

## Journal of Peace, Development and Communication



Volume 05, Issue 1, January-March 2021  
 pISSN: 2663-7898, eISSN: 2663-7901  
 Article DOI: <https://doi.org/10.36968/JPDC-V05-I01-09>  
 Homepage: <https://pdfpk.net/pdf/>  
 Email: [se.jpdc@pdfpk.net](mailto:se.jpdc@pdfpk.net)

|                               |   |
|-------------------------------|---|
| <b>Article:</b>               | <b>Effects of Friendly Parent-Children Communication on Children’s Interest in Education: A Study of Southern Punjab</b>  |
| <b>Author(s):</b>             | Muhammad Bilal Bhatti<br>Associate Lecturer, Department of Media Studies, The Islamia University, Bahawalpur  |
|                               | Farrukh Nazir<br>Ph.D. Scholar, Department of Media Studies, University of Gujrat, Gujrat   |
|                               | Muhammad Raza Majid<br>Associate Lecturer, Department of Media Studies, The Islamia University, Bahawalpur  |
| <b>Published:</b>             | 30 <sup>th</sup> March 2021   |
| <b>Publisher Information:</b> | Journal of Peace, Development and Communication (JPDC)  |
| <b>To Cite this Article:</b>  | Bhatti, Muhammad Bilal, et al. (2021). “Effects of Friendly Parent-Children Communication on Children’s Interest in Education: A Study of Southern Punjab” <i>Journal of Peace, Development and Communication</i> , vol. Volume 5, no. Issue 1, 2021, pp. 98–108, <a href="https://doi.org/10.36968/JPDC-V05-I01-09">https://doi.org/10.36968/JPDC-V05-I01-09</a> |
| <b>Author(s) Note:</b>        | Muhammad Bilal Bhatti is serving as Associate Lecturer at Department of Media Studies, The Islamia University, Bahawalpur<br><a href="mailto:bilal.bhatti@iub.edu.pk">Email: bilal.bhatti@iub.edu.pk</a>  |
|                               | Farrukh Nazir is a Ph.D. Scholar at Department of Media Studies, University of Gujrat, Gujrat   |
|                               | Muhammad Raza Majid is serving as Associate Lecturer at Department of Media Studies, The Islamia University, Bahawalpur   |

### Abstract

Parents-Children Communication [PCC] remained an area of urgency to be addressed because the education of children revolves around the communication which was taken as granted by most of the parents. The research study was carried out across the Southern Punjab [SP]. The researcher selected the area due to low literacy rate and less socio-economic status. This research investigated the relationship between PCC and children's Interest in Education [IIE]. The Emotional Security Theory [EST] and Social Learning Theory [SLT] were applied to the study. All 6<sup>th</sup> grade children from SP were considered as population of the study. The researcher used multistage sampling technique. The survey data was taken from a balanced sample of 1000 male and female children and analyzed through SPSS version-25. The study revealed that friendly PCC was positively associated with children's IIE. The study would be beneficial for the parents to redress their communication with children to build children's interest in gaining education.

**Keywords:** Interest in Education, Parent-Children Communication, Gender, Children, Southern Punjab, Pakistan

## Introduction

The development of any society is mounted on quality education of the young generation. The young generation cannot be equipped with state of the art education until they are well groomed since their childhood. One of these measures is to understand and refine the process of communication between children and their parent. The problems are mounted to the low literacy levels of the parents resulting into low awareness about the sensitivity of the communication patterns with their children. The communicating children may mold their behaviors one way or another including their IIE.

## Education

The knowledge, skill and development gained from study or training at school, college or university is called education (Dictionary, 2014). The act of acquiring or imparting general knowledge, reasoning powers development, judgment, and preparing intellectually oneself or others for a mature life (Dictionary, 2016). Dictionary (2016) defined education as a process of giving or receiving systematic instructions, especially at university or a school. Education and especially IIE are considered vital for development at any sphere of life without which the children will turn into an unorganized crowd putting the development of any country at the stake.

## Communication

Communication plays a central role in our lives and the success of relationships is built upon the firm foundation of communication skills (Burgoon et al., 2016). The communication occurs when information held at one person or place and we wanted to get it to another person or place (Miller, 1951). Baird (1977) sees communication as the process of reception and transmission of the symbols eliciting meanings in the minds of the participants by making their life experiences common.

