

# Successful Parenting in the Contemporary Era of Technology in Pakistan

Dr. Muhammad Ali Shaikh<sup>1</sup>, Nadia Saeed<sup>2</sup>, Zahid Hussain Setho<sup>3</sup>, Dr. Stephen John<sup>4</sup>

## Abstract

*Pakistan is one of the developing countries having low literacy rate in contemporary era of technology (Male: 72.5% and Female:51.8% but varies regionally), holding 180<sup>th</sup> position in the list of 221 big or small countries of the world. Media (social/electronic/print) has replaced parents, therefore, children learn and follow, as they find/listen/watch on it, parents have no more control over their children and consequently their teaching is no more effective. But in the present era of challenges/difficulties where parents find themselves hopeless/helpless, we find some parents have performed or are very successfully performing their duties. The objective of this research study was to discover the techniques used or parenting style followed by those successful parents. For the purpose, through snowball sampling procedure hundred (100) parents were selected. A questionnaire consisting close-ended questions was distributed among the participants and the purpose was to keep selected respondents on required track or provide them technical terms used in the world or to have fixed responses, while open-ended questions were posed to explore the techniques or parenting style adopted by them. The quantitative responses were analyzed using SPSS, while quantitative responses were sorted, labelled and quantified. The results show that parenting style or technique of using yardstick as per nature of a child is the reason behind successful parenting in the parent era.*

**Keywords:** *Parenting, Contemporary Era, and Technology*

## 1. Introduction

The word 'parenting' is derived from a Latin verb *parere*, means 'to bring forth or produce. The role of parents in child development is commonly refer as socialization. A parent is someone who loves their child unconditionally. Baumrind (1991) introduced four (04) types of parents, after her other researchers added more i.e. authoritative, authoritarian, permissive, neglectful, overprotective, narcissistic, polarized, dependent, isolated and toxic. According to autonomy model of inspiration, it is found that for teachers/parents it hard to inspire their students/kid and resultantly they become frustrated (Deci, E. and Ryan, R., 2009). When a child completes a job then parents/teachers need to appreciate the child because approval raise confidence while disapproval results in shame of lack of confidence (Deci, E. and Ryan, R., 2009). It has been observed that those parents who use reward to motivate their children, sometime their children also become habitual and they do nothing without that reward (Deci, E. and Ryan, R., 2009).

---

<sup>1</sup> Professor, Department of Media and Communication Studies, Sindh Madressatul Islam University, Karachi

<sup>2</sup> Researcher, School of Foreign Languages, Central China Normal University, Wuhan, China

<sup>3</sup> Assistant Professor, Department of Teacher Education, Shah Latif University, Khairpur

<sup>4</sup> Associate Professor, Department of Education, Sindh Madressatul Islam University, Karachi, Pakistan.

Those parents and teachers who punish their children or students, their students' personality does not grow and they are having lack of confidence in their life (Hart, 2005). Gonzalez-DeHass et al. (2005) claimed that when parentages are convoluted in their kids' institutes, educational inspiration and attainment growth. Pupils' curiosity in education, capability, and thoughtfulness of a question zone, progresses and encourages pupil accomplishment. Gestwicki (1996) highlighted the detail that study shows the initial years are of greatest significance in location learning shapes for children and families. The standing of nurturing cannot be overstressed. Studies authorize the supposition that exact issues in the parent's style (particularly mothers) have significant and permanent influence on children's learning style, cognitive growth, and instructive accomplishments. (Gestwicki, 1996). The term "parental involvement" means the contribution of parents in steady, two-way, expressive communication connecting student theoretical knowledge and other school doings. Morin (2011) says that the finest slant for school accomplishment is to make certain that parents and teachers are employed collected as helpers. Occasionally, however, it can appear that there's a write line tired depressed the central of your child's life. Olsen (2010) showed that the optimistic possessions of parent participation on kids, relatives, and school when schools and parents endlessly upkeep and inspire the kids' education and growth (Eccles& Harold, 1993; Illinois State Board of Education, 1993).

### **1.1 Statement of the Problem**

The growing challenges and complexities have affected the lives of people. They need to work very hard to deal with everyday situations successfully. These challenges have transformed the role of teachers on one hand and on the other hand the same have added to the responsibilities of parents. Now parents' responsibilities are not confined just to send their children to schools, rather they need to stay involved in their education processes. When parents remain busy in the schooling of their kids along with teachers, kids will be able to show good academic performance. Unfortunately, in Pakistan parents are still unaware of this modern practice, therefore their efforts result in less and inadequate learning out comes. Hence, it is the high time to educate parents that without their vital role teachers cannot put the required potential in children, for better results they need to understand their responsibilities well.

### **1.2 Research Questions**

- 1.2.1 What are common issues of parents in the present era of technology?
- 1.2.2 Which parenting style is more commonly adopted by successful parents?

