Chapter – IV
Findings and Discussion

CHAPTER - IV

RESULTS AND DISCUSSION

The main objective of investigation was to study interpersonal communication between members of three-generation families. The information was collected from all the generations. The respondents were youth, parents and grandparents. One of the parents and one of the grandparents answered the questions on behalf of both the parents and both the grandparents (wherever applicable). Hence the total sample for parents and grandparents was considered as the maximum number of each. Such families were also considered eligible where either of parents and either of grandparents were alive. The youth were asked to reflect their perception regarding home atmosphere, and parent-child relationship. A comparison regarding values held by the three generations were made. The views of each generation were collected regarding extent, content and time for interpersonal communication.The areas of conflict and the methods of resolving conflict were also found out. Their opinion regarding purpose, barrier and facilitators of communication were also collected Based on the results regarding extent of communication certain families were selected for case study. An in depth study was carried out regarding various aspects of interpersonal communication between youth , parents and grandparents. Results of investigations are described in the present chapter under the following sections:

(1)   Background information of the respondents.

(2)   Values held by the respondents.

(3)   Home atmosphere as perceived by youth.

(4)   Parent-child relationship as perceived by youth .

(5)   Purpose of interpersonal communication

(6)   Extent, content and time for communication

 (7)   Barriers to Communication

(8)   Areas of conflicts

(9)   Methods of resolving conflicts

(10)   Facilitators for effective communication as perceived by respondents

(11)   Testing of hypotheses

(12)   Case studies

Section I :   Background information of the respondents

The information regarding sex, age, education, occupation, family size, ordinal position of the child, major decision makers in the family etc are described in this section.

1.1 Sex of the respondents

Majority of the youth considered as sample were girls (Table:1,Fig.1) and a little more than one third of them were boys. A survey of 50 families was made and it was observed that all the youth had mother, but in case of three families the father was not alive. Ninety per cent of the youths had grandmother and sixty eight per cent of youths had grandfathers.

Table:1 Distribution of the family by sex

Sex	Respondents (n=50)	
Youth	**f**	**%**
(i) Boys	18	36.0
(ii) Girls	32	64.0
Parents		
(i) Father	47	94.0
(ii) Mother	50	100
Grandparents		
(i) Grandfather	34	68.0
(ii) Grandmother	45	90.0

Fig. 1 Percentage distribution of family by sex


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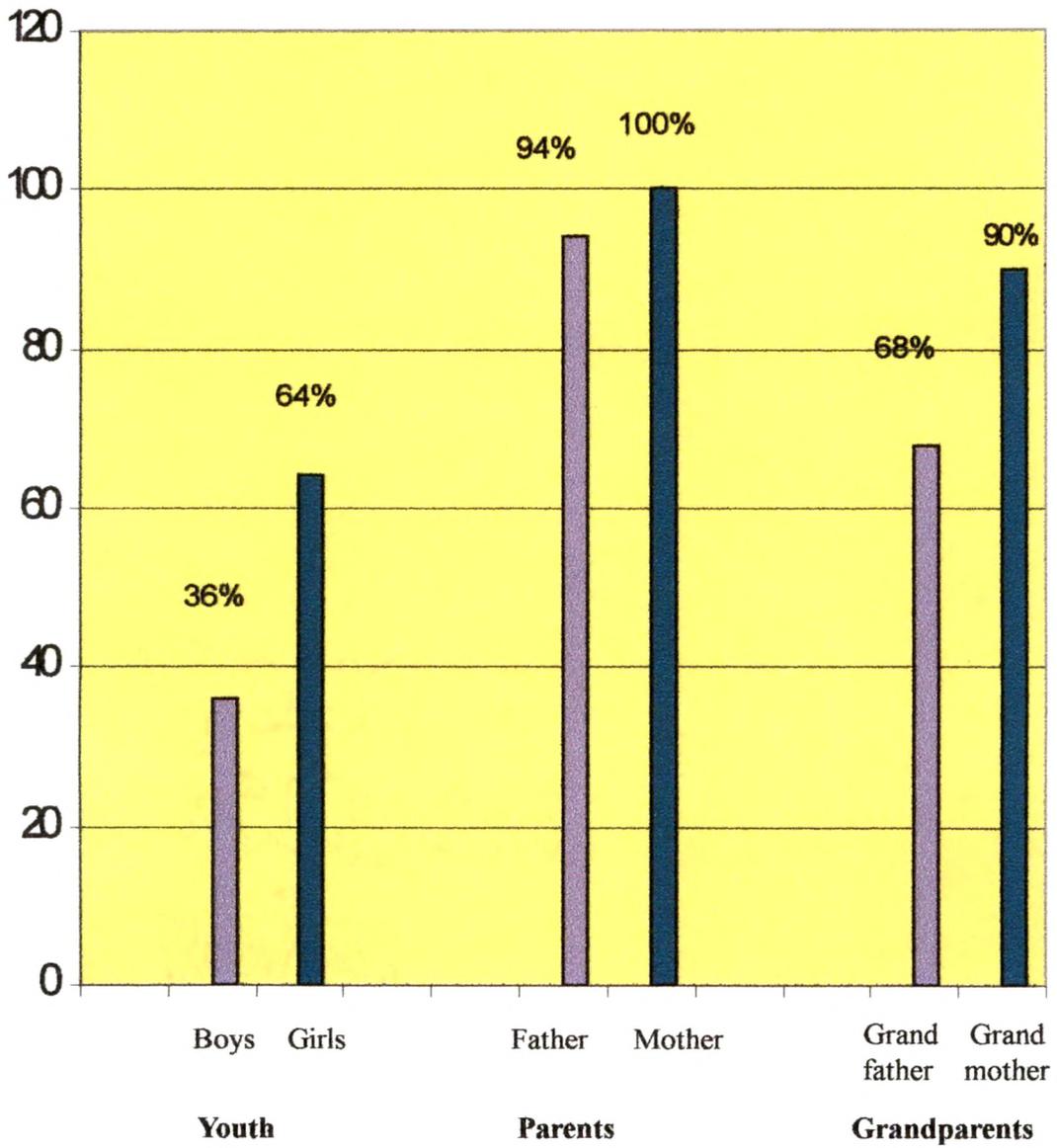
1.2   Age of the respondents:

Age of the youth, ranged from 18 to 21 years with a mean of 19.8 years (Table 2 , Fig.2) Majority (60%) of the youths belonged to the age of 20 to 21 whereas a little less than half of them were in the age group of 18 to 19 years.There were three cases where fathers were not alive. The mean age of the fathers was 49.1 years and that of the mothers was 46.4 years. Majority of the fathers and mothers of the youths belonged to the age group of 40 to 50 and rest were in the age group of 51 to 60 years

There were 34 cases where grandfather and 45 cases where grandmother were alive. Amongst them majority were more than 71 years old. The age of grandparents ranged from 55 to 84 years. The mean age of the grandfathers was found to be 73.8 and that of grandmothers was 71.4 years.

Table: 2   Age of the respondents

Sr.No	Age (Years)	Respondents	
		f	%
1	**Youth**		
(i)	18 -19	20	40.0
(ii)	20-21	30	60 0
	Total	50	100.00
	Mean	19.8	
	SD	1.12	
2	**Father**		
(i)	40-50	29	61 7
(ii)	51-60	18	38 3
	Total	47	
	Mean	49.1	
	SD	8.47	
3.	**Mother**		
(i)	40-50	39	78 0
(ii)	51-60	11	22 0
	Total	50	
	Mean	46.4	
	SD	4.92	
4	**Grandfather**		
(i)	55-70	10	29.4
(ii)	70 and Above	24	70 6
	Total	34	
	Mean	73.8	
	SD	5.67	
5	**Grandmother**		
(i)	55-70	20	44 4
(ii)	71 and Above	25	55.6
	Total	45	
	Mean	71.4	
	SD	6.99	

Fig.2. Percentage distribution of the respondents according to their age
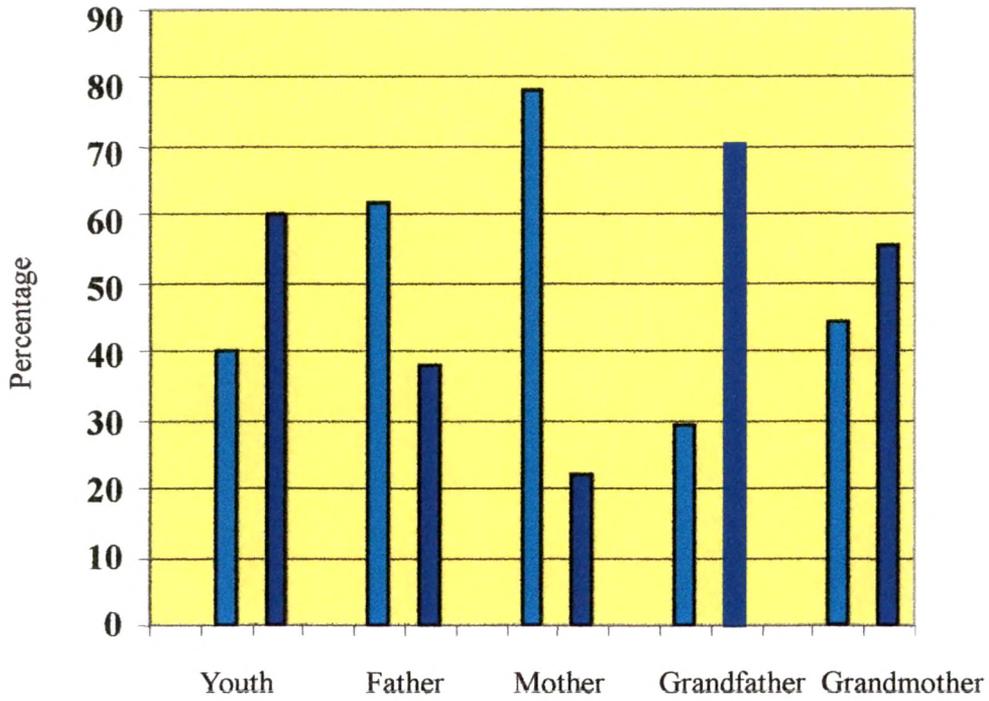
|	Youth	Father	Mother	Grandfather	Grandmother
▨	18-19	40–50	40-50	55-70	55-70
▪	20-22	51-60	51-60	71 & above	71 & above

1.3 Educational level

Information regarding educational level of parents and grandparents was collected. It was observed that more than half of the fathers (57.4%) were graduates or below it and a little less than half of them had education above graduation. In case of mothers it was found that majority (74%) of them were graduates and a little more then one fourth of them had education below graduation.

Further, it was observed that more than half of the grandfathers had education till graduation or above and the remaining had education below graduation. In case of the grandmothers, it was seen that a little less than half of the grandmothers were illiterate and a little more than half of them were literate.

