Parenting skills and family functioning: a study in a community in Laredo – Peru

Competencias parentales y funcionalidad familiar: estudio en una comunidad de Laredo – Perú

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Abstract

In various communities in Peru, social changes resulting from globalization, excessive use of ICTs, increased social conflicts, loss of values, unemployment, and crime have led to economic restructuring and transformations in family dynamics. In this context, parenting skills play a fundamental role, as they allow parents to reevaluate their role, reflect on their parenting styles, and strengthen their self-efficacy to promote the comprehensive development of their children. This study analyzes the relationship between parenting skills and family functionality in a sample of 300 parents from a community in the district of Laredo, Peru. A mixed approach with a non-experimental descriptive-correlational design was used. The findings reveal a direct relationship between parenting skills and family functionality, highlighting that strengthening dimensions such as bonding, formative, protective, and reflective contributes significantly to family well-being. These results provide insight into the daily life and particularities of each family, as well as the role that its members play within the home. In addition, they provide relevant evidence on the importance of parenting skills in promoting family development and, consequently, contributing to the improvement of the social fabric.

Keywords: parenting skills, family functionality, family development.

Resumen

En diversas comunidades del Perú, los cambios sociales derivados de la globalización, el uso excesivo de las TIC, el incremento de los conflictos sociales, la pérdida de valores, el desempleo y la delincuencia han generado reestructuraciones económicas y transformaciones en las dinámicas familiares. En este contexto, las competencias parentales adquieren un papel fundamental, ya que permiten a los padres revalorar su rol, reflexionar sobre sus estilos de crianza y fortalecer su autoeficacia para promover el desarrollo integral de sus hijos. El presente estudio analiza la relación entre las competencias parentales y la funcionalidad familiar en una muestra de 300 padres de familia de una comunidad del distrito de Laredo, en Perú. Se empleó un enfoque mixto con un diseño no experimental de tipo descriptivo-correlacional. Los hallazgos revelan una relación directa entre las competencias parentales y la funcionalidad familiar, destacando que el fortalecimiento de dimensiones como la vincular, formativa, protectora y reflexiva contribuye significativamente al bienestar familiar. Estos resultados permiten comprender la cotidianidad y particularidad de cada familia, así como el rol que desempeñan sus integrantes dentro del hogar. Además, aportan evidencia relevante sobre la importancia de las competencias parentales para favorecer el desarrollo familiar y, en consecuencia, contribuir a la mejora del tejido social.

Palabras clave: competencias parentales, funcionalidad familiar, desarrollo familiar.

Introduction

Parental competencies, as articulated in Peru's educational policy, establish that parents must positively stimulate the integral development of each family member (Morales et al., 2020). This approach enables the construction of potentialities within the context and enhances opportunities (Lara Moran & Gaibor González, 2023). In this regard, parental competencies serve as the foundation for promoting support strategies for parents in the social sphere, guiding, strengthening, and promoting their role in forming secure, responsible, and autonomous citizens (Sánchez & Tobón, 2020).

However, there is a lack of sufficient studies focused on parental competencies from a competency-based and formative process approach, linking learning with emotional aspects. These competencies are understood as a conceptual and methodological development for individuals committed to society (Hernández & Tobón, 2017), considering a family perspective within the framework of the knowledge society (Picardo, 2023; Narváez, 2023; Oliveros et al., 2022) and complex thinking (Solana, 2020; Zamora, 2019).

Parenting refers to the active involvement of parents, caregivers, or guardians in child-rearing, assuming commitments and responsibilities, developing capabilities, and establishing boundaries within the family dynamic (Merchán-Gavilánez et al., 2022). Parental competencies encompass the set of knowledge, attitudes, and skills that regulate parental behavior to ensure the well-being and exercise of children's rights (Pacheco & Osorno, 2020). These competencies develop within the family context and are influenced by both internal and external factors, grounded in values such as freedom, security, and fraternity, which facilitate healthy coexistence (Merchán-Gavilánez et al., 2022).

