

THE RELATIONSHIP BETWEEN INTERPERSONAL INTELLIGENCE AND PARENTS' ATTENTION

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ABSTRACT

Since English as a global language, it becomes a require subject that need to be studied especially for college students. English rule is different from Indonesian language therefore it is not easy for Indonesian students to study it. Language is used for communication. In learning a language, it is needed to communicate actively. It means that students need to be active in class. The students who have interpersonal intelligence mostly can communicate effectively. They like to participate in a debate or discussion. And the students who have interpersonal intelligence is tendency easy in learning a language. As well as interpersonal intelligence, parents' attention has an important contribution in supporting their children in education, especially in learning English. Good attention will emerge discipline, motivation, responsibility of students to study. And it will bring them to get a good grade at school. The objective of this study was to determine the relationship between interpersonal intelligence and parents' attention with English speaking skills.

The research was conducted at Polytechnic LP3I Bekasi, and 60 students were the respondents. The quantitative method and correlation technique were used to obtain and analyze data, which shows a positive relationship between Interpersonal Intelligence and English Speaking Skills, a positive relationship between Parents' Attention and English - Speaking Skills, and a positive relationship between Interpersonal Intelligence, Parents' Attention simultaneously with English Speaking Skills. Therefore, teachers are expected to motivate students to increase their communication skills by doing a lot of interaction in their community. Moreover, teachers need to make a discussion with the parents in order to make the parents giving more attention to their children.

Keywords: Interpersonal Intelligence, Parents Attention, English Speaking Skills.

INTRODUCTION

Language is an instrument that people used for communication. When people need to express their ideas, their emotions, their desires and their queries to other people, they use language. As Dardjowidjojo (2008:160) said "Language is an arbitrary verbal symbol that used by members of a language community to communicate and interact with each other, based on their culture." Every person also uses language not only for talking, reading, writing for daily life but also for socializing or doing business. "Language not only reflect social context, it may also influence social interactions within teams", (Chen/ Geluykens /Choi 2006:688, in Welch and Welch (2008). Every where, even every minute, language always support people in their

activities. There is nothing without language. Every single thing of human life involves language. Furthermore, they also use a language to make a relationship with people throughout the world.

As a world language, English is used as a tool to connect with people in the world. According to Hosseinpour, Sherkatolabbasi, and Yarahmadi (2015:175) "English language is considered an international language for a long time." Hence, there are a lot of people learn English on purpose. Crystal, 2003, in Hosseinpour, Sherkatolabbasi, and Yarahmadi (2015:175) clarified, "Since English is a 'global language' and widely used in science and business, the number of English language learners has raised worldwide." Considered as the most important foreign language, in Indonesia it becomes one of the subjects that requires to be studied at school. Indonesian students have to study English starting from primary school. Seeing that English has different rule, it is difficult for Indonesian students to study.

There are four skills in learning a language, listening, speaking, reading and writing. "Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words", Bashir, Azeem, Dogar (2011). "In foreign language, teaching and learning ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill", Oradee (2012). Since speaking is complicated and difficult to learn, students need more effort. However, it seems easy for student who has interpersonal intelligence to learn it. Interpersonal intelligence is the ability to communicate and connect with other people on a personal level", DeNevers (2014:3).

Oradee (2012) declared, "Any teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and role-playing. " It shows that in speaking learning, students need to do a lot of activities. And it can be said that students who have interpersonal intelligence have also a communication skill. Therefore, interpersonal intelligence is one of the aspects that influence in learning a language. According to Hajebi and Noshadi (2018:50) "The interpersonal component is used in person to person relationships through verbal and non-verbal communication. This intelligence involves the ability to interact with work with and motivate others toward a common goal". They also stated, "The interpersonal intelligence also includes the ability to have empathy for others' feelings, values, need and be able to understand what other people are "going through in life."

