Analysis of communication styles between adolescents and parents (example of Kyrgyzstan)

Murat Gokalp*, Departmant of Education Sciences, Faculty of Education, Ondokuz Mayis University, Samsun, Turkey

Abstract

In this study, the aim was to determine the motivation levels of primary school fourth grade students with regard to their. The purpose of this study is to explain the forms of communication of adolescents with parents, problems in the school, sexual identities, conflicts with parents, how parents behave towards adolescents, the reasons of physical and mental changes experienced by adolescents and adolescents, to determine the anxiety and fear of adolescents and to reveal the expectations of parents from adolescents. The research was carried out in 2017–2018 academic year with 780 students, including 380 male, 400 female and 45 parents who have students in the same school.. According to the data obtained from the scale, the scores of girls were higher than males. Besides, the scores of the families with lower income were higher than the middle and upper groups.

Keywords: Adolescent, parent, adolescent communication, adolescent parent.

* ADDRESS FOR CORRESPONDENCE: **Murat Gokalp,** Faculty of Education, Ondokuz May University, Samsun, Turkey.
 E-mail address: gokalpm@omu.edu.tr

1. Introduction

Adolescence is defined as an interim period between childhood and adulthood, where the need for autonomy comes to the forefront and where significant changes in family and peer relations are experienced (Kulaksizoglu, 2011; Santrock, 2005).

Adolescence period is a period in which developmental individuals experience rapid physical changes, behaviors are most extreme and emotions are overwhelmed by cognitive, emotional and social changes (Eylen Ozyurt, 2007).

Positive interaction within the family is important for family members to find themselves valued, support and cohesion among them (Aytar & Kaytez, 2014; Yener, 2014).

In order to support the autonomy and socialization of adolescents, parental attitudes adopted by parents are important (Damarli, 2006).

The attitude of raising children is generally defined as the whole of the attitudes, behaviors and expectations directed towards the child (Yilmaz, 2000).

Hild-rearing attitudes vary from society to society, from culture to culture. It can also differ from family to family (Kulaksizoglu, 2011).

Parenting styles are generally considered authoritarian, permissive, free and negligent (Pasternak & Guy, 2015).

The personality traits of the child are parental attitudes, and the parental attitude affects the development of the child and forms the basis of his personality and psychic structure (Ozkan, 2014).

The adolescent evaluates the experiences of his family by means of his parents. Therefore, family functioning and perception of family functions of adolescents may affect interpersonal relationship style (Sahin, Nalbone, Wetchler & Bercik,, 1994).

1.1. Communication in adolescent and Family

The individual is not independent from the environment. While contributing to the environment in which she has been living all her life, she is also influenced by her environment. This continuous cycle may have positive or negative consequences.

The adolescents who enter into a biological and physical transformation process are undoubtedly affected by the environment they live in. When we consider the environment in which the adolescent lives and interacts; family, school environment, business environment and friends are seen in the environment.

The child who rebels against everything can have a structure that cannot control itself because it does not have healthy communication with the authoritarian family structure but it can establish dominance around it. Young people who develop an introverted personality undergoes a structure that submits to all things, cowardly, timid and exceedingly desires. (Durmuş, 2003).

Adolescents should be in a relationship of change, not a refusal to fulfill their duty of independence / individualization in a healthy way. According to a researcher examining the process of independence of adolescents in divorced families and conflicts with their parents, it was observed that these young people showed a high level of emotional, behavioral and moral independence, and that they clashed more with their father (Meriç, 2007).

1.2. Adolescent and school

One of the environments in which adolescents interact is school. Most of the adolescents who experienced psychological changes experienced difficulties in school success during this period.

The linkage of formal education curricula with the experienced life is frequently questioned. The fact that the curricula are disconnected from the place of life, the information learned cannot be transferred to the practical life, and it takes a long time for a study to be transformed into a concrete product.

Studies on the changes in the mood of adolescents in the United States for a day show that, especially high school students are often bored when they are in school. In contrast, the mental status of adolescents is more positive in structured leisure activities, class or when they are with friends (Steinberg, 2007).

1.3. Adolescents and working life

Some of the adolescents are working instead of the school. The child's work is a concept with negative connotations throughout the world. This is, especially, due to the fact that long working hours and heavy work have negative effects on the child's mental, physical and emotional development.