Such competencies result from adjustments to the family's psychosocial conditions (Cruz-Sosa et al., 2023) and relate to planning and direction toward objectives that regulate family behavior (Bernal-Ruiz et al., 2023). The theoretical analysis includes models such as positive behavior, which emphasizes parents' ability to create affection, solve problems, facilitate communication, and promote adaptive behaviors in children (Cárdenas & Schnettler, 2015). The cognitive and social approach emphasizes attention, commitment, and responsibilities in child-rearing, highlighting the importance of knowledge and attitudes related to nutrition, health, and environment (Merchán-Gavilánez et al., 2022).

This topic is relevant in several countries: in Mexico, parents employ strategies to educate and raise their children, while in Argentina, there has been no significant progress in parental programs; in Chile, studies show that 50% of families are in at-risk zones, and in Bolivia, most are in optimal zones (Márquez Allauca et al., 2021).

Parental competencies integrate knowledge of "being," "doing," "knowing," and "coexisting," to care for, protect, and educate children, ensuring their integral development. From the Family Sciences perspective, they are grounded in epistemological principles such as humanism, existentialism, liberalism, and personalism (De la Cruz et al., 2020; Merchán-Gavilánez et al., 2022). According to the Social Sciences, these competencies are classified into risk intensities, monitoring, and optimal levels, taking into account family and child characteristics (Cárdenas & Schnettler, 2015).

Parental competencies are divided into relational, formative, protective, and reflective dimensions, oriented towards practical capacities for child-rearing and education in a specific psychosocial context (Ramírez-García, 2018). Family functionality is defined by members' behavior, family structure, moral and emotional support,

and social position; it is evaluated in aspects such as emotional involvement, communication patterns, behavior, skill development, and problem-solving (Espinoza Núñez et al., 2022; Lara Moran & Gaibor González, 2023).

The study of parental competencies and family functionality is approached from transdisciplinarity and complex thinking, integrating theories such as secure attachment (Bowlby), social learning (Bandura), and parenting styles (Baumrind & Bermúdez) (Berlanga & Juárez, 2020).

It has been evidenced that parental competencies significantly impact family functionality, allowing parents to strengthen their roles, reassess parenting styles and self-efficacy, face educational demands, and promote the integral development of family members (Hernández, Tobón & Vázquez, 2016). This integration encompasses human and social dimensions with ethical projects, entrepreneurship, collaboration, and co-creation of knowledge (Tobón & Guzmán, 2020).

The research question guiding this study is: How do parental competencies affect family functionality? The hypothesis posits that parental competencies, particularly in their relational, formative, and protective dimensions, directly influence family functionality through prevention strategies manifested in displays of affection, detection of difficulties, and family support. The study's objectives are: 1. To determine how parental competencies manifest in the relational, formative, and protective dimensions within families; 2. To describe how family functionality is presented; 3. To identify and analyze the impact of parental competencies on family functionality.

Methodology

The study employs a mixed-methods approach, where the phases include the construction of validated data collection instruments, a pilot test, and the application to the entire population. Ethical considerations followed these criteria: 1) all participants were informed about the research, its purposes, and the instruments to be completed; 2) participants were asked for authorization to participate in the study and complete the instruments, and they were clarified that they could withdraw at any time without any questioning; 3) they were informed about the confidentiality of their data in accordance with Peruvian Law No. 29733 on personal data protection.

A total of 300 parents from a community in La Libertad participated. Of these, 84.33% are women, and the participants' ages ranged from 40 to 60 years. Seventy-five percent are married, and 80% have two children, with a range of two to four children. Thirty-four percent have higher education, and 18.80% are technical graduates. Twenty-five percent are homemakers, while 37.5% work formally. The sample was non-probabilistic, based on convenience, and the parents were contacted in person.

The Positive Parenting Scale E2P, developed in 2014 by Gómez and Muñoz, was used for the survey. This scale consists of 54 items divided into four areas: relational competencies, formative competencies, protective competencies, and reflective competencies, evaluated using a four-level Likert scale measuring the degree of: almost never: 1 point, sometimes: 2 points, almost always: 3 points, and always: 4 points; with scores summed into three categories: risk zone (10 to 20); monitoring zone (30 to 40); and optimal zone (50 or above).