Table:3 Distribution of the families according to educational level of the members

Sr. No.	Educational Level	Respondents	
		f	%
1	**Father (n=47)**		
	(i) Below Graduate	27	57.4
	(ii) Graduate and Above	20	42.6
2	**Mother (n=50)**		
	(i) Below Graduate	13	26.0
	(ii) Graduate and Above	37	74.0
3	**Grandfather (n=34)**		
	(i) Below Graduate	14	41.1
	(ii) Graduate and Above	20	58.8
4	**Grandmother (n=45)**		
	(i) Illiterate	22	48.9
	(ii) Literate	23	51.1

Fig.3:   Percentage distribution of the respondents by educational level
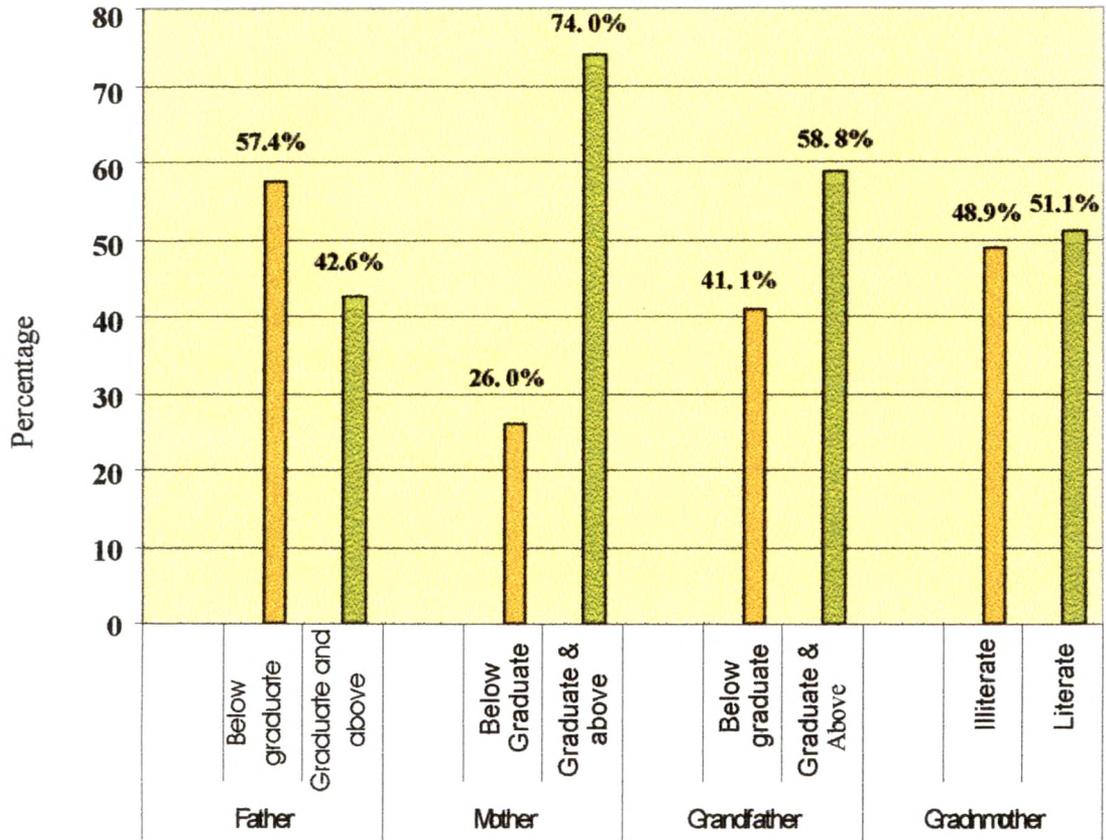
1.4 Occupation:

It was observed that all the fathers were employed whereas majority (80%) of the mothers were not employed. Only one fifth of them were employed.

A wide majority (95.6%) of the grandmothers and grandfathers (70.6%) were not employed but a little more than one fourth of them were employed/self employed(had own business or helped in family business).

Table: 4 Distribution of the families according to the occupation of the parents and grandparents

Occupation		Respondents						
		Father (n=47)		Mother (n=50)		Grandfather (n=34)		Grandmother (n=45)	
		f	%	f	%	f	%	f	%
(i)	Employed	47	100	10	20	10	29.4	2	4.4
(ii)	Not Employed	-	-	40	80	24	70.6	43	95.6

1.5 Family income

Total monthly income of the family ranged from Rs. 10,000/- to 40,000/- with a mean of Rs. 21,980/- . A little more than half of the families had monthly income ranging from Rs. 10,000 to 20,000 and a little less than half of them had income ranging from Rs. 20.001 to 40,000.

Table : 5 Distribution of the families according to their total income

Income (Rs.)	Respondents (n=50)	
	f	%
(i) 10,000 - 20,000	27	54
(ii) 20,001 - 30,000	23	46
Mean	21,980.0	
SD	8034.34	

Fig. 4: Percentage distribution of the respondents by occupation
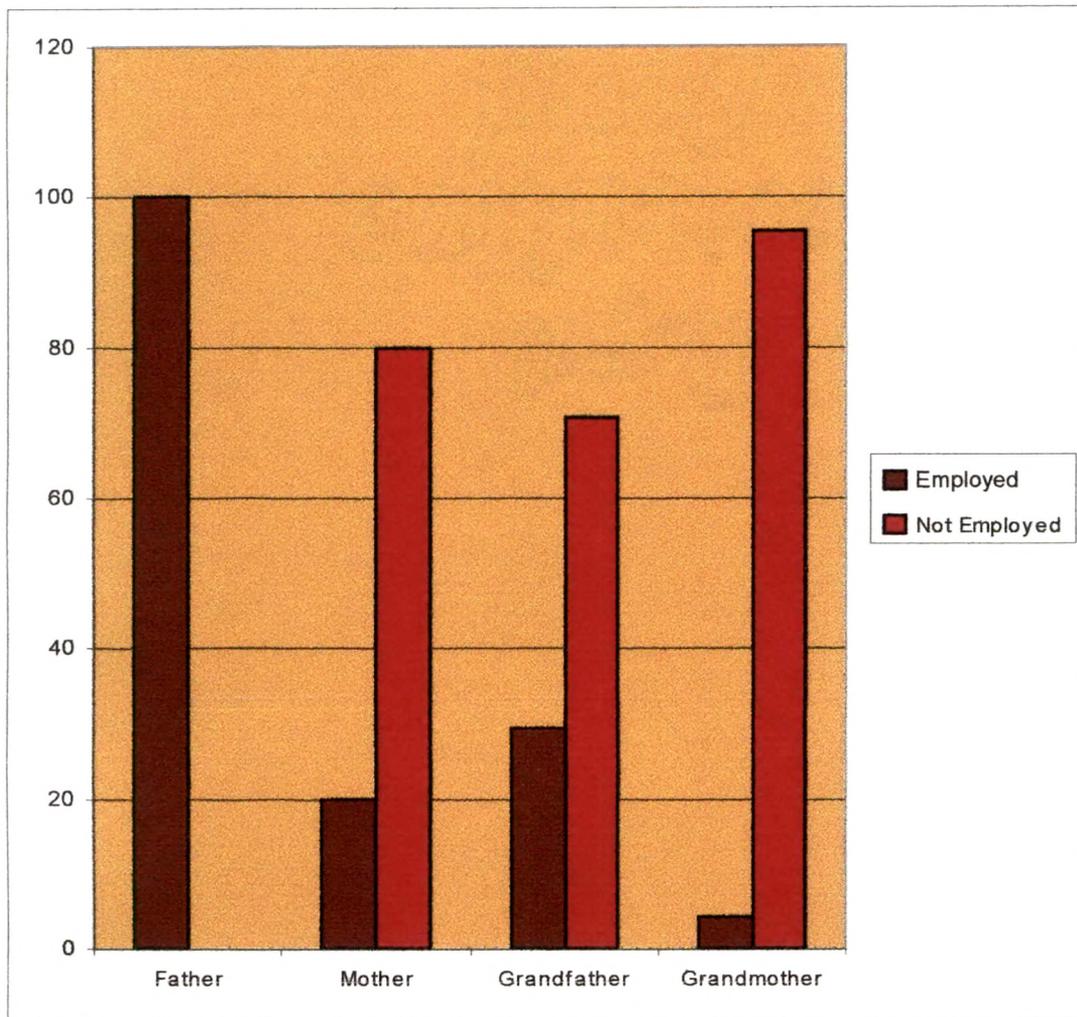
Fig. 5   Percentage distribution of the families by income
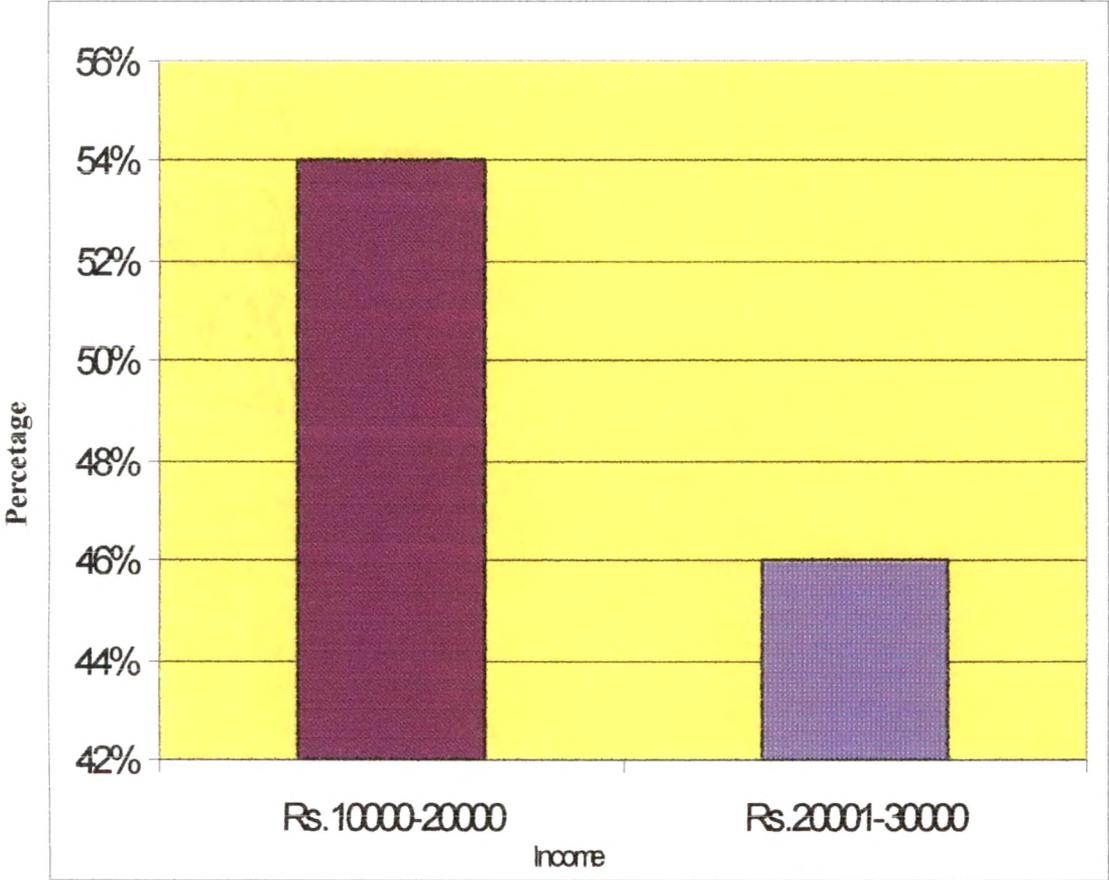
1.6 Size of the family

The mean number of members were found to be 6.3 (Table 6) .The minimum was 3 and the maximum was 8 Majority (66%) of the families had 6to8 members in the family and a little more than one third of the families had 3 to 5 members.

Table: 6 Distribution of the families according to the total number of members

No. of family members	Respondents (n=50)	
	f	%
(i) 3-5	17	34.0
(ii) 6 or more	33	66.0
Mean	6.3	
SD	2.0	

1.7 Ordinal position of the youth

If a family had more children in the age group of 18 to 21 then those youth only were selected as sample who were eldest among them.

It was observed that a little less than half of the youth. had first ordinal position amongst all the children in the family Fourty two percent of them had second ordinal position in the family and very negligible per cent of respondents had third and fourth position in the family amongst other children

Table:7 Distribution of the family according to the ordinal position of the child

Ordinal Position	Respondents (n=50)	
	f	%
(i) First	24	48.0
(ii) Second	21	42.0
(iii) Third	3	6 0
(iv) Fourth	2	4.0

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Major decision maker in the families

This section was included in the questionnaire to know the role of each family member in the decision making process pertaining to various matters in the family whether it was father alone or mother alone or grandparents alone or the children alone took the decisions of whether more than one person took the decision What was the participation of youth and grandparents in decision making process.In half of the families, father was the major decision maker regarding financial matters, and in little more than one fourth of the families father and mother jointly took the decisions regarding financial matters. Youth and grandparents were not involved in the financial decisions

In case of food items it was seen that all the family members took the decisions in about half of the sample families and in fourty two per cent families only the mother took the decisions regarding food.It was observed that in 42 per cent families father, mother and child took jointly the decisions regarding clothing,but grandparents did not had any say in the clothing aspect.

