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Indigenous Parent Child Communication Gap Scale

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Introduction

Our first human relations and interactions are extremely important for human beings. Infant attachment set profound effect on the later development of the child. Across the life span, relationship contributes to the development of the children but the most important one is the interaction with the parents (Brent, 2010).

Parents and their children hold a special relationship with each other. The relationship between parents and their children have a great effect on the child's life. This is a special relationship that has a huge effect on the way that the child will turn out. This relationship is formed through love, disappointment, and discipline. Parenting requires a great deal of adaptation. The parents want to develop a strong bond with their child but they also want to maintain a healthy relationship among themselves along with their other friendships. Through life, the bond between a child and parent will grow and expand in many ways. Whether the child makes mistakes or not the parent can't help but love their child unconditionally (Meng Pei, 2011).

The origin of the child-parent conflict is the development of parental neglect or parental dominance. The researches have declared that parental detachment often leads to juvenile delinquency. Neglect or dominance on the part of the individual parent may not necessarily be derived from the cultural ideals, but such behavior may be part of the social situation and the mores in which he finds the origin of the child-parent conflict is the development of parental neglect or parental dominance (Nebel- Schwalm, 2006).

Noller (1994) found that family relationships remain important throughout adolescence. In families where relationships are seriously attenuated, however, peer influence surges and adolescents are at greater risk for adjustment problems. And all the risk is due to the communication gap between the child and parent. And this gap can just ruin the whole life and development of the child (Fuligni & Eccles, 1993; Sheppard, Wright, & Goodstadt, 1985).

Sons and daughters report more conflict with their mothers than their fathers, and daughters report more intense conflict than sons (Allison & Schultz, 2004). Topics of conflict between parents and adolescents tend to revolve around issues of daily living, such as chores, hygiene, and homework, rather than issues such as smoking, alcohol, and sex (Smetana, 1988; Collins, 1998; Noller, 1994).

Parenting Styles are typically defined along three dimensions: behavioral control (e.g., monitoring), psychological control (e.g., intrusiveness, demandingness), and parental support (e.g., warmth, acceptance, responsiveness) (Baumrind, 1966).

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So far, we have looked at the Western picture related to Parent- Child Issues. However, Pakistan is a traditional and collectivistic culture where childhood is prolonged and parents exert control and dominance over all aspects of child's life even beyond adulthood with the emphasis to follow family traditions and rules. Individual boundaries are rather bendable and can be easily prevailed upon by social norms of the society. Elders have lean over younger members of the family and younger members are supposed to obey the elders, follow and conform to their expectations rather than experience and experiment in different ways (Stewart et al., 1999) but they cannot say anything in front of the elders even when they are wrong. Such practices are even more strictly applied to girls than boys. These communal pressures and dominance may prevent children from developing confidence in their skills and abilities to deal with people, especially, outside the family.

As far as the Pakistan is concerned, no research was found in which Parent-Child issues were measured and no attention is given to communication gap that have worst impact on later development. Communication gap are such a complex phenomena that have a long last impact on the growth and development of an individual that also highlights the importance of this topic to be undertaken in research.

We have also noticed that culture shapes and determines our way of relating with other people. The clash between interests of the individual and the group is universal at the bio-psycho-social levels, where, the group exerts influence to control and regulate the behavior of the individual; the individual strives for developing the growth of the self and its uniqueness. Therefore, it would be interesting to study Parent Child communication gap among university students in the traditional Pakistani cultural context where compliance, conformity, obedience, and interdependence are preferred traits and behaviors (Chao, 1994). So keeping in mind that this topic needs to be explored carefully there is a need of developing a valid and reliable scale for Parent- Child communication Gap Scale (PCCGS) for university students. Once the pattern of Communication gap is identified, it would further help in student counseling services to provide need based interventions and skills required to overcome relational problems. The current research would aim to firstly, explore the pattern of Parent- Child Communication Gap reported by the university students. Secondly, develop a valid and reliable scale for measuring different patterns of Parent- Child Communication Gap in university students.

Method

Phase I: Items Generation

In order to explore the different patterns and expression of Communication gap between Parent and Child as experienced by university students, a phenomenological approach was used. For this purpose, 40 university students of BS Hon (10 from BS1, BS2, BS3, and BS4; 20 male and 20 female) with the age range of 18-24 years (M = 20.59, SD = 1.71) were selected through purposive sampling and were given an operational definition of

parent- child communication gap. "As a child what problems you face while communicating with the parent and if there is gap why it is because". Individual interviews were carried out and further open-ended questions were asked for clear difficulties. At the end, based on these open-ended interviews, all items were collated by using content analysis and initially a list of 49 items was developed. After excluding repetitions, ambiguous, and slang statements, a list of 28 items was finalized (Parent- Child Communication Gap Scale {PCCGS}) for further psychometric analysis.

