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Friendly Interparental Communication (FIPC) as a Contributing Factor in Adolescents' Interest in Education (AIE): Evaluating the Effects of Interpersonal Communication

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ABSTRACT

The wide spread of family violence in the less developed areas may result into interparental conflicts. The interparental conflicts are mainly driven through interpersonal communication. These conflicts may adversely affect the adolescents' interest in education. The friendly interparental communication may contribute positively into interest in education and academic performance. The aim of this research work was to explore the effects of interparental communication on the adolescents' interest in education. The adolescents studying in government schools of the South Punjab region of Pakistan were considered as population. The relationship between the two variables Friendly Interparental Communication (FIPC) and Adolescents' Interest in Education (AIE) was analyzed. The grade 10 adults were chosen as the population. The quantitative survey method along with the multistage sampling method was carried out to reach out the results. Simple random sampling was used to select the sample of 1000 students. Gender based balance in the respondents was ensured. The analysis resulted a positive association between the FIPC and AIE.

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Keywords: Inter-Parental Communication, Friendly Inter-Parental Communication, Adolescents' Interest in Education, Punjab Pakistan

Introduction

Adolescents' education has always been an important phenomenon in the development of society. Grooming from the childhood makes the adolescents' education more effective. Well managed measures for the adults' grooming has made the developed countries a peaceful society and continuous development. This process leads the society into the produced developed and civilized generation. Regularity and patterning are the results of the interaction brought about by parent-child, inter-parental, and subfamily systems working together (Cox & Paley, 1997, pp.243-267). Parents today are becoming more educated than they were in the past. The mass media role has always been critical whereas helpful in making the education of the adults by the parents. However, many of the parents neglect the importance of the education and fail to look after the matters of the education development of their children.

Parents Disconnected Due to Low Level income

Income level has a significant impact on adolescents' education because parents with low incomes spend most of their time earning money and meeting their daily needs, which makes it difficult for them to focus on their education. Priorities are established for all routine tasks in this situation, with the exception of having a significant impact on their children's education. They are also observed to be more worn out and preoccupied with their impending work-related duties, etc. The amount of time they devote to their kids' education is comparable to an ant on a maple leaf. The primary causes of child abuse and neglect have been identified as social isolation, unemployment, and shrinking labor markets (Light, 1973, pp.556-598; Gelles, 1975, pp.363; Garbarino, 1976, 1977, pp.721-735). When comparing students from high-income and low-income backgrounds, there is a high likelihood of conflict in the classroom. Students with high incomes form friendships with people who are similar to them. In order to overcome the issue of low income and provide their children with a better education, the parents put in more hours at work. In reality, they are giving up their children's education and personalities. On the other hand, the majority of family members—both male and female—from high-income households are employed, which helps to ensure their steady income. In this situation, a parent may interact with their children just once or not at all throughout the day. The kids always enjoy sharing and conversing about their experiences and ideas with their parents. The children carefully watch the parental IPC and mimic the behaviors by acquiring the different things they have seen.

Education & Education System Development in Pakistan

Any kind of knowledge whereas skills developed by the observance or seeking from the education institutes including schools, colleges, universities etc. are called education (merriam webster dictionary, 2014). Some of the authors have illustrated the education as the learning process at schools by the students and development of their attitudes in the result (cambridge dictionary, 2019). According to Oxford dictionary in