Regarding housing it was seen that in 70% families father and mother jointly took the decisions In very negligible families the youth and grandparents were involved in such decisions. Looking further it was observed that in twenty families father and mother jointly took the decisions regarding purchase of durable goods and in fifteen families only the father was the major decision maker, whereas in fourteen families all the family members together took the decisions regarding purchase of durable goods

Mother was the main decision maker in 96% families regarding household operations. In case of socialization it was observed that in half of the families (50%) all the family members jointly took the decisions and in twelve families father and mother jointly took the decision

Regarding the entertainment it was observed that in thirty five families father, mother and child jointly took the decisions. In case of health care in half of the families father and mother were major decision maker. In 42% families father and mother jointly took the decisions regarding transportation matters. Regarding education it was found that in 64% families father, mother and the child were the major decision maker.

In majority of the families (68%) all the family members together took decisions pertaining to the religious activities and lastly in 56% amilies father and mother jointly took decisions regarding personal allowance and in 44% families only the father was the major decision maker regarding this aspect

It can be concluded from the table:8 that in most of the cases father took decisions pertaining to financial matters whereas in case of housing father and mother took most of the decisions. It was also seen that for decisions relating to mostly all household operations mother was the major decisions maker. So it can be said that today also the decisions regarding household operations are left to women and most of the financial matters are dealt by the men (father) as usual. Grandparents alone or youth alone did not take any decision independently It can be presumed that decision making process where other members also participate with father and mother, the opportunity for interpersonal communication increase It was observed thatreligious' activities, socialization,food were the matters regarding which all the family members may be communicating in about half of the sample More than one fourth of the families may be communicating regarding purchase of durable goods since they jointly participated in the decision making regarding this matter

Table:8 Distribution of the respondents according to the major decision maker in the family

Matters	Mother		Father		F+M		F+M+C		All	
	f	%	f	%	f	%	f	%	f	%
Financial	11	22	25	50	14	28	-	-	-	-
Food	21	42	5	10	-	-	-	-	24	48
Clothing	9	18	2	4	15	30	24	48	-	-
Housing	-	-	5	10	35	70	6	12	4	8
Purchase of durable good	2	4	15	30	20	40	9	18	14	28
Household Operation	48	96	-	-	-	-	-	-	2	4
Socialization	5	10	2	4	12	24	6	12	25	50
Entertainment	-	-	-	-	6	12	35	70	9	18
Health care	4	8	5	10	25	50	10	20	6	12
Transport	2	4	11	22	21	42	12	24	4	8
Education	-	-	6	12	12	24	32	64	-	-
Religious Activities	12	24	-	-	4	8	-	-	34	68
Personal Allowance	-	-	22	44	28	56	-	-	-	-

Yamdagni (1972) in her study found out that the homemaker made independent decision in the area of food and kitchen equipment which is a major finding of the present study also According to Dorothy (1973) it has rightly been pointed out that family decisions may be made by one person, but, major decisions offen involve more than one person in the decision making process The extent of the participation in a decision by the various members will depend both on the type of decision been made and on the attitude of the family members about who should make it.. According Paolucci (1977) wise decision making in families is crucial to creating home environment that will aid each person to develop his or her potential. Makhijani (1977) in his study found that adolescent d agree to the fact that environmental influence was the main factor in making independent decisions They felt that an adolescent's friend circle create a great impact on his behavior and that the presence of an authoritarian figure also create a barrier for him in making independent decision. Gaekwad (1981) found that Home Science graduates took joint decisions in the areas of education, clothing, equipment and leisure time They consulted their husbands in most of the decisions, but at the same time in-laws and children were given an opportunity to express their views The final decision was made by the husband and wife together Kaur (1991) in a study on conflicts between youth and parents in decision making found that 60 per cent of boys were allowed to take major decisions at an earlier age than the girls. The youths had a lot of say regarding education and money matters Too many youths had conflicts in all the areas of decision

Section II : Values held by the youth·, parents and grándparents

Standardized value scale(Ansari, 1972) was used to get an idea of the values held by all three generations i.e. youth. , parents and grandparents The scale contained fourty seven statements regarding 4 sets of values viz.; (1) Conservatism, Liberalism, (2)Fatalism. Scienticism (3) Hereditarianism, Environmentalism (4) Authoritarianism and Non authoritarianism. It was a five points scale and they were asked to express to what degree they agreed-or disagreed with the statements. It was a summated rating scale. Their scores were summated for each value and was divided into two categories namely positive and negative orientation. Those who scored low on a particular value were supposed to have a negative orientation and those who scored high had positive orientation towards the value.

Value Orientation

Majority of the parents (66%) and a wide majority (80%) of the grandparents had positive orientation towards conservatism which proved that they favoured conservatism.(Table-9,Fig.6)

Table:9 Distribution of the families according to value orientation

Values Score	Orientation	Respondents (n=50)					
		Youth		Parents		Grand Parents	
		f	%	f	%	f	%
(A) (i) Conservation8-23	Negative	37	74	17	34	10	20
24-40	Positive	13	26	33	66	40	80
Mean		15 78		24 94		27 18	
(ii) Liberalism 6-17	Negative	13	26	33	66	40	80
18-30	Positive	37	74	17	34	10	20
Mean		22 78		15 12		12 5	
(B) (i) Fatalism 7-20	Negative	45	90	47	94	47	94
21-35	Positive	5	10	3	6	3	6
Mean		13 20		16 64		18 32	
(ii) Scienticism 9-26	Negative	5	10	3	6	3	6
27-45	Positive	45	90	47	94	47	94
Mean		30 88		31 64		33 78	
(C) (i) Hereditarianism3-8	Negative	40	80	39	78	42	84
9-15	Positive	10	20	11	22	8	16
Mean		5 86		6.01		7 05	
(ii) Environmentalism3-8	Negative	10	20	11	22	8	16
9-15	Positive	40	80	39	78	42	84
Mean		12 04		10 72		12 74	
(D) (i) Authoritarianism4-11	Negative	37	74	23	46	6	12
12-20	Positive	13	26	27	54	44	88
Mean		9 64		14 44		18 58	
(ii) Non-Authoritarianism7-20	Negative	13	26	27	54	44	88
21-35	Positive	37	74	23	46	6	12
Mean		26 40		20 94		17 14	

Further it was seen that majority of the parents and grandparents had negative orientation towards liberalism Majority (74%) of the youth had positive orientation towards liberalism. It was observed that a wide majority of the three generations had negative orientation towards fatalism and hereditarianism

In case of authoritarianism it was found that majority of the youth and less than halfof the parent favoured non-authoritarianism but majority of the grandparents had positive orientation towards authoritarianism It was found that majorityof the grandparents favoured conservatism and authoritarianism but majority of the youth believed in liberalism and non authoritarianism This could be due to the age difference between the two generations

Rapid change in all phases of life, which has resulted in the break down of well established moral standards, with the result that parents lack positiveness in their teaching of moral values or they neglect it entirely When the moral values of the adolescents peer group differ markedly from those of his parents, the parents refuse to accept these new moral values, with the result there is constant friction between the adolescents and his parents (Kuwhen, 1952). Thus, with these conflicting choices of the values the youth is, left confused startled and is unable to confirm to one set of norms and this effects his clarity of thought and which in turn effects his communication. Hariasra (1972) in his study found out that adults gave first preference to truth,whereas adolescents gave to freedom and fame. For universal personal value adults prefer spontaneity the most whereas adolescent to endurance, courage and spontaneity Most preferred social value of adults is sincerity and discipline Both give last preference to harmony and luck.

Pabha (1977) conducted a study of values underlying the family decisions made by the homemakers. She found out that economic and social values were dominant. Kaur (1991) revealed that in relation to degree of importance of values it was found that there was not much difference between parents and youth values. Youth gave much importance to freedom, excellence, and achievement and success while parents gave importance to economy, education and moral orientation. De (2002) reported that one of the important values within the individuals is progressivism

It was found that very few studies have been done on the aspect of values. No study was found to be of similar in nature as of the present research. But Nickel, Rice and Tucker, (1976) rightly said that conflicts with other people's values can be resolved by accepting interpersonal differences , by rearranging group or individual priorities or by redefining values

Thus values are influencial in determing quality of life and does effect decisionmaking which indirectly affects the communication among family members

Weighted mean score: Mean weighted scores were calculated for each of the values by summating scores of all the respondents on an item and dividing the sum by the total number of respondents. The range of continuum was from 1-5.Range of mean weighted score was divided into two categories,(i) 1-2.9 and as low (ii) 3 0-5.0 as high

Fig. 6 Mean score of the respondents on various values held by them
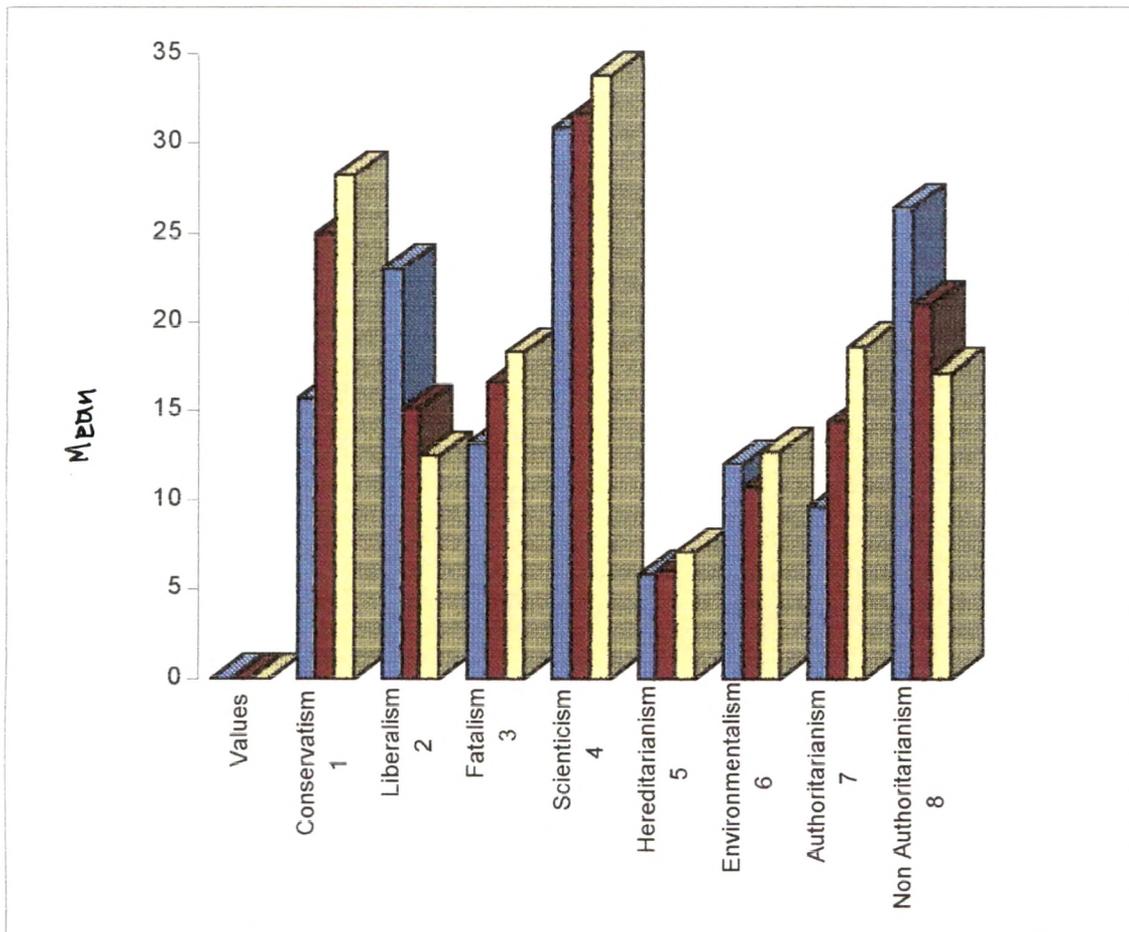
Key
- Youth
- Parents
- Grandparents