The reliability of the Positive Parenting Scale E2P shows good to excellent internal consistency, with Cronbach's alpha values of 0.97. Content validity was assessed with ten judges, obtaining averages from 6.7 to 9.0 for the items.

Table 1. Results of Aiken's V from expert judgments on parental competencies

Items	Criterion	Mean	Std. Dev.	Aiken's V	Lower Limit	Upper Limit
Parental Competencies	Relevance	3.70	0.42	0.81	0.72	0.95
	Comprehension	3.30	0.61	0.82	0.62	0.95
Dimensions of Parental Competencies	Relevance	3.71	0.40	0.80	0.70	0.99
	Comprehension	3.32	0.62	0.82	0.62	0.91
	Comprehension	3.38	0.69	0.87	0.66	0.97
Data Collection Instrument Overall	Relevance	3.80	0.59	0.81	0.62	0.94
	Comprehension	3.90	0.69	0.81	0.62	0.94
	Satisfaction	4.01	0.89	0.75	0.62	0.84

To ensure clarity in the items, content validity was also assessed by evaluating clarity, coherence, and relevance, through established definitions for the variable of parental competencies, yielding scores between 0.74 and 0.96. This indicates that all items have been accepted for use with the total population of parents, with a 95% confidence interval, demonstrating reliability and construct validity, as well as theoretical relevance.

Table 2: Content validity coefficient of parental competencies

Items	Mean	Std. Dev.	Content Validity Coefficient			Result
			Clarity	Coherence	Relevance	
Parental Competencies	6	0.42	0.96	0.96	0.96	Accepted
	10	0.61	0.96	0.96	0.96	Accepted
Dimensions of Parental Competencies	2	0.40	0.96	0.96	0.96	Accepted
	5	0.62	0.96	0.96	0.96	Accepted
Family Functioning	4	0.48	0.96	0.96	0.96	Accepted
	8	0.69	0.96	0.96	0.96	Accepted
Instrument	10	0.59	0.96	0.96	0.96	Accepted
Overall	8	0.69	0.96	0.96	0.96	Accepted

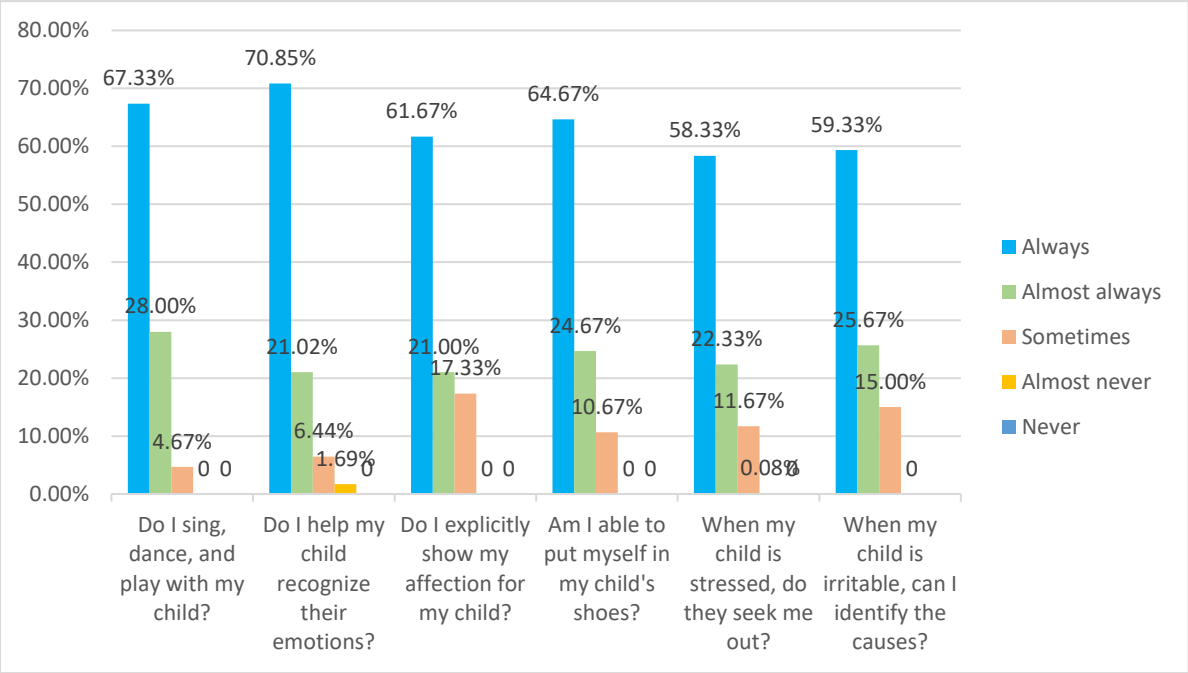
The instruments have several advantages: 1) they provide a direct study of family dynamics; 2) they describe and evidence each parental competency from its characterization; 3) they clarify family functioning in relation to each member; and 4) they demonstrate the type of support and level of relationships with each member, considering the specifics of each family.