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2016, the education is the systematic instructions by the educational institutes i.e. schools and universities. The education system in Pakistan has been reformed by introducing the 11th Development Plan (2013-18) that is intended to revolution in the educational system by emphasizing the administrative and management capacities whereas a strong public private partnerships (Ministry of Finance, 2015). NGOs are playing their role in promoting the education among the population in Pakistan especially in the rural areas. The parents in the present scenario are encouraged to send their children to the schools by awarding them financial aids to meet the objectivity. The children are charged no fee and the curriculum material is also being provided free of cost. The government is emphasizing the teachers at schools to raise awareness about the importance of the education, skills and the career opportunities in the result of their better education. PSLM (Pakistan Social and Living Standards Measurement) has reported the gradual rise in the literacy rate i.e. 60% in 2015 that is the result of the efforts made by the government and the role of public private partnerships for the promotion of the education standards. (Ministry of Finance, 2015). More literacy rate may be obtained by curtailing the child labor activities. Furthermore, the personality will also be groomed among the adults. More educational institutes have started their operations in the rural areas to promote the education among the less privileged areas. All types of educational institutes i.e. government and private are found in the rural areas as well to lessen the educational gap between the privileged and less privileged areas. Massive educational investments have been resulted a large number of schools as found in streets and corners as well. These activities have boosted up the educational and teaching standards in Pakistan. The rules have been imposed by Prime Minister Educational Reform Programme (PMERP) for the hiring of the teaching and non-teaching staff at schools to accomplish the standard measures (Ministry of Finance, 2015) whereas the teachers are hired though a competitive environment. Therefore, the schooling is guiding and making the adults successful personalities those are making their contributions in uplifting the standards of the society. Many of the classrooms are equipped with the new technologies including the computer systems, audio video technical systems etc. These kind of curricular activities help the students to find out their field of interest in well-groomed way. PMERP has been inaugurated in Islamabad whereas a good transport system has included the 200 busses and free meals at schools.

Interpersonal to Interparental Communication

A formal talk between the two persons in which the information is communicated from one person to another is known as interpersonal communication. (Giri, V. N., 2004, pp.127). This type of communication is interdependent which has influence on the meanings and other parts of the communication process as well. Whereas, the element of noise either physical or otherwise plays a vital role in the process of communication (Wood, 2015). Interparental Communication (IPC) is also discussed in the same sense of the communication process and elements. The daily family lives are based on the IPC as focused on the values of the members. The family's relations and children parent associations can be more effective if there are observed a systematic point of view in IPC. The communications between the wife and husband also falls in the criteria of IPC.

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In the meantime, writers have demonstrated the use of language to comprehend meanings as verbal interaction (Lane, Abigail, & John, 2016, p.384). IPC includes both verbal and nonverbal communication. Several authors have highlighted the two forms of communication: verbal and nonverbal. (Carlson and Dermer,2016) Furthermore, non-verbal communication includes the gestures, symbols and the things like this which does not include any kind of words, statements or speech. (O'Dea & Mukherji, 2000). All types of non-verbal communications i.e. timing, voice, body and distance become active in face to face communications. (Burgoon, Guerrero & Floyd, 2016). This phenomenon of the communication is essential to understand while discussing the IPC.

Southern Punjab

The southern region of Punjab province is the target audience for this research work. One third of the Punjab's population is living the southern region. (Zia, S. 2012, May 06).There are 03 divisions, 11 districts and 40 tehsils. The focus of the provincial governments has remained on the development of the southern region as it has been declared as less developed area. The literacy rate in the various areas of the region is very low even some areas have only 30 and 40 percents literacy rates i.e. Rajanpur and DG Khan respectively (Iftikhar, S., & Mahmood, H. Z., 2017). It is an obvious truth that majority of adults and children in the regions are not school going. (Iftikhar, S., & Mahmood, H. Z., 2017) The income level of the people in the region is also very low as 2/3rd of the total population earn less than 10000 rs per month whereas 1/3rd more than 20000 rs. (Bhutta, R. N., et.al, 2015, pp.166) The circumstances have been emerged into the forced child labor activities with the willingness of their parents. 1/3rd of the total child labor works in the agro-fields and other areas. (NRSP., 2018) whereas, women violence has been observed and increased with the passage of time rapidly, there are confirm chances of effects of FIPC on the AIE.

Significance of the Study

The aim is to provide maximum awareness and the capability of understanding the things while keeping an eye over the importance of AIE in context of FIPC. The research work is also focused on the sensitivity of the IPC and its profound effects on AIE. This study will contribute into the lives of caretakers/parents to redefine their role as being a caretaker/parent. It will be helpful in promoting AIE and fostering the FIPC which may play a contributory role in societal development of Pakistan.

Research Problem

Less developed areas have been recently focused by the researchers to explore the phenomenon. The less developed areas with poor literacy rate and financial resources have been resulted into the family issues including the violence against women and escalation in divorce rate. The massive child labor in the region has been resulted into the less school going children and low education level. The region of Southern Punjab may be one of such potential regions. Foregone in view, the effects of IPC_ FIPC on AIE have appeared the most compelling area for the researchers to study.

