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THE INFLUENCE OF COMMUNICATION ON FORMING A POSITIVE ATTITUDE TOWARD EDUCATION AMONG YOUTH

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Abstract This article examines the role of communication in shaping a positive attitude toward education among young people. Drawing on the theoretical traditions of social constructivism and communication pedagogy, the study argues that attitudes toward learning are not fixed traits but are continuously formed and reformed through interpersonal, pedagogical, and mediated communication. The paper analyses three interrelated communication environments — the family, the educational institution, and the peer and digital community — and identifies the mechanisms through which each influences motivation, self-efficacy, and the perceived value of education. The findings suggest that supportive, dialogic, and emotionally responsive communication significantly strengthens intrinsic motivation, whereas authoritarian or indifferent communication tends to produce disengagement and instrumental attitudes toward study. The article concludes with practical recommendations for parents, teachers, and youth-policy specialists aimed at cultivating a durable, internally motivated commitment to lifelong learning.

Keywords: communication, positive attitude, education, youth, motivation, pedagogical dialogue, self-efficacy, socialisation.

1. Introduction The attitude that a young person holds toward education is one of the strongest predictors of academic persistence, achievement, and later social mobility. Unlike innate ability, an attitude is a socially acquired orientation: it develops out of the messages, evaluations, and emotional signals that a young person receives from the people and institutions around them. Communication is therefore not merely a channel for transmitting knowledge, but the very medium in which attitudes toward knowledge are constructed. Understanding how communication forms these attitudes is a central concern for contemporary pedagogy, developmental psychology, and youth policy alike.

The relevance of this problem has grown as the communicative environment of young people has expanded. Alongside the traditional influence of family and school, adolescents now participate in dense peer networks and digital communities that continuously shape their perception of what learning is worth. In this context, a positive attitude toward education can no longer be assumed to arise automatically from access to schooling; it must be deliberately cultivated through the quality of communication that surrounds the learner. The aim of this article is to clarify the mechanisms by which communication contributes to the formation of such an attitude and to derive practical implications for those who work with young people.

2. Theoretical Background The theoretical foundation for understanding communication as a formative force in attitude development is provided by the socio-cultural tradition in psychology. According to Vygotsky's socio-cultural theory, higher mental functions, including motivation and evaluative attitudes, originate in social interaction before they are internalised by the individual. Learning is first experienced as a shared, communicative activity and only later becomes an internal disposition. From this perspective, a young person's attitude toward education is literally

built out of accumulated communicative experiences with more knowledgeable and more caring others.

A second relevant framework is self-determination theory, which distinguishes intrinsic motivation, driven by interest and personal meaning, from extrinsic motivation, driven by external reward and pressure. This theory holds that the quality of motivation depends on the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Communication is the principal means by which these needs are either met or frustrated. Supportive dialogue that acknowledges a young person's perspective nourishes autonomy; constructive, informative feedback builds competence; and warm, respectful interaction fosters relatedness. Where communication satisfies these needs, a positive and internally driven attitude toward education tends to emerge.

A third contribution comes from communication pedagogy and the concept of dialogic teaching. In contrast to a transmissive model, in which the teacher delivers information to a passive recipient, dialogic pedagogy treats teaching and learning as a joint construction of meaning. Within such an approach, the learner is positioned as an active partner whose questions and interpretations are valued. Research in this tradition consistently associates dialogic classroom communication with deeper engagement and more favourable attitudes toward the subject and toward learning in general.

3. Materials and Methods

The present study is based on a theoretical and analytical review of scholarly literature devoted to communication, motivation, and educational attitudes, complemented by a comparative analysis of the principal communicative environments in which young people are socialised. The method is qualitative and conceptual rather than experimental: its purpose is to synthesise existing findings into a coherent model of how communication influences attitudes toward education.

Three communicative environments were selected for analysis on the grounds that they account for the majority of a young person's meaningful interaction: the family, the educational institution, and the peer and digital community. For each environment, the analysis identifies the dominant form of communication, the psychological need it primarily addresses, and its typical effect on the attitude toward education. The resulting comparison provides the basis for the practical recommendations offered in the concluding section.