"Characteristics of an Interpersonally Intelligent Student is to be leaders among peers, encourages togetherness for a feeling of belonging, "street smart"; has a high degree of common sense, has many friends in a variety of social groups, hates to study or work alone would rather do things collectively, possesses a high degree of social skills and shows concern for others", Hajebi and Noshadi (2018:50). It means that students whose interpersonal intelligence are high will be mostly prominent students. To be true, having a good interaction with other people, an ability in building social relationships, and a capability in knowing and using a variety of ways when interacting, are the main characteristics of people with interpersonal intelligence. As Rachmani et al, (2003:82) mentioned, "They have a capability in knowing what people feel and think, and they can recognize the behavior and the expectations of other people, and they are also able to cooperate with other people." In other words, having interpersonal intelligence related to people who can understand about other people conditions easily. This kind of persons mostly are

indicated as persons who are expert in communication. It shows that learning a language needs more practice in communication. Hajebi and Noshadi (2018:48) claimed, "The ability to understand other people, to work cooperatively and to communicate effectively is part of the interpersonal intelligence. Interpersonal intelligence is a kind of intelligence which helps us to interact with others and understand their moods, feelings, motivations and intentions."

Since learning a foreign language needs more activities in speaking, having the ability of interpersonal intelligence helps students to learn it easily. They mostly have a good communication skill and have a capability in making interaction with their environment. "Learning is shaped and influenced by social interaction", (Vygotsky [1978] in Hajebi and Noshadi (2018:48). Furthermore, Dornyei and Murphy (2003) in Hajebi and Noshadi (2018:48) explained from a Vygotskian social constructivist point of view, "Learning happens inter mentally first between minds in interaction and only later becomes one's own learning intra mentally." Kanazawa (2010) in DeNevers (2014) added, "Interpersonal intelligence is important and needed in daily life from relating with family members at home, to classmates and teachers at school to working with others in a person's career. Moreover, DeNevers (2014) explained "It allows people to work effectively with others." As people make communication in daily life, they need to equip themselves with the ability of interpersonal intelligence. Especially for students who study foreign language, they need this ability for supporting their activity in learning process.

To support learning process, students need parents' attention. "Parents are always in the center of their children's life. Family or parents is an environmental factor that affects learners' academic achievements", Hosseinpour, Sherkatolabbasi, and Yarahmadi (2015:176). As Alawawda and RAZI 2020:23) stated, "The home environment, school environment, parents' attitudes, motivation towards second language learning and teachers are some factors that can affect children's development in second language learning." However, there are parents with the opinion that the responsible for their children's academic achievement lies on their teachers. Therefore, teacher should give enlightenment to the parents that their role in supporting the children's development and education is very important.

"As teachers try to make a relationship with parents so that they involve the parents in their children's education, parents may perceive teachers as being not appropriate teachers. The teacher must enlighten the parents on the physical, spiritual, mental, and emotional development of their children," Latif, M., Rahmany and Hassani (2013). Thus, people who are very important for students' success are parents. "Their involving in learning process at home will support their children", Berthelsen and Walker (2008). Various definitions of parents involvement have been proposed. "It can be defined broadly as parental behavior with, or on behalf of children, at home or at school, as well as the expectations that parents hold for children's future education", Reynolds& Clements (2005) in Berthelsen and Walker (2008:35).

The involvement of parents toward their children's success in learning a foreign language has a great impact. If the parents have an active attitude to support their children in learning foreign language, it can be seen that the children have improvement in their foreign language. On the contrary if the parents don't have active attitude toward the foreign language that learned by their children, there is no great effect. Accordingly to Rosenbusch,(1987) in Hosseinpour, Sherkatolabbasi, and Yarahmadi (2015:176), "Parents can reveal their positive attitudes towards

foreign language learning by being a part of their child's learning inside or outside of the school." Students need parents' attention to motivate and help them in learning English. Since students have a lot of difficulties in learning English, parents' supporting becomes a good effect for them to reach the best achievement from their effort.

METHODS

The method used in this research is a survey method with correlation techniques. There are three variables on it, Interpersonal Intelligence as the variable of X1, Parents' Attention as the variable of X2, and English - Speaking Skills as the variable of Y. This research is to test the correlation between interpersonal intelligence and parents' attention with English speaking skills of students. The data of this research collected by using interview for English Speaking Skills (Y) and sending a questionnaire to each of 60 respondents for Interpersonal Intelligence (X1) and Parents' Attention (X2).