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weighted The mean weighted score for the values liberalism and non-authoritarianism was found to be high for the youth which revealed that they favoured these values. For the parents and grandparents the mean weighted score was high for conservatism and authoritariansim which showed that they believed in conservatism and authoritarianism which is opposite of the youth .(Table 10)

Table:10   Mean weighted score for the values held by the respondents

Values		Respondents		
		Youths	Parents	Grandparents
A	(i) Conservation	1 97	3 11	3.39
	(ii) Liberalism	3.79	2.52	2.08
B	(i) Fatalism	1 88	2.37	2 61
	(ii) Scienticism	3.43	3 51	3 75
C	(i) Hereditarianism	1 95	2.00	2.35
	(ii) Environmentalism	4 01	3 33	4 24
D	(i) Authoritarianism	2 41	3.61	4 64
	(ii)Non-Authoritarianism	3.77	2.99	2.44

Section - III   Perception regarding home environment by the youths

A Standardized Scale (Jawa 1974) was used for measuring home environment. Its validity and reliability had been established by the author It was a five points summated rating scale which contain 73 statements regarding various areas of the home environment namely personal freedom, critical, social isolation, acceptance, understanding, severity of discipline, emotional stability, neglecting, rapport with siblings, socio economic image, interpersonal relations and general satisfaction The possible scores were divided into two categories reflecting poor or good home environment The respondents who scored low perceived their home environment as 'poor' and those who scored high perceived home environment as 'good'. The possible score for entire scale ranged from 73 to 365

Table 11 Distribution of the youth. according to the perception regarding home environment

Aspects of Home Environment	Scores	Perception regarding Home Environment	Youth (n=50)	
			f	%
(i) Personal	6-17	Poor	3	6 0
Freedom	18-30	Good	47	94 0
Mean Score			23 58	
(ii) Critical/Non	6-17	Poor	1	2 0
Critical	18-30	Good	49	98 0
Mean Score			23.94	
(iii) Social	4-11	Poor	4	8 0
Isolation	12-20	Good	46	92 0
Mean Score			15 74	
(iv) Acceptance	6-17	Poor	-	--
	18-30	Good	50	100 0
Mean Score			27.10	
(v) Understanding	8-23	Poor	2	4 0
	24-40	Good	48	96 0
Mean Score			32 72	
(vi) Severity of Discipline	5-14	Poor	20	40 0
	15-25	Good	30	60 0
Mean Score			15 54	
(vii) Emotional Stabily	3-8	Poor	10	20 0
	9-15	Good	40	80 0
Mean Score			11 16	
(viii) Neglecting	6-17	Poor	2	4.0
	18-30	Good	48	96.0
Mean Score			25.40	
(ix) Rapport with parents	5-14	Poor	5	10 0
	15-25	Good	45	90 0
Mean Score			19 88	
(x) Rapport with Siblings	8-23	Poor	1	2.0
	24-40	Good	49	98 0
Mean Score			34 02	
(xi) Socio economic Image	6-17	Poor	3	6 0
	18-23	Good	47	94 0
Mean Score			25 08	
(xii) Interpersonal relations	5-14	Poor	3	6 0
	15-25	Good	47	94 0
Mean Score			21.62	
(xiii) General Satisfaction	5-14	Poor	7	14 0
	15-25	Good	43	86 0
Mean Score			19 12	
Total Score	**73-218**	**Poor**	**2**	**4.0**
	219-365	**Good**	**48**	**96.0**
Mean Score			**294.9**	

It was observed that in case of severity of discipline fourty per cent of the youth, had poor perception and sixty per cent had good perception regarding Home atmosphere A wide majority of the youth: had good perception regarding various areas namely personal freedom , understading, emotional stability, , rapport with parents, and siblings, socio economic image, interpersonal relations and general satisfaction. All the youth: had good perception regarding acceptance in the family.Majority of the respondents did not perceive their home evironment as critical, neglecting and creating social isolation.

According to Hurlock (1955) sometimes the family living becomes rather mechanical or monotonous. This is more true of the families where both the parents are working As a result the children are not given proper care. The family is no more a place for their satisfaction and so they go out to fulfill their needs.

When the mean values of the various categories of home environment were compared it was found that the mean values were high for all the categories (table -8)which indicated that the youth perceived their home environment as 'Good.

Weighted mean scores of perception regarding home environment

Weighted mean score was calculated for each of the aspect. The range of the continuum was from 1-5. The range of mean weighted score was divided into two categories,(i)Low(1-2.9)and(ii) High (3.0-5.0).

Table: 12   Weighted mean score for the perception regarding home environment of the youth

Categories for home environment		Weighted Mean scores
		youth (n=50)
(i)	Personal Freedom	3.93
(ii)	Critical/noncritical	3.99
(iii)	Social Isolation	3.94
(iv)	Acceptance	4.52
(v)	Understanding	4.09
(vi)	Severity of Discipline	3 11
(vii)	Emotional Stability	3 72
(viii)	Not Neglecting	4 23
(ix)	Rapport with Parents	3.98
(x)	Rapport with Siblings	4 25
(xi)	Socio economic Image	4.18
(xii)	Interpersonal Relations	4 32
(xiii)	General Satisfaction	3 82
	Total Score	**4.04**

Fig. 7 Mean scores on perception regarding home environment by youth

Fig. 7 Mean scores on perception regarding home environment by youth

Home Environment	Mean Score
General satisfaction	19.12
Interpersonal relations	21.62
Socio Economic Image	25.08
Rapport with Siblings	34.02
Rapport with Parents	19.88
Not Neglecting	25.4
Emotional Stability	11.16
Severity of discipline	16.54
Understanding	32.7
Acceptance	27.1
Social Isolation	15.94
Non Critical	23.94
Personal Freedom	23.58
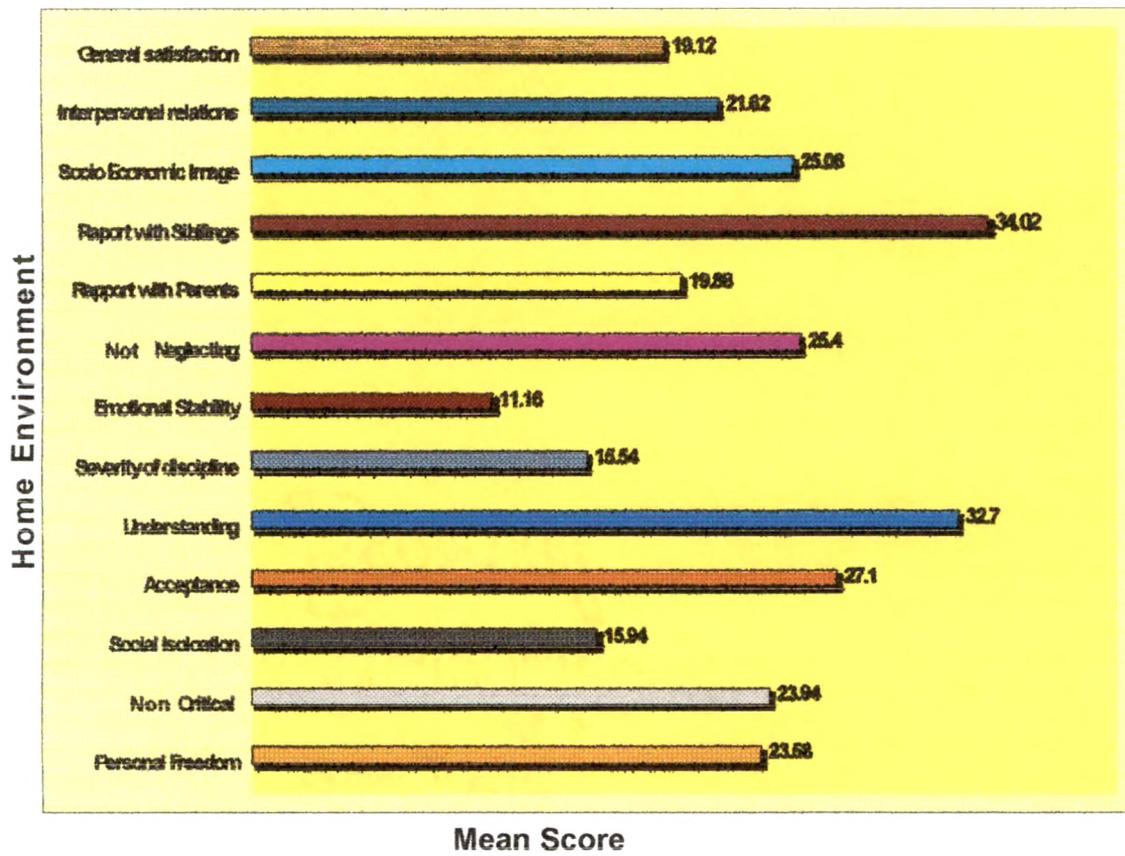
The mean weighted score for the acceptance in the home was found to be the highest amongst all (Table-13) .The interpersonal relations, rapport with sibilings and non neglecting environment in the home were found to be scoring in descending order The lowest score was for severity of discipline for which fourty per cent respondents perceived the home environment as poor.

Section- IV : Parent-child relationship as perceived by youth

The Parent – Child relationship scale was an standardized scale, the validity and reliability of which was already established by the author Rao (1988) It was a five point summated rating scale. A number of statements were given to the respondents (youth) which described different ways that fathers and mothers act towards their children, The scale contained statements on ten aspects of parent-child relationship namely protecting, symbolic, punishment, rejection, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglect behaviour. The youth were suppose to read each statement carefully and think how well it described the behaviour of their father and mother towards them. They were supposed to answer all the statements. The scores of all the ten aspects of parent-child relationship scale were summated and divided into two categories viz poor and good. For each aspect those who scored low had poor relationship with their father or mother and those who lied in the high score category had good relationship with their parents.

It was observed that a wide majority of the youth had good relationship with parents as they were protecting, gave symbolic reward and were loving as reflected through high on these areas

Further it was seen that a wide majority of the youth ` had poor relationship with their parents on certain aspects as rejection, object punishment, and neglect behaviour as a high percentage of the youth.' scored low. For symbolic punishment and indifferent majority of the youth.' scored low for both the parents Majority of the youth.' scored low for father-child relationship compared to mother-child relationship which proved that on these areas the relationship with father was poor

Majority of the youth also had poor relationship with both of their parents as they were on demanding since majority scored high. In case of object reward it was observed that more than sixty per cent of the youths had good relationship with both of their parents as they lied in the high score category.

Table :13 Distribution of the youth according to parent-child relationship

Sr.No	Categories	Scores	Relationship	Youths (n=50)			
				Father-Child		Mother- Child	
				f	%	f	%
(i)	Protecting	11 -32	Poor	4	8	4	8
		33-35	Good	46	92	46	92
	Mean			43.02		43 96	
(ii)	Neglect	10-29	Poor	45	90	47	94
	Behaviour	30-50	Good	5	10	3	6
	Mean			20		18.56	
(iii)	Symbolic	10-29	Poor	36	72	33	66
	Punishment	30-50	Good	14	28	17	34
	Mean			26.08		26.84	
(iv)	Symbolic	10-29	Poor	4	8	4	8
	reward	30-50	Good	46	92	46	92
	Mean			38.96		38.8	
(v)	Rejection	10-29	Poor	50	100	50	100
		30-50	Good	—			
	Mean			16.32		15.64	
(vi)	Demanding	10-29	Poor	35	70	37	74
		30-50	Good	15	30	13	26
	Mean			26.34		26.26	
(vii)	Object	10-29	Poor	49	98	48	96
	punishment	30-50	Good	1	2	2	4
	Mean			15.62		16.12	
(viii)	Object reward	10-29	Poor	16	32	16	32
		30-50	Good	34	68	34	68
	Mean			33.82		34.04	
(ix)	Indifferent		Poor	40	80	36	72
			Good	10	20	14	28
	Mean			30 66		31.10	
(x)	Loving	10-29	Poor	6	12	4	8
		30-50	Good	44	88	46	92
	Mean			38 38		39.72	
(xi)	Total Score	103-308	Poor	39	78	37	74
		309-515	Good	11	22	13	26
	Mean			289.2		291.04	

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After taking into account the score of the whole parent-child relationship scale it can be said that seventy eight per cent of the youth had poor relationship with their father and seventy four percent of the youth also had poor relationship with their mothers.