Phase II: Try out

Try out phase was aimed to determine the reader friendly comprehension level of the items, instructions, and layout of the measure. Twenty university students (10 boys and 10 girls from BS Hons Year I) selected through purposive sampling technique were given PCCGS. It took 10 minutes to complete the scale. No difficulties were found in terms of comprehension of items and the layout of the scale.

Phase III: Main Study

The main study was aimed to determine the psychometric properties of the PCCGS.

Participants. The sample (N = 90) of the main study was selected from private and public sector universities of Lahore. The sample was divided into main strata according to gender and further sub-divided according to the educational level of the participants i.e., four years of BS Hons. (Under-graduation) including 25 (26%) from (BS-I), 20 (25%) from BS-II and BS-III each, and 25 (24%) from BS-IV with almost an equal proportion of gender selected from two public and two private sector universities. The age range of the participants was 18-24 years with the mean age of 20.01 (SD = 5.67).

Table 1

Sample description of the participants (N=90)

Variable	Boys (n=43)	Girls (n=47)
Class		
BS1	6	7
BS2	29	29
BS3	7	8
BS4	1	3

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Measures

***Demographic Performa*:** It comprised of basic information of the participants including age, gender, university type (Public or Private), and educational level.

Parent Child Communication Gap Scale (PCCGS): The newly developed PCCGS was used for measuring Parent-Child Communication Gap. PCCGS was comprised of 28 items. The instructions for PCCGS were "Following is a list of causes of communication gap between parent and child which people of your age experience while interacting with parents; read each item carefully and rate the items to the extent in which you experience these difficulties while communicating to your parent". The scoring options included (0) *not at all*, (1) *rarely*, (2), *sometimes*, (3) *often*, (4) *always*. High score represented more gaps with parents.

Procedure: First of all, the brief aims and objectives were sent to the concerned authorities of the 2 public and 2 private sector universities. After obtaining official permission, the participants were randomly selected for group testing averaging 15 participants in each group. The participants who agreed to participants were assured about the confidentiality, anonymity, and the privacy. They were assured that all the information would be collected for research purposes and they were also given the right to withdraw from the testing at any time. All the participants were given the final research protocol comprising demographic sheet, PCCGS. The average testing time was 15 minute. Around 20% (n = 20) of the agreed participants were retested with one week's interval for test-retest reliability of PCCGS.

Lastly, a debriefing session was conducted at the end of each testing session. All the 90 participants completed the information; therefore, no testing protocol was discarded. After data collection, SPSS 18 Version was used for data analysis.

Results

Principle component Analysis with Varimax Rotation and Scree Plot was used to explore the factor structure of PCCGS. Factors were also extracted on the basis of Eigen value > 1. On the basis of factor analysis factor loadings were assessed. Item with loading of

Table 2

Eigen Value and Variance Explained by 4 Factors of PCCGS

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Factor	Eigen Value	% of Variance	% of Total Variance
1	5.47	19.54	19.54
2	2.89	10.32	29.86
3	2.10	7.53	37.39
4	1.81	6.48	43.88

Table 3

Sample Items of Four Factors of PCCGS

Factor 1: External Influences

1. parents job
2. education, studies
3. parents busy
4. Friends
5. Hostel
6. high expectations of parents
7. respect of parents
8. Appearance

Factor 2: Consequences of Internal Aggression and Anxiety

1. separation between parents
2. conflicts between parents
3. children disrespect parents
4. oppression from parent's side
5. rigidness of parents
6. new generation follows western culture
7. to recognize parents as inferior
8. fear of parents

Factor 3: Ego Conflicts

1. political conflict
2. sect conflict
3. parents impose religious

4. parents don't like children to follow religious values

Factor 4: Contemporary Problems

1. Latest Gadgets
2. frequent use of social media
3. too much busy schedule
4. TV, media
5. over confidence
6. late marriage

Table 4
Cronbach Alpha of PCCGS and 4 Factors

Factors	*No. of Items*	*a*
External Influences	8	0.75
Consequences of Internal Aggression and Anxiety	8	0.79
Ego Conflicts	4	0.62
Contemporary Problems	6	0.66
Total PCCGS Score	28	0.83

