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MENDELOVÁ, ELEONÓRA¹ – ZELENÁ, HANA²**The current parental role in the reflection of changes in family life**

The social changes, which happened in the second half of the 20th century and they have still been happening now, significantly influence the performance of the parental role. For this reason, it is natural that these changes in social conditions have an impact on the educational acting of parents. Family is part of a broader social context with many social connections and relationships. Thus, factors of the broader social environment at the micro-, meso-, exo-, and macro environment levels influence the parental role. In addition, different life and transactional experiences (developmental, situational) modify the parental role and the relationship between family and environment. The article aims to clarify the determinants of the current family role, today's form of relationships between parents and children, and the changing patterns of the mutual relationship between parents. The article also focuses on parents' tendency to have a more liberal attitude to their children. It points to parents' over-protectiveness and tendency to transfer the responsibility for education to school and educational institutions.

1. Prologue

People have various social roles during their lives, but the parental role is the one role they perform the longest time. The parental role is part of the human life cycle, and it helps create the identity of an adult person. To some extent, we can accept it as one of the conditions determining the status of adulthood. The parental role represents certain personal qualities, theoretical knowledge, and practical skills necessary for parents to have healthy children and educate them. This social role has far-reaching consequences for all family members, and various social environment factors determine it.

2. Determinants of the current parental role

Today's society is incredibly dynamic, and it even seems that its speed is incessantly rising. Immense and fast social changes have an impact mainly on the family environment. However, family is part of a broader social context with many social connections and relationships. Based on the Ecological systems Theory by Bronfenbrenner (In Vajda-Kósa, 2005; Potočárová, 2008) about a mutual relationship between an individual and the social environment, several social

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environment factors at micro-, meso-, exo- and macro environment influence the family and parental role. These levels represent social environment levels from the most intimate level to the broadest level.

2.1. Determinants of the family microsystem

These determinants directly impact the family, and they represent the deepest level of the family environment related to them mediate activities of family members. Here are included all conditions influencing the performance of the parental role at the level of family relationships.

Guráň-Filadelfiová-Ritomský (1997, p. 5–6.) point to the tendency of the democratisation of family relationships – from the sexual and generational view. Their expression reflects the change of the traditional patriarchal family relationships, based on the man's dominance and subordination of children to parents, in modern and equal relationships. Several authors (Beck, 2018; Jacyno, 2012; Kryš et al., 2021) emphasise the individualisation in the family life, i.e. a gradual transition from the given relationships determined mainly with people's origin to the relationships based on individual's free choice and mutual discussion. The current family seems to be more isolated, closed and living more inside. As a result, it reduces the number of family members and the number and intensity of mutual relationships. Nowadays, many families suffer from the destabilisation of family relationships. The bonds between the husband and wife, parents and children are very soft, and they are susceptible and fragile too. The current family is much more unstable than the previous family, and it can relatively quickly change in an incomplete family.

2.2. Determinants of the family mesosystem

They represent factors of the immediate social environment where family members belong. They are directly influenced by their peers, neighbourhood, school, work environment (the so-called place transitions).

The migration between countries or their regions significantly determines the current family role. Other important factors include the ongoing changes in working and economic circumstances, the pressure on work positions, growing uncertainty at the labour market, and increasing parents' employment requirements (Botterill, 2013; Beck, Beck-Gernsheim, 2016).

Another factor influencing the current parental role is the differentiation in the forms of family coexistence. The long-term and universally valid parenthood in marriage is distorted, and the dominance of the married family is weakened. The number of legally married families decreases, and the tendency of partner relationship without marriage is getting stronger. As a

consequence, there is a higher number of children born out of wedlock. Due to the growing divorce rate, there appear more single-parent families. With the increasing divorce rate, more people think that children do not have to grow up in a complete family. There also appears a shared education of children by parents who stay living in their house hold but in the separate coexistence („living apart together“). *„Due to their tendency to lack structural commitments and rely on emotional bonds, "living apart together" relationships can be viewed as a manifestation of individualization”* (Kobayashi et al., 2017, p. 991).

2.3. Determinants of the family exosystem

These determinants are social factors that do not directly impact the family but on the family's environment. The parental role is influenced indirectly by the state family policy, social policy and school policy. The working, living, social and health conditions belong to the conditions of the social family environment.

At this level, the parental role is strongly influenced by the family and social policy, which includes several areas: living, working and legal conditions, healthcare for young children, possibilities of reducing the costs of childcare, the support of parental income and others. The parental role is also under the impact of the pension policy or the policy towards the elderly because there are intergenerational family relationships towards children and old people. Parents (mainly mothers) of then have to deal with participation in the labour market: how to harmonise their involvement in the labour market with growing requirements on childcare.

The increasing influence of massmedia and changes in communication technologies significantly influences family life and communication in families, but they also influence the parents' value system, desires, and behaviour. To a great extent, the massmedia form the ideas about the parental role. The newest trends and tendencies in education and childcare determine how to perform the parental role and the attributes for evaluating parents in their acting.