Before collecting the data, the instruments were tested for their validity and reliability. After the instruments have already been valid and reliable, then it was continued by doing the normality test. According to Ghazali (2013:160) the normality test has an objective to test whether both of the dependent variable and the independent variable in the regression method have a normal distribution. The normality test used the Lilliefors formula and it followed by the homogeneity test used the Bartlett formula. Before calculating the data, it is necessary to perform basic statistical calculations to find the distribution of frequencies, standard deviation, mean, median, and mode. After the normality and homogeneity test, it continued to analyze the data using linear Regression analysis.

DISCUSSION

Normality Test

Normality test was conducted to determine whether the data was drawn from a population that normally distributed. It is assumed that the populations from where the samples are collected are normally distributed. This normality testing was carried out using Lilliefors Test. From the results of this test, it is known that the value of $L_{\text{value}} < L_{\text{table}}$ is normally distributed. The results of calculations from the Lilliefors test for this research data are summarized in the following table.

Table 1 Normality Test

Variable	Sample	L_{value}	L_{table}	Result
X ₁	60	0.055	0.144	Normal
X ₂	60	0.070	0.144	Normal
Y	60	0.055	0.144	Normal

From the table above, L_{value} of variables Y, X1 and X2, smaller than L_{table} in the Lilliefors table at the significance of $\alpha = 0.01$ of $= 0.114$. As $L_{\text{value}} < L_{\text{table}}$, it can be concluded that the data is normally distributed.

Homogeneity Test

The homogeneity test is intended to test the variance of homogeneity between variable dependent (Y) on the similarity of the X1. The homogeneity test of variance was carried out by using the Bartlett test using the Chi Square distribution.

a. Homogeneity Test of Variance Y on X₁

Based on the homogeneity test of the variance of English - speaking skills (Y) on interpersonal intelligence (X1), it is obtained that $\chi^2_{\text{value}} = 21.042$ is smaller than χ^2_{table} with $dk = 45$ for $\alpha = 0.01$ of 26.50 so that H_0 is accepted, this indicates that the variance of Y over X1 is homogeneous.

b. Homogeneity Test of Variance Y on X₂

Based on the results of the homogeneity test of the variance of English speaking skills (Y) on parental attention (X2), it is obtained that $\chi^2_{\text{value}} = 15.647$ is smaller than χ^2_{table} with $dk = 42$ for $\alpha = 0.01$ of 18.50 so that H_0 is accepted, this indicates that the variance of Y over X2 is homogeneous. The results of the homogeneity test can be seen in the following table:

Table 2 Homogeneity - Test

No	Variant Y on X	dk	χ^2_{value}	$\chi^2_{\text{table } 0.01}$	Results
1	Y on X1	45	21.042	26.50	Homogeneous
2	Y on X2	42	15.647	18.50	Homogeneous

From the results of the normality test and homogeneity test that were obtained, then the hypothesis testing can be continued.

Hypothesis Test

The objective of the test of the research hypothesis is to determine whether the proposed null hypothesis (H_0) is rejected or accepted at a certain level of significance.

1. The relationship between Interpersonal Intelligence (X1) and English Speaking Skills(Y)

Based on the results of the calculation, it is found that the relationship between interpersonal intelligence (X1) and English speaking skills (Y) is indicated by the regression equation $\hat{Y} = 2.493 + 0.281X_1$.

Based on the regression significance test the F_{value} is 39.03 and the F table at $\alpha = 0.05$ is 4.01 and at $\alpha = 0.01$ is 7.09. Because $F_{\text{value}} (39.03) > F_{\text{table}} 7.09$ at $\alpha = 0.01$, this proves that the regression equation $\hat{Y} = 2.493 + 0.281X_1$. It is very significant.

Based on the results of the regression linearity test, it was obtained that the F_{value} was calculated at 0.75 and F table 1.85 at $\alpha = 0.05$ and 2.38 at $\alpha = 0.01$. because the $F_{\text{value}} (0.75) < F_{\text{table}} 1.85$ at $\alpha = 0.05$ and 2.38 at $\alpha = 0.01$, thus indicating non-significant. This proves that the regression mentioned above is linear. Thus, based on the two test results above, it confirms that the regression equation $\hat{Y} = 2.493 + 0.281X_1$ is very significant and linear. Therefore, this equation can be used to make predictions.

The results of test of the regression equation which have been markedly significant and linear, this means that each increase in one unit of the interpersonal intelligence score will be followed by an increase in the English speaking skill score of + 0.281 unit score at a constant of 2.493.

