

Parental competencies: descriptive study based on the actions of university social responsibility

Competencias parentales: estudio descriptivo a partir de las acciones de la responsabilidad social universitaria

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Abstract

Family is the main transmitter of knowledge, values and attitudes. In this sense, working with them from educational institutions is necessary for the development of learning communities. Therefore, training in parenting competencies is a relevant educational action, considering research shows the importance of developing them in their four dimensions: relational, protective, formative and reflective. This is a quantitative, descriptive, non-experimental cross-sectional research, which aims to identify the profile of parenting competencies from the application of the Positive Parenting Scale instrument E2P V.2, to a convenience sample of 14 participants. The main results indicate that the sample studied is in a risk zone, due to the fact that they exercise their competencies at low frequency levels, highlighting among them the relational competencies. This is relevant because they are fundamental in the affective relationship of parents with their children. The research found and the competency profile obtained show the importance of developing parental training programs focused on strengthening parental competencies; thus favoring children's exploration and learning processes, enhancing their autonomy and the regulation of their behavior.

Parental competencies, Parenting scale, Social responsibility

Resumen

La familia es la principal transmisora de conocimientos, valores y actitudes. En ese sentido, trabajar con ellas desde las instituciones educativas es necesario para el desarrollo de comunidades de aprendizaje. Por lo que, la formación en competencias parentales es una acción educativa relevante, considerando que las investigaciones ponen de manifiesto la importancia de desarrollarlas en sus cuatro dimensiones: vincular, protectora, formativa y reflexiva. Esta es una investigación cuantitativa, descriptiva, no experimental de corte transversal, que tiene como objetivo identificar el perfil de competencias parentales a partir de la aplicación del instrumento Escala de Parentalidad Positiva E2P V.2, a una muestra por conveniencia de 14 participantes. Los principales hallazgos indican que la muestra estudiada se encuentra en zona de riesgo, debido a que ejercen sus competencias en niveles de baja frecuencia, resaltando entre ellas las competencias vinculares. Esto es relevante porque éstas son fundamentales en la relación afectiva de los padres con sus hijos. Las investigaciones encontradas y el perfil de competencias obtenido muestran la importancia de desarrollar programas de formación parental enfocados en fortalecer las competencias parentales; favoreciendo así procesos de exploración y aprendizaje de los niños, potenciando su autonomía y la regulación de su comportamiento.

Competencias parentales, Escala parentalidad, Responsabilidad social

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Introduction

During the crisis caused by COVID-19, the institutions of the educational system were sustained by the reorganization of the teacher's role, the student's capacity for self-organization and family support; each one responding according to their capacity and possibilities (Bárcena, 2021). This context posed great challenges related to the various vulnerable scenarios where there was no family support; either because they did not have the tools to support the learning process; because the family had to prioritize their (economic) activities; or because of the lack of access to technological resources that would allow effective communication between family and school (Hurtado, 2020).

Therefore, working with families becomes a necessary aspect for the development of learning communities within institutions, in the search to generate a collaborative network in which it is possible to share responsibility for the learning and development of students (Vielma, 2020). From this perspective, the training of parents becomes an educational action that seeks awareness, employing their skills and competencies to improve the well-being, learning and academic outcomes of students (Redding, 2019).

Background

The family has been visualized as a transmitter of knowledge that is acquired through traditions that are developed to care for, educate and promote their socialization (Flórez et al., 2017). As a fundamental cell of society, it exerts an important role in the emotional balance of its members, which has played a relevant role in the face of the repercussions brought by COVID-19, due to the negative effect it has generated on issues such as education and especially health (Tupac et al., 2020).

In this sense, the formation of parental competencies is important, since it has been demonstrated that the involvement of parents in the education of their children contributes to a decrease in absenteeism and increases academic performance, improving behavior in the classroom. In addition, it has a positive effect on teachers, since it allows having a flexible and collaborative dynamic where the well-being of children is jointly seen (Delgado, 2019).

Under this premise, Redding (2019) addresses that working on the training of parents becomes an educational action that seeks awareness, by using their skills and competencies for the development of students. In this way, programs that support the training of families also benefit children's learning, thereby improving their academic results.