The current parents have to cope with growing requirements on the parental role. *„On one side, the possibilities of planned parenthood create an appearance that most children are born in a planned way. On the other side, this approach supports the opinion that, in this planned parenthood, parents can adequately cope with the problems and difficulties of parenthood. For this reason, the society strives to transfer the primary responsibility for children's health, material background, their education and career choice on the parents“* (Ondrejkoš - Majerčíková, 2006, p. 39).

2.4. Determinants of the family macrosystem

They represent the broadest ecological system, the farthest family determinants, i.e. the current socio-cultural, economic and political situation. This system is created with historical events and cultural values, and its results are valid norms, values, cultural patterns of behaviour, traditions, the legal system and laws. The postmodern ideology and lifestyle significantly determine the current parental role. According to Kraus (2017, p. 8), *„a permanent attribute of the post-modern period is the inconsistency in dealing, missing stable points in life, individualisation, rationalisation, a continuous increase of requirements for family life. Every achieved state is only temporary, and interpersonal relationships are not formed with the idea „to live happily ever after“, but people calculate with their temporary nature in advance. These temporary relationships last until they provide the feeling of satisfaction“*. Thus, we can say that the characteristic feature of the current society is individualism, a significant dynamics in social norms and values, liberalism, consumerism and orientation towards consumption. Before valid values lost their validity, and new values focused on personal interests (Girán-Ligeti, 2000) and self-centred values of personal development have come instead of them (Brezinka, 1996). Several authors (Jancsák, 2013; Vaskovics, 2014; Beck, 2016) emphasise that, in the last decades, the economic transformation of the society and the general uncertainty in the field of social values and norms have caused accelerating changes in the family life.

This set of determinants represents significant dynamics in relationships and on going changes. Kurincová and Turzák (2017) clarify that the parental role has certain specific features depending on the life period the family and parents go through at the moment. The parental role is running in the general social context and particular historical and social situation, specific value system, current needs of the society, educational problems and fashionable tendencies or trends.

3. The current form of relationships between parents and children

Changes happening in society in the last decades also interfere in the educational acting of parents. However, it is evident that parenting has never been as complicated as today when comparing the present and the past. According to Brezinka (1996, p. 134), its complicated character is based on the fact that *„we live and educate children in cultural liberalism, i.e. in the time of great diversity of ideals and value attitudes. Today`s education runs in a differentiated and unstable society with great freedom of choice and missing orientation points. Little*

control by others, significant responsibility, manifold life chances, and many dangers for mental health represent other characteristic features of modern society“.

Every historical period has its specific social and economic conditions, which also influence educational objectives, i.e., parents' ideas about „a well-educated child“. In the past, the primary educational objective was to educate „an obedient and polite“ child, where obedience meant total and immediate compliance to parents` requirements. The objective of the current education is „a happy, self-confident and independent child“. Parents wish so that their children become „unique“ personalities and they are „successful in their lives“ (Lacinová- Škrdlíková, 2008). From the comprehensive research by Kasáčová et al. (2017), there are several characteristic features of the current parental acting:

3.1. Partner and liberal educational style

This style includes a more considerable openness, equality and effort of „friendly“ relationship to children by parents. Today`s parents tend to tolerate more everything their children do. Lacinová-Škrdlíková (2008, p. 23) say that „*this tendency moves the emphasis from requiring childrens` immediate obedience to the perception of a child as a unique and respected human being*“. Paradoxically, when solving today`s educational problems, many parents often express their doubts about the relationship of their children to authorities. They talk about the inability of their children to listen and their worsened adaptation to the outside world's requirements. Nowadays, the relationship between parents and children has become very liberal. The impact of authority, responsibility and dominance above children is reduced, and, paradoxically, this situation causes children`s anxiety from uncertainty. „*However, children do not need to have equal partners in parents. They need a confidential person they can rely on and who will not leave them. If children have confidence in their parents, they do not mind if they „decide“ instead of them, if they require something from them and if they are dominant above them*“ (Potočárová, 2018, p. 212). Brezinka (1996) thinks that in current families, there is frequent permissiveness, excessive freedom, uncertainty in norms, worries from conflicts, indolence and indifference. The parental authority and children`s obligations and obedience are lower in favour of freedom and equality in rights and requirements.

3.2. Too ambitious education

Parents have high demands on their children; they excessively desire their success and later social prestige. Moreover, society demands the parents to require success from their children and provide them with the best education possible. Otherwise, children will not be successful

in the labour market and „they will not have a good life“. These can be the reasons for high requirements on children`s performance. Several authors (Helus, 2004; Potočárová, 2008) agree that the current children are changing in the objects of rationally elaborated acting – without space for their free development and spontaneity in their expressions.

Education of children is often under high parental pressure on their school performance. Helus (2007) says that parents put incessant pressure on their children to have good school performance, achieve excellent results and be always better than others. This pressure has become even stronger recently because it is evident that high-quality education is a decisive factor of good social positions in the nearest future. However, with their constant moralising and rigid guidance, perfectionist parents often cause that their children are not interested in school. Moreover, frequent punishments and stress put children into isolation, and they lead them to bad behaviour.