The results of the calculation of the strength of the relationship between interpersonal intelligence (X1) and English - speaking skills (Y) are shown by the correlation coefficient $r_{y1} = 0.634$.

Based on the results of the significance test, the correlation coefficient $t_{\text{value}} = 7.917$, greater than $t_{\text{tab}} = 2.39$. Thus, it can be concluded that the correlation coefficient between the interpersonal intelligence (X1) and the English - speaking skill (Y) of 0.6342 is very significant. This means that there is a positive relationship between interpersonal intelligence X1 and English - speaking skills (Y). The amount of contribution or contribution of interpersonal intelligence to English speaking skills is determined by the coefficient of determination. From the results obtained the coefficient of determination $(r_{y1})^2 = (0.634)^2 = 0.402$ or 40.2%. This means that 40.2% of the tendency of increasing or decreasing English speaking skills can be explained or determined by interpersonal intelligence, based on the regression equation $\hat{Y} = 2.493 + 0.281X1$.

The strength of the relationship between the interpersonal intelligence (X1) and English - speaking skills (Y) by controlling the influence of the parents' attention (X2) obtained a partial correlation coefficient of $r_{y1.2} = 0.609$.

Based on the significance test of the partial correlation coefficient above, it can be concluded that: (1) by controlling the influence of the parents' attention (X2) there is still a positive and very significant relationship between interpersonal intelligence (X1) and English - speaking skills (Y)

This can be explained statistically that based on the results of the significance test using the t test on the partial correlation coefficient between interpersonal intelligence (X1) and English speaking skills (Y) by controlling the parents' attention (X2), it turned out that it produced $t_{\text{value}} = 6,650 > t_{\text{tab}} = 2.39$ at $\alpha = 0.01$, and it means that the relationship is very significant.

2. The Relationship between Parents' Attention (X2) and English Speaking - Skills (Y)

Based on the results of the correlation between parents' attention (X2) and English - speaking skills (Y), it was obtained the regression coefficient "b" of 0.121 and the constant "a" of 15,492. Thus, the relationship between the two variables is shown by the regression equation $\hat{Y} = 15.492 + 0.121X2$. To be used as a prediction, this regression equation must meet the requirements of linearity and significance. To test the significance and linearity of the regression equation, the F test was carried out.

The regression significance of Y on X2 in the table above shows that the price of $F_{\text{value}} = 6.99$ and $F_{\text{tab}} = 7.09$ $\alpha = 0.01$ and $F_{\text{tab}} = 4.01$ at $\alpha = 0.05$. Therefore, based on the results of the regression significance test, the value of $F_{\text{value}} (6.99) > F_{\text{table}} (4.01)$ at $\alpha = 0.05$, it means that the regression equation $\hat{Y} = 15.492 + 0.121X2$ is significant. Meanwhile, based on the results of the regression linearity test, it was found that $F_{\text{value}} = 1.14 < F_{\text{tab}} = 2.41$ at $\alpha = 0.01$ and $F_{\text{tab}} = 1.85$ at $\alpha = 0.05$, this indicates that the regression is linear.

Therefore, the regression equation $\hat{Y} = 15.492 + 0.121X2$ can be used to predict the relationship between parents' attention (X2) and English-speaking skills (Y). Thus, the regression equation implies that if parents' attention (X2) is increased by one score, the tendency of English - speaking skills (Y) increases by 0.121 per unit at a constant of 15.492.

The results of the calculation of the strength or degree of the relationship between parents' attention (X2) and English - speaking skills (Y) are shown by the correlation coefficient $r_{y2} = 0.328$. The significance test was carried out by using the t test, the value of $t_{\text{value}} = 2.83$.

Based on the results of the significance test of the correlation coefficient $t_{\text{value}} = 2.83 > t_{\text{tab}} = 2.39$ at the significance level $\alpha = 0.01$, it can be concluded that there is a positive relationship between the parents' attention (X2) and the English speaking skill (Y). This means that the higher the parents' attention, the higher the English - speaking skills.