So it can be said that the relationship with mother was a little bit better than the relationship with father (Table 13). Jauhari(1993) in a study reported that boys rated both their parents high on the scale of warmth, equalitarianism, cognitive, competence, strict control, hostile control and achievements Males had rated their father high on the scale of the active involvement and mother high on the scale of conformity. They had rated their mother low on the scale of the active involvement. The girls on the other hand rated both the parents low on the scale of the hostile control. They had rated their father low on the scale of the rejection and mother high on the same. Seventy five of the respondents had high level of insecurity.More females feel insecure than males.

Elizabeth (1998) in a study reported that under certain conditions when parents were observed communicating differently toward one child than they did toward other, the children's views of their family's functioning were influenced. Additionally in the some cases differences in the parents communication with their two children were related to their children's perception of the parental favouritism. Thirdly, under certain circumstances children's perceptions for their parents favoring treatment were related to the way the children viewed family functioning, sibling relationship quality and their own self-competence.

On comparing the mean values for the various categories of the parent-child relationship, it was found that for symbolic punishment, rejection, object punishment, demanding. indifferent. and neglect behaviour the mean values were low for both father-child and mother-child which proved that the youths had poor relationship with their parents for these areas.

Further it was seen that for protecting, symbolic reward loving, and object reward the mean values were found to be high both the father-child and mother-child which revealed their good relationship

Weighted Mean Score: The weighted mean scores were divided into two categories The score of 1 to 2 9 showed low score which indicated poor Parent -child relationship. The score of 3 to 5 showed good relationship. On comparing scores of each aspect of parent-child relationship it was found that for rejection,symbolic punishment, demanding, indifferent, neglect behavior, and object punishment both the father-child and mother-child intensities were found to be low so it can be said that they had poor relationship for these areas . Further it was seen that for protecting, symbolic reward. loving and object reward areas the intensity for both father-child and mother-child was found to be high which revealed good relationship on these aspects.On the whole it was seen that the relationship of the parent-child was poor.(Table 14)

# Fig. 8: Mean score on parent-child relationship

	Protecting	Neglect Behavior	Symbolic Punishment	Symbolic Reward	Rejection	Demanding	Object Punishmnet	Object Reward	Indifferent	Loving
C-Father	43.02	20	20.08	36.96	16.32	26.34	15.62	33.82	30.66	38.38
C-Mother	43.96	18.56	26.84	38.06	15.64	26.26	16.12	34.04	31.1	39.72
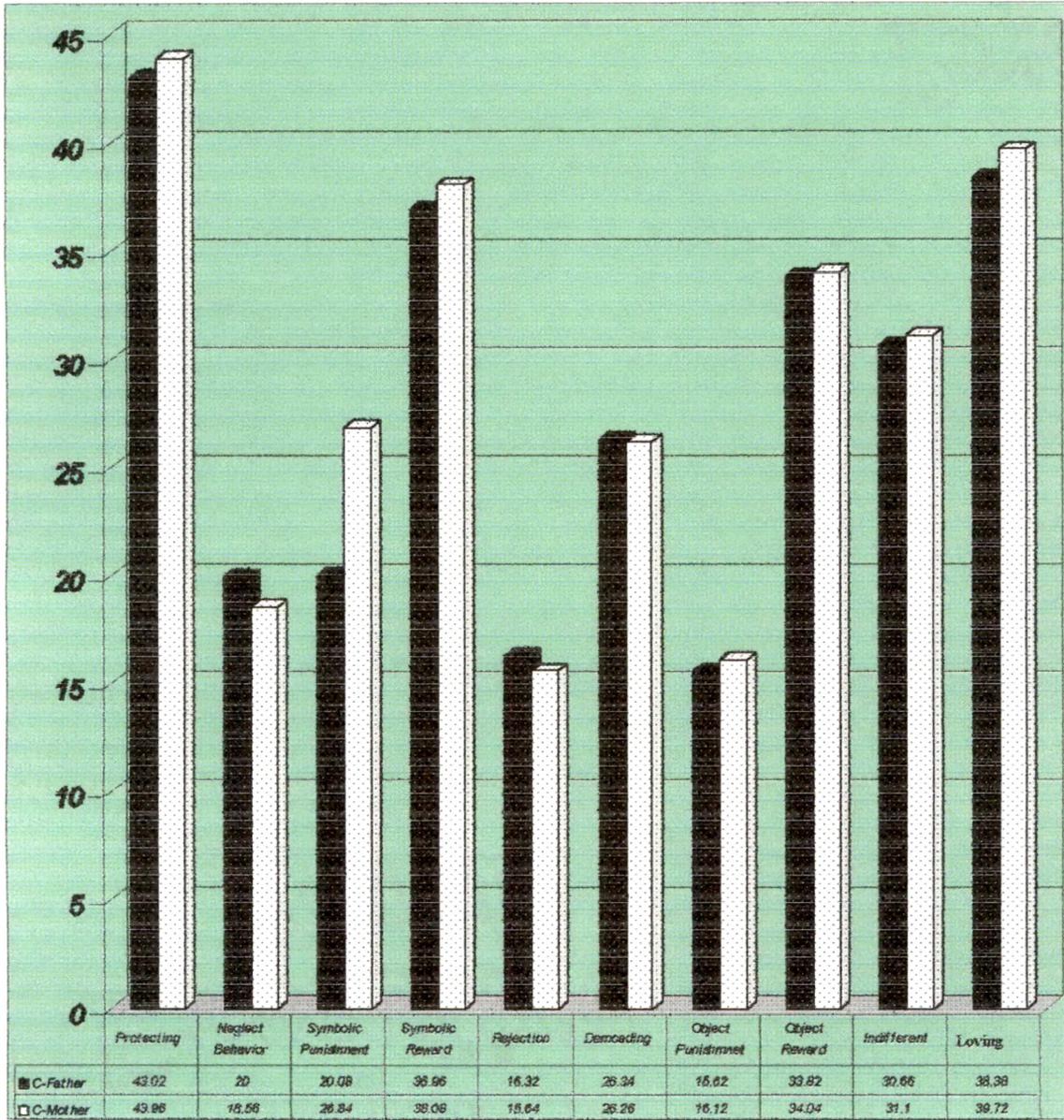
Table 14:   Weighted mean scores of the youth for parent-child relationship

Sr.No	Categories	Weighted Mean Scores	
		Father-child	Mother-child
(i)	Protecting	3.91	4.00
(ii)	Neglect behaviour	2 00	1.86
(iii)	Symbolic Punishment	2.61	2.68
(vi)	Demanding	2.63	2.63
(v)	Rejection	1.63	1.56
(vi)	Symbolic reward	3.90	3.88
(vii)	Object punishment	1.56	1.61
(viii)	Object reward	3.38	3.40
(ix)	Indifferent	2.55	2.59
(x)	Loving	3.84	3.97
	Total Score	**2.81**	**2.83**

Section -V :   Extent, Content and Time for communication

A scale was developed to find out the extent of communication .The scale contained two sub sections A and B. Part A contained some areas for communication viz educational, money, personal, religious matters, household activities, recreation socializing matters and health. It was a three point scale reflecting the extent to which the communication took place between youth and parents and youth and grandparents. The respondents were requested to indicate whether they communicated to great extent, to some extent or to a low extent with each other. and the scores of 3 through 1 were ascribed respectively. Their responses were scored for each areas and were summated. The possible score of the scale were divided into two categories which indicated low and great extent of communication.

In Part B the various areas of the communication were listed and the respondents were requested to specify the time (approximately) they spend in communication with each other during a day.

5.1 Extent of communication

A probe into different areas of communication revealed that majority of the parents and children had great extent of the communication on education (92%), money (78%), religious matter (64%), recreation (70%), health (84%) and socializing (68%). A little more than half of them had communication to a great extent on the personal matters, and household matters. It was seen that very few of them had low extent of communication on all the areas.

Looking into the communication between children and grandparents it was observed that the majority of them had communication to a low extent on matters regarding education (52%), money (64%), personal (76%), household (58%), recreation (68%), and socializing (56%) whereas on religious and health matters majority of them had great extent of communication

The mean values for the various areas of communication namely money, personal matters household, and recreational matters between child grandparent was found to be low which showed that they had low extent of communication whereas for the education ,religious matters socializing and health areas the mean value was found to be high which revealed their high extent of communication

Further looking into the communication between child parent it was found that the mean values for all the areas of communication was high which depicted that their extent of communication was great Thus the communication between youth and parent was higher than between youth and grand parents

The overall scores obtained by the respondents on extent of communication scale revealed that majority (80%) of the child and parent had great extent of the communication and very few had low communication whereas in case of grandparent and children communication was found low in little less than half of the respondents Little more than half of the respondents had it toa great extent.

Sethi (1977) studied parent-youth "Communication gap",his findings revealed that a partial communication gap between the parents and youth is definitely present. The time spent together by the parent and youth is on the decrease and becomes an important casual component for this gap

From the findings of the present research it is clear that parent-youth communication is more compared to grandparent-youth. The reason for the more communication between youth and parents on money matters can be that it is the parents who

generally keep a control on the family money and the grandparents may not be concerned so much with money matters. Also the extent of communication between the parents and youth was high on the areas of education, recreation, health and entertainment as the parents and youth were involved in the decisions pertaining to these areas which has been found in the background information section of the interview schedule.The reason for low communication with grandparents can be that the grandparents did not have much involvement in the family decisions.

Table 15 : Distribution of the families according to the extent of communication

Sr. No.	Areas of communication	Scores	Extent of Communication	Between Child-Parent		Between Child-Grandparent	
				f	%	f	%
(i)	Education	11-22	Low	4	8	26	52
		23-33	Great	46	92	24	48
	Mean			27 61		22 44	
(ii)	Money	14-23	Low	11	22	32	64
		33-42	Great	39	78	18	36
	Mean			26 07		19 8	
(iii)	Personal	9-18	Low	23	46	38	76
		19-27	Great	27	54	12	24
	Mean			19 89		15 66	
(iv)	Religious matters	5-10	Low	18	36	18	36
		11-15	Great	32	64	32	64
	Mean			11 6		11 3	
(v)	Household Activities	10-20	Low	21	42	29	58
		21-30	Great	29	58	21	42
	Mean			22.0		19.2	
(vi)	Recreational matter	6-12	Low	15	30	34	68
		13-18	Great	35	70	16	32
	Mean			13 74		11 28	
(vii)	Socializing	6-12	Low	16	32	28	56
		13-18	Great	34	68	22	44
	Mean			13 98		12 3	
(viii)	Health	5-10	Low	8	16	20	40
		11-15	Great	42	84	30	60
	Mean			12 85		11 4	
(ix)	Total Scale	66-132	Low	10	20	24	48
		133-198	Great	40	80	26	52
	Mean			154 44		127 38	

