



Family Communication: Literature Review



Rationale

Parents develop communication skills of their children, and the influence created by family members has a long-term effect on the socialization of a junior's expertise and personality (Stracher, 2015). Support or pressure created by parents concerning the interests of their children dictates the children's socialization and communication performance. This literature review is aimed at answering questions set by the thesis statement of this research study: namely, whether parents influence the communication and socialization skills of their children through family activities and communication forms.

Theoretical Framework

This study uses the results of earlier surveys to exhaustively analyze the variables of the research. The experiment applies both self-determination and expectancy-value theory to analyze data. Self-determination theory acknowledges that communication is a person-oriented skill. At the same time, the expectancy-value theory correlates communication skills with the control of the societal and ethical expectations of the factors surrounding an individual.

Research Independent and Dependent Variable

Family communication is the independent variable of this study, while the impact of family communication to children is a dependent variable. The independent variable will be measured by reviewing the family communication strategies that are used by parents to address children and other family members. The impact of the communication strategies will help in examining the way these tools impact the children in different families. Additionally, the dependent variable will be measured

by the stability of the children in their communication and social life activities. Children that will be analyzed in the context of the research will be of 9 and 11 years. One of their parents will be involved in the experiment as well in order to maintain consistency in the studied population.

Literature Review

This paper analyses the past studies and evaluates the findings and parameters of the researchers concerning the influence of family communication on children. A comprehensive review of scholarly research studies will offer the information needed to fill in the gaps in family communication study. This literature review analysis will help fill in the identified gaps and reduce the limitations in earlier studies. The perspectives of both parents and children from diverse families will be explored. The literature review study will verify the hypotheses of this research.

According to a survey on the transmission of information in a family, children are likely to speak and imitate the practices of their parents and the elders around them (Medved et. al., 2006). The study stated that children's communication strategies and skills are based on the efforts of their parents in molding them. Parents are the teachers to their children (Kellas, 2010). Innocent young children barely understand the world but the world realities are translated to them by parents. Eventually, parents are the closest people children associate with most in their tender age. Therefore, the way a parent teaches their children to understand issues and communicate is the way they grow up. The individuals around young people will help them adapt to the ways of living per cultural ethics and morals. Most of the skills and interests of a young child are introduced to them by the family members for without them they would barely understand their existence of those skills (Kellas, 2010). For example, parents or other elders around children introduce the interests of dancing or acting to a child. Thus, parents that encourage their children to value the skills give



support to the children's development (McCandless, 1969). As a result, the mentored children develop a high value of the skills introduced to them. These tools help them socialize with the community and become good communicators (McCandless, 1969).

This study will be based on the expectancy-value theory that acknowledges that family influences the communication skills of children. This theory affirms that the way children are molded by their parents is the way they live in most of their lives. Therefore, the beliefs and habits that are instilled in the offspring become part of their life (Starcher, 2015). Additionally, Kanter, Bocarro, and Casper (2008) have conducted research on the supportive and pressured relationship between parents and children. This study emphasized the effects created by the nature of the reaction of parents to the interests of their children. For example, children that love sports may receive support or rebellion from their family members. The diversity is created by the beliefs and perceptions of the family members or parents. For instance, a parent explained that sports are a waste of time. Other parents perceived sports as important for health and also an opportunity to develop a career. In this case, both parents would be right, but the way a child utilizes this belief should be a determinant of the essence of the child's interest.

The claims of these scholars have been supported by another study that shows that parents are the role models for their children (Moschis & Moore, 1979). Therefore, children should not receive rejection without further analysis of their interests. Generalizations of the aspects that tag with their interest are most likely to demoralize the young generation from pursuing new interests in life (Kohlberg, 1985). Good communication with children on specific issues has been encouraged in a family setup in order to ensure all the parties' interests are addressed (Kellas, 2010). For example, a child who aspires to be a footballer may miss the chance to pursue their dreams due to parents' discouragement based on the perception that sports are a waste of time.

Moreover, a family is an institution that has values and principles observed that create a culture (Nullarly & Bernstein, 1994). Therefore, a family should teach and guide children in cultural practices and ethics to ensure the survival of the community's morale (Kohlerg, 1969). The elder generation is responsible for passing information to the younger one and encouraging them in practicing moral standards. In these practices, the community contributes to the social development and establishment of the children in the families around them (Kellas, 2010). Thus, the application of self-determination theory is observed in this process. The study will interrelate with earlier research that acknowledges the influence of family communication on the attitude of the young population in the families.

Comparing the research arguments grants a clear understanding of differences in the opinion of whether family communication has an effect on adolescents' communication or not. Hence, a different self-determination theory will be used to review this aspect. According to this theoretical approach, an individual is likely to adopt the traits that he or she finds attractive and feels comfortable with them (Kellas, 2010). The theory explains that the social establishment of a person is designed by the choices of practices and cultural norms practiced by a person (McCandless, 1969). Therefore, the expertise in the communication of a child is linked to their practice in learning to improve their skills. For example, a child with a strong ability to address the public is attributed to his or her practice in dealing with the public often and building the relevant skills in the sphere. On the contrary, youths who do not participate in social activities that are of interest to them may never be good at them. As per the cliché, practice brings expertise: those youths who are not motivated by the families are inferior to those that have support (McCandless, 1969).