1.4. Effects of socio-economic conditions on adolescents

The socio-economic level has also been associated with the self-acceptance level of the adolescent. Some parents sent their children to school to work in paid jobs in cities, while others did not send their children to school considering that they had removed their children from the environment, culture and family (Atchoarena & Sedel, 2003).

1.5. Self-perception in adolescence

There is a search for identity as the answer to the question Who am I? in adolescence. Identity in adolescence; it is a feeling that can exist with family ties, friend relations, choice of profession, position in society, goals, world view and life. In other words, he sees himself as someone who is different from everyone and who has established meaningful connections with his surroundings.

When the sense of identity is well established, one sees himself as an autonomous person and hears that he is adopted and endorsed by the environment he cares about. Being an autonomous person and being a harmonious member of society (Yorukoglu, 1989).

The concept of self can be defined as the sum of the mental and physical characteristics of the individual and the self-evaluation of all these characteristics of the individual (Piskin, 1999: 104 from Yenidunya, 2005; Chrzanowski, 1981),

The self-perceptions of adolescents who grow up in family environments where time is separated, can participate in decision-making processes, family members can express their thoughts and share their problems are developing more positively (Erbil et al., 2006).

1.6. Problem solving in adolescence

The more complex reasoning processes used by the adolescent enable them to make comparisons between the views expressed and to keep many opinions in mind simultaneously.

1.7. Future expectations of adolescents

Hope is one of the main factors that provide motivation for the individual to sustain his / her life. Individuals spend their lives in an effort to reach what they hope to achieve. Hope and expectations significantly affect the current preferences of individuals. It is also not expected to make an effort in the position of someone who believes his situation will not change in the future.

1.8. Friend relationship in adolescence

It is a well-known fact that adolescents approached groups of friends by breaking down to some extent in their families with many changes and development processes. The child's social relationships with his friends are becoming more and more important as he progresses from teenage childhood to adolescence. Friendship relations are important throughout the life in the process of socialization. However, different developmental characteristics in adolescence increase the importance of friendship in this period.

1.9. Sexuality in adolescence

Adolescence is a process of development and change. In this process, the child begins to feel more interested in adolescent sexuality. Over the years, the number of young people who have an early age relationship is increasing rapidly. The fact that pornographic films are a source of information that predicts full sexual intercourse with high probability indicates that healthy and accurate sexual information sources are needed.

1.10. Effective communication with adolescents

As adolescence is a period in which the search for identity is shaped, the communication with them during this period is extremely important.

As a requirement of their age, they will not accept the given culture as it is, question the current situation and bring criticism. They are all attempts to establish the identity of the adolescent. Communicating with adolescents is often full of difficulties.

1.11. Concept of conflict

Conflicts, contradictions and wars are the meanings of conflict in the dictionary. In Gordon's human relationship model, the behaviors of a person contradicts the needs of the other.

According to the definition of Coser; 'The conflict is that two or more people compete for power, position or limited resources'. Differences occur when priorities, common values, needs and trenches coincide. When differences turn into disagreement, conflict arises. However, these differences are very much based on the perception of individuals (Kite, 2007, pp. 184–185).

Conflict itself is not positive or negative; reactions to positive or negative conflict. The reaction to the conflict can lead to an excruciating and competitive experience, as well as a constructive experience that enables development (Crawford & Bodine, 1996).

2. Purpose of the research

The aim of this study was to investigate the relationship between adolescents and parents. Do the scores of the students on the Family Support Scale change according to the communication status in the family? The answer to the question was sought.

3. Method

In this section, the research model, the universe and the sample of the research, the data sources, how the data is obtained, the analysis of the data and the statistical techniques used in the research are explained.

3.1. Research model

The research is a descriptive quantitative study in the screening model. Screening models are research approaches that aim to describe the past or the present state as it exists. The subject, the individual or the object of the research, is tried to be defined within its own conditions and as it exists (Karasar, 2002, p. 77). Since the aim and the conditions of the study were in accordance with this model, screening model was used. The research was conducted with easy sampling method.

3.2. Research universe and sample

The universe of this research is Bishkek. The sample of the study was obtained with a scale applied to 750 students, 470 female and 380 male in five state high schools in Bishkek province of Kyrgyzstan in 2017–2018 academic year.