The amount of contribution of parents' attention to English speaking skills is determined by the coefficient of determination. From the result of calculation obtained the coefficient of determination $(r_y)^2 = (0.328)^2 = 0.107$ or 10.7%. This means that 10.7% of the variation that occurs in the tendency of increasing or decreasing English speaking skills can be explained or determined by parents' attention, based on the regression equation $\hat{Y} = 15.492 + 0.121X_2$

The strength or degree of the relationship between the parents' attention (X2) with English speaking skills (Y) by controlling the influence of the interpersonal intelligence (X1) obtained a partial correlation coefficient of $r_{y2.1} = 0.248$.

Based on the partial correlation coefficient test, it can be concluded that: (1) by controlling the influence of the interpersonal intelligence (X1) there is a positive and significant relationship between parents' attention (X2) and English speaking skills (Y).

This can be explained statistically that based on the results of the significance test using the t test on the partial correlation coefficient between parents' attention (X2) and English speaking skills (Y) by controlling the interpersonal intelligence (X1), it obtained $t_{\text{value}} = 1.932 > t_{\text{tab}} = 1.67$, which means that the correlation coefficient is significant.

This can be explained statistically that based on the results of the significance test using the t test on the partial correlation coefficient between parents' attention (X2) and English speaking skills (Y) by controlling the interpersonal intelligence (X1), it produced $t_{\text{value}} = 1.932 > t_{\text{tab}} = 1.67$, which means that the correlation coefficient is significant.

Thus, the attention of parents with English speaking skills has a strong relationship in improving English speaking skills.

3. The relationship between interpersonal intelligence (X1), parental attention (X2), together with English speaking skills (Y)

The third hypothesis proposed in this study is there is a positive relationship between interpersonal intelligence (X1) and parents' attention (X2) together with English - speaking skills (Y).

Based on the results of the multiple regression of the English - speaking skills (Y) on interpersonal intelligence (X1), the regression b_1 is 0.262, for the parents' attention (X2) b_2 is 0.0756, and constant a is -1.469. This means that the form of the relationship between the independent variables (X1, X2) and the dependent variable (Y) can be described by the regression equation $\hat{Y} = -1.466 + 0.262X_1 + 0.0756X_2$.

The results of the strength or degree of the relationship between interpersonal intelligence (X1), parental attention (X2) together with English speaking skills (Y) are shown by the correlation coefficient $r_{12} = 0.662$.

The coefficient of multiple determination $r^2 = (0.662)^2 \times 100 = 43.8$. This means that 43.8% of English speaking skills is determined or explained by interpersonal intelligence (X1), and parents' attention (X2) simultaneously, which based on the regression equation $\hat{Y} = -1.466 + 0.262X_1 + 0.0756X_2$. **Correlation coefficient very significant ($t_{\text{value}} = 22,38 > t_{\text{tab}} = 4,99$)

Based on the results of the calculation of the significance test, the multiple correlation coefficient obtained $F_{\text{value}} = 22.236 > t_{\text{tab}} = 4.16$ at the significance level $\alpha = 0.01$, thus, the multiple correlation coefficient is very significant and H_0 is rejected. Therefore, it can be concluded that there is a positive and very significant relationship between interpersonal intelligence (X1) and parents' attention (X2) simultaneously with English speaking skills (Y) with multiple correlation coefficients $r_{Y12} = 0.662$.

Discussion

Based on the empirical data and the result of statistical test it is shown that there is a positive relationship between the independent variables, interpersonal intelligence (X1), and parents' attention (X2) either individually or simultaneously with the dependent variable English speaking skills. The relationships can be explained as follows:

1. The relationship between Interpersonal Intelligence (X1) and English- Speaking Skills (Y)

The relationship between Interpersonal Intelligence (X1) individually and English-Speaking Skills (Y) is a positive and significant relationship. It is shown in the simple linear regression equation between the two variables, $\hat{Y} = 2.493 + 0.281 X_1$.

It means that every increasing of a single score of the interpersonal intelligence it will improve English speaking skills by 0.281 units of score at a constant of 2.493. The simple correlation coefficient of the relationship between the interpersonal intelligence and English speaking skills is $r_{Y1} = 0.634$ and the efficiency of determination is $(r_{Y1})^2 = (0.634)^2$ means that 40.2% of the variance of English speaking skills can be determined or explained by the interpersonal intelligence.