Objective of the Study

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To understand the relationship between Adolescents' Interest in Education (AIE) and Friendly Interparental Communication (FIPC)

Literature Review

The IPC is the leading factor in the education of the children. The parents with FIPC are leading their children to get the good educational grades whereas the parents with UFIPC comparatively cannot maintain the educational standards of them. The families who have conflicts between the parents cannot be able to rear their children in a judicial way. The children are the keen observers of the IPC and they adopt the same attitude unconsciously. Some of the authors have illustrated the behavioral issues among the children who are experiencing the discord and divorce between their parents. (Emery R. E. 1982). The relationship discord, the reactions of children, gender distinctions, age influences, parental support, and the impact of mental disorders were considered as the variables. The findings showed a significant correlation between children's behavioral problems and parental discord or divorce. Both internal and external problems in the children's behaviors are also noted. Depression may be a leading factor which has been resulted into the conflicts between the parents and damaging the personalities of their children as well. FIPC has always been intimated with the positive effects on the children. Children being the keen observers of their family environment seek and learn the methods of solving their problems by the attitudes of their parents (Grych & Fincham, 1993; Davies & Cummings, 1994). Various researchers have periodically observed unkind relationships between parents and between parents and their children, focusing on both school-aged children and adults. Obtained grades by the children have been a main element to assess the results. (Ingoldsby, Shaw, Owens & Winslow, 1999; Doyle & Markiewicz, 2005; Cummings et al., 2010). Shelton and Harold (2008) examined the phenomenon focusing on the relationship between emotions of insecurity among the adults, parental depressive symptoms, conflict between parents, along with externalizing issues and internalizing symptoms, encompassed within children's psychological adaptation (p.712). The results were obtained using a longitudinal research method. A sample of the children with their age 11-13 years who were having their parents together was chosen for the further analysis. A total of 352 adults were chosen including 179 boys and173 girls. Insecurity in adults was caused by a strong connection to conflicts between parents. The conflict between parents was found to be positively associated with internalizing symptoms and externalizing issues in the children. The disputes between the parents have significantly affected the educational attainment of their children, consequently harming their characters as well. Inter parental communication has been resulted as the main variable in the process. Barfoot, Belli, Frye and Goodman (1999) have indicated the inter parental communication gap with the capability of solving the problems among their children. It was added that such children had less capability for solving their problems as they had observed same communication gap between their parents. In the same context, the children who have not observed any conflict between their parents were found more reactive to solve their problems with skills. Block and Gjerde (1986) assessed the children of that parents who had gotten divorce with their ages 3, 4 and 7 (pp.827-840). A strong effect on the boys' behavior was found who had observed a stressful situation between their parents before