Additionally, the nature of the occupation and social activities that a child is involved in has an effect on his or her communication skills. To illustrate, a girl who is raised on the grounds of taking care of her younger siblings is most likely to develop leadership

skills in the process. In the future, she will be more stable and responsible in her endeavors. The girl adapts to the responsibilities of taking charge and communicating well in order to create a favorable environment for all people in her areas of concern. As a result, with the stability gained in her social responsibilities at her young age, the girl will shape her confidence in acting according to her desires (Moschis, 1985). The responsibilities assigned to the young people create value and meaning in the social establishment of the child in her or his community. However, a difference may be seen in a child who is brought up in a different environment where she or he is not supported by the family or the people around her. For example, a girl child who is bullied by her older siblings is likely to grow up with fear and feeling of oppression. Thus, the high chances exist that the child will be used to live in accordance with others' wishes and not her own. As a result, the child may develop shyness and fear to express their personal opinions and interests. These factors may trigger the lack of courage and poor communication skills to a girl or a boy that may be seen in the way they relate to people in the greater part of further life.

However, some scholars do not attribute any influence of the parents and family communication on the shaping of a child's communication. To illustrate, Moschis and Moore (1979) have used the self-determination theory to show that the influence of a family does not maintain the stability of an individual. These scholars have linked self-social establishment to the intelligence of an individual. According to the study, the intelligence quotient of a person is the key determinant of the ability and skills of communication of a person. In this respect, family communication has no effect on a particular social establishment (Moschis & Moore, 1979). This study has a strong base on the intelligence quotient of different individuals. However, it is impossible for an individual's knowledge to help them learn better communication skills without the influence of the people around them. This fact has been evidenced by the fact that most of the children learn their mother's language first when learning to speak (Moschis & Moore, 1979). It follows that every adolescent or young child is helped by



his or her family to learn the native language better. As a result, they imitate the people around them who are good at communication in order to attain the best communication expertise.

Moreover, the expectancy-value theory has been used by different researchers to explain the impact of family communication. This theory ensures that communication skills and the ability of the young population in society are shaped by the expertise of the children to meet the expectations of society (Moschis, 1985). A child's ability to meet the standards of communication level required at school, a particular role, or career is what shapes their skills. This theory is expounded on the details of parent communication being the guide to the much a child can achieve or should attain. Parents who emphasize good communication, socialization and activeness of their children boost the development and growth of their children. For example, youths who are brought up mingling with a diverse population of people have a better chance of learning a broad range of issues unlike those who do not. Therefore, parents that encourage their children to interact with people of different regions, cultures, origins, and regions help them diversify their communication skills. These children with diversified experience in interacting with various people learn more languages than those that are limited in socializing. Additionally, parents that encourage and support their children to seek more information or sharpen their communication skills have more stable children than those who do not follow this perspective.

Moreover, every family has its right morals and rules that guide the behavior of the members. The family rules can be written or unwritten. The rules have a prime implication of the beliefs and customs of the family members. Therefore, children grow to observe the rules and expectations set for the family and focus on staying true to them. Contrasting the beliefs and interests of the family is termed as disrespect and crime (McCandless, 1969). The rules of a family control the



communication and behavior of the people, especially children. In this regard, the rules will impose a direct effect on how the children in each family associate with others in accordance with their beliefs as a family (McCandles, 1969). For instance, an African girl may be restricted by the family beliefs to associate with Hindus in fear that she might offend her family interest if the family does not allow intermarriage. Thus, a girl may feel uncomfortable to interact with other tribes for fear of being rejected or punished by her family members. However, intertribal interactions may not necessarily mean that children are dating, thus it should not be banned among young generations.

According to this theory, society and the environment surrounding an individual have control over the expectations of his or her communication ability. In contrast to the self-determination theory, the aforementioned theoretical approach recognizes the contribution of family communication to the development of youth's communication strategies and skills (Moschis & Moore, 1979). Therefore, this study supports family communication in guiding young individuals in achieving a better communication toolkit. However, the shortcomings of the study revolve around the free will of individuals to accept or deny the community ethics and norms. Human beings are not limited in their decision-making process on what should be part of their lives (Kellas, 2010). At the same time, nobody can adopt the negative attributes of communication in their lives. Hence, if the community has full control over the communication ability and skills of their people, there would be no people with poor skills. A community would advocate for only good skills, and that would have created uniformity among all people in the community (Nunnally & Bernstein, 1994). The chances are that some individuals in society do not acknowledge the cultural practices and do not observe them, but still emerge to be good at communication. Therefore, this theory may be wrong to tag community skills to control social expectations. As a result, the study left a gap in the analysis of the family influence on the communication of children with a family. According to Nunnally and Bernstein

(1994), some earlier studies have disclaimed and others agreed that family communication has an impact on the attitude and communication to the young ones. Nonetheless, to ensure that these findings are valid, an independent research experiment will be conducted for this study.

Experimental Design Overview

The experiment will study families with children between the age of 9-11 years and one of their parents. The aim of the study will be to measure the effect of parental support or lack of support for their children in sports. The study's purpose will be to ascertain the similarity or difference of the current results from that of previous studies.

Hypotheses

Based on the survey of the above literature review, the hypotheses tested in this study will be:

- 1.** Parental communication and support have a significant effect on the attitude of young children.
- 2.** Children with parental support and motivation perform better in their endeavors than those from unsupportive families.
- 3.** Children from supportive families have a better attitude towards life.

