Communication Barriers to the Family Relationships of Grade 9 and 10 Students of Adelle Grace Montessori School Incorporated

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Abstract: **Communication is one of the important elements to have a good family relationship but communication barriers may exist. The researchers aim to determine the significant relationship between communication barriers to the family relationship of grades 9 and 10 in Adelle Grace Montessori School Incorporated. In order to achieve the goal of this study, the researchers used self-made survey questionnaires that was distributed. In addition, after the conduction of the survey questionnaires, the researchers used spearman's rho to analyze the if there is a relationship between communication barriers and family relationship. Having the result of 0.0661, it shows that there is no significant relationship between communication barriers and family relationship. Therefore, it can be concluded that communication barriers do not affect family relationships among grade 9 and 10 students of Adelle Grace Montessori School Incorporated.**

Keywords: **Communication, communication barriers, family relationship, spearman rho.**

1. Introduction

The relationship involved two or more people. Having a good relationship with others can help people to live comfortably in everyday lives. According to Erozkan (2013), communication is defined as one of the most important elements in order for a human to function in society. In addition, strong and healthy relationship begin and develop through communication.

As the famous saying says "No man is an island". A person has a natural behavior to seek a life associated with others because a person cannot survive without the help of others. When a person is born, there is total dependence on parents and other people in order to survive and grow. In order to improve human qualities such as figuring out something, analyzing, learning the language, and learning in work, humans need to develop in order to grow in a society, these will only develop if there is interaction (Hossain & Ali, 2014). According to Robinson, Smith, and Segal (2022), every relationship is specialized, and there are variety of reasons why people spending time together. Sharing a common vision for what the relationship wants to be and the path it will take are some of the characteristics that make a relationship healthy. The majority of wholesome relationships share a few traits with one another.

Understanding these fundamental concepts can help relationships maintain a meaningful, rewarding, and exciting relationship regardless of the problems or shared goals it may take.

There are different kinds of relationships one is family relationship. According to Thomas, Liu, and Umberson (2017), through ups and downs, family relationships play an important role in an individual's life course. Kewalramani and Hazra (2022), stated that family has defined its meaning as originally or mentally related to awareness of individuals being part of the same family circle through attachment such as economically, emotionally, or historically. The level of attachment inside a family is referred as a family relationship. The level of dedication and support that family members show for one another is indicative of the bond between each member. Family dynamics are influenced by how members of the home choose to interact, express thoughts or opinions in a healthy and productive way, and work cooperatively to settle differences.

Also, according to Blessing (2019), there are existing types of family in society. These are nuclear family, single parent family, extended family, step family, and grandparent family. In accordance to what she said, the traditional family structure is the nuclear family. This kind of family consists of two parents and kids. Adopted may also consider as nuclear family. Moreover, single parent family include one parent responsibly taking care one or more children by his own. In addition, two or more adults who are related to one another, either by blood or marriage, and who reside in the same home make up an extended family. Also, two different families come together to form the stepfamily or blended family. It includes the children from prior marriages or relationships of the new husband, wife, or spouse. Moreover, grandparents are raising their grandchildren instead of the parents because of personal reasons.

Furthermore, there are components to having a good family relationship. These include commitment, spiritual well-being, and good communication. According to Lin (1994), commitment is one of the components of having good family relationships, in order for the family to pull through, family

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members must have unity, cooperation, and support each other. Additionally, no matter how busy the family members are, family must know how to plan a family bonding for being committed to the family. Moreover, family members who shares a common faith reassures mutual support, ties people together, and it also make the family members to have same goals, mission, and meaning in life. Furthermore, one of the basic essential for human is to feel appreciated by other human beings and family members can show appreciations by communicating with family members. In addition, communication can be in form of behavior and using language not just words. When the process of communicating is unsuccessful or keeping away from communicating can cause the situation to worse through adulthood and can affect family members' growth.

According to Coursera (2020), effective communication is the procedure of giving and receiving suggestions, opinions, knowledge, and details to realize the message with clearness and motive, when communication happened successfully, the source and recipient feel contented. Additionally, the advantage of communication can be seen in different aspects of one's individual life.

Moreover, communication has its own disadvantages such as communication barriers. According to Rani (2016), communication barriers are anything that interferes with or blocks message communication since it inhibits the sender and receiver from hearing and understanding the messages others use to share knowledge, opinions, and views.