2. The relationship between Parents' Attention(X2) and English-Speaking Skill (Y)

The relationship between Parents' Attention (X2) individually and English - Speaking Skill (Y) is a positive and significant relationship. It is shown in the simple linear regression equation between the two variables, $\hat{Y} = 15.492 + 0.121 X_2$.

It means that every increasing of a single score of the Parents' Attention it will improve English speaking skills by 0.121 units of score at a constant of 15.492. The simple correlation coefficient of the relationship between the interpersonal intelligence and English-speaking skill is $r_{Y2} = 0.328$ and the efficiency of determination is $(r_{Y2})^2 = (0.328)^2$ means that 40.2% of the variance of English - speaking skill can be determined or explained by Parents' Attention.

3. The relationship between Interpersonal Intelligence (X1) and Parents' Attention (X2) Simultaneously with English Speaking Skill (Y)

The relationship between Interpersonal Intelligence (X1) and Parents' Attention (X2) Simultaneously with English Speaking Skill (Y) is a positive and significant relationship. It is shown in the multiple linear regression equation among the three

variables, $\hat{Y} = -1.469 + 0.262 X_1 + 0.0756 X_2$. It means that every increasing of a single score of the Interpersonal Intelligence and Parents' Attention simultaneously will improve English speaking skills by 0.262 and 0.0756 units of score at a constant of -1.469.

The multiple correlation coefficient of the relationship between the interpersonal intelligence and Parents' Attention with English - speaking skill is $r_{y12} = 0.662$ and the efficiency of determination is $r^2_{y12} = (0.662)^2$ means that 43.8% of the variance of English speaking skill can be determined or explained by interpersonal intelligence and parents' attention simultaneously.

CONCLUSION

Based on data analysis in the previous chapter, it can be concluded as follows: (1) there is a positive relationship between interpersonal intelligence and English speaking skills (2) there is a positive relationship between parental attention and English speaking skills (3) there is a positive relationship between interpersonal intelligence and parents' attention simultaneously with English speaking skills. The details of this conclusion are described as follows:

1. Interpersonal intelligence (X_1) has a positive relationship with English language skills (Y). This is proven by the regression equation $\hat{Y} = 2.493 + 0.281 X_1$, the value of the correlation coefficient (r_{y1}) = 0.634 and the coefficient of determination $r^2_{y1} = (0.634)^2 = 0.402$ that shows 40.2% of English speaking skills is influenced by interpersonal intelligence. This means that the higher and more positive a student's interpersonal intelligence, the higher his English speaking skills will be. On the contrary, the lower and negative the students' interpersonal intelligence, the lower their English - speaking skills is.
2. Parents' attention has a positive relationship with English language skills (Y). This is proven by the regression equation $\hat{Y} = 15.492 + 0.121 X_2$, the value of the correlation coefficient (r_{y2}) = 0.328 and the coefficient of determination $(r_{y2})^2 = (0.328)^2 = 0.107$ that shows 10.2% of English speaking skills is influenced by parents' attention. This means that the higher and more positive the parents' attention, the higher his English - speaking skills will be. On the contrary, the lower and negative the parents' attention, the lower their English-speaking skills is.
3. Interpersonal intelligence (X_1) and parents' attention (X_2) simultaneously have a positive relationship with English language skills (Y). It is proven by the regression equation $\hat{Y} = -1.466 + 0.262 X_1 + 0.0756 X_2$, with $F_{\text{value}} = 22.23$ greater than $F_{\text{table}} = 4.88$ or $22.23 > 4.88$. It shows that the multiple correlation coefficient between X_1 and X_2 simultaneously with Y is very significant. In addition, the positive relationship between interpersonal intelligence and parents' attention simultaneously with English speaking skills is proven by the value of the multiple correlation coefficient (r_{y12}) = 0.662 and the determination coefficient $(r_{y12})^2 = 0.438$ which shows that 43.8% of English speaking skills are determined by interpersonal intelligence and parental attention simultaneously.

Therefore, interpersonal intelligence and parents' attention consistently have a direct relationship with English speaking skills. This means that the higher and more positive interpersonal intelligence and parental attention, the higher the English - speaking skills. Vice versa, the lower and negative interpersonal intelligence and parental attention, the lower the English - speaking skills is. Based on the description above, it can be concluded that English speaking skills can be improved through interpersonal intelligence and parental attention individually or simultaneously.

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