## **2. Material and Methods**

Both quantitative and qualitative approaches were implied to solve the issue. Universe of the study was those middle-class parents who have nurtured their children in such a way that children have scored high grades in their careers, and achieved their set targets, moreover they respect others and being respected by others. As it was difficult to find the required respondents therefore, snowball sampling procedure was adopted to select the sample. A questionnaire consisting sixteen (16) close-ended and four (04) open-ended questions was used to solve the query. Responses of close-ended questions were analyzed by using SPSS,

on the other hand open-ended by using NVivo. The results were illustrated in tables/graphs and were interpreted for better understanding of the readers.

### 3. Results

#### 3.1 Gender

In the present research study hundred parents were approached by using snowball sampling procedure. In those parents, sixty-three (63) were females while thirty-seven were male participants.

**Gender of the Participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	37.0	37.0	37.0
	Female	63	63.0	63.0	100.0
	Total	100	100.0	100.0	

#### 3.2 Participants Status

This purpose of first question was to understand the feelings of parents about their status in Pakistani society. The responses reveal that those parenting who were doing successful parenting in the era of technology, out of 100 parents, 59% and 9% parents feel that they belong to lower middle class or poor class respectively, but feel that they have played their part effectively in this era of technology, when majority of parents find themselves helpless and hopeless.

**Where do you fix yourself?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper Class	6	6.0	6.0	6.0
	Middle Class	26	26.0	26.0	32.0
	Lower Middle Class	59	59.0	59.0	91.0
	Poor	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

#### 3.3 Accommodation

In Pakistan people belonging to lower middle or poor class mostly live in two (02) rooms house, they use one room as a drawing room while the other one as a bedroom. 45% and 48% respondents of the present research study were living in two (02) or three (03) rooms house respectively.

4.

**How many rooms were you having?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Two	45	45.0	45.0	45.0
	Three	48	48.0	48.0	93.0
	Four	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

### 3.4 Number of Children

In Pakistan especially lower middle or poor class people consider children blessings of Allah (God), therefore do not care about the number and they have strong belief that if Allah has bestowed them a child then Allah will fulfil all kind of needs of that child. As parents of present research study consider themselves lower middle or poor class people and consequently their responses depicted the same as expected that 62% parents were having more than three children. This number is alarming number in the present era.

How many children do you have?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Three	38	38.0	38.0	38.0
	More than three	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

### 3.5 Dealing Children

58% respondents disclosed that they provided guidelines to their children related to their study/future targets but at the same time they also used to monitor their children while 30% parents declared that they forced their children to do which they were thinking good for them.

How were you dealing your children					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Letting them to do as per their wish	4	4.0	4.0	4.0
	Just provided guidelines as per their wish	8	8.0	8.0	12.0
	Provided guidelines as per their wish and monitored	58	58.0	58.0	70.0
	Forced them to do as you wish	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

### 3.6 Facilitating Children

In Pakistan it is a common perception that children go for extra coaching after school because teachers do not fulfill the requirements of the students, therefore most of the parents send their children to coaching centers or mostly children also wish to attend evening coaching classes because those students who take coaching classes score good marks in the examination. But the collected data reveals that 66% parents did not depend upon the school or coaching center, they guided or taught their children by themselves.

How were you facilitating your children in learning process?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Depended on School	13	13.0	13.0	13.0
	Provided coaching through evening coaching centers	21	21.0	21.0	34.0
	Guided by themselves	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

### 3.7 Guiding Children at Home

It is common practice in Pakistani society that males use to work to fulfil the financial needs of the family while females are not allowed to work whether they educated or having professional qualification. The ladies are supposed to look after the household matters and are expected to perform a strong role in upbringing of the children. The collected in the present research study reveals that 72% mothers have played their role in success of the children or they have coached or guided their children at home or have provided controlled learning environment to their children at home.

Who used to guide the child at home?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	72	72.0	72.0	72.0
	Father	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

### 3.8 Reason Behind the Success of Children

In response to this question, 52% parents chose the option ‘His / Her Own Motivation’ while 39% parents gave credit to the school environment behind the success of their child. 5% and 4% also appreciated their own as well as teachers’ efforts respectively.

Whom do you consider behind the success of your child?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	His / Her Own Motivation	52	52.0	52.0	52.0
	Yours Efforts	5	5.0	5.0	57.0
	Efforts of the Teachers	4	4.0	4.0	61.0
	School Environment	39	39.0	39.0	100.0
	Total	100	100.0	100.0	

### 3.9 Time for Self-Study

In Pakistan students mostly used to stay in a school or college for six (06) hours and during these six (06) hours they have to attend 7 to 8 periods of 40-45 minutes for each subject (compulsory or optional/selected i.e. English, Urdu, Islamic Education, Pakistan Studies are compulsory subjects from lower to intermediate level, while at secondary or intermediate level students choose or take 3-4 optional subjects). At school/college they do not get time transfer the knowledge gained during class lecturers from short-term memory to long-term memory, therefore most of the educationists recommend that students need to use transitional time effectively (transitional time means from school to school again which are 16-18 hours). The data of the present research depict that 62% successful children use effectively more than four hours from the transitional time for their studies.