Furthermore, according to Rani (2016), these are the types considered barriers to successful communication. Behavior barriers, culture barriers, and environmental barriers. Behavior barriers are being biased, generalizing, stereotyping, discrimination, people with incompatible attitudes, and morals are frequent reasons why communication breaks down. a Others may believe some people should treat others differently or be treated differently based on their perceived status or power in the workplace or community.

Moreover, communicating publicly with different cultures and backgrounds indicate awareness in distinguishing an individual's values, beliefs, and attitudes. Additionally, it includes people who cannot speak the same language because of culture or do not have the same level of proficiency in a language. Also, inappropriate language levels or the use of jargon or slang that is not understood by one or more of the people conversing can sometimes create hurdles. Furthermore, for environmental barriers, communication barriers are not just caused by people, the ability to communicate effectively is affected by a variety of contextual circumstances. Additionally, there are existing environmental variables such as the physical surroundings or the circumstances of communication that might obstruct messages.

In accordance with Kapur (2018), communication is being used in everyday life and it has a role in every place, no work or operation in communication is considered successful without having effective means of communication.

Therefore, the purpose of the study is to determine the significant relationship between communication barriers to the family relationships of grade 9 and 10 of Adelle Grace Montessori School Incorporated.

A. Statement of the Problem

The researchers aim to determine the significant relationship between communication barriers to the family relationships of grade 9 and 10.

Specifically, the researchers -aim to seek the following questions:
1. How may the respondents' demographic profile be described in terms of:
   1.1. Age;
   1.2. Sex;
   1.3. Grade level; and
   1.4. Family type?
2. How may the family relationships of the respondents be described in terms of:
   2.1. Commitment;
   2.2. Spiritual well-being; and
   2.3. Good communication?
3. How may the communication barriers of the respondents be described in terms of:
   3.1. Behavior barriers;
   3.2. Culture barriers; and
   3.3. Environmental barriers?
4. Is there a significant relationship between communication barriers and family relationships of grade 9 and 10 of Adelle Grace Montessori School Incorporated?

Hypothesis:
NULL: There is no significant relationship between communication barriers and family relationships of grade 9 and 10 of Adelle Grace Montessori School Incorporated.

B. Significance of the Study

The result of the study will benefit the following:

Students: The result of this study will benefit the students to learn more about the significant relationship between communication barriers to family relationships.

Teachers: The result of- this study will enable the teachers to be more aware of why students used to have that kind of behavior inside the class due to communication barriers.

Parents: The result of this research will assist the parents to learn more about the significant relationship between communication barriers to their family relationships.

Siblings: The result of this research will help the siblings to have more knowledge about the significant relationship between communication barriers to their family relationships.

Future researchers: The result of this research will help future researchers to have a basis to support future research and this can be also a guide for future researchers when conducting related research.

C. Scope and Delimitation

The main focus of the study is to determine the significant relationship between communication barriers to the family relationships. This study was delimited only to one hundred three (103) students of grades 9 and 10 of Adelle Grace Montessori School Incorporated, which consist of both Grades

9 and 10 of Arayat, Pampanga.

2. Methodology

A. Research Design

The purpose of this study is to determine the significant relationship of Communication Barriers to the Family Relationships of grade 9 and 10 of Adelle Grace Montessori School Incorporated. The researchers used quantitative research method to conduct this study. Quantitative research uses measurements and makes the assumption that the phenomenon being studied can be quantified. In order to validate the measures taken, it aims to analyze data for trends and relationships (Roger, 2015). The correlational research design method is used in this study to determine the relationship between two variables. A correlational analysis examines whether two variables are associated or not. This entails determining if an increase or reduction in one variable causes an equivalent rise or fall in the other (Kalla, 2011).

B. Respondents of the Study

The respondents of the study were the 103 students of Grades 9 and 10 of Adelle Grace Montessori School Incorporated who are currently present in full face-to-face classes. The researcher used the fishbowl method under simple random sampling to select the respondents. The researcher gathered the data from one hundred three (103) students of grades 9 and 10 from Junior High School Department.

C. Locale of the Study

This study was conducted in Adelle Grace Montessori School Incorporated located at 120 A.N. Manapat St, Poblacion, Arayat, Pampanga.