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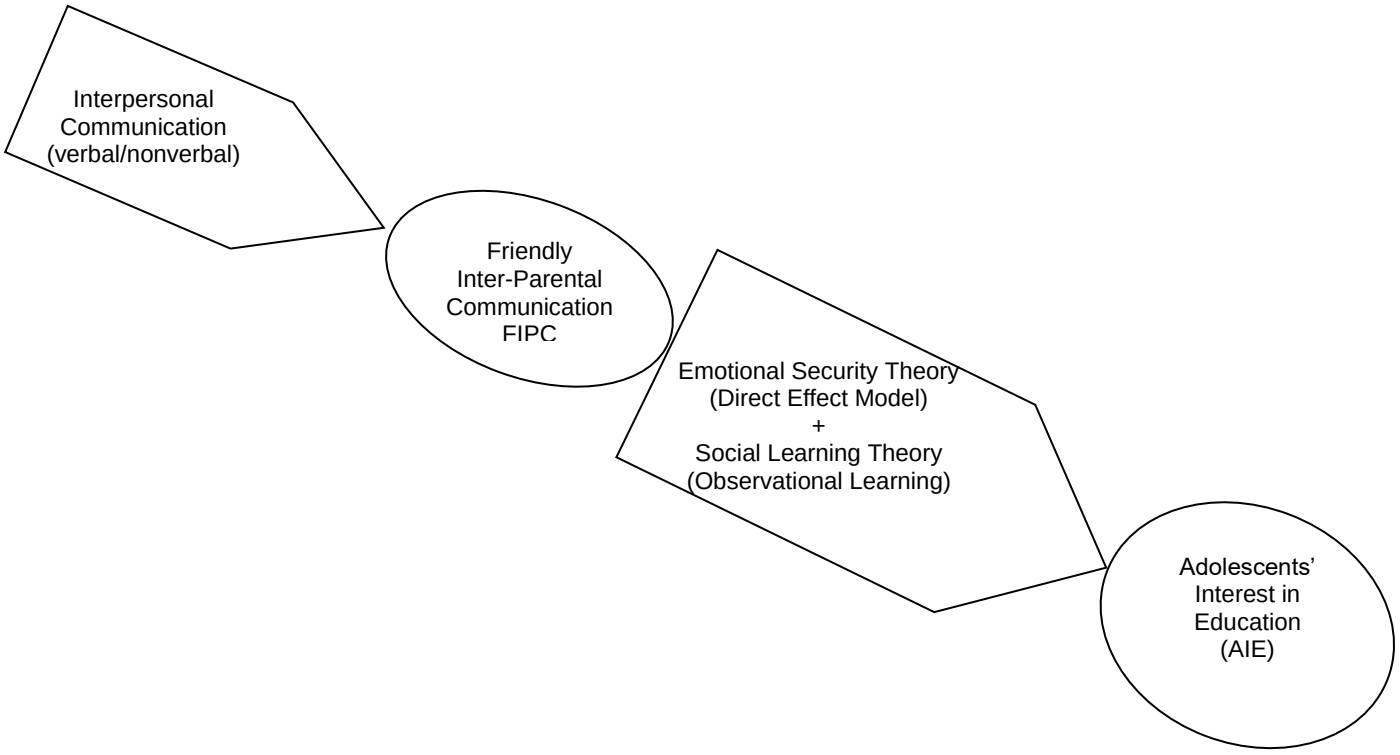
the divorce. They were found more aggressive meanwhile the girls were not so affected by the pre divorce stress between their parents. Lecic-Tosevski (2014) has resulted the factor of abusive attitude including the abusing the children as main element among those families who were assessed severe inter parental conflicts. The conflicts have been resulted into the damaged personalities of the children. Early traumas encountered in a family setting can influence a child's personality growth, potentially contributing to a rise in mental disorders during adulthood. Therefore, there is an urgent necessity to prevent issues by providing psycho-education (PE) to parents.

The hypothesis was developed as the result of the earlier discussion as:-

H1. There is a relationship between Adolescents Interest in Education (AIE) and Friendly Inter-Parental Communication (FIPC)

Ho. There is no relationship between Adolescents Interest in Education (AIE) and Friendly Inter-Parental Communication (FIPC)

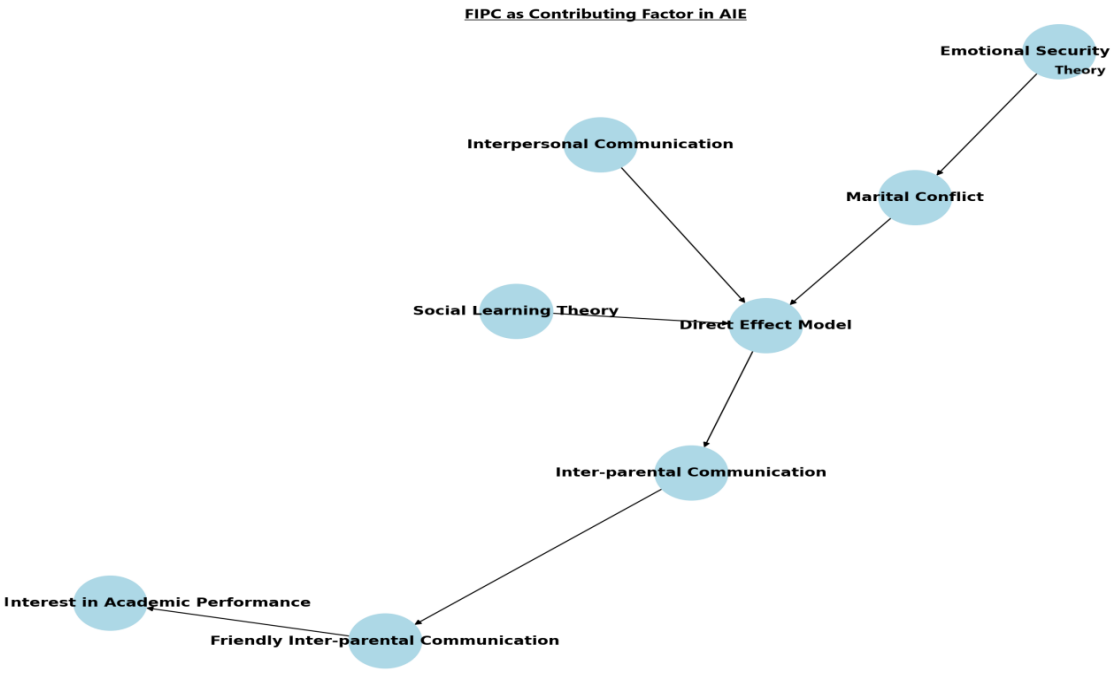
Interpersonal Communication Model of Parenting and Adolescents Interest in Education