After school how many hours were your children spending for self-study?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Four	38	38.0	38.0	38.0
	More than Four	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

### 3.10 Time Slot for Self-Study

At home students use different time slots for self-studies, the students in the present research study used 11 to 12 (44%) while 9 to 10 (34%).

Which time slot was mostly used by your child for study?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 to 6	14	14.0	14.0	14.0
	7 to 8	8	8.0	8.0	22.0
	9 to 10	34	34.0	34.0	56.0
	11 to 12	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

### 3.11 Mobile Used by Children

Now-a-days mobile phone has become the need of human beings but at the same time because of the facilities available in a mobile set has started spoiling time and character of the young generation. The responses parents of successful students reveal that they did not provide mobile to their children during their schooling

Did you provide mobile to your children at home?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	33.0	33.0	33.0
	No	67	67.0	67.0	100.0
	Total	100	100.0	100.0	

**3.12 Reason(s) for Not Providing Mobile to Children**

Those participants, who chose the option ‘No’ were further asked about the reason behind for not providing mobile phone to their children as it has become the necessity now-a-days. The participants used different phrases/sentences/words for expressing the reason, i.e. thirty-two (32) parents said they were unable to provide, twenty-seven (27) time wastage, three (03) diverting children from right path, three (03) they were allowed to use their mobile, while two (02) of the participants also ‘they do not need mobile at this stage of life.’

**3.13 Computer Used by Children**

Computer has become the need of everyone specially of students, 67% parents of successful students declared that they provided computer to their children while only 33% parents used the option ‘No’.

Did you provide computer to your children at home?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	67.0	67.0	67.0
	No	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

**3.14 Internet Used by Children**

Internet is a source of information; it is connecting the whole world because of internet the world is changed into a global village. 78% parents used the option ‘somewhat’ provided this facility to their children. While there was only one respondent who used the option ‘No’.

Were you allowing your children to use internet?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	21.0	21.0	21.0
	No	1	1.0	1.0	22.0
	Somewhat	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

**3.15 Reason(s) for Not Allowing Children to Use Internet**

As there was only one (01) who used the option ‘No’, when he was asked to write the reason for not allowing children he wrote, ‘computer is spoiling young generation’.

**3.16 Use of Social Media / You Tube by Children**

Social media or You Tube is also a big source of information; it provides latest information to the audience but at the same it also has information which can spoil the young ones. 69% respondents disclosed that they allowed somewhat their children to watch social.

Did you allow your children to watch social media/You Tube?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	4.0	4.0	4.0
	No	27	27.0	27.0	31.0
	Some What	69	69.0	69.0	100.0
	Total	100	100.0	100.0	

**3.17 Reason(s) for Not Allowing Children for Watching Social Media / You Tube**

Those participants, who used the option ‘No’ they were further asked to write the reason behind not allowing your children to watch social media/ You Tube. Fifteen (15) said ‘divert attention of the young people’, nine (09) ‘spoil young mind’, while three (03) participants said, ‘they do need at this stage of life’.

**3.18 Excursion of Children**

As it is recommended by number of researchers that school and parents need to take their children for outing somewhat when they get time. But in the present research study, 51% parents used to take their children for outing quarterly, 38% used the option twice a year, but 11% also said that they do this activity once a year.

What was your routine of taking your children for outing?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a Year	11	11.0	11.0	11.0
	Twice a Year	38	38.0	38.0	49.0
	Quarterly	51	51.0	51.0	100.0
	Total	100	100.0	100.0	

**3.19 Reasons for Not Taking Children for Excursion**

The participants were also asked to write about reason behind this routine of taking children for outing, once a year/twice a year/quarterly, the words chosen depicting the reasons were ‘finance’, ‘non availability of such places’, ‘environment of such places’, and shortage of time

**3.20 Problems Faced while Nurturing Children**

In the present era of technology when children are neither in control of school nor in the control of parents, 63% respondents chose the option of ‘Teacher-Parents collaboration’ was the biggest issue faced by them. While 21% and 16% parents also raised the issue of finance and parents-school communication.