Fig. 9 Mean score of the respondents on extent of communication

	1	2	3	4	5	6	7	8
■ Between Child Parent	27.61	26.07	11.6	22.6	22	13.74	13.98	12.85
□ Between Child grandparent	22.44	19.8	11.3	19.2	19.2	11.28	12.3	11.4
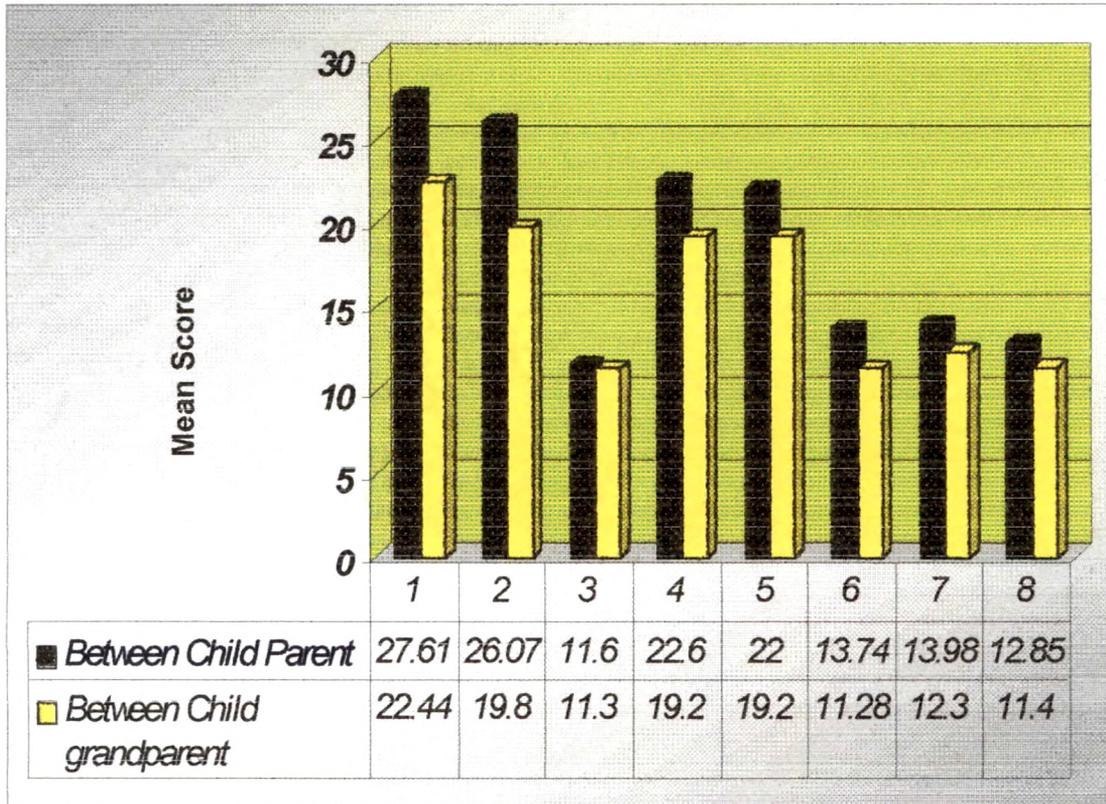
1. Education

2. Money

3. Personal matters

4. Religious

5. Household activities

6. Recreational matters

7. Socializing

8. Health

These were 48% families where extent of communication between grand parents and child was found to be low ans there were 20% familes where it was found to be low between parent and the child These 20% familes were selected for studying various aspects of communication in-depth. These are reported as case studies elesewhere in the chapter.

Mean weighted score was calculated for the extent of communication The range of continuum was from 1-3. The range of mean weighted score was categorized into two . (i) 1-1.9 as low and (ii) 2 0-3 0 as high.

Table : 16 Mean weighted scores for the extent of communication

Area of Communication	Mean Weighted Score	
	Between Child-Parent	Between Child-GrandParent
(i) Education	2 51	2.04
(ii) Money	2 37	1.80
(iii) Personal	2.21	1.74
(iv) Religious Matters	2 32	2.26
(v) Household Activities	2.20	1.92
(vi) Recreational matters	2.29	1.88
(vii) Socializing	2.33	2 05
(viii) Health	2.57	2 28
(ix) Total Scale	**2.34**	**1.93**

For the extent of communication on the various areas between child-parent and child-grandparent it was found that the intensity was found to be low on money, personal, household and recreational area between child-grandparent. So, it can be said that on these areas the communication was low whereas for educational, religious, socializing , health and household areas the intensity was high

Further, looking into the extent of communication between child-parent it was found that for all the areas of communication the intensity was high, so it can be concluded that the child-parent had high extent of communication

Table: 17   Distribution of the family according to the time spenT on communication

Areas of Communication	Time	Between Child-Parent		Between Child-Grandparent	
		f	%	f	%
(i) Education	<0.5hr	19	38	34	68
	0.5-1hr	8	16	9	18
	<1hr	23	46	7	14
(ii) Money	<0.5hr	31	62	39	78
	0.5-1hr	11	22	6	12
	<1hr	8	16	5	10
(iii) Personal	<0.5 hr	19	38 0	30	60.0
	0.5 1 hr	13	26.0	12	24.0
	> 1hr	18	36.0	8	16.0
(iv) Religious matters	<0.05	23	46.0	23	46.0
	0.5 -1hr	14	28.0	14	28.0
(v) Household activities	<0.5	17	34.0	22	44.0
	0.5 -1hr	20	40.0	19	38.0
	> 1hr	13	26.0	9	18 0
(vi) Recreational matters	<0.5hr	15	40.0	28	56.0
	0.5-1hr	22	44.0	13	26.0
	> 1hr	13	26 0	9	18.0
(vii) Socializing	<0.5 hr	14	28 0	26	52.0
	0.5 -1hr	27	54.0	13	26.0
	> 1hr	9	18..0	11	22.0
(viii) Health	<0.5hr	20	40.0	20	40.0
	0.5-1hr	12	240.0	18	36.0
	>1hr	18	36.0	12	24.0

Time spent on communication:

It was observed that majority (68%) of the children and grandparents communicated for less than half hour on education but a little less than half(46%) of the children and parents communicated for more than 1 hour on education. For money matters it was observed that majority of child-parents and child-grandparents spent less than half hour for communication.

It was further seen that majority of the children and grandparents spend less than half hour on personal conversation but thirty six per cent of the parents communicated for more than half hour on personal matters Fourty six percent of both the child-parents and child-grandparent spent less than half hour on religious matters.

For household activities it was observed that forty five per cent of children and grandparents spent less than half hour and forty per cent of children and parents spend time between half hour to one hour. More than half of the children and grandparents spend less than half hour on recreational and socializing matters and forty five per cent of the child and parent communicated between half to one hour on recreational and more than half on socializing matters

Lastly the same percentage (40%) of both the child-parent and child-grandparent spend less than half hour for health conversation

The present research is a pioneer in dealing with the time aspect in communication between the three generations as no study could be found on this aspect by researcher.

It has been found through the research that the time spent on communication is very less. The reason can be that all the father are employed and 20% of the mothers were also employed. Due to their employment they may have less time for communication. Due to the advancement of science and technology the outside activities like computer surfing, Internet, polo games, television, Gyms, hobby centers, chatting, dating etc., have increased and the teenagers spend more time on these activities So they may be left with less time to spend with the family members. The choice and interests of youths and adults do vary which leads to less of Communication.

Section VI: Purpose of interpersonal communication

In this section some of the purposes of interpersonal communication were listed and the respondents were requested to indicate which according to them was appropriate purpose of communication. It was also a three points summated rating scale. In this section the frequency and percentage of each purpose is reported and also their

responses were scored and the score was divided into two categories low and great which described their extent of use of inter personal purposes of communication among three generations for various purposes.

Table: 18 Distribution of the family according to the purposes of interpersonal communication

Sr.No.	Purposes	Responses	Respondents (n=50)			
			Between Child-Parent		Between Child-grandparent	
			f	%	f	%
(1)	To promote future oriented managerial processes	Always	5	10	9	18
		Sometimes	16	32	29	58
		Never	29	58	12	24
	Mean		1 52		1 94	
(2)	Keep family moving	Always	4	8	6	12
		Sometimes	15	30	29	58
		Never	31	62	15	30
	Mean		1 46		1 82	
(3)	Exchange Information & understanding	Always	---	--	4	8
		Sometimes	21	42	24	48
		Never	29	58	22	44
	Mean		1 42		1 64	
(4)	Promote training & Socialization of Child	Always	2	4	9	18
		Sometimes	23	46	17	34
		Never	25	50	24	48
	Mean		1 54		1 70	
(5)	Conversation at Home	Always	2	4	6	12
		Sometimes	18	36	24	48
		Never	30	60	20	40
	Mean		1 44		1 72	
(6)	Relation building & Maintaining	Always	3	6	8	16
		Sometimes	18	36	20	40
		Never	29	58	22	44
	Mean		1 48		1 72	
(7)	Establishment of relationship	Always	2	4	8	16
		Sometimes	19	38	21	42
		Never	29	58	21	42
	Mean		1 46		1 74	
(8)	Avoiding misunderstanding	Always	1	2	4	8
		Sometimes	20	40	15	30
		Never	29	58	31	62
	Mean		1 44		1 46	

(9)	Motivation, encouraging and coordination of work					
		Always	3	6	6	12
		Sometimes	13	26	16	32
		Never	34	68	28	56
	Mean		1 38		1 56	
(10)	Influence other person & persuade to accept your point of view	Always	4	8	11	22
		Sometimes	22	44	19	38
		Never	24	48	20	40
	Mean		1 60		1 82	
(11)	Gage and gauge the other persons point of view	Always	12	24	15	30
		Sometimes	28	56	24	48
		Never	10	20	11	22
	Mean		2 04		2 08	
(12)	Communicate personal news	Always	4	8	8	16
		Sometimes	21	42	19	38
		Never	25	50	23	46
	Mean		1 58		1 70	
(13)	Overcome anxiety	Always	11	22	12	24
		Sometimes	27	54	24	48
		Never	12	24	14	28
	Mean		1 98		1 96	
(14)	Satisfy needs of inclusion, control, affection, expression, affiliation, identification etc	Always	3	6	6	12
		Sometimes	23	46	25	50
		Never	24	48	19	38
	Mean		1 58		1 74	
(15)	Generate Discussion	Always	3	6	7	14
		Sometimes	19	38	25	50
		Never	28	56	18	36
	Mean		1 50		1.78	
(16)	Share ideas, experiences	Always	2	4	3	6
		Sometimes	14	28	19	38
		Never	34	68	28	56
	Mean		1.36		1 50	
(17)	Take interest in other persons activities and to tune in people to take interest towards one own activities	Always	2	4	5	10
		Sometimes	27	54	23	46
		Never	21	42	22	44
	Mean		1 62		1 66	
(18)	Gain significance and a sense of being worth while	Always	9	18	9	18
		Sometimes	21	42	25	50
		Never	50	40	16	32
	Mean		1 78		1 86	

(19)	Share feeling	Always	3	6	2	4
		Sometimes	19	38	20	40
		Never	28	56	28	56
	Mean		1 50		1 48	
(20)	Be understood exactly as intended	Always	5	10	4	8
		Sometimes	17	34	22	44
		Never	28	56	24	48
	Mean		1 54		1 60	
(21)	Secure the desired response to the talk	Always	4	8	5	10
		Sometimes	15	30	23	46
	Mean	Never	31	62	22	44
			1.46		1.66	
(22)	For healthy interaction	Always	1	2	6	12
		Sometimes	12	24	12	24
		Never	37	74	32	64
	Mean		1 28		1 48	
(23)	For solving problems	Always	1	2	5	10
		Sometimes	15	30	13	26
		Never	34	68	32	64
	Mean		1 34		1 46	

It was observed that majority of child-grandparent and the child-parent never communicated to promote future oriented managerial processes ,to keep family moving, exchange information and understanding, for conversation at home, relation building and maintaining ,establishment of relationship, avoiding misunderstanding, for motivation encouraging and coordination of work, share ideas, share feeling ,for healthy interaction, and solving problems

It was seen that majority of them sometimes communicated to gage and gauge the other person's point of view, overcome anxiety, satisfy needs of inclusion, control, affection, expression affiliation, identification etc.

