 & 10 tend to be more dependent on their fathers than mothers. However the children of grade 11, 12, 13 & 14 show less dependence upon their father's competency as they themselves are on the road of being independent. As the children move towards higher grades, they become mature and develop their own competencies. So their assumption of father's competency is not as stronger as the assumption of the children of grade 8, 9 & 10. There is another tendency emerged during the research that the students of grades 8,9 & 10 want their mothers more competent as compared to the children of grade 11,12,13 & 14. This also shows that as the children move towards higher grades, their needs of competencies decrease. When the tendencies of the children's assumptions about their parents' competencies were compared, it dawned upon us that the 8th class students want their fathers more competent as compared to their mothers. This means the children of 21st century want their parents more competent at all levels during their studies. This also reflects another area of status consciousness of 21st century children about their 21st century parents.

This research also shows that the children of grade 8, 9 & 10 need more fatherhood as compared to motherhood. The children in their early teenage need their father to be more competent as compared to the children above 19 years and the requirement of the competencies decreases with the increases in the age. Similarly the assumptions of children about parental competencies decrease as the age of the children increases. The results show that the children of 21st century are more conscious about their father as compared to their mothers, in other words

children of 21st century assume their father more competent as compared to their mother.

Findings

Results reveal that males and females age 14 to 19 and above assume their parents more competent in 21st century. The assumptions of children about parental competencies decrease with the increase in their age. The younger children assume their father more competent as compared to their mothers. This research reveals that the children of 21st century are actively engaged in the sense of world and develop their own assumptions about their parental competencies. The researchers may keep in mind that a child is a social constructor and knows the person who would become more beneficial to them. A dramatic change has found which showed 21st century is the century of fatherhood as compared to motherhood.

Implication of the present study

The present study has implication for further research in exploring the competencies among the children in 21st century. Further studies may be carried out about the assumptions of children younger than age 14 years about their parental competencies.

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