Results and discussion

The general objective of this study was to determine the relationship between parental competencies and family functionality among 300 parents from a community in Laredo, using parental competencies as a fundamental axis for family functioning. The results confirm a significant relationship between both variables, consistent with findings that parental competencies are derived from collective representations of parents and their roles in the home towards their children. Individuals are inclined to create and exchange opinions, practice norms, and social behaviors to meet their needs, reflecting a relationship between attitudes and behavior (Karamitri et al., 2020; Balbinotti, 2018).

Regarding the first specific objective, it was established that most parents in the studied community base their relational parental competencies on personal functioning, associated with resilience and reflection on their own behavior. Formative parental competencies are evidenced through the establishment of norms and limits; protective parental competencies through physical and emotional care; and reflective parental competencies are built in the relationship with children based on experiences. However, breakthrough points were identified, indicating that some families remain at risk concerning parental competencies. This is evident in the application of the questionnaire, with results presented in Figures 1 (relational parental competencies), 2 (formative parental competencies), 3 (protective parental competencies), and 4 (reflective parental competencies).

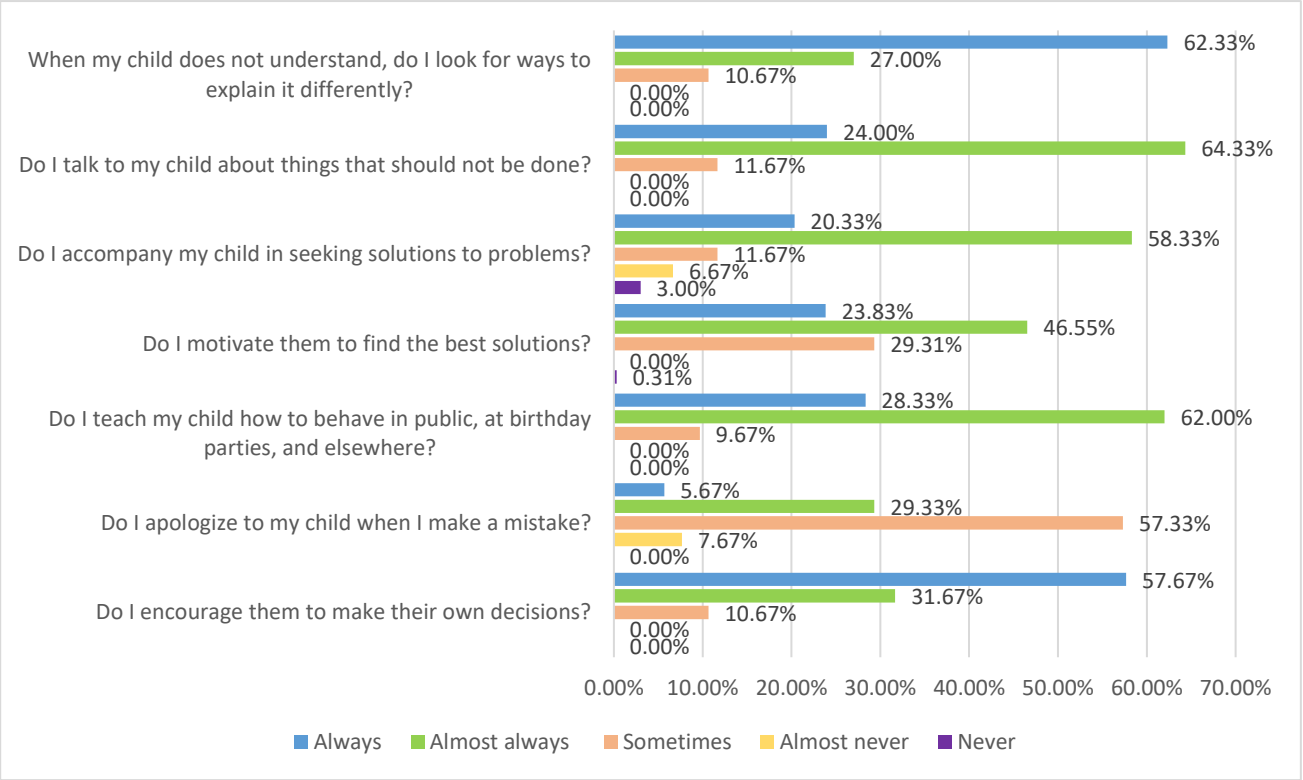
Figure 1
Relational parental competencies