Table 1. Frequency and percentages of participants

Variable	N	%
Gender		
Woman	400	51.2
Male	380	48.8
Age		
15	260	33.3
16	244	31.2
17	276	35.5
Income rate		
High	65	8.3
Middle	286	36.6
Low	429	55.1
Class		
9th grade	287	36.7
10th grade	283	36.2
11th grade	210	27.1
Total	780	100

3.3. Problem of research

When we look at the period that includes the life of a person in general, adolescence is seen as a life cross-section where life reaches the highest point of stormy and mixed periods. In many respects, adolescence is experienced between the spring of life and the maturity season.

The adolescents' support from the family and friends around the changes in adolescence period makes it a healthy individual. The negativity faced in this communication environment causes the adolescent to face some problems.

In Kyrgyzstan, the communication of adolescents and parents in recent years ends with negative results. Especially, students who are in secondary education have conflicts in their behaviour towards their parents.

3.4. Sub-problems

First sub problem. Are the communication levels of adolescents with parents changing according to their gender?

Second sub problem Are the communication levels of adolescents with parents changing according to their age?

Third sub problem. Are the communication levels of adolescents with parents changing according to their families' socio-economic levels?

Fourth sub problem. Do adolescents' levels of communication with parents change according to the level of the students?

3.5. Importance of research

The family is defined as the smallest social institution. This institution, consisting of parents and children, has duties which are determined by law and also have a duty to maintain traditions. The family is an environment where children are nurtured and educated in terms of their duties. The education of children takes place in the family home and in this respect the family can be considered the most effective institution. The family, which has a very important place in the process of socialisation, is very important for the emotional, physical, professional and social development of the child. Therefore, a situation that exists in the family affects each member of that family in some way. Because, according to one approach, every behaviour of members in the family has a place in the family system.

3.6. Limitations

This research is limited to 780 students studying in 9th, 10th and 11th grades of five high schools within the boundaries of Bishkek.

This research is limited to the Perceived Family Support Scale developed by the practitioner in the 2017–2018-academic year.

3.7. Data collection tools

In this study, Perceived Family Support Scale which was developed by Procidona and Heller (1983) was used to collect data in order to determine the relationships between adolescents in the family and their relationships with parents.

The Perceived Family Support Scale is used to measure how students perceive the support they receive from their families. Scale and answer sheets are distributed to students and students respond to the test. The application takes about 10 minutes.

There may be a score between 0 and 40 points in the Perceived Family Support Scale. Scoring of items is included in the answer key. Perceived family support increases to 40 points. A high score indicates that perceived family support is high. The point is not how much family support is, but how the student perceives family support. 20 points can be considered as cut-off point. A score below 20 points requires a follow-up of the student.

3.8. Data analysis and interpretation

Statistical package for social sciences (SPSS) 17.0 Windows package program was used for data analysis and analysis. In the analysis of the data, Kolmogorov–Smirnov test was applied to determine whether the data for each sub-problem was normal.

4. Results

In this section, the data obtained in the light of the sub-problems of the research are included in the results of the 'Perceived Family Support Scale'. All analyses were performed with SPSS 17.0 package programs.

Findings related to the first sub-problem: Do adolescents' communication levels with parents change according to their gender?

Table 2. The distribution of points received from the perceived family support scale according to gender level

Gender	N	Total of answers	Result (Over 40)	%
Girl	470	1,718	33	82.5%
Male	380	1,241	26	65.0%
Total	780	2,959		

According to Table 2, it is seen that the female adolescents have better communication with their parents than men. Of the scores, 82.5% of girls received 65.0.

Findings related to the second sub-problem: Do adolescents' communication levels with parents change according to their age?

Table 3. The distribution of the scores obtained from the perceived family support scale by age level

Age	N	Total of answers	Result (Over 40)	%
15	161	681	30	75%
16	128	533	29	74%
17	315	1,331	29	74%
18	176	414	29	74%
	780	2,959		

According to the data obtained from the scale in Table 3, perceived family support does not differ according to age. The % was seen in the 74 range.

Findings related to the third sub-problem: Are the communication levels of adolescents with parents changing according to their families' income levels?

Table 4. The distribution of points received from the perceived family support scale according to the income level of families

Family income level	N	Total of answers	Result (Over 40)	%
Top group	65	681	10,1	35%
Medium group	286	533	17	54%
Subgroup	429	1,331	32	79%
Total	780			

According to Table 4, the points of the children of the families included in the income level of the sub-group vary. The subgroup was 79%, the middle group 54% and the upper group 35%.