Given this approach, Bernal-Ruiz et al. (2021) in an investigation on the influence of parental competencies on attention and cognitive flexibility of schoolchildren, found evidence of a significant influence ($p < .01$) of formative and protective parental competencies on the attention of girls and boys, with an effect size of $\eta^2 = .129$ and $.115$, respectively. Thus, children of parents and caregivers with a low score (in the risk zone) may show difficulties in activities involving attention.

In this tenor, Jami (2019) in a study to analyze the psychometric properties of the Positive Parenting Scale (E2P) applied to an Ecuadorian population ($N=332$), found that the highest score obtained corresponded to protective competencies ($M=55.43$, $SD=7.17$), followed by bonding competencies ($M=45.98$, $SD=5.91$), formative ($M=39.13$, $SD=5.88$) and reflective ($M=33.41$, $SD=5.39$).

Additionally, Matteoni (2017) in a descriptive study on the influence of parental employment status on the exercise of positive parenting, found that only 37.8% ($n=14$) of the surveyed parents ($n=37$) exercise positive parenting optimally, in contrast to 62.2% (23) who do so below that zone (37.8% ($n=14$) monitoring zone and 24.4% ($n=9$) risk zone).

Similar results were found by Vera (2021), who found that more than 50% of mothers and fathers ($n=8$) have difficulty in exercising their competencies, by placing their responses in a low frequency zone: 63% for bonding, 61% for reflective, 53% for formative and 48% for protective.

In another study by Zurita (2022), it was found that 48.1% showed their parental competencies in monitoring zone, 22.2% in risk zone and 14.8% in optimal zone. Which contrasts with what was found by Pinta and Pozo (2018), where more than 50% of the parents surveyed ($n=36$), showed formative and reflective competencies in an optimal zone.

For his part, Eisendecker (2018), when carrying out a support program for parents and caregivers and analyzing parental competencies with the application of the E2P instrument pre and post implementation, found that bonding competencies went from a mean score of 44.8 to 49.6, formative competencies from 36 to 40.8, protective competencies from 51.2 to 57.1 and reflective competencies from 27.8 to 31.5; thus, a positive increase in the score was observed after the intervention.

In this context, the studies demonstrate the importance of designing and implementing programs that contribute to strengthening parental competencies in their four dimensions (bonding, protective, formative and reflective). Allowing families to efficiently develop their responsibilities and contribute to the achievement of expected learning in students, considering that there is a highly positive relationship ($p < 0.01$, 0.815) between parental competencies and academic achievement (Vera, 2021); attention; socio-affective development and; problem-solving skills of children and adolescents.

In addition, studies such as that of Martínez et al. (2020), have shown that children should grow up in environments of acceptance, respect, affection and stimulation for proper physical and mental development. However, there are risk factors that compromise these competencies, such as the absence of significant attachment bonds, conflictive relationships in the environment, parental stress and difficulty in understanding children's needs, which leads to inadequate parenting styles and harmful practices that trigger maltreatment and violence in the family environment (Lara & Quintana, 2022). Hence the importance of addressing and working on parenting skills to reduce the risk of children suffering from psychological disorders that lead to childhood depression, low self-esteem, behavioral problems and aggression, among others (Mascareño, 2021).

In this scenario, the role and responsibility entrusted to universities as promoters of social change and promoters of the common good becomes more relevant. In a context where the university-society binomial must be seen as an interconnected entity, considering that each of its parts affects the other (Ibarra et al., 2020). In this sense, to develop initiatives that respond to the needs of the community from its substantive functions, such as research and liaison, takes on singular relevance, since these will generate links that impact on social development and mutual learning (URSULA, 2019).

As stated by Rodríguez-Villamizar and Amaya-Castellanos (2019) in their study on parenting styles, it is necessary to support mothers, fathers or guardians through accompaniment strategies that give them tools to improve their parenting skills. Through the implementation of strategies that allow them to face parenting problems in a better way; in order to have more positive relationships with their children.