Note: Questionnaire applied to parents in a community in La Libertad

Relational parental competencies influence areas of children's development and aim to promote a secure attachment style that fosters trust in the parent-child relationship, enhancing socio-emotional development through actions that involve engagement in family relationships and joint decision-making (Pacheco & Osorno, 2020). These competencies also regulate children's behaviors, control their emotional development, and reinforce good habits (Hurtado Segura et al., 2022). In summary, they promote a parenting style characterized by affection and secure attachment, contributing to the development of optimal social skills and the establishment of positive relationships with peers, which reduces the emergence of behavioral problems and supports cognitive and emotional development (Cruz-Sosa et al., 2023).

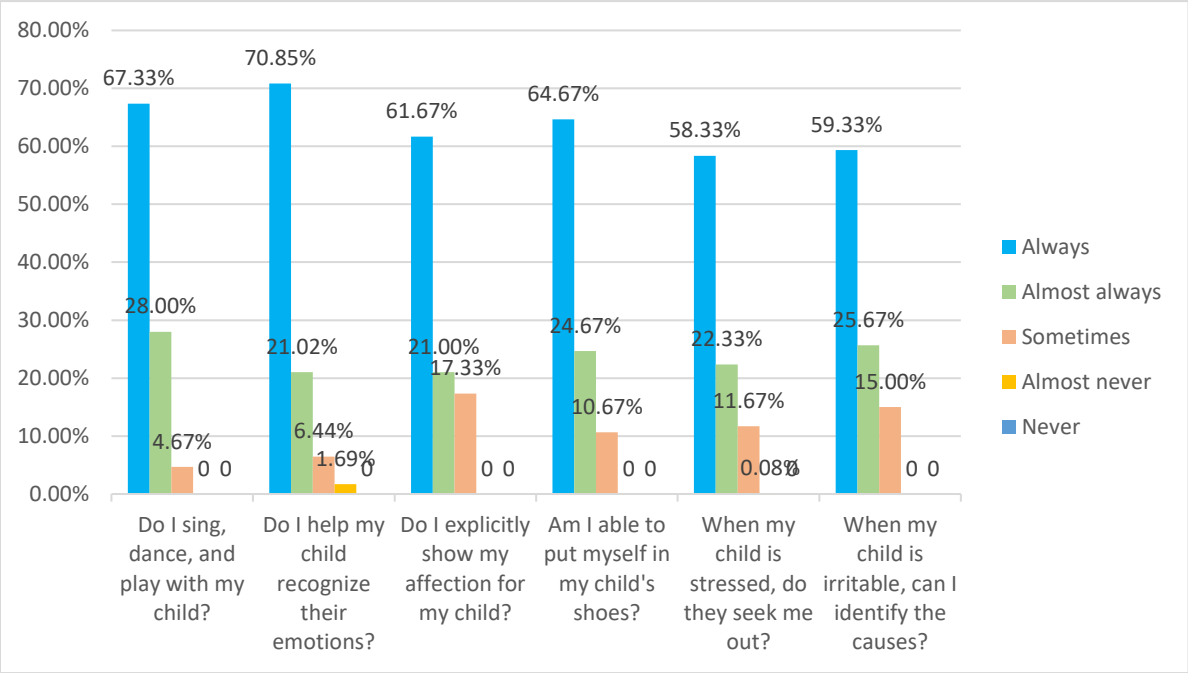
Figure 2
Formative parental competencies