D. Research Instrument

The researchers used a self-made survey questionnaire to determine the significant relationship of Communication Barriers to the Family Relationships. There are two kinds of survey questionnaires, one for the Communication Barriers and one for the Family Relationships. There are three (3) parts of statements in the Family Relationships questionnaire for the Grade 9 and 10; the Commitment, Spiritual well-being, and good communication. Commitment has six (6) questions, spiritual well-being has six (6) questions, and the good communication has twelve (12) questions. and the total number of statements in the questionnaire is twenty-four (24). For the Communication Barriers questionnaire, there are three (3) parts of statements for the Grade 9 and 10; Behavior barriers, Culture barriers, and Environmental barriers. Behavior barriers has fourteen (14) questions, culture barriers has six (6) questions, and the environmental barriers has six (6) questions, the total number of statements in the questionnaire is twenty-six (26). With this 4-point Likert scale, respondents were asked to rate items on a level of agreement like; Always, Oftentimes, Sometimes, and Never.

The questionnaires helped the researchers to know and explain the significant relationship of Communication Barriers to the Family Relationships. The survey also served as evidence or data, this survey questionnaire was validated and approved by three validators.

E. Data Gathering Procedure

First, the researchers asked for consent from the teachers' subject coordinator, as well as the Junior High School Principal of Adelle Grace Montessori School Incorporated. After the approval of the request, the researchers conducted the study and facilitated the instrument to the respondents. Next, the researchers gathered the data using self-made survey questionnaires that were given to one hundred three (103) students of grades 9 and 10 personally. The respondents were given sufficient time to fulfill the questionnaires. The researchers provided multiple questions which can be answerable by always, oftentimes, sometimes, and never by putting a check (✓). The researchers also provided choices for the family type of the respondents under demographic profile which can be answerable by putting a check (✓) on the box. Finally, the goal of the study was to know the significant relationship of Communication Barriers to the Family Relationships in terms of: commitment, spiritual well-being, good communication, behavior barriers, culture barriers, and environmental barriers.

F. Ethical Consideration

It is the researchers' duty to explain and inform the respondents to understand and clarify to them that this study is all about the Communication Barriers to the Family Relationships, because the respondents must know what will be their part to the study.

One of the duties of the researcher is to give power of choice to respondents without any intervention or force, especially in answering the questionnaire. Another job of the researchers is to make sure that all of the information shared by the respondents on the survey questionnaire will be surely absolute confidentiality.

Informed consent, voluntary participation, anonymity, and confidentiality are the right of the respondents that the researchers must do.

3. Results

The researchers explained the total information of the data and the tables of the results about the communication barriers to the family relationships of grades 9 and 10 of Adelle Grace Montessori School Incorporated.

A. Respondents Profile

Table 1
Frequency distribution of respondents in terms of Age

Age	f	%
13	1	1
14	15	15
15	45	45
16	34	34
17	5	5
Total	100	100

The table 1 shows that under age of 15 have the most respondents with a total frequency of 45, 45.00 percent,

followed by students under the age of 16 with a total frequency of 34, 34.00 percent, under the age of 14 with a total frequency of 15, 15.00 percent, and lastly under the age of 17 with a total frequency of 5, 5.00 percent and students under the age of 13 with a total frequency of 1, 1.00 percent.

Table 2
Frequency distribution of respondents in terms of Sex

Sex	f	%
Male	1	1
Female	15	15
Total	45	45

Table 2 displays that the students who responded both female and male has the same total frequency of 50 and the same percentage of 50.00 percent.

Table 3
Frequency distribution of respondents in terms of Grade Level

Grade level	f	%
Grade 9	46	46
Grade 10	54	54
Total	100	100

Table 3 conveys that the majority of respondents are Grade 10 students, with a total percentage of 54.00 percent and a total frequency of 54, while the remaining 46.00 percent are Grade 9 students, with a total frequency of 46.

Table 4
Frequency distribution of respondents in terms of Family Type

Age	f	%
Nuclear family	58	58
Single-parent family	14	14
Extended family	17	17
Step family	3	3
Grandparents' family	8	8
Total	100	100

Table 4 conveys that the majority of Grade 9 and 10 students are Nuclear Family, with a total percentage of 58.00 percent and a total frequency of 58, followed by Extended Family with a total percentage of 17.00 percentage and a total frequency of 17, followed by Single Parent with a total percentage of 14.00 percent and a total frequency of 14, followed by Grandparents

with a total percentage of 8.00 percent and a total frequency of 8, and lastly the Step Family with a total percentage of 3.00 percent and a total frequency of 3.