Therefore, in response to the search for sustainable alternative solutions that promote optimal scenarios within the homes where children will develop, it is intended to help families seeking support for the management of family situations that impact on the integral development of their children.

Objective

To identify the profile of parental competencies based on the application of the Positive Parenting Scale E2P V.2.

Research question

What is the profile of parental competencies based on the development of strengthening interventions?

Theoretical references

Parental education and parenting school

Parental education is developed through educational institutions by means of the "school for parents", which is a collective learning space in which problems and possible solutions to situations that may occur in the family are analyzed (Tupac et al., 2020).

Becoming a participatory strategy for learning and reflection among fathers, mothers, assistants and teachers, which develops autonomy and cooperation, and contributes to the creation of an appropriate climate for the balanced development of children (Gómez & Palomino, 2014). In this sense, parental education refers to the educational action of awareness, learning, training and clarification of the values, attitudes and practices of mothers and fathers in the education of their children, with the purpose of achieving changes in their emotional, family development, social, organizational and theoretical knowledge competencies (Torío-López, 2019).

Parental competencies

Gómez and Contreras (2019) assume that there is no consensus on the definition of parental competencies, their components, processes and the relationship between them and their impact on the development of children. Hence, definitions can be found such as that of Sallés and Ger (2011), who define them as the ability to care for, protect, educate, socialize and respond adequately to the needs of children. Or the definition of Santander (2021), which establishes them as the set of care, attention, skills and abilities that parents possess to raise their children.

Other authors define them more broadly as the set of capacities that allow mothers and fathers to face the task of parenting in a flexible and adaptable manner, according to the evolutionary and educational needs of the children and the standards considered acceptable (Allauca et al., 2021; Wladimir & Sánchez, 2021). For their part, Gómez and Muñoz (2015), recognize them as the appropriation and development of knowledge and skills to guide behavior according to the situation that arises in family life and parenting, from the physical, cognitive, communicative and socioemotional aspects of the children, in order to safeguard their rights and well-being.

Given this diversity of definitions, the present research took as a reference the work and the Parentality Scale E2P V.2 designed by Gómez and Contreras (2019), so parental competencies were defined as the set of knowledge, attitudes and bonding, formative, protective and reflective parenting practices, which allow to flexibly guide behavior in the face of the diversity of family and parenting situations, with the purpose of meeting the needs of children and safeguarding their well-being and the exercise of their rights. Each dimension is described below.

Bonding parental competence

They are oriented to secure attachment and the search for socioemotional development through the family relationship. They favor psychological and emotional connection, regulating stress and suffering, protecting mental health and seeking adequate socioemotional development throughout life (Bernal et al., 2018; Gómez & Contreras, 2019; Pacheco & Osorno, 2021). It is composed of five elements:

a) Observation and sensitive knowledge: paying attention and interpreting signals in the behavior of the children, in order to have the tools to accept their individuality and negotiate conflicts; b) Sensitive interpretation or mentalization: interpretation of behavior (beliefs, feelings, attitudes, desires) based on the reflection of the parental mental experience and that of the children; c) Stress regulation: accompanying, modulating, calming emotional states of stress to guide them to states of balance; d) Emotional warmth: the demonstration of expressions of affection and good treatment and; e) Daily involvement: staying interested, attentive and connected to the children's experiences.

Formative parental competence

Refers to the structuring of the learning, physical and psychological context to favor the exploration, learning and socialization of the children. It leads the processes that promote them to think for themselves and improve their confidence and self-esteem before the world around them, through the generation of spaces for interaction among the family, where they are recognized as persons and their individuality is respected (Acevedo et al., 2016; Gómez & Contreras, 2019). It is composed of the following elements:

(a) Organization of the experience: structuring a physical and psychic environment appropriate to the age through modeling, mediation dialogue and reflection; (b) Progressive autonomy: making available those physical, material and equipment conditions that stimulate their autonomy according to their age; (c) Mediation of learning: favor exploration and discovery of the world through modeling, mediation, dialogue and reflection; (d) Positive discipline: regulate and conduct behavior using anticipation, explanations, example, negotiation and perspective taking through calm and firm attitudes and; (e) Socialization: share and model social norms and rules for behavior in public spaces, community values and customs.