Findings related to the fourth sub-problem: Do the communication levels of adolescents with parents change according to the class level of the students?

Table 5. The distribution of the points received from the perceived family support scale according to the level of the class of students

Class	N	Total of answers	Result (Over 40)	%
9	287	1,065	29.0	72.0%
10	283	740	29.6	74.0%
11	210	1,154	29.0	72.0%
	780			

According to Table 5, 10 grade students have different opinions from Grades 9 and 11. For 10th, % of classes is 74%, for 9th and 11th, it is 72%.

5. Conclusion Discussion and Suggestions

In this study, it was concluded that perceived Family Support perceived by adolescents was significant in general. Adolescents communicate with their parents, peers, teachers and psychological counsellors, who are more likely to be involved in the closest environment. It is a fact that all these elements will be effective in the development of adolescents' communication skill levels. 73.1% of the adolescents reported that they did not have a private conversation with the counsellor. In spite of the significant increase in the provision of guidance services in schools, the rate of applying to the guidance service has not increased. A significant number of adolescents attending school (8.7%) stated that they have received disciplinary action. One of the main sources of information about sexuality is mothers for both boys and girls. However, one of the most debated people is mothers. One of the most striking results of this study is the significant increase in mothers' interaction with their children. Mothers have become the ones where the problems are shared, the basic information is obtained, and the leisure time is spent together. Family conflict and discussions in adolescents under the age of 15, television watching, studying and spending time on the front of the computer, television watching, studying over 15 years of age, as well as conflicts and discussions due to the emergence of arguments are more prominent. It is pleasing that adolescents' perception of their relationship with a grandmother and grandparents is positive. The role of the family in the happiness of the adolescent was once again seen in this study. The level of happiness in adolescents is slightly higher in lower age groups. The happiness levels of adolescents living in the nuclear and traditional extended families are higher than in other family groups.

5.1. Discussion

In a study by Sağlam (2007), it was observed that the students' family communication was related to the parental attitudes and social support situations, and there were differences according to the perceived democratic parental attitude and social support situations. It is stated that fathers behave more rigid, directive, less compassionate, have more reward and punishment than their daughters and behave more positively and tolerant towards their daughters (From Hortaçsu, 1991; Akbag, 1994, p. 41). In the study conducted by Yeşim Kuyucu (2007), it was determined that there was a significant relationship between the cognitive distortions and self-esteem of the adolescents in the divorced family. Working on qualitative and quantitative methods on working adolescents, Canat (2006) has reached the following conclusions about their families and lifestyles: they usually come from low-income families. The number of people sharing the same house is high. The reasons for getting to work are mostly economic. Other problems (such as dislike school, problems with friends, etc.) are based on economic problems. There are no specific working times.

5.2. Suggestions

Adolescents should be allowed to contribute to their home hours and other family rules, decisions and opinions. Any programs for increasing mothers' ability to train their children should be supported. One of the factors that threaten the mental health of adolescents is that they are exposed to violence at home, at school and on the street. It is suggested that violence experienced at home can be reduced by trainings for mothers and fathers. By increasing the social, sportive and technical opportunities in schools, the standard differences between schools should be eliminated. It should be ensured that adolescents are more sensitive to social problems starting from their immediate surroundings and that they should be involved in concrete projects for the benefit of society. Internet cafes should be filtered for violent games, strict inspection should be carried out, so the decision on why the closed internet café is closed to the door should be made to hang.

Gokalp, M. (2019). Analysis of communication styles between adolescents and parents (example of Kyrgyzstan). *Contemporary Educational Researches Journal. 9*(4), 119-127. https://doi.org/10.18844/cerj.v9i4.4442

References

Basar, F. (1992). *Ankara Kalaba Cocuk Islahevi'nde Kalan 15-18 yaş grubu ergenlerin suca yonelmelerinde Ailenin etkisi Uzerine Karsilastırmalı Bir Arastirma* (Yuksek Lisans Tezi. Ankara Universitesi, Fen Bilimleri Enstitusu).

Bulut, I. (1990). *Aile Degerlendirme Olcegi El Kitabi*. Ankara, Turkey: Ozguzelis Matbaasi.

Cagdas, A. & Secer, Z. (2006). *Anne-Baba Egitimi*. Ankara, Turkey: Kok.Yay.