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Methodology

The following procedure was adopted to reach out the desired results.

Population of the Study

All the 10 grade students across the southern region were the population for the research work.

Direct and Indirect Effects Models

AIE has been assessed through the two main models known as Indirect and Direct Effects Models (Davies et al., 2006). Parent Children Communication (PCC) have a strong influence on marital conflicts between the life partners (Bhatti, M. B., Saleem, N., & Mian, H. A., 2021); the effects on the development process of the students have been analyzed under indirect effects model (IEM), such as IPC under direct effects model (DEM), such as insecurity among the children through the observance of marital conflicts. On the other hand, the both of the models have concluded the strong association between the development of the children and the marital conflicts between the parents.

Independent variables

FIPC was taken as independent variable and it was based upon both types of communication i.e. verbal and non verbal.

Dependent variable

Adolescents' Interest in Education (AIE) was taken as dependent variable.

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The Construct Variables
This section was dealt according to the following procedure:-

Inter-Parental Communication (IPC)
This construct was done by taking the communication between the parents i.e. husband and wife.

Friendly Inter-Parental Communication (FIPC)
The IPC was operationalized as friendly if there was no communication gap between the parents including no aggression or violence. To get worry about each other if anyone among them got ill, a respectful communication between them, exchanging of the gifts time by time, counseling to understand the things by giving more importance to the family matters were considered as FIPC.

Sampling
The whole region was divided into the 40 clusters to meet the desire results. A multistage sampling was done for the purpose. 1000 respondents were selected in for the study.

Data Collection Tool and Pre-Testing via Pilot Study
To assess the results of FIPC and to get effects of that on AIE, a well administered self-reported survey was finalized. A pre study resulted the reliability of the scale with $\alpha = .72$.

Data Analysis and Interpretations
The 26th version of SPSS was used to analyze the following results:-

Demographic characteristics
Demographical representation of the respondents is as under:-

Table 1: Gender Wise Distribution of the Adolescents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	550	55.0	55.0	55.0
	Female	450	45.0	45.0	100.0
	Total	**1000**	**100.0**	**100.0**	

Table 1 clearly indicated almost equal representation of the male and female in the respondents i.e. 55.0% and 45.0% respectively.

Table 2: Age Wise Distribution of the Adolescents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-18 years	780	78.0	78.0	78.0
	More than 18 years	220	22.0	22.0	100.0
	Total	**1000**	**100.0**	**100.0**	

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Table 2 showed that 78.0% of the total respondents had their age 15-18 years meanwhile remaining were reported above 18 years old.

Table 3: AIE among Those Who Disliked Their Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	514	51.4	51.4	51.4
	Sometimes	323	32.3	32.3	83.7
	Neutral	43	4.3	4.3	88.0
	Most of times	120	12.0	12.0	100.0
	Total	**1000**	**100.0**	**100.0**	

The above table illustrated that 51.4% among the adolescents were of the view that they had never disliked their studies even once, 32.3% replied “sometimes”, 4.3% remained neutral whereas 12% were in the favor of “Most of Times”.

Table 4: The Adolescents who Feel Trouble in Understanding Their Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of times	63	6.3	6.3	6.3
	Neutral	82	8.2	8.2	14.5
	Some times	286	26.6	28.6	43.1
	Never	569	56.9	56.9	100.0
	Total	**1000**	**100.0**	**100.0**	

The above mentioned table explained that 6.3% of the adolescents favored the question while 56.9% even not once and 8.2% remained neutral.