Protective parental competence

It focuses on creating conditions for development, reducing or eliminating sources of toxic stress, caring and protecting, safeguarding the needs of daughters and sons and protecting their integrity through guarantees of physical, emotional and psychosexual safety. This competency focuses on needs, rights and human development (Acevedo et al., 2021; Gómez & Contreras, 2019). The components that make up this competency are:

(a) Construction of well-treating contexts: understands the relevance of good treatment using a philosophy of treatment with respect and dignity; (b) Provision of daily care: organizes its actions and practices in search of satisfying the basic needs of the child such as subsistence, protection and affection; (c) Organization of daily life: are the procedures in domestic life for the resolution of day-to-day tensions, working with routines and family rituals to reduce stress in children; (d) Connection with networks and search for social support: identify, access and use sources for emotional, instrumental or economic support to support parenting and; (e) Safety guarantees: how to care for the child's safety through policies, knowing their rights and ensuring compliance with them in all areas in which they develop.

Reflective parental competence

It allows organizing the experience of parenting, becoming aware of the influences and their trajectories, in order to feed back and enrich themselves with reflection on the impact that their daily practices have on their daughters and sons, for making decisions about parenting and discipline (Acevedo et al., 2016; Gómez & Contreras, 2019). The five components that support reflective parenting competence are:

(a) Construction of a family project: focuses on exploring, negotiating and organizing positive and realistic expectations around the type of family they wish to build; (b) Anticipation of relevant scenarios: allows visualizing, anticipating, analyzing and preparing action alternatives for different situations, scenarios and issues that may be addressed throughout the life of the children and their upbringing in general; (c) Monitoring influences and metaparenting: identify and follow up on different influences that may impact on the child's development and reflect on their parental role and its influence on their children; (d) Historicizing parenting: go through a process of healing past experiences as children and as mothers and fathers, allowing them to develop a growth attitude in which they take up the aspects with which they wish to direct their parenting and; (e) Parental self-care: take care of their physical and mental health to have the energy and resources for the exercise of their parenting.

Developing parental competencies promotes the improvement of effective, healthy and respectful parenting skills and behaviors, which will have a favorable impact on the child's self-esteem (Allauca et al., 2021); favoring positive communication; improving their attitude and relationship with their parents; contributing to the development of their problem-solving skills; and improving their cognitive development and academic performance (Lara & Quintana, 2022).

Method

This is a quantitative, descriptive and non-experimental cross-sectional research, considering that the quantitative method poses a delimited and concrete problem, with previous studies that will guide the research, and whose data are the product of measurements that will be analyzed with statistical methods. The descriptive aspect refers to specifying the characteristics and tendencies of the construct within the study group, the non-experimental aspect refers to not manipulating the study variable, and the cross-sectional aspect is defined in the collection of data at a single moment and time (Hernández-Sampieri et al., 2018).

Participants

The sampling was by convenience, which is characterized by taking a population that is easily accessible or through open calls (Hernández & Carpio, 2019). An open call was made to a community and 13 mothers and one father with ages ranging from 25 to 52 years agreed to participate in the study. The participants had sons and daughters in fifth and sixth grade of elementary school from different schools in the Miguel Hidalgo municipality in Mexico City, attached to the Peraj Mexico program and who participated in a parental training program.

Instrument

The Positive Parenting Scale E2P v2 constructed by Gómez and Contreras (2019) was used, which aims to reflexively assess the frequency of positive parenting practices reported by a parent or significant caregiver of children and adolescents between 0 and 17 years 11 months of age.

In this project, the scale corresponding to children from 8 to 12 years of age was retaken, which is composed of 77 items in total. At the beginning there are 21 questions on demographic aspects that characterize the person answering the form. Next, instructions are given for answering the instrument on a five-point Likert-type scale: never, almost never, sometimes, almost always and always. These options will be used to indicate the frequency with which each statement describes a situation in your daily life.