This aspect of purposes of interpersonal communications is rather unexplored and so no study could be found on this aspect

It was observed that majority of both the child parent and child grandparent lied in the low score category which depicted that they used interpersonal communication to a low extent whereas very few of them scored high . The mean between child parent was found to be 35.3 and between child grandparents as 39 1 So it can be concluded that all three generations did not make much use of the interpersonal communication for various purposes.(Table -20)

Table 19: Distribution of the families according to the extent of use of interpersonal communication, for various purposes among three generation

	Scores	Extent	Respondents (n= 50)			
			Between Child parent		Between Child Grandparent	
			f	%	f	%
(i)	23-46	Low	46	92.0	42	84.0
(ii)	47-69	Great	4	8.0	8	16.0
		Mean	35.30		39.1	
		SD	7.30			9.09

Fig. 1o Mean score on extent of use of interpersonal communication for various purposes among three generation
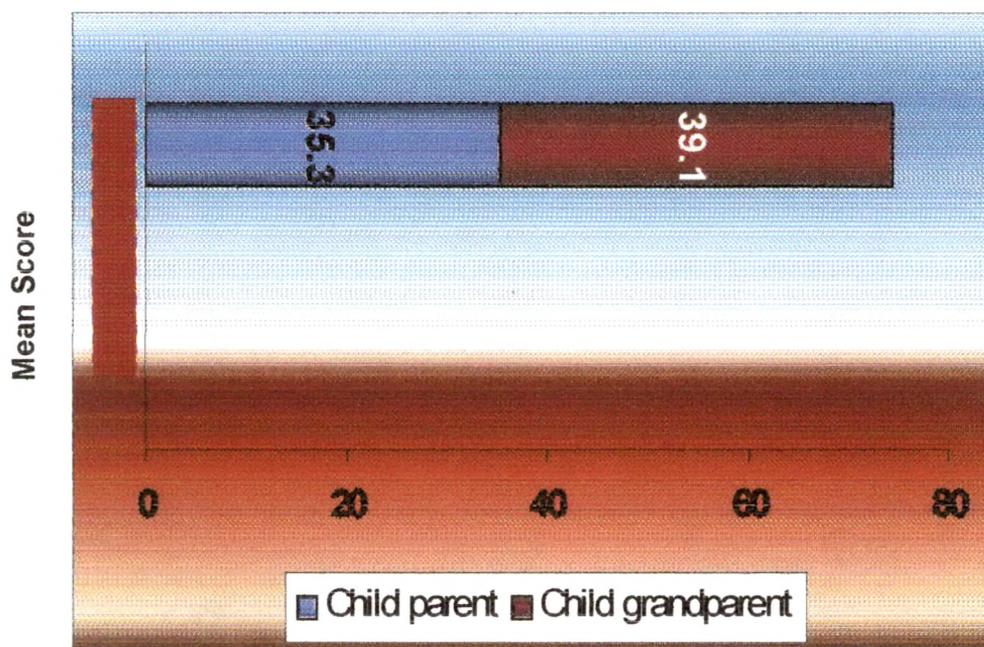
Section VII: Barriers to communication

In this section various aspects which act as barriers to Communication i.e. they hinder or reduce the communication between the family members were listed and the respondents were requested to indicate which barriers according to them were hindering the communication in their families. In this section the f requency and percentage of each barrier is reported.It was a three point summated rating scale. The responses of the respondents were scored and summated. The possible scores were divided into two categories low and high which indicated extent of barriers experienced in interpersonal communication among three generations

Table 20: Distribution of the families according to the barriers to interpersonal communication

Barriers	Responses	Respondents (n=50)			
		Between Child-Parent		BetweenChild-Grandparent	
		f	%	f	%
(1) Age Difference	Always	12	24	12	24
	Sometimes	33	66	21	42
	Never	5	10	17	34
Mean		2.14		1.9	
(2) Value Difference	Always	17	34	15	30
	Sometimes	24	48	23	46
	Never	9	18	12	24
Mean		2 16		2.06	
(3) Difference in educarional level	Always	14	28	12	24
	Sometimes	26	52	21	42
	Never	10	20	17	34
Mean		2.08		1.90	
(4) Lake of time	Always	16	32	22	44
	Sometimes	20	40	21	42
	Never	14	28	7	14
Mean		2 04		2.30	
(5) Difference of knowkedge	Always	12	24	23	26
	Sometimes	30	60	24	48
	Never	8	16	13	26
Mean		2.08		2.00	

(6)	Inattentiveness of member	Always	19	38	20	40
		Sometimes	27	54	25	50
		Never	4	8	5	10
	Mean		2 30		2.30	
(7)	Difference in Sex	Always	23	54	22	44
		Sometimes	18	36	19	38
		Never	5	10	9	18
	Mean		2.44		2.26	
(8)	Poor listening capability	Always	31	62	17	34
		Sometimes	17	34	21	42
		Never	2	4	12	24
	Mean		2.58		2.10	
(9)	Poor retention	Always	28	56	24	48
		Sometimes	20	40	23	46
		Never	2	4	3	6
	Mean		2.52		2.42	
(10)	Authoritarian behaviour	Always	24	48	21	42
		Sometimes	19	38	21	42
		Never	7	14	8	16
	Mean		2.34		2 26	
(11)	Lack of Understanding for others	Always	22	44	17	34
		Sometimes	21	42	24	48
		Never	7	14	9	18
	Mean		2 30		2.16	
(12)	Lack of Compromising nature	Always	20	40	13	26
		Sometimes	25	50	28	56
		Never	5	10	9	18
	Mean		2.30		2 08	
(13)	Difference in Personality	Always	15	30	16	32
		Sometimes	26	52	26	52
		Never	9	18	8	16
	Mean		2.12		2.16	
(14)	Difference in attitude	Always	17	34	17	34
		Sometimes	21	42	25	50
		Never	12	24	8	16
	Mean		2.10		2.18	
(15)	Difference in expectations	Always	17	34	17	34
		Sometimes	25	50	24	48
		Never	8	16	9	18
	Mean		2.18		2 16	

(16)	Difference in standard	Always	19	38	18	36
		Sometimes	23	46	22	44
		Never	8	16	10	20
	Mean		2.22		2 16	
(17)	Difference in Goals	Always	15	30	17	34
		Sometimes	27	54	25	50
		Never	8	16	8	16
	Mean		2.14		2.18	
(18)	Lack of daily in idea or purpose	Always	19	38	19	38
		Sometimes	23	46	23	46
		Never	8	16	8	16
	Mean		2.22		2.22	
(19)	Inadequate communication	Always	18	36	15	30
		Sometimes	17	34	24	48
		Never	15	30	11	22
	Mean		2 06		2.08	
(20)	Aggressive nature	Always	18	36	21	42
		Sometimes	24	48	20	40
		Never	8	16	9	18
	Mean		2.20		2.24	
(21)	Using Harsh Language	Always	28	56	30	60
		Sometimes	19	38	17	34
		Never	3	6	3	6
	Mean		2.50		2.54	
(22)	Lack of concern for family	Always	34	68	32	64
		Sometimes	12	24	11	22
		Never	4	8	7	14
	Mean		2.6		2.50	
(23)	Lack of attention for family members	Always	35	70	35	70
		Sometimes	12	24	11	22
		Never	2	6	4	8
	Mean		2.64		2.62	
(24)	Short temper	Always	20	40	18	36
		Sometimes	19	38		50
		Never	11	22	7	14
	Mean		2.18		2.22	
(25)	Lack of patience	Always	19	38	17	34
		Sometimes	21	42	23	46
		Never	10	20	10	20
	Mean		2 18		2.14	

(26)Assertive nature	Always	19	38	18	36
	Sometimes	21	42	25	50
	Never	10	20	7	14
Mean		2.18		2.22	
(27) Not using proper words to express oneself	Always	19	38	21	42
	Sometimes	21	42	24	48
	Never	10	20	5	10
Mean		2 28		2.32	
(28) Not using suitable mode of communication	Always	20	40	17	34
	Sometimes	24	48	27	54
	Never	7	12	6	12
Mean		2.22		2.22	
(29) Improper place, environment for communication	Always	16	36	21	42
	Sometimes	31	50	24	48
	Never	3	14	5	10
Mean		2.26		2.32	
(30) Disharmony between sender and receiver of message	Always	25	50	22	44
	Sometimes	21	42	25	50
	Never	4	8	3	6
Mean		2.42		2.38	
(31) Wrong Interpretations of meaning of message	Always	22	44	17	34
	Sometimes	25	50	27	54
	Never	3	6	6	12
Mean		2.38		2.22	

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(32) Interruption by outside factors	Always	19	38	15	30
	Sometimes	23	46	30	60
	Never	8	16	5	10
Mean		2.22		2.20	
(33) Withholding information	Always	18	36	15	30
	Sometimes	28	56	29	58
	Never	4	8	6	12
Mean		2.28		2.18	
(34) Inability to communicate in straight forward manner	Always	19	38	20	40
	Sometimes	25	50	24	48
	Never	6	12	6	12
Mean		2.26		2.28	
(35) Camouflaging of truth	Always	23	46	20	40
	Sometimes	24	48	26	52
	Never	3	6	4	8
Mean		2 40		2.32	
(36) Lack of cordiality in atmosphere	Always	23	46	23	46
	Sometimes	21	42	23	46
	Never	6	12	4	8
Mean		2.34		2.38	
(37) Lack of cooperativeness	Always	33	66	29	58
	Sometimes	16	32	17	34
	Never	1	2	4	8
Mean		2 64		2.50	

It was observed that majority of the child-parent experienced age difference, value difference, difference in educational level, difference in knowledge, lack of compromising nature, difference in personality, difference in goals, using harsh language, lack of concern for family, lack of affection for family members, withholding information and lack of cooperativeness as barriers to interpersonal communication

whereas majority of the child-grandparent experienced inattentiveness of members, poor retention, lack of compromising nature, difference in personality, difference in attitude, difference in goals, using harsh language, lack of concern for family, lack of affection for family members, short temper, assertive nature, using suitable mode of communication, wrong interpretations of meaning of message of communication, interruptions by outside factors and lack of cooperativeness as barriers to interpersonal communication

According to Rogers and Roetheiberger (year unknown)the major barriers to mutual interpersonal communication is our natural desire to judge, to evaluate, to approve (or to disapprove) the statement of another person or group. This tendency to react emotionally to any emotionally meaningful statement by forming an evaluation of it, from one point of view, is the major barrier, interpersonal communication. His perception is similar to the findings of the study conducted by the reacher.

The mean score for the barriers experienced in interpersonal communication between child-parent was found to be 84 5 and for child-grandparent was found to be 82.7 so it can be seen that they experienced high extent of barriers.

Further it was observed that majority of the child-parent and child-grandparent scored high which showed that they experienced high extent of barriers in interpersonal communication

Table 21   Distribution of families according to the barriers experienced in interpersonal communication among three generation families

Score	Extent	Respondents (n=50)			
		Between child-parent		Between child-grandparent	
		f	%	f	%
(i) 37-74	low	11	22	13	26
(ii) 75-111	high	39	78	37	74
	Mean	84.5		82.7	
	SD	14.46		14.14	

Fig. 11   Mean score of the families according to the barriers experienced in interpersonal communication

■ Between Child parent			85.5
☐ Between Child Grandparent			82.7
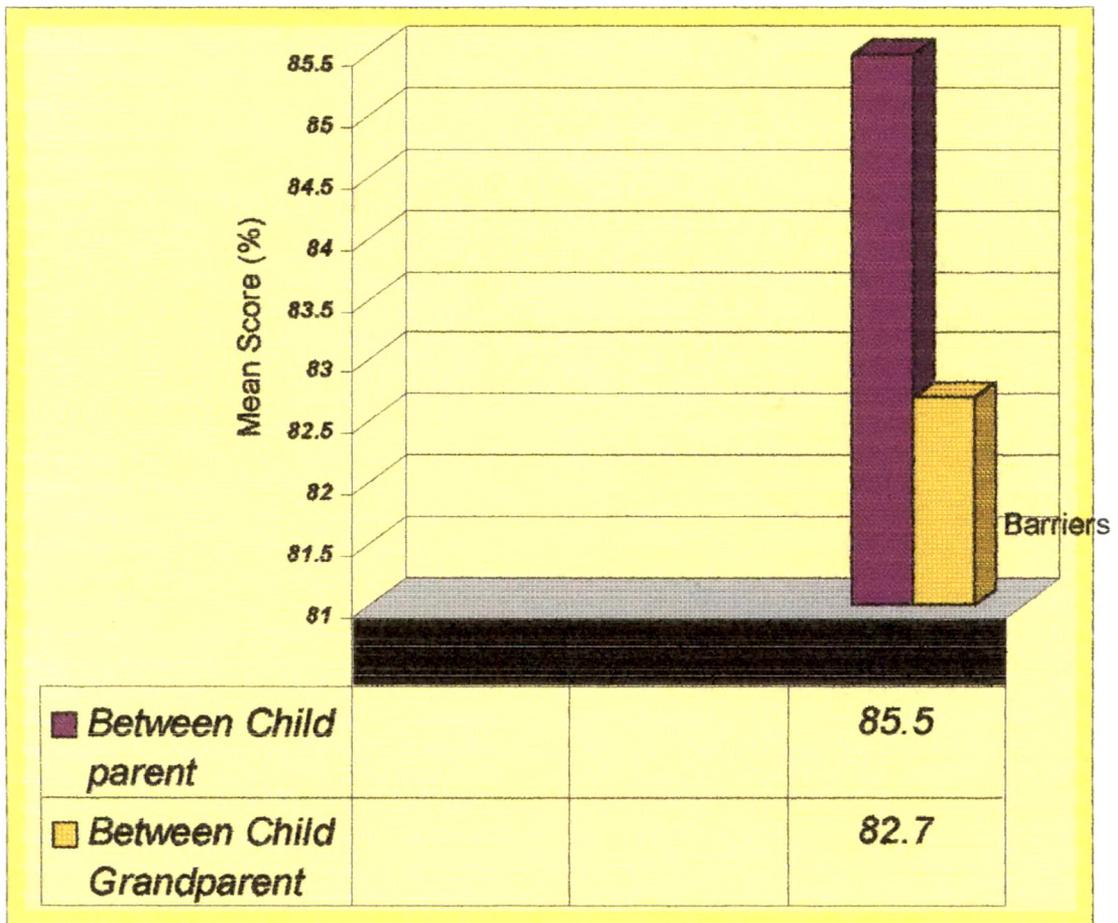
Section - VIII : Extent of Conflicts