What was your biggest issue, while nurturing your children?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Finance	21	21.0	21.0	21.0
	Parent-Teacher Collaboration	63	63.0	63.0	84.0
	Parents-School Communication	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

### 5. Discussion

More females participated in this research study, as it was decided that data will be collected from those parents who consider, their children successful but they must be part of middle class. The participants expressed their feelings about the status and declared themselves the part of middle or lower middle class. They used to live in two to three rooms house, most of the participants were having more than three children and it could be difficult to accommodate big family in a small house. But participants were divided into two major groups as per their options chosen by them, a bit bigger (58%) were providing guidelines to their children as per their choice but another group of participants (30%) forced their children against their aptitude, which is not appreciated in the parents’ world of modernization, but they consider that their children are successful. As most of participants belong to lower middle or poor class, then may be because of the financial issues they were not be able to provide home/coaching center tuition, therefore they provided guidelines to their children by themselves. When we critically analyze the data, we find that female participants have given credit of success to their husbands while male participants have credit to their wives. According to the participants the reason behind their children success is their own motivation or the school environment. Most of the successful students used to spent more than four hours for self-study in a day and study from 9 to 12 PM. The parents do not provide mobile to the children because they feel they don’t need it or it’s a source of wastage of time. Parents have provided them computer but do not allow them to use internet at home again they have opinion that it wastes the time of their children or also distract them from the right path, they also not allow their children to watch social media having the same logic behind. Because of financial issue they do not take their children on excursion. The biggest issue faced by them is lack of cooperation from the teachers.

### 6. Conclusions

Followings are the conclusion drawn from the present research study:

- Mother are playing effective role in the success of their children.
- Finance can be a barrier between a person and success.
- Separate accommodation is not essential for study, only will is needed.
- Parents monitoring is required for successful career of the children.
- Teacher cooperation and school environment can play an effective role in the success of students.

- There is no need of internet to students in Pakistani education system.
- Students should avoid watching social media YouTube or other sources till they are indulged in their studies

## 7. References

Deci, E. and Ryan, R., (2009). *Promoting Self-Determined School Engagement: Motivation, Learning and Well-being*. K.R. Wentzel, A. Wigfield. Handbook of Motivation at School 171-195. United States of America Routledge.

Hart, Stuart N (ed) (2005). *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*: UNESCO Publications.

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). *Examining the relationship between parental involvement and student motivation*. Educational Psychology Review, 17(2), 99-123.<http://dx.doi.org/10.1007/s10648-005-3949-7>

Gestwicki, C (1996). *Home, School, and Community Relations: A Guide to Working with Parents*. The University of Virginia: Delmar Publishers.

Morin, A. J. S., Maïano, C., Marsh, H. W., Janosz, M., & Nagengast, B. (2011). The longitudinal interplay of adolescents' self-esteem and body image: A conditional auto regressive latent trajectory analysis. *Multivariate Behavioral Research*,46, 157–201.

Baumrind, D (1991). *The Influence of Parenting Style on Adolescent Competence and Substance use*. *Journal of Early Adolescence*, 11 (1), 56-95

**QUESTIONNAIRE**

1. Gender?
  - a. Male
  - b. Female
2. Where do you fix yourself?
  - a. Upper Class
  - b. Middle Class
  - c. Lower Middle Class
  - d. Poor
3. How many rooms were you having?
  - a. Two
  - b. Three
  - c. Four
  - d. More than four
4. How many children do you have?
  - a. One
  - b. Two
  - c. Three
  - d. More than three
5. How were you dealing your children?
  - a. letting them to do as they wish
  - b. Just provided guidelines as per their wish
  - c. Provided guidelines as per their wish and monitored
  - d. Forced them to do as you wish
6. How were you facilitating your children in their learning process?
  - a. Depended on school
  - b. Provided coaching through evening coaching centres
  - c. Hired individual tutor at home
  - d. Guided by themselves
7. Who used to guide children at home?
  - a. Father
  - b. Mother
8. Whom do you consider behind the success of your child?
  - a. His / Her own motivation
  - b. Yours efforts
  - c. Efforts of the teachers
  - d. School environment
9. After school, how many hours were children spending for self-study?

- a. Two
  - b. Three
  - c. Four
  - d. More than four
10. Which time slot was mostly used by your child for study?
- a. 4 to 6
  - b. 7 to 8
  - c. 9 to 10
  - d. 11 to 12
11. Did you provide mobile to your children?
- a. Yes
  - b. No
12. If not, what were the reasons? -----
13. Did you provide computer to your children at home?
- a. Yes
  - b. No
14. Were you allowing your children to use internet?
- a. Yes
  - b. No
  - c. Some what
15. If not, what were the reasons? -----
16. Did you allow your children to watch social media?
- a. Yes
  - b. No
17. If not, what were the reasons? -----
18. What was your routine of taking your children for outing?
- a. Once a year
  - b. Twice a year
  - c. Quarterly
  - d. Monthly
  - e. Weekly
19. If not, what were the reasons behind this routine? -----
20. What was your biggest issue while nurturing your children?
- a. Finance
  - b. Parent-Teacher Collaboration
  - c. Parent-School Communication