## Inter-Personal Communication

Interpersonal communication is the communication that takes place between two persons. The major emphasis is on transferring information from one person to another (Giri, 2004).

**Verbal and Non Verbal Parent-Children Communication [PCC].** The PCC is driven from inter-personal communication. The usage of words to convey and create meanings is called verbal communication (Abigail et al., 2016). Any gesture or action or using body to communicate information devoid of the use of speech including the body language such as using eyes, facial expressions, hands, and the body positioning is non-verbal communication (O'Dea & Mukherji, 2000). During face to face interaction, the entire nonverbal channels come into play. Appearance, body, distancing, face, voice, surroundings, touch and timing every one contribute to create the totality of communication (Burgoon et al., 2016). The parent-children communication occurs in form of both non verbal and verbal communication. The nonverbal communication consists of the facets which provide virtually every communicative act.

## Southern Punjab

The southern region of Punjab province of Pakistan is called Southern Punjab [SP]. The 32% of 93 million population of Punjab province lives in SP (Zia, 2012). It has 03 divisions; 11 districts and 40 tehsils. It has low literacy rate having lowest literacy rate region Rajanpur 30% followed by Dera Ghazi Khan 40% (Iftikhar & Mahmood, 2017). Due to being low literacy rate, it is alarming to know that the population per school is also low. The lowest population per school districts are Bahawalnagar followed by Layyah whereas the highest population per school district is of Muzaffargarh (Iftikhar & Mahmood, 2017).

## Literature Review

The researcher went through the extensive literature review to drive the research through proper context based upon the previous research work done in the relevant area. The

parent-children communication has deep impact on the children's IIE. If there is friendly communication between the parents and their children; their interest in education would increase. The maltreated children cannot develop their IIE. The type of communication developed by parents with their children whether friendly or unfriendly affects IIE. The maltreated children receive more sustentions and discipline referrals (Eckenrode et al., 1993). Furthermore, the maltreated children are more dependent on their teachers (Lynch & Cicchetti, 1992). The maltreated children performed worst on their standardized test and achieved fewer grades and mostly repeated the grades (Barahal et al., 1981). Astone and McLanahan (1991) tried to integrate ideas of children development to sociological models related to educational attainments. They studied the relationship between children achievements at school and family structure. They found children living with single or stepparents got less help and less encouragement with school work than those children who lived with both their natural parents. They concluded that involvement of parents has positive effects on the achievements of children at their schools. Bempechat (1992) examined the involvement of parents in children's education by exploring the socialization patterns that encouraged the high achievements. The results supported importance of parents' involvement in education of their children as they got skills to enhance their achievement. The results showed the involvement of parents' in their children's education increased the educational outcomes positively. Hou et al. (2016) examined parental experiences on academic performance of adolescents during emerging adulthood and high school through parent-child and inter-parental relationship processes. Subsequently, both parent-child and inter-parental conflict positively developed alienation between adolescents and their parents, which further related to lower academic performance in adolescents. The personality of the parents determines nature of parent-child relationship and the children's development (Cicchetti et al., 2006). Forgone the above literature review, the researcher developed the following research objectives to study the effects of communication perspectives in parent-children relationships.

### **Significance of Study**

The study would help raising awareness and understanding about the importance and sensitivity of PCC followed by their profound effects on children's IIE. Furthermore, it will help in reducing the unfriendly PCC and increasing IIE through friendly PCC.

### **Research Problem**

The researcher selected SP as a case to study this phenomenon because this region is considered as the less developed area by the Government of Pakistan. The literacy rate in this region is very low. Furthermore, violent behavior by male against children and women is common. The marital conflict and violence against female spouse is frequent in the region. The ratio of divorce is at its highest in the region. The school going rate of the children is very low. The parents involve their children into child labor and business instead of sending them to school. Foregone in view, the effects of PCC on the children's IIE from SP is the most compelling area for the researcher to study.

### **Objective of the Study**

The following objective is addressed in the study.