Dokmen, U. (2003). *Iletisim Catismalari ve Empati*. Ankara, Turkey: Sistem. Yay.

Eksi, A. (1990). *Ana-Babalar, Cocuk, Genc*. Ankara, Turkey: Bilgi Yay.

Eraslan Capan, B. (2009). Ogretmen adaylarının kisilerarası iliskileri ve baglanma stilleri arasındaki iliski. *Anadolu Universitesi Sosyal Bilimler Dergisi, 9*(2), 127–142.

Epstein, N., Bishop, D. & Levin, S. (1978). The McMaster model of family functioning. *Journal of Marriage and Family Counseling, 4*, 19–31.

Gibson, D. M. & Jefferson, R. N. (2006). The effect of perceived parental involvement and the use of growth-fostering relationships on selfconcept in adolescents participating in gear up. *Adolescence, 4*(161), 110–125.

Kalyencioglu, D. & Kutlu, Y. (2010). Ergenlerin aile islevi algılarına gore uyum duzeyleri. *I.U.F.N. Hem. Dergisi, 18*(2), 56–62.

Karasar, N. (2002). *Bilimsel arastirma yontemi*. Ankara, Turkey: Nobel Yayın Dagitim.

Kazarian, S. S. (2010). Cultural appropriateness of the family assessment device (FAD) in the case of ethnic Armenian adolescents in Lebanon. *International Journal of Social Psychiatry, 56*, 230–238.

Kuzgun, Y. (2007). *Ana Baba Egitim Bilimleri Programi*. Ankara, Turkey: Maya Yay.

Muyibi, A. S, Ajayi, I. O, Irabor, A. E. & Ladipo, M. A. (2010). Relationship between adolescents' family function with socio-demographic characteristics and behaviour risk factors in a primary care facility. *PHCFM, 2*(1), 2–7.

Miller, I. W., Ryan, C. E., Keitner, G. I., Bishop, D. S. & Epstein, N. B. (2000). The McMaster approach to families: theory, assesment, treatment and research. *Journal of Family Therapy, 22*, 168–189.

Ozsenol, F., Isikhan, V., Unay, B., Aydin, R. & Gokcay, E. (2003). Engelli cocuga sahip ailelerin aile islevlerinin degerlendirilmesi. *Gulhane Tıp Dergisi, 4*(2), 156–164.

Stanescu, D. F. & Romer, G. (2011). Family functioning and adolescents psychological well-being in families with a TBI parent. *Psychology, 2*(7), 681–686.

Sahin, S. Z., Nalbone, D. P., Wetchler, J. L. & Bercik, J. M. (2010).The relationship of differentiation, family coping skills, and family functioning with optimism in college-age students. *Contemporary Family Therapy, 32*, 238–256.

Tapan, Ç. (2006). *Baris Egitimi Programı'nın Ogrencilerin Catisma Cozme Becerileri Uzerinde Etkisinin Incelenmesi* (Yuksek Lisans Tezi, Izmir:Dokuz Eylul Universitesi Egitim Bilimleri Enstitusu).

Turna, Z. R. (1999). *Iletisim Becerilerini Gelistirmeye Yonelik Bilgi Verici Danismanligin Baba-Genc Arasindaki Catisma Duzeyine Etkisi*. Ankara, Turkey: Ankara Universitesi Sosyal Bilimler Enstitusu.

Tumkaya, S., Celik, M. & Aybek, B. (2010). Ergenlerin kisilerarası iliskilerini etkileyen sosyal yasanti degiskenlerinin incelenmesi. *Mugla Universitesi Sosyal Bilimler Enstitusu Dergisi (ILKE), 24*, 163–178.

Ugurlu, U. (1994). *Yetistirme Yurdunda Yasayan Ergenler ile Ailesiyle Yasayan Ergenlerin Ozsaygı ve Atılganlık Duzeyleri Acisindan Karsilastirilmasi* (Yuksek Lisans Tezi, Ataturk Universitesi, Sosyal Bilimler Enstitusu).

Yesilyurt, F. O. (1996). *Genclerin Catisma Egilimleri ile Ana Babalarının Onlarda Algiladıklari Catisma Egilimlerinin Karsilastırilmasi* (Yuksek Lisans Tezi, Ankara Universitesi, Sosyal Bilimler Enstitusu).

Yildirim, I. (2006). *Anne Baba Destegi ve Basari*. Ankara, Turkey: Ani. Yay.