The survey is composed of 56 items that allude to statements that occur in the life of the child's father, mother or caregiver. In turn, these 56 statements are divided into four dimensions: bonding, formative, protective and reflective parental competence.

This instrument has been validated by Gómez and Contreras (2019) through a confirmatory factor analysis. It has a structural validity of 0.82 as maximum, 0.42 as minimum and an average of 0.61; a content validity of 0.99 and 0.88, a reliability of 0.93 according to Cronbach's Alpha throughout the survey. Due to the number of participants in the present study, it is not possible to perform a proper validity analysis.

Procedure

Phase 1. Participant contact

Through an open call launched in coordination with Peraj Mexico A.C. to mothers and fathers of families in the Miguel Hidalgo district of Mexico City, assigned to the Peraj program in this community, 31 participants were enrolled.

Phase 2. Application of the instrument

Including the implementation of the program directed to the families, this program is oriented to the strengthening of parental competencies and lasted one month. At the end of the interventions, the Positive Parenting Scale E2P v2 was applied through a google form and the participants were given the link to answer.

Phase 3. Analysis of results

Once the results were available, the data were emptied into the statistical package for social sciences IBM SPSS Statistics Version 25, where the values of never were replaced by 0, almost never by 1, sometimes by 2, almost always by 3 and always by 4. This according to the indications of the manual of Gómez and Contreras (2019), so that subsequently the sum of the participants' responses was made, to continue with the descriptive analysis of the data in general and specifically for each competency.

From the above, it was possible to make an interpretation based on the authors, who indicate different zones in which the participants are located according to their score; optimal, monitoring and risk zones.

Results

The data obtained were analyzed using the SPSS statistical package, following the E2P interpretation procedure established by the authors. First, a value was assigned to each of the Likert Scale items: 0 for "Never", 1 for "Almost never", 2 for "Sometimes", 3 for "Almost always" and 4 for "Always". Next, the total points were summed according to the participants' responses for each group of positive parenting practices (items) corresponding to the parenting competencies: items 1-14, bonding competencies; items 15-29, formative competencies; items 30-42, protective competencies; and items 43-56, reflective competencies. From the above, the following table of results was obtained (see Table 1), which shows the frequency with which each participant executes positive parenting practices in their daily lives in the areas evaluated (Gómez and Contreras, 2019)

	Binding comp. P. max. 56	Training comp. P. max. 60	Protective comp. P. max. 52	Reflective comp. P. max. 56
P1	41	52	47	51
P2	45	54	49	54
P3	49	54	49	49
P4	33	37	43	34
P5	33	39	39	32
P6	35	38	42	40
P7	34	38	41	27
P8	41	51	46	50
P9	41	39	43	39
P10	29	39	41	29
P11	39	51	41	35
P12	49	58	49	42
P13	50	57	50	49
P14	29	28	41	31

Note: P: Participant; P. max: Maximum score. E2P parenting scale for children between 8 and 12 years old

Table 1 Results of the application of the E2P Parenting Scale, total score per competency (N=14)

Source: Own elaboration

A descriptive analysis of the above data showed that in the group of mothers and fathers studied (N=14), formative competencies are presented with a higher frequency (M=45.36), with a minimum of 28 points and a maximum of 58; in second place, protective competencies (M=44.36), with a minimum of 39 points and a maximum of 50; in third place, reflective competencies (M=40.14), with a minimum of 27 points and a maximum of 54 and in fourth place the bonding competencies (M=39.14), with a minimum of 29 points and a maximum of 50. On the other hand, the standard deviation indicates that the protective competencies have a lower variation with a SD=3.81, while the formative competencies present the highest variation with a SD=9.42 (see Table 2).