B. Descriptive Analysis of Respondents' Family Relationship in terms of; Commitment, Spiritual well-being, and Communication

Table 5 presents the statements including, I give my family members a favor when they're asking, with a total mean of 3.09. The second statement is I take care of my family members when they are sick, has a total mean of 3.25. The third statement is I go out with my family members, has a total mean of 3.08. The fourth statement I make time for my family members, has a total mean of 3.05. Followed by the fifth statement, I put my family first before anything else, with a total mean of 3.27, and the last statement is I ask my family members first before deciding, has a total mean of 2.7. All of these statements fall under the indicator of "oftentimes" which has a total grand mean of 3.07.

Table 6 illustrates the summary statistics of the responses of the respondents under family relationship in terms of "Spiritual well-being." The table above shows that the statement, my family members and I share one dream, has a total mean of 2.07 and the statement, I pray with my family members, has a total mean of 2.21 which falls under the indicator of "Sometimes." Next is the statement, I go to church with my family members, with a total mean of 2.82 and the statement, I share same interest with my family members, has a total mean of 2.98 which falls under the indicator of "Oftentimes." While the other statements including the statement, I share the same interpretation of life with my family members, with a total mean of 2.33 and the statement, I share my understanding of life with my family members, with a total mean of 2.16 falls under the indicator of "Sometimes." This table has a total grand mean of 2.42.

Table 7 illustrates the summary statistics of the responses of the respondents under family relationship in terms of "Good Communication." The statement, I give learnings to my family members, has a total mean of 2.4 and the statement, I provide ideas about daily activities to my family members, has a total mean of 2.3 which falls under the indicator of "Sometimes." Next is the statement, my family members are sharing their perspective to me, with a total mean of 2.73 falls under the

Table 5
Summary statistics of responses in terms of Commitment

Statements	Mean	Descriptive Index
I give my family members a favor when they're asking.	3.09	Oftentimes
I take care of my family members when they are sick.	3.25	Oftentimes
I go out with my family members.	3.08	Oftentimes
I make time for my family members.	3.05	Oftentimes
I put my family first before anything else.	3.27	Oftentimes
I ask my family members first before deciding.	2.07	Oftentimes
Grand Mean	3.07	Oftentimes

Table 6
Summary statistics of responses in terms of Spiritual Well-being

Statements	Mean	Descriptive Index
My family members and I share one dream.	2.07	Sometimes
I pray with my family members.	2.21	Sometimes
I go to church with my family members.	2.82	Oftentimes
I share same interest with my family members.	2.98	Oftentimes
I share the same interpretation of life with my family members.	2.33	Sometimes
I share my understanding of life with my family members.	2.16	Sometimes
Grand Mean	2.42	Sometimes

indicator of "Oftentimes." Followed by the statement, I share my perspective to my family members, with a total mean of 2.19 and the statement, I am vocal about my thoughts to a certain topic to my family members, with a total mean of 2.15 which falls under the indicator of "Sometimes."

The next statement is I share the intelligence I have to my family members, has a total mean of 2.66 which falls under the indicator of "Oftentimes." Followed by the statement, my family members are providing ideas about daily activities for me, with a total mean of 2.47 falls under the indicator of "Sometimes." Next is the statement, I receive pieces of advice from my family members, with a total mean of 2.98 and the statement, my family members share their intelligence to me, has a total mean of 2.88. Followed by the statement, my family members are vocal about their thoughts, with a total mean of 3.03 and the statement, I receive learnings from my family, with a total mean of 3.24 which falls under the indicator of "Oftentimes." The last statement is, I give pieces of advice to help my family members, with a total mean of 2.5 which falls under the indicator of "Sometimes." This table has a total grand mean of 2.62 which falls under the indicator of "Oftentimes."

C. Descriptive Analysis of Respondents' Communication Barriers in terms of; Behavior barriers, Culture barriers, and Environmental barriers

Table 8 represents the summary statistics of the responses of the respondents under the communication barriers in terms of "Behavior." The first statement is some of my family members compare me to other people, has a total mean of 2.8 which false under the indicator of "Sometimes." Followed by the statement,

I wash the dishes because my family members are telling me to do so, with has a total mean of 3.5. Next is the statement, I receive disagreement with other people because of having different beliefs, with a total mean of 2.87. Next is the statement, my family members told me that I can also be an achiever just like my classmates, has a total mean of 3.4. Followed by the statement, my family members are telling me to do household chores because of my gender, with a total mean of 2.66 and the statement, my family members are being truthful with what they are saying, with a total mean of 2.95 which false under the indicator of "Oftentimes."