To examine the effect of PCC on children's interest in education

### **Hypothesis**

Children's IIE is positively associated with friendly PCC

### **Methodology**

The researcher adopted following techniques and the process to systematically meet the research objectives.

### **Population of the Study**

The children of SP were study population whereas sample was comprised of 6<sup>th</sup> grade students of government schools.

### **Sampling Design**

The researcher applied multistage sampling. At first stage SP was divided into 40 clusters i.e., Multan city, Multan sadder, Shuja abad, Jalalpur pirwala, Jahanian, Kabirwala, Khanewal, Mian Channu, Dunyapur, Kahrur Pakka, Lodhran, Burewala, Mailsi, Vehari, Dera Ghazi Khan, Taunsa, Jampur, Rajanpur, Rojhan, Alipur, Jatoi, Kot Addu, Muzaffargarh, Chaubara, Karor Lal Esan, Layyah, Ahmedpur Sharqia, Bahawalpur, Hasilpur, Khairpur Tamewali, Yazman, Khanpur, Liaquatpur, Rahimyarkhan, Sadiqabad, Bahawalnagar, Chishtian, Fort Abbas, Haroonabad, and Minchinabad. On second stage, a sample comprised of 10 clusters was taken through simple random sampling. On third stage, after formulating the complete sampling frame of government schools (government elementary schools, government high schools, and government higher secondary schools) within 10 selected clusters comprised of 1405 schools in the frame, the sample of 40 schools were taken through simple random sampling without replacement by consulting the table of random numbers. At fourth and the final stage the researcher took a sample of 6<sup>th</sup> grade 30 students from each selected school in the sample by applying simple random sampling method. Finally the researcher considered a sample of 1000 school going children after extracting the respondents' mortality rate from entire sample of 1200. It is pertinent to mention that researcher included only mainstream Government schools into the sample frame. The private schools and Danish schools were not included into the study due to time constraints.

### **Variables**

Following variables were considered in research and divided into Independent variables and in Dependent variables.

#### ***Independent Variable***

Friendly PCC was considered as independent variable.

#### ***Dependent Variable***

IIE was considered as dependent variable of the study.

**Operationalization of the Construct Variables.** The following construct variables were operationalized in order to understand the variables.

***Parent-Children Communication (PCC).*** The communication occurring between parent and their children is considered as PCC.

***Friendly PCC.*** The PCC is considered as friendly if there is no sign of verbal or non-verbal aggression and violence. Bring gifts for children, helping in studies, talking softly to children, listening their problems, playing with them, taking care of their needs by their parents and children sharing their feelings with parents are considered as friendly PCC.

***Interest in Education [IIE].*** Disliking of Studies, do not understanding studies, do not like coming to school, staying happy while being at school, do not like studying at home after school hours, and like doing homework by a children were considered to measure their IIE.

### **Data Collection Tool Preparation and Testing**

The researcher developed a self reported survey questionnaire to measure Friendly & Unfriendly Parent-Children Communication with reliability alpha .76, Interest in education and demographic variables. The researcher used SPSS version-25 for the systematic analysis and interpretation of the data into results according to the developed codebook.

## Results

### Interest in Education [IIE]

#### *Disliking of Studies*

|              |               | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--------------|---------------|-------------|--------------|---------------|--------------------|
| Valid        | Never         | 542         | 54.2         | 54.2          | 54.2               |
|              | Some times    | 331         | 33.1         | 33.1          | 87.3               |
|              | Neutral       | 67          | 6.7          | 6.7           | 94.0               |
|              | Most of times | 60          | 6.0          | 6.0           | 100.0              |
| <b>Total</b> |               | <b>1000</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Table showed that 54.2% of the respondents liked studying, 33.1% of the respondents sometimes did not like studying, 6.7% in this regard remained neutral and 6.0% of the respondents did not like studying for most of the times.

#### *i cannot understand my studies*

|              |               | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--------------|---------------|-------------|--------------|---------------|--------------------|
| Valid        | Most of times | 53          | 5.3          | 5.3           | 5.3                |
|              | Neutral       | 92          | 9.2          | 9.2           | 14.5               |
|              | Some times    | 396         | 39.6         | 39.6          | 54.1               |
|              | Never         | 459         | 45.9         | 45.9          | 100.0              |
| <b>Total</b> |               | <b>1000</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Table illustrates that 45.5% of the respondents understand their studies, 39.6% of the respondents sometimes can't understand their studies, 9.2% of the respondents remained neutral, and 5.3% of the respondents cannot understand their studies for the most of times.