	N	M	SD	Minimum	Maximum
Bonding competencies	14	39.14	7.24	29	50
Training competencies	14	45.36	9.42	28	58
Protective powers	14	44.36	3.81	39	50
Reflective competencies	14	40.14	9.11	27	54

Table 2 Descriptive statistics of the results of the E2P application

Source: Own elaboration

Following the authors' interpretation procedure for the E2P scale, the scores obtained by each participant were compared with the interpretation table corresponding to children between 8 and 12 years of age. This table divides the maximum score for each group of competencies into deciles, grouping them into three categories: "High frequency", "Intermediate frequency" and "Low frequency". From this procedure it was found that the parental competencies of the sample (N=14) are concentrated in a low frequency level (see Table 3): 71% for bonding (n=10), 64% for reflective (n=9), 57% for protective (n=8) and 50% for formative. In second place is the high frequency level with: 29% for the formative (n=4), 29% for the protective (n=4), 21% for the bonding (n=3) and 21% for the reflective (n=3). Finally, in third place is the intermediate frequency level with: 21% for the formative (n=3), 14% for the protective (n=2), 14% for the reflective (n=2) and 7% for the bonding (n=1).

Competencies	Low frequency		Intermediate frequency		High frequency	
	f	%	f	%	f	%
Links	10	71	1	7	3	21
Training	7	50	3	21	4	29
Protectors	8	57	2	14	4	29
Reflective	9	64	2	14	3	21

Table 3 Interpretation of the results E2P parenting scale (N=14)

Source: Own elaboration

The next step in the authors' interpretation process consisted of creating the parental competencies profile, grouping them into three categories: Risk zone for participants whose bonding competencies were found at the "Low frequency" level or who showed two or more different areas at this level; Monitoring zone for participants who presented one area at "Low frequency" (other than bonding competencies) or two or more areas at "Intermediate frequency" and; Optimal zone for participants who did not show areas at "Low frequency" or presented 3 or more areas at "High frequency".

Upon classification as indicated, it was found that 71.43% (n=10) of the mothers and fathers were in the risk zone, 21.43% (n=3) in the optimal zone and 7.14% (n=1) in the monitoring zone (see Table 4).

Zone	N	Percentage %
Optimum	3	21.43
Monitoring	1	7.14
Risk	10	71.43
Total	14	100

Table 4 Profile of parental competencies

Source: Own elaboration

Discussion of results

The objective of the present research was to describe the parental competencies in mothers and fathers developed from strengthening interventions, which are defined according to Gómez and Contreras (2019), as the set of knowledge, attitudes and bonding, formative, protective and reflective parenting practices, which allow to flexibly guide behavior in the face of the diversity of family and parenting situations, with the purpose of meeting the needs of children and safeguarding their welfare and the exercise of their rights.

In this sense, it was found that in the sample studied (N=14) the highest score corresponded to formative competencies (M=45.56, SD=9.42), followed by protective (M=44.36, SD=3.81), reflective (M=40.14, SD=9.11) and bonding (M=39.14, SD=7.24), which contrasts with the data obtained by Jami (2019), who found that the highest score corresponded to protective competencies (M=55.43, SD=7.17), followed by bonding (M=45.98, SD=5.91), formative (M=39.13, SD=5.88) and reflective competencies (M=33.41, SD=5.39), a discrepancy that can be explained by cultural differences and the size of the study samples.

Another result showed that the scores obtained place more than 50% of the mothers and fathers in the sample (N=14) in low frequency levels with respect to their parental competencies: 71% (n=10) in bonding competencies, 64% (n=9) in reflective competencies, 57% (n=8) in protective competencies and 50% (n=7) in formative competencies. These results are consistent with the study conducted by Vera (2021), where more than 50% of the mothers and fathers showed difficulty in exercising their parental competencies in the four areas, placing their responses in a low frequency zone: 63% for the bonding, 61% for the reflective, 53% for the formative and 48% for the protective.

However, the data obtained differ with what was found by Pinta and Pozo (2018), who found that more than 47% show formative (61%), reflective (64%) and protective (47%) competencies in a high frequency zone, in contrast to 42% who show their bonding competencies in a low frequency zone. The above shows the importance of developing educational programs to reinforce and stimulate parenting competencies, and highlights the need to carry out research to help explain the differences found in the development of parenting competencies.