The statement, my family members are ignoring me, has a total mean of 1.78 and the statement, I receive judgment because of how I look, has total mean of 2.41 which false under the indicator of "Sometimes." The statement, I receive misunderstanding because of having different attitude, has a total mean of 2.96. Followed by the statement, my family members are encouraging me by saying "you can do it", has a total mean of 2.98. Next is the statement, people around me know how to differentiate what is right and wrong, has a total mean of 3.01, followed by the statement, I am being told to act like my gender, with a total mean of 2.68, and the statement, I find it irritating when someone sneeze in front of my face, has a total mean of 3.04 which false under the indicator of "Oftentimes." The last statement is I do not like it when someone is being dishonest, has a total mean of 3.51 which falls under the indicator of "Always." The table 3.1 has a total grand mean of 2.83 which false under the indicator of "Oftentimes."

Table 9 depicts the statements including, I experienced disrespect because of the beliefs that I have, with a total mean

Table 7
Summary statistics of responses in terms of Good Communication

Statements	Mean	Descriptive Index
I give learnings to my family members.	2.04	Sometimes
I provide ideas about daily activities to my family members.	2.03	Sometimes
My family members are sharing their perspective to me.	2.73	Oftentimes
I share my perspective to my family members.	2.19	Sometimes
I am vocal about my thoughts to a certain topic to my family members.	2.15	Sometimes
I share the intelligence I have to my family members.	2.66	Oftentimes
My family members are providing ideas about daily activities for me.	2.47	Sometimes
I receive pieces of advice from my family members.	2.98	Oftentimes
My family members share their intelligence to me.	2.88	Oftentimes
My family members are vocal about their thoughts.	3.03	Oftentimes
I receive learnings from my family.	3.24	Oftentimes
I give pieces of advice to help my family members.	2.05	Sometimes
Grand Mean	2.62	Oftentimes

Table 8
Summary statistics of responses in terms of Behavioral Barriers

Statements	Mean	Descriptive Index
Some of my family members compare me to other people.	2.08	Sometimes
I wash the dishes because my family members are telling me to do so.	3.05	Oftentimes
I receive disagreement with other people because of having different beliefs.	2.87	Oftentimes
My family members told me that I can also be an achiever just like my classmates.	3.04	Oftentimes
My family members are telling me to do household chores because of my gender.	2.66	Oftentimes
My family members are being truthful with what they are saying.	2.95	Oftentimes
My family members are ignoring me.	1.78	Sometimes
I receive judgment because of how I look.	2.41	Sometimes
I receive misunderstanding because of having different attitude.	2.96	Oftentimes
My family members are encouraging me by saying "you can do it".	2.98	Oftentimes
People around me know how to differentiate what is right and wrong.	3.01	Oftentimes
I am being told to act like my gender.	2.68	Oftentimes
I find it irritating when someone sneeze in front of my face.	3.04	Oftentimes
I do not like it when someone is being dishonest.	3.51	Always
Grand Mean	2.83	Oftentimes

Table 9
Summary statistics of responses in terms of Cultural Barriers

Statements	Mean	Descriptive Index
I experienced disrespect because of the beliefs that I have.	2.54	Oftentimes
I distance myself when I do not like someone's attitude.	3.33	Oftentimes
I communicate to someone has different dialect.	2.74	Oftentimes
I like it when someone is using unfamiliar word.	2.64	Oftentimes
I get along with someone who has different beliefs than mine.	2.98	Oftentimes
I communicate with someone who has opposite attitude to with mine.	2.79	Oftentimes
Grand Mean	**2.80**	**Oftentimes**

Table 10
Summary statistics of responses in terms of Environmental Barriers

Statements	Mean	Descriptive Index
I feel frustrated when there is power interrupting when I am talking to someone.	2.88	Oftentimes
I find it hard to communicate because of the sound of heavy rain.	2.43	Sometimes
I feel frustrated when being interrupted while talking.	3.34	Oftentimes
I have difficulty in communicating because of the vehicles sounds.	2.77	Oftentimes
I feel the irritation when I cannot communicate well due to the slow internet signal.	3.34	Oftentimes
I feel annoyed when the battery of my gadget run out while communicating.	3.22	Oftentimes
Grand mean	**2.99**	**Oftentimes**

of 2.54. Followed by the second statement, I distance myself when I do not like someone's attitude, with a total mean of 3.33. The third statement is I communicate to someone has different dialect, has a total mean of 2.74. The fourth statement is I like it when someone is using unfamiliar word, has a total mean of 2.64. The fifth statement is I get along with someone who has different beliefs than mine, has a total mean of 2.98 and the last statement is I communicate with someone who has opposite attitude to with mine, has total mean of 2.79. The table 3.2 has a total grand mean of 2.80 which falls under the indicator of "Oftentimes."