Many ambitious parents organise their children`s free time to be used in the most manifold and intensive way – the best way is further learning (languages, music, tennis and other activities). This way represents a rational approach to children`s leisure time (it is better than sitting in front of a TV and PC), but also, in this case, it is valid that too many activities can be harmful. An excessive amount of after-school activities will completely transform and organise children`s lives to the detriment of their relaxation and other personal activities. Helus (2004, p. 72) says that „*in their planning, parents have to consider that children need space for the natural needs of their childhood, for their spontaneity and for expressing of their self and identity*“.

3.3. „*Hothousing*“ education

The lives of today`s children are excessively protected. Children play more inside than in nature, their freedom in activities is limited, and they are protected against conflicts. Increased protection of children from dangers and illnesses has caused parents to watch their children and reduce their chances to play freely.

In the literature abroad, the form of overparenting, in which parents apply overly involved and developmentally inappropriate tactics to their children who are otherwise able to assume adult responsibilities and autonomy, is defined with the concept of „helicopter parenting“. It is a colloquial term used to describe overly involved parents who hover over their children, ready to swoop down and resolve any problems that the child might encounter (Cline-Fay, 1990, In Segrin et al., 2012). Segrin et al. (2012, p. 238) say that „*these hyper-involved and risk-averse parents try to shield their children from any perceived obstacle and appear to take a high level*

of personal responsibility for their children's success and happiness—outcomes that they perhaps also experience vicariously“.

Excessively controlled parenting can have negative impacts on children. For example, children who grow up in hyper-protective education are more susceptible to depressions, anxiety and they are less satisfied with their lives in general. Similarly, Segrin et al. (2012) think that „*presumably, overinvolved parents create an expectation of privilege in their children. Children expect that problems will be solved for them and that they should not tolerate going without what they want. Overparenting is also associated with problems with emotional regulation in children“.*

3.4. Parents spend little time with their children

We can often hear that parents do not pay enough attention to their children. Parents substitute the time spent with children with material goods. Children are materially well-equipped, but they suffer from the lack of parents' attention. Several authors (Gábor, 2012; Jancsák, 2013) say that today's children have enough freedom but, at the same time, they are more lonely. However, with the incessant spreading of modern technologies, parents can less and less control the activities of their children (Jancsák, 2013; Karikó, 2016). The problem is that parents do not have enough time for their children, and they do not often know what their children do in their free time, or even they are not interested in it. We share Langmeier and Matějček (2011) opinion that this problem is really up-to-date and very discussed in the modern world. However, today's parents are excessively dealing with their own needs related to their professional career and promotion to the detriment of their children's personal development.

The current society requires performance from the parents, they have an immense workload, and they are more involved out of the family (at school, among their peers and at work). As a result, they spend little time with their children, and there is absent deeper communication in families. According to Potočárová (2008, p. 76), „*parents spend less time with their children is shortened, but there increases the parents' involvement out of the family, mainly at work due to the growing requirements on high work performance and the length of the working time. It is frequent that only one parent, siblings or grandparents have to assume the responsibility for the education.*“ Under these circumstances, parental care is reduced to the economic and organisational care for the family in many families. There is missing open communication between the family members, mutual sharing of experience, emotions, and solving problems. Parents are inconsistent in their educational objectives and ways of acting (Sayer et al., 2004, p. 1154) think that „*theoretical perspectives on parenting assume that all mothers and fathers*

are motivated to invest time in children at some level. The ability of parents to determine autonomously how much time they will devote to children varies, however, by the social and economic context of childbearing. In particular, the choices that mothers and fathers make about how much time to allocate to child care are made within contextual constraints such as societal gender norms and familial employment patterns and income“.

3.5. The effort to transfer parental obligations

More and more parents try to transfer their caring and educational tasks to institutions out of the family. Based on accessible information, parents become „experts“ on the education of children. According to Vajda-Kósa (2005, p. 71), *„in their seeking efficient educational strategies, today`s parents rely more on the scientific knowledge instead of traditions and religion. In education and everyday care for children, they rely on the recommendations of doctors, psychologists and other experts“.* Sometimes, they even advise or determine to experts what is the best for their children at school. Many parents expect that, at school, their children will learn and catch up on what they should have acquired with their parental education and care. Potčárová (2008) says that parents require that society will take care, teach, and lead their children instead of them. They expect that school will „correct“ all mistakes in their education. Their „caring“ attitudes define parents who protect children from all possible dangers at school. However, many parents are not able (and they do not have a possibility) to compare their children with the requirements of the school. For this reason, they do not want to accept these requirements.

4. Conclusion

The current form of relationships between parents and children is different, and there have changed the patterns of their mutual relationship. In general, today, we can observe more partner relationships between them and educational approaches that are more tolerant to children. The authoritative education is less spread to the detriment of a more permissive and liberal style of education. The most frequent cause is the lack of time and energy. In this context, the ways of rewarding and punishing in families (and also at school) are changing as well. This change is related to emphasising children`s independence and rights. There is also absent consistency in education, and we are often witnesses to inconsistent education without any rules. Together with the increased education and social status of women (and the rising level of society, in

general), the requirements for high-quality education are also growing. However, better education brings along higher costs (e.g. on education, healthcare, hobbies) and, of course, it requires more time spent with children.

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