Note: Questionnaire applied to parents in a community in La Libertad

Formative parental competencies relate to educational level, life context, and the role that parents play through the establishment of norms and habits (Pacheco & Osorno, 2020). These competencies allow for an understanding of new family typologies, particularly those characterized by a distant or absent father due to work obligations and a mother who assumes the primary role in the household (Bermúdez, 2018). In these competencies, guidelines are established that are transmitted from generation to generation, unique to each family unit, generating meaningful learning through shared beliefs, attitudes, behaviors, and experiences (Pacheco & Osorno, 2020), aimed at fostering socio-emotional development and protective instincts during child-rearing (Hurtado Segura et al., 2022).

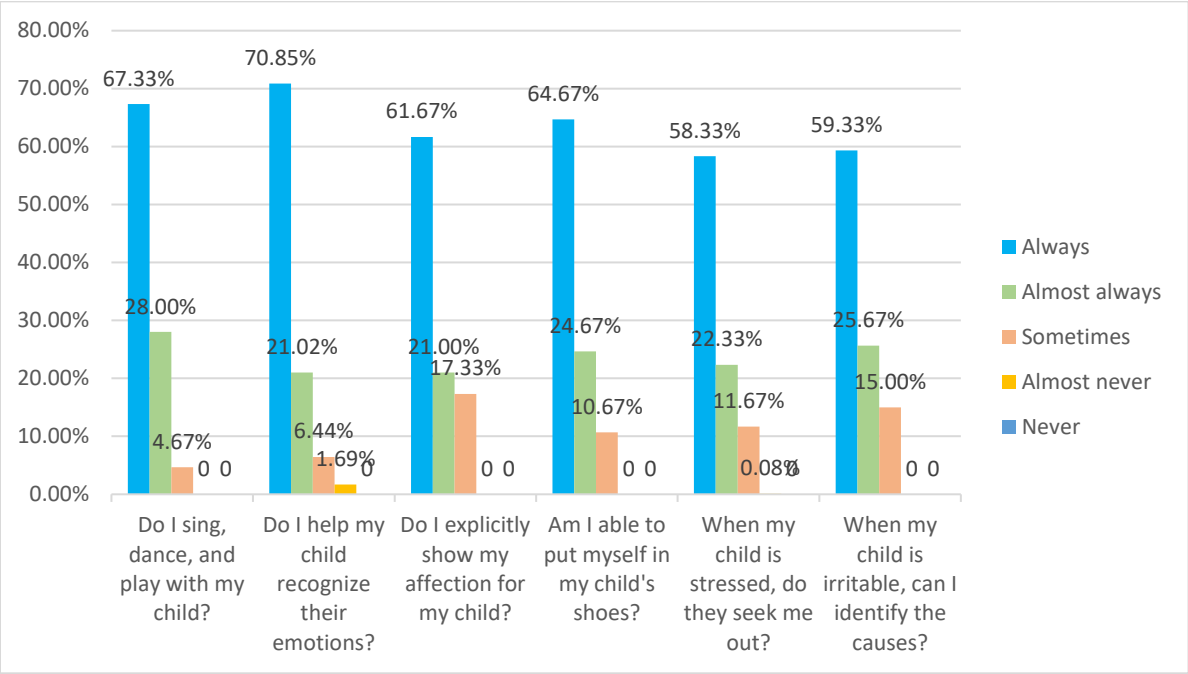
Figure 3
Protective parental competencies



Note: Questionnaire applied to parents in a community in La Libertad

Protective parental competencies enable parents to adapt their roles according to the developmental processes of their children. These competencies ensure physical, emotional, and psychosexual safety, care and protection, satisfaction of basic needs, organization of daily life, and the pursuit of social support that enhances children's integrity (Merchán-Gavilánez et al., 2022). This dimension develops through constant interaction between parents and children, as part of the role parents assume to strengthen emotional and physical security through support and emotional availability (Maya & Hidalgo, 2022; Bermúdez, 2018). When these factors are absent, family conflicts are exacerbated (Pomahuacre-Carhuayal et al., 2023).