Table 10 depicts the statements including, I feel frustrated when there is a power interrupting when I am talking to someone, with a total mean of 2.88 which falls under the indicator of "Oftentimes." Followed by the statement, I find it hard to communicate because of the sound of heavy rain, with a total mean of 2.43 falls under the indicator of "Sometimes." Next is the statement, I feel frustrated when being interrupted while talking, has a total mean of 3.34. The statement, I have difficulty in communicating because of the vehicles sound, has a total mean of 2.77. The next statement is I feel the irritation when I cannot communicate well due to the slow internet signal, has a total mean of 3.34 and the last statement is I feel annoyed when the battery of my gadget run out while communicating, has a total mean of 3.22 which falls under the indicator of "Oftentimes." The table 10 has a total grand mean of 2.99 which falls under the indicator of "Oftentimes."

D. Correlation Analysis of Respondents' Family Relationships and Communication Barriers

Table 11
Correlational analysis of respondent's Communication Barriers and Family Relationships

Spearman's Rho	0.0661
Probability	0.5133

Table 11 shows that there is no or negligible relationship between the two variables with the total of 0.0661 of spearman's rho and total of 0.5133 of probability.

4. Discussion

The researchers searched for a significant relationship between the communication barriers to the family relationships of the respondents. Communication barriers being the independent variable, and family relationships being the dependent variable.

According to Rani (2016), communication barriers are anything that interferes with or blocks message communication since it inhibits the sender and receiver from hearing and understanding the messages others use to share knowledge, opinions, and views. Kewalramani and Hazra (2022), stated that family has defined its meaning as originally or mentally related to awareness of individuals being part of the same family circle through attachment such as economically, emotionally, or historically. The level of attachment inside a family is referred as a family relationship.

The study was conducted at Adelle Grace Montessori School Incorporated, located at #120 Manapat St. Barangay Poblacion, Arayat, Pampanga. This research study was delimitated to grade 9 and 10 of Adelle Grace Montessori School Incorporated which the researchers used simple random sampling, wherein researchers randomly pick up numbers to see who will answer the survey questionnaires.

Furthermore, correlational design was employed in the study. The researchers used a 4-point Likert scale survey to gather the intended data needed to correlate communication barriers and family relationships. The researchers produced two sets of questionnaires, communication barriers and family relationships. Communication barriers contains twenty-six (26) questions, while the Family relationships contains twenty-four (24) questions, which were answered by 100 respondents in total. The majority of the respondents were from grade 10 with a frequency of 54 and a frequency of 46 from grade 9.

The study was answered both female and male that has the same total frequency of 50. And most of the respondents belong to the age group of 15 with a frequency of 45 or 45 percent, followed by 16 years old with a frequency of 34 or 34 percent, then the age group of 14 with a frequency of 15 or 15 percent, followed by 17 years old with a frequency of 5 or 5 percent, and lastly is the 13 years old with a frequency of 1 or 1 percent.

In communication barriers, with a grand mean of 2.88, the respondents oftentimes experiencing behavior barriers, culture

barriers, and environmental barriers. The respondents oftentimes experiencing communication barriers with regards to behavior barriers, as well as culture barriers with a grand mean of 2.83. The respondents also oftentimes experiencing environmental barriers with a grand mean of 2.99.

While in family relationships with a grand mean of 2.70 the respondents oftentimes having commitment, spiritual well-being, and good communication with family members. The respondents oftentimes giving favors, taking care of family members, going out, making time, and asking family members first before deciding under commitment with a grand mean of 3.07. With a grand mean of 2.42, the respondents oftentimes share one dream, share the same interest, pray, go to church, share the same interpretation of life, and share understanding of life with family members under spiritual well-being. The respondents oftentimes giving and receiving suggestions, opinions, knowledge, and details to realize the message with clearness with motive to family members under good communication with a grand mean of 2.62.

5. Conclusion

The researchers used spearman's rho to check whether there is a significant relationship between communication barriers and family relationships. Based on the results there is no or negligible relationship correlation between communication barriers and family relationships with the value of 0.0661, it can be concluded that the communication barriers do not have

significant relationship to family relationships of grade 9 and 10. It depicts that communication barriers does not affect family relationships among grade 9 and 10 students.

Therefore, the null hypothesis was accepted the following conclusions were made after the data was tallied, computed, and interpreted the gathered data with the researchers

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