#### *i do not like to come to school*

|              |               | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--------------|---------------|-------------|--------------|---------------|--------------------|
| Valid        | Never         | 652         | 65.2         | 65.2          | 65.2               |
|              | Some times    | 172         | 17.2         | 17.2          | 82.4               |
|              | Neutral       | 69          | 6.9          | 6.9           | 89.3               |
|              | Most of times | 107         | 10.7         | 10.7          | 100.0              |
| <b>Total</b> |               | <b>1000</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Table demonstrates that 65.2% of the respondents like to come to school, 17.2% sometimes don't like to come to school, 10.7% of the respondents most of the time don't like to come to school, and 6.9% in this regard remained neutral.

#### *i stay happy while being at school*

|              |               | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--------------|---------------|-------------|--------------|---------------|--------------------|
| Valid        | Never         | 62          | 6.2          | 6.2           | 6.2                |
|              | Some times    | 78          | 7.8          | 7.8           | 14.0               |
|              | Neutral       | 97          | 9.7          | 9.7           | 23.7               |
|              | Most of times | 762         | 76.2         | 76.2          | 99.9               |
|              | Always        | 1           | .1           | .1            | 100.0              |
| <b>Total</b> |               | <b>1000</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Table shows that 76% of the respondents stay happy at school most of times, 9.7% remained neutral, 7.8% of the respondents sometime feels happy while being at school, 6.2% of the respondents never stay happy while being at school and only 0.1% of the respondents always feel happy at school.

***i do not like studying at home after school hours***

|              |               | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--------------|---------------|-------------|--------------|---------------|--------------------|
| Valid        | Always        | 1           | .1           | .1            | .1                 |
|              | Most of times | 89          | 8.9          | 8.9           | 9.0                |
|              | Neutral       | 123         | 12.3         | 12.3          | 21.3               |
|              | Some times    | 275         | 27.5         | 27.5          | 48.8               |
|              | Never         | 512         | 51.2         | 51.2          | 100.0              |
| <b>Total</b> |               | <b>1000</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Table illustrates that 51% of the students like studying at home after school hours, 27.5% of respondents sometimes do not like studying at home while 12.3% in this regard remained neutral and 8.9% of the respondents, don't like studying at home after school hours most of the times while 0.1% of the respondents always don't like to study at home after school hours.

***i like doing my homework***

|       |               | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|-------|---------------|-------------|--------------|---------------|--------------------|
| Valid | Always        | 542         | 54.2         | 54.2          | 54.2               |
|       | Most of times | 331         | 33.1         | 33.1          | 87.3               |
|       | Neutral       | 67          | 6.7          | 6.7           | 94.0               |
|       | Some times    | 60          | 6.0          | 6.0           | 100.0              |
|       | <b>Total</b>  | <b>1000</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Table shows that 54.2% of the respondents like to do their homework, 33.1% most of times do their homework, 6.7% in this regard remained neutral while only 6% of the students sometimes like to do their homework.

**Correlation between friendly PCC and children's IIE**

The correlation test found significant between friendly PCC and IIE of the children with a positive relationship (Sig 2-tailed = .17). The results explained that 17% of the variation about the positivity towards children's IIE on the basis of friendly PCC (Coefficient = .17).

***Correlations***

|                |              |                         | IIE    | Friendly PCC |
|----------------|--------------|-------------------------|--------|--------------|
| Spearman's rho | IIE          | Correlation Coefficient | 1.000  | .171**       |
|                |              | Sig. (2-tailed)         | .      | .000         |
|                |              | N                       | 1000   | 1000         |
|                | Friendly PCC | Correlation Coefficient | .171** | 1.000        |
|                |              | Sig. (2-tailed)         | .000   | .            |
|                |              | N                       | 1000   | 1000         |

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

### Regression analysis of friendly PCC and children's IIE

The regression analysis concluded that the observed value did not fall in the critical region  $F(1,998) = 10.89 < 36.67$  at .001 level of significance, hence H1 accepted and that the children's IIE and friendly PCC were significantly correlated.

#### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 175.851        | 1   | 175.851     | 36.689 | .000 <sup>b</sup> |
|       | Residual   | 4783.445       | 998 | 4.793       |        |                   |
|       | Total      | 4959.296       | 999 |             |        |                   |

a. Dependent Variable: IIE

b. Predictors: (Constant), Friendly PCC

### Discussions and Conclusion

#### IIE

Children IIE was measured and found that 87.3% of the children like to study and 85.5% understand their studies whereas 82.4% like coming to school. However 77.2% stay happy at school most of the times. More than 78.7% children like studying at home after school hours and 87.3% liked to do their homework. This indicates that overall IIE was higher than the less IIE. The children witnessing marital violence faced increased risk of poor school performance (Bhutta, 2015) but this study revealed friendly PCC at higher level than unfriendly PCC.

#### PCC

In order to measure the PCC the researcher took responses of the children on self reported likert scale with cronbach's alpha .76. More than 83% of the parents found communicative to their children whereas 72% of children were never beaten by their parents and parents of 69.5% children brought gifts for them however 69.6% parents did not dictate their decisions on their children. More than 62% of the children were helped by their parents in studies and 67% thought that their parents most of the times talk them softly however 72% parents never get angry with their children when they demanded anything. More than 67% parents most of times listened the problems of their children however 66% of the children never felt that their parents ignore them. About 58% of the children shared their feelings with their parents. More than 64% parents never blame their children for any problem however 83% of the parents mostly take care of their children needs and 79% of the parents never take them less important than their siblings. More than 73% of the children never felt insulted when their parents talk to them. Overall the friendly PCC remained higher than the unfriendly PCC. The children practice more autonomy in the less developed regions and work with their parents as well to assist economically which develops the friendly PCC. Haider and Qureshi (2016) found that due to family responsibilities, low-income, and escalating poverty, children themselves developed an interest in earning their livelihood and involved in labor because of their parents not in position meet their educational and personal requirements.

#### Conclusions

The study revealed that friendly PCC was positively associated with children's IIE. The study would be beneficial for the parents to redress their communication with children to build children's IIE.

## References

- Astone, N. M., & McLanahan, S. S. (1991). Family structure, parental practices and high school completion. *American sociological review*, 309-320.
- Baird, J. E. (1977). *The dynamics of organizational communication*. Harpercollins.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.
- Bandura, A., (1974). *Social learning theory*. The University of Michigan, Prentice Hall, 247.
- Barahal, R. M., Waterman, J., & Martin, H. P. (1981). The social cognitive development of abused children. *Journal of Consulting and Clinical Psychology*, 49(4), 508.
- Bempechat, J. (1992). The role of parent involvement in children's academic achievement. *The school community journal*, 2(2), 31-41.
- Bhutta, R. N., Warich, I. A., Bhutta, A., Bhutta, N. I., & Ali, M. (2015). Dynamics of Watta Marriages in Rural Areas of Southern Punjab Pakistan. *Open Journal of Social Sciences*, 3(12), 166.
- Block, J. H., Block, J., & Gjerde, P. F. (1986). The personality of children prior to divorce: A prospective study. *Child development*, 827-840.
- Bukhari, A. A. (2010). Violence against Women in Southern Punjab: Altering Trends. *Pakistan of Social Sciences*, 30(1), 125-131.
- Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2016). *Nonverbal communication*. Routledge.
- Cicchetti, D., & Cohen, D. J. (2006). *Developmental psychopathology. volume 3: risk, disorder and adaptation* (pp. 129-201). New York: John Wiley & Sons, Inc.
- Cross, D., Waters, S., Pearce, N., Shaw, T., Hall, M., Erceg, E., ... & Hamilton, G. (2012). The friendly schools friendly families programme: three-year bullying behaviour outcomes in primary school children. *International Journal of Educational Research*, 53, 394-406.
- Cummings, E. M., & Davies, P. T. (1995). The impact of parents on their children: An emotional security perspective. *Annals of child development*, 10, 167-208.
- Cummings, E. M., & Davies, P. T. (2011). *Marital conflict and children: An emotional security perspective*. Guilford Press.
- Dictionary, B. (2016). Education. Retrieved from *Business Dictionary*:  
<http://www.businessdictionary.com/definition/education.html>
- Dictionary, O. (2016). Education. Retrieved from *Oxford English Dictionaries*:  
<https://en.oxforddictionaries.com/definition/education>
- Dictionary. (2016). Education. Retrieved from *Dictionary*:

<http://www.dictionary.com/browse/education>

- Eckenrode, J., Laird, M., & Doris, J. (1993). School performance and disciplinary problems among abused and neglected children. *Developmental psychology*, 29(1), 53.
- Giri, V. N. (2004). *Gender role in communication style*. Concept Publishing Company.
- Grace, A. M., Jethro, O. O., & Aina, F. F. (2012). Roles of parent on the academic performance of pupils in elementary schools. *International Journal of Academic Research in Business and Social Sciences*, 2(1), 196.
- Hou, Y., Kim, S. Y., & Wang, Y. (2016). Parental acculturative stressors and adolescent adjustment through interparental and parent-child relationships in Chinese American families. *Journal of youth and adolescence*, 45(7), 1466-1481.
- Iftikhar, S., & Mahmood, H. Z. (2017). Human capital development and food security nexus: An empirical appraisal from districts of Punjab province. *Journal of Food and Drug Research*, 1(1).
- Kelley, M. L., White, T. D., Milletich, R. J., Hollis, B. F., Haislip, B. N., Heidt, E. K., ... & Henson, J. M. (2016). Youth emotional reactivity, interparental conflict, parent hostility, and worrying among children with substance-abusing parents. *Journal of Child and Family Studies*, 25(3), 1024-1034.
- Lane, S. D., Abigail, R. A., & John, G. (2016). *Communication in a Civil Society*. Routledge, p-384.
- Larsen, R. J., & Buss, D. M. (2008). Personality disposition over time. *Personality psychology: Domains of knowledge about human nature*.
- Lecic-Tosevski, D., Draganic-Gajic, S., Pejovic-Milovancevic, M., Popovic-Deusic, S., Christodoulou, N., & Botbol, M. (2014). Child is father of the man: child abuse and development of future psychopathology. *Psychiatrike= Psychiatriki*, 25(3), 185-191.
- Lynch, M., & Cicchetti, D. (1992). Maltreated children's reports of relatedness to their teachers. *New directions for child and adolescent development*, 1992(57), 81-107.
- Merriam-Webster dictionary. (2014). *Education*. Retrieved from <http://www.merriam-webster.com/dictionary/education>
- Miller, G. A. (1951). *Language and communication*.
- Mukherji, P., & O'Dea, T. (2000). *Understanding children's language and literacy*. Nelson Thornes.
- Neal, M. B., & Hammer, L. B. (2017). *Working couples caring for children and aging parents: Effects on work and well-being*. Psychology Press.

- NRSP. (2018). Child labor in cotton seed farming: A rapid assessment in district Bahawalpur, Bahawalnagar, Rahim Yar Khan and Rajanpur
- Park, J. L., Johnston, C., Colalillo, S., & Williamson, D. (2018). Parents' attributions for negative and positive child behavior in relation to parenting and child problems. *Journal of Clinical Child & Adolescent Psychology*, 47(sup1), S63-S75.
- Roisman, G. I., Rogosch, F. A., Cicchetti, D., Groh, A. M., Haltigan, J. D., Haydon, K. C., ... & Steele, R. D. (2017). Attachment states of mind and inferred childhood experiences in maltreated and comparison adolescents from low-income families. *Development and psychopathology*, 29(2), 337-345.
- Stronach, E. P., Toth, S. L., Rogosch, F., & Cicchetti, D. (2013). Preventive interventions and sustained attachment security in maltreated children. *Development and Psychopathology*, 25(4pt1), 919-930.
- Wood, J. T. (2015). *Interpersonal communication: Everyday encounters*. Nelson Education.
- Zia, S. (2012, may 06). South Punjab: larger in size, less in population. *The Nation*. Retrieved from <http://nation.com.pk/national/06-May-2012/south-punjab-larger-in-size-less-in-population>