Table 5: The Adolescents who Disliked to Go School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	622	62.2	62.2	62.2
	Sometimes	161	16.1	16.1	78.3
	Neutral	64	6.4	6.4	84.7
	Most of times	153	15.3	15.3	100.0
	Total	**1000**	**100.0**	**100.0**	

Table 5 resulted that almost two third of the total adolescents had not disliked to goo school even once, 16.1% sometimes whereas 15.3% were found in favor that they had disliked going their school “Most of Times”.

Table 6: The Adolescents who Felt Happy at School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	153	15.3	15.3	15.3
	Sometimes	161	16.1	16.1	31.4
	Neutral	64	6.4	6.4	37.8
	Most of times	622	62.2	62.2	100.0
	Total	**1000**	**100.0**	**100.0**	

Table 6 indicated that 62.2% of the total children were found happy at their school while 15.3% never felt happy. 6.4% of the total respondents remained neutral.

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Table 7: The Adolescents who Study after their School Timings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of times	124	12.4	12.4	12.4
	Neutral	112	11.2	11.2	23.6
	Sometimes	370	37.0	37.0	60.6
	Never	394	39.4	39.4	100.0
	Total	**1000**	**100.0**	**100.0**	

Table 7 resulted that majority of the adolescents were not liking study after their school hours.

Table 8: The Adolescents who Do Their Homework after School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of times	121	12.1	12.1	12.1
	Neutral	111	11.1	11.1	23.2
	Sometimes	367	36.7	36.7	59.9
	Never	401	40.1	40.1	100.0
	Total	**1000**	**100.0**	**100.0**	

Table 8 explained that 12.1% of the total adolescents had always done their homework.

Hypotheses Testing

Table 9. Correlation between Friendly Interparental Communication (FIPC) and Adolescents' Interest in Education (AIE)

The Spearman Correlation found significance between FIPC and AIE. The results explained that 16% of the variation about the positivity towards AIE on the basis of FIPC.

Correlations

			FIPC	AIE
Spearman's rho	Friendly Interparental Communication	Correlation Coefficient	1.000	.160**
		Sig. (2-tailed)	.	.000
		N	1000	1000
	Adolescents' Interest in Education	Correlation Coefficient	.160**	1.000
		Sig. (2-tailed)	.000	.
		N	1000	1000

**. Correlation is significant at the 0.01 level (2-tailed).

There is a statistically significant, positive, but weak association between how friendly parents are in their communication with each other and their adolescents' interest in education. Although the strength of the relationship is small ($\rho = 0.160$), it still suggests that improving the quality of communication between parents may have a favorable impact on their children's educational engagement.

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The importance of the variation was assessed through regression analysis, yielding F (1,998) = 26.250, p<.001 significance level; thus, the hypothesis was accepted, indicating that the two variables were significantly correlated

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.880	1	126.880	26.250	.000[b]
	Residual	4832.416	998	4.841		
	Total	4959.296	999			

a. Dependent Variable: AIE
b. Predictors: (Constant), FIPC

Results and Discussions

The results of above mentioned tables clearly indicated that more than 2/3rd of the total adolescents liked their study, they did understand their study and they were also consciously positive to go to their school. In all the responses, the adolescents were found active in their educational activities with greater level of interests. It is also concluded that the adolescents were witnessing their family violence activities and had a negative effect on their studies. This phenomenon was especially linked with the income level of their parents as most of such students had low socio economic status (Bhutta, et al, 2015).

Hypothesis

The correlation and regression analyses indicated that AIE was positively linked to FIPC. The disputes between the parents were noted, resulting in adverse effects on the children's attachment to their schools (Taylor, Larsen Rife, Conger & Widaman, 2012). Harold, Aitken, and Shelton (2007) noted that students with robust interparental communication, as well as children in homes marked by significant interparental conflict and aggression, experienced detrimental effects on their educational performance. The use of FIPC in home environments is not implemented, negatively impacting the educational achievements and engagement of teenagers. To enhance and maintain the educational attainment, the parents must be involved with their children for the sake of their educational activities (Grace, Jethro, & Aina, 2012). The interparental conflicts play the adverse effects of the educational performance of their children (Harold, Aitken & Shelton, 2007). The present study concludes that FIPC is a positive contributing factor in the adolescents' interest in education. Therefore, it is crucial that parents must be made aware of this phenomenon.

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