Table 5
Summary of Intercorrelation, Mean, and Standard Deviation for Four Factors and Total Score of PCCGS

Factors	*1*	*2*	*3*	*4*	*Total*
External Influences	---	.28**	.26*	.45**	.76**
Consequences of Internal Aggression and Anxiety	---	---	.10	.31**	.70**
Ego Conflicts	---	---	---	.17	.46**
Contemporary Problems	---	---	---	---	.67**
Total PCCGS	---	---	---	---	---
M	21.01	22.05	12.30	14.71	75.71
SD	4.72	5.11	2.64	3.41	11.59

*$p < .01$ ** $p < .001$

The correlation matrix showed the high internal consistency of the factors and total scores. Mean and Std. Deviations are also given.

Validity and Reliability

Construct Validity

The Table 4 indicates that PCCGS has a significant positive correlation with four factors. Also the Cronbach's Alpha ranges from .62 - .83 showing that scale is found to have high internal consistency.

Test Retest Reliability

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One week test- retest reliability on 20 % (n=20) sample was $r = 0.79$, $p < 0.001$.

Split Half Reliability

Odd and even method was used to determine the split half reliability of PCCGS showing $r = 0.88$, $p < 0.001$.

Discussion

The basic aim of study was to recognize the reasons by which university students are getting away and feeling repulsive from their parents, which is although contemporary yet unusual phenomenon as Eastern parents especially of a Muslim country like Pakistan are normally less likely to discontinue financial and moral provisions to their children. So it was determined to explore the causes which proved to be so severe that are affecting parent-children relationship even in such traditional oriented culture of province Punjab, Pakistan. Thus the phenomenon was explored by interviewing under-graduate University students because the basic purpose was to estimate the all-cause effect along with their affecting intensity therefore University students of Lahore (which is not only the capital but also one of the modern and advance city of province Punjab) were taken as sample to investigate the unusual reasons. The decision to take university students as sample was made because university years are that part of life when children are free to interact not only with each other inside and outside campus but also with their highly qualified teachers; an important aspect which is found only in universities not in restricted atmosphere of schools and colleges, consequently when the radius of social circle increases the beginning point of external influences on parent-child relationship initiates.

Primarily a list of 40 problems was collected from 50 under-graduate University students. After short-listing, blending, and linguistic modifications, 35 items were validated through 10 experienced educational psychologists then the final list of 28 items (Parent-Children Communication Gap Scale, PCCGS) was administered to 90 University students. Principle Component factor analysis revealed a four factor solution of PCCGS namely *External Influences, Consequences of Internal Aggression and Anxiety, Ego Conflicts* and *Contemporary Problems*. All four factors were peculiar for this sample.

Factor 1 of PCCGS consisted of 8 causes revealed that some inevitable contemporary aspects impact strong external influences for which both of the sides are not responsible. These factors include business of parents and children resulting lack of interaction and gradual decrease in gossiping, conversation and mutual understanding.

One of the important causes are those regrettable memories of childhood which became the permanent part of children conscious and unconsciousness, negative and rebellion attitudes are the types of practical demonstration of these psyche disturbances. The important aspect of the study revealed when children disclose that the causes of their permanent mental stress is usually established by parents when they reject chances of resolution in the form of oppressive, rigid and negative behavior. Modern communication sources,

contemporary doctrine of 'freedom' and negative influences of western culture act as fuel on fire thus we see severe communication and relationship disturbances as consequences.

Third factor in factor analysis is *Ego Conflicts* which although always remain between two generations in the form of general debates to some extent but the items which are included in this factor represents some new issues and it seems that in modern era such general collisions have become the source of catharsis that even the common traditional parents' moral and intellectual control on their children is in mortal danger. Behind these causes are those social motives which are compulsory part of human nature i.e. desire of attention, freedom, rebellio, etc. where media and Social Company plays an important role which increases during one's stay in university.

Factor four of PCCGS related to indulgence and excessive use of latest facilities (i.e. latest gadgets like smart phones, tablets, social media, T.V. etc.) by which children left less time to spend with their parents. During phenomenon exploration children reveal that they feel more excited when catching up with their friends through social media or doing what seems interested to them than spending time or gossiping with their parents. Aggression and irritability are thus compulsory consequences if someone tends to interrupt them.

Implication of the study

The implication of this finding point to the highly quality of early relationships and associations based on early experiences support the later attachment relations with others as the child grow and develop. When there is no gap between child and parent that set the environment of trust in which child grow and become health being.

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