Figure 4
Reflective parental competencies



Note: Questionnaire applied to parents in a community in La Libertad

Reflective parental competencies aim to enhance parenting skills, comprehend the differences between parental roles, recover past experiences, identify opportunities for improvement, and reflect on self-perception of the role exercised. This process allows for projecting changes, anticipating future situations, and adapting to new contexts (Bernal-Ruiz et al., 2021; Barudy, 2020; Sánchez, 2021). These competencies strengthen parenting practices by enabling a conscious analysis of the impact of parental actions on children, favoring their physical, social, and emotional health through monitoring external influences and reflecting on the quality of relationships established with each child.

According to the second specific objective, family functionality is expressed in cohesion and harmony through the quality of the relationship between parents and children; in communication influenced by the environment; in permeability through the development of overall health; in affection through family interactions; in roles through parenting styles; and in adaptability through socialization and learning processes. After applying the questionnaire and summing the responses on the scale (almost never = 1 point, sometimes = 2 points, almost always = 3 points, and always = 4 points), the following results were obtained:

Table 3
Level of parental competencies in the community of Laredo

	Parental competencies							
	Relational		Formative		Protective		Reflective	
Category	N°	F	N°	F	N°	F	N°	F
risk zone	45	15.00	98	32.67	36	12.00	52	17.33
monitoring zone	196	65.33	193	64.33	176	58.67	199	66.33
optimal zone	59	19.67	9	3.00	88	29.33	49	16.33

Note: Questionnaire applied to parents in a community of Laredo

Relational parental competencies are in the monitoring zone at 65.33%, in the optimal zone at 19.67%, and in the risk zone at 15%; formative parental competencies show 64.33% in the monitoring zone, 32.67% in the risk zone, and 3% in the optimal zone; regarding protective parental competencies, 58.67% are in the monitoring zone, 29.33% in the optimal zone, and 12% in the risk zone; finally, for reflective parental competencies, 66.33% are in the monitoring zone, 17.33% in the risk zone, and 16.33% in the optimal zone.

The third specific objective involved identifying and analyzing the areas of parental competencies, emphasizing that they develop within the home environment, promoting personal fulfillment among its members, and fostering social development and problem-solving through values such as responsibility, respect, equity, solidarity, and the promotion of life (Tobón, 2018). When relating parental competencies to family functionality, the prioritization of family collaboration over individualism is evident, as well as the establishment of norms and limits aimed at constructing a shared life project, where cohesion, harmony, communication, permeability, affection, roles, and adaptability are practiced. Consequently, families in the studied community are in a constant monitoring zone, seeking the well-being and safety of their members while strengthening their socio-emotional skills.

Conclusions

Parental competencies and family functionality maintain a bidirectional relationship in the process of children's development, as both elements contribute to the development of attitudes, knowledge, and meaningful experiences within the home. This connection fosters the formation of responsible adults through affectionate parenting directed towards social, emotional, and cognitive development, transforming the family environment into a continuous learning space. The development of parental competencies makes visible individual, family, and contextual factors that influence household dynamics. It also facilitates the consolidation of affective bonds, improved communication, mutual respect, the establishment of norms and limits, and attention to the needs of all family members, allowing for a more comprehensive understanding of family functionality.

When parental competencies are solidly developed and strengthened, family functionality tends to be organized optimally. This enables families to adaptively face changes and challenges in their environment, promoting harmonious and cohesive coexistence. In summary, strengthening parental competencies not only enhances the quality of life within families but also contributes to the construction of healthier, more equitable, and resilient communities, thereby promoting collective well-being and sustainable development in society.

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