Regarding the parental competencies profile of the study group (N=14), it was found that 71.43% (n=10) of the mothers and fathers are in the risk zone, 21.43% (n=3) in the optimal zone and 7.14% (n=1) in the monitoring zone, data that contrast with what was found by Zurita (2022) and Matteoni (2017), since the former found in a sample of 27 participants, that 48.1% are in the monitoring zone, 22.2% in the risk zone and 14.8% in the optimal zone; while the second, in a sample of 37 participants, observed that 37.8% exercise positive parenting optimally, in contrast to 62.2% who do so below that zone (37.8%, n=14 in the monitoring zone and 24.4%, n=9 in the risk zone).

Despite their differences, these results indicate that a very low percentage of mothers and fathers are in an optimal zone in the exercise of their parental competencies, so that the highest percentages correspond to the risk and monitoring zones. This shows the diversity of responses that can be obtained when analyzing parenting practices within parental competencies. In spite of this, it can be observed that the researches coincide in that the practices within the bonding and reflective competencies are those that are carried out less frequently.

Conclusions

In the present research, parental competencies in mothers and fathers developed from strengthening interventions were described, found in the parental competencies profile, that most of the study group (71.43%, n=10) is in the risk zone because they exercise their parental competencies at low frequency levels: 71% for bonding, 64% for reflective, 57% for protective and 50% for formative.

This suggests, according to Gómez and Contreras (2019), that mothers and fathers require specialized interventions, preventive accompaniment, counseling, psychoeducation or parental competencies workshops, in addition to a new evaluation in a maximum period of six months.

From the results it is also concluded that the group of competencies that are exercised less frequently are the bonding competencies. This is directly related to the fact that the group is in the risk zone, since these are of great importance in the affective relationship of mothers and fathers with their children; in the development of their parenting responsibilities; and in the support, accompaniment, affection and respect, as triggers for the socio-affective strengthening of children and adolescents (Márquez et al., 2021). Therefore, Gómez and Contreras (2019) consider that, as these competencies are found in low frequency, they should automatically be classified in the risk zone.

In contrast to the above, the competencies that are presented with a higher frequency are the protective ones, which obtained the second highest mean score, but with a lower variance ($M=44.36$, $SD=3.81$), so that the highest percentages of responses are distributed between always and almost always. Thus, it is expected that at least 47% of the mothers and fathers in the group studied, have the ability to: organize parenting actions and practices that allow satisfying the child's basic needs; structure an ecological environment that provides elements of predictability, routines and rituals to the child's life; and identify, access and use sources of emotional, instrumental or economic support for the optimal achievement of current parenting goals (Gómez and Contreras, 2019).

Finally, the research found and the parental competencies profile obtained, allow recognizing the importance of developing parental training programs focused on strengthening parental competencies in its four dimensions. From the formative area to develop and strengthen the capacity that favors the exploration and learning processes of children, enhance their autonomy, as well as regulate and lead the child's behavior.

Also, from the reflective area to strengthen the capacity to visualize, anticipate, analyze and prepare action alternatives in the face of challenging parenting scenarios, as well as to deploy attitudes and practices that favor their appropriate physical and mental health. From the bonding area to strengthen the parental ability to pay attention to signals and interpret them in a contingent manner, accompany, modulate and calm emotional states of stress and psychological suffering of the child. And from the protective area to strengthen the ability to protect the physical, emotional and psychosexual development of the child, as well as to understand the relevance of good treatment of children as a philosophy of respect and dignity (Gómez & Contreras, 2019).

Recommendations

Based on what was obtained in the research, for the purpose of continuing to work with parents, from the actions generated by the university in response to the needs of the community, it is suggested to:

- Develop parental training programs that contribute to the strengthening of parental competencies in their four dimensions: bonding, protective, formative and reflective.
- Generate models of guidelines for the implementation of parental training programs on parental competencies that allow replicating the initiatives in other institutions.
- Conduct research that analyzes the psychometric properties of the Positive Parenting Scale (E2P) applied to the Mexican population, to guarantee its validity and reliability as an instrument in the evaluation of parental competencies.
- To assess parental competencies at pre- and post-intervention moments, to determine the impact of parental training programs.
- Conduct research on the relationship of parenting competencies to student learning.
- Develop university programs that encourage student participation in the implementation of parental training models.

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