4. Results and Discussion

4.1. Communication in the Family

The family is the earliest and, in many respects, the most enduring source of a young person's attitude toward education. Long before formal schooling begins, children absorb their parents' evaluations of knowledge, effort, and achievement. When parents show genuine interest in what a child learns, ask open questions, and treat mistakes as a natural part of growth, they communicate that education is meaningful and that the child is capable of mastering it. Such communication satisfies the needs for relatedness and competence and lays the emotional groundwork for a positive attitude. Conversely, when communication about study is limited to control, criticism, or comparison with others, education becomes associated with anxiety and coercion, and the attitude that forms is defensive rather than open.

4.2. Communication in the Educational Institution

Within the school, college, or university, the teacher is the decisive communicative figure. The manner in which a teacher speaks with young people — whether through dialogue or dictation, encouragement or reproach — shapes not only how much they learn but how they feel about learning. Teachers who invite questions, respond to individual perspectives, and give informative

rather than merely evaluative feedback create a climate in which curiosity is rewarded. This dialogic style supports autonomy and competence and tends to convert compliance into genuine interest. Indifferent or authoritarian communication, by contrast, signals that the learner's voice does not matter, and it reliably produces the instrumental attitude in which study is endured only for the sake of a grade.

4.3. Communication in the Peer and Digital Community

As young people mature, the influence of peers and of digital communities rises sharply and may rival that of adults. Within peer groups, shared norms determine whether academic effort is admired or ridiculed, and these norms are transmitted almost entirely through everyday communication. Digital environments amplify this effect: social media, online communities, and educational platforms continuously present models of what learning can be and what it is worth. Where the communicative norm of a peer or online community frames knowledge as valuable and achievement as respectable, it reinforces a positive attitude; where it treats study as tedious or irrelevant, it erodes one. Because this environment satisfies the powerful need for relatedness, its messages about education carry particular weight during adolescence.

Taken together, the analysis of the three environments points to a consistent conclusion. Across the family, the institution, and the peer community, the same communicative qualities — responsiveness, respect, dialogue, and emotional warmth — are associated with a positive attitude toward education, while control, indifference, and one-way transmission are associated with disengagement. The three environments do not act in isolation but reinforce or contradict one another, and the attitude a young person ultimately forms reflects the balance of communicative experiences across all of them. Table 1 summarises this comparison.

Table 1. Comparison of the three principal communicative environments.

Environment	Dominant form of communication	Primary psychological need	Typical effect on attitude
Family	Everyday dialogue, evaluation, emotional support	Relatedness and competence	Foundational; forms early emotional orientation toward learning
Educational institution	Pedagogical communication (dialogic or transmissive)	Autonomy and competence	Converts compliance into interest, or interest into instrumental study
Peer and digital community	Shared norms, social modelling, online interaction	Relatedness and social identity	Reinforces or erodes attitudes through group and media norms

5. Conclusion

Communication is not a peripheral factor but the central mechanism through which a positive attitude toward education is formed among young people. Attitudes toward learning are acquired socially, in the accumulated experience of dialogue, evaluation, and emotional exchange within the family, the educational institution, and the peer and digital community. The evidence reviewed here indicates that the same communicative qualities operate across all three environments: responsiveness, respect, dialogue, and warmth build intrinsic motivation, while control, indifference, and one-way transmission foster disengagement and a merely instrumental relationship with study.

Several practical implications follow. Parents should treat conversation about learning as an occasion for interest and encouragement rather than control, and should respond to failure as a stage of growth. Teachers should adopt a dialogic style that invites the learner's voice and provides informative feedback, thereby supporting autonomy and competence. Youth-policy specialists and educators should recognise the growing influence of peer and digital communities and work to cultivate communicative norms in which knowledge and achievement are valued. Because the three environments interact, coordinated effort across them yields the most durable results. Further empirical research, including longitudinal and cross-cultural studies, is needed to measure the relative weight of each environment and to refine strategies for fostering an internally motivated commitment to lifelong learning.

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