According to Erickson (1963), conflict between parents and children during adolescence is because the parents represent adult society and adult authority that prevents him from regulating his own life as he sees fit . But sometimes parents criticize teenagers behaviour due to ego. The parents want to keep the children under their authority forgetting that they are in the process of adult in making. It becomes difficult to accept things, ideas from the children to whom they have given birth Family being the primary group the parents stand as adult authority. When the authority does not allow them to have a positive identification, their identification with other adult authority also becomes negative . This leaves no room for communication.

In this section some of the areas of conflicts were listed viz., Educational, Money matters, Personal matters, Religious matters, Household activities, Recreation, Eating habits. Discipline, and freedom for manking decisions. The respondents were requested to indicate the frequency of conflicts with which they experienced with their parents and grandparents for a particular area. This was a three point summated rating scale The responses were scored and the scores of the respondents were summated separately for each area of conflicts. The possible score was divided into two categories low and great which indicated their extent of conflict.

An overall view of the scores obtained on total scale revealed that majority of the child and parent experienced great extent of conflicts whereas majority of the child-grandparents scored low which depicted their low extent of conflict (Table 22)

Probing into areas of conflict it was observed that majority of the child-grandparents score low on education money , personal, religious matters ,households activities, recreational matters eating habits and freedom for making decision areas which revealed that they experienced low extent of conflicts . Half of the youth had great extent of conflict on discipline with grandparents and half of them had low extent of conflict on the same

Looking further it was observed that majority of the youth scored high on money, eating habits and discipline which depicted their great extent of conflict on these areas with the parents. Further it was seen that majority of them scored low on freedom for making decisions, recreational and person at matter which reveal their low extent of conflict. Also it was seen that almost equal percentage of them scored low and high on educational and personal matters which shows that almost equal number of them had conflict to low and high extent of these matters.

According to Sethi (1977) conflict occurred between parents and youth on areas like career and study time, moving with opposite sex, staying out late at night and choice of friends which are similar to the researchers findings

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Table 22 : Distribution of the families according to the extent of conflict in various areas

Areas	Score	Extent ofConflict	Respondents (n=50)		BetweenChild- grandparent	
			BetweenChild-parent		BetweenChild- grandparent	
1. Education	12.14	low	26	52.0	36	72.0
	25-36	Great	24	48 0	14	28.0
		Mean	24.16		21.04	
2.Money	7-14	low	24	48.0	37	74.0
	15-21	Great	26	52.0	13	26.0
		Mean	16 92		11.92	
3 Personal	19-38	low	29	58.0	37	74 0
	39-57	Great	21	42.0	13	26.0
		Mean	35 80		33.16	
4.Religious	6-12	low	31	62.0	33	66.0
	13-18	Great	19	38.0	17	34.0
		Mean	11.08		10.80	
5. Household	9-18	low	27	54.0	32	64.0
	19-27	Great	23	46.0	18	36.0
		Mean	20.82		16.54	
6. Recreational	8 16	low	33	66.0	40	80 0
	17-24	Great	17	34.0	10	20.0
		Mean	15 82		16.54	
7. Eating Habits	6-12	low	23	46.0	28	56 0
	13-18	Great	27	54.0	22	44 0
		Mean	13 32		11.98	
8. Discipline	4-8	low	21	42.0	25	50.0
	9-12	Great	29	42.0	25	50.0
		Mean	9 20		8 48	
9. Freedom for making Decison	4-8	low	37	74.0	36	72 0
	9-12	Great	13	26.0	14	28.0
		Mean	7.38		7.06	
10. Total Scale	75-150	low	21	42.0	35	70.0
	151-225	Great	29	58.0	15	30.0
		Mean	148.34		134 20	

The mean value for the various areas namely money, personal religious, household, recreational , freedom for making decisions and discipline was found to be low among all three generations which revealed that they had low extent of conflict on these areas

Looking further it was found that that the mean score for educational and eating habits was low for child and grandparent whereas for child and parent it was high which depicted that for these two areas the extent of conflict was great between child parent and low for child grandparents.

Weighted mean score: Weighted mean score was calculated for extent of conflicts.The range of continuum was from 1-3.The range of mean weighted score was categorized into (i) Low (1-1.9) and (ii) High (2.0-3 0). Looking into the intensities for the various areas of conflict between child-parent it was observed that for , personal, religious, recreational and freedom for making decisions areas the intensities were found to be low for child-parent So it can be concluded that for all these areas they had less extent of conflicts (Table 23)

Table 23 : Weighted mean score for the extent of conflict in various areas

Areas of conflict	Mean weighted score	
	Between child- parent	Between child Grandparent
1. Education	2 01	1.75
2. Money	2.41	1.70
3. Personal	1.88	1.75
4. Religious	1 85	1.80
5 Household	2.31	1.84
6 Recreational	1.96	1.84
7. Eating Habits	2.22	2.00
8. Discipline	2.30	2.12
9. Freedom for making Decision	1.85	1.77
Total Scale	**2.05**	**1.79**

Fig. 12   Mean score of the families on the extent of conflict on various areas
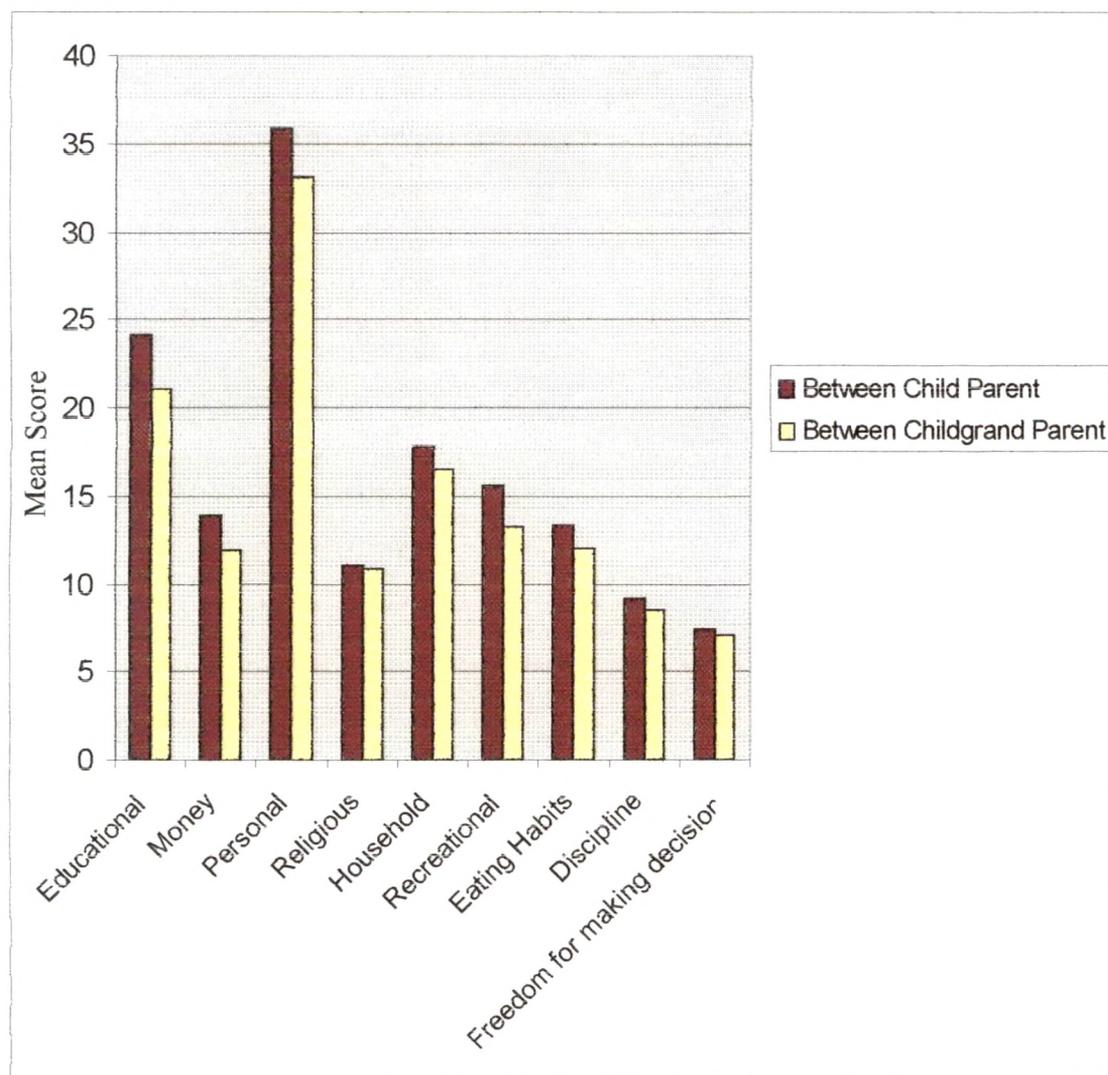
Further it was observed that for education, money matters, household, eating habits and discipline areas of conflict between child-parent the intensity was high . So it can be said that for these matters the parent -child had more of conflicts compared to child grandparents.It was observed that in case of child-grandparent the intensities for education, money, personal matters, religious, household, recreational and freedom for making decisions were low which depicted their low extent of conflicts on these matters.Only for eating habits and discipline the conflicts were high depicted by the mean weighted score

A study of Conder, Jahannis and Warter (1951) revealed that the areas in which disagreement with both the mother and father were reported was dating ,mate selection, and standard and values in activities with the world outside the family. Conflicts arose in the areas education, also regarding grades, types of educational field and the type of job to be taken.Kaur (1991) found that the determinants of conflicts were demographic characteristics of the youth, gender bias on the part of the parents, extent of freedom given to children in decisionmaking and value differences between parents and children

Section IX : Methods of Resolving Conflicts

In this section several situations reflecting conflicts and four options of resolving these conflicts were provided to the respondents . The methods of resolving conflict were dominance, voluntary submission, compromise and integration methods The respondent were requested to indicate, that in the given situation which methods they would follow to resolve the conflicts The same situations were given to each of the generations

It was observed that for resolving conflicts on education and money matters majority of all three generations believed in integration method

For religious matters it was observed that a little more than half of the youth and fifty per cent of parents and grandparents believed in the integration method of resolving conflicts.For household matters it was observed that more than half of the youths favoured integration   method, forty per cent of the parents favoured the same and thirty eight percent of grandparents favoured compromise.

In case of entertainment it was observed that a little more than half of the youth and grandparents but a little less than half of the parents believed in integration   Also it was observed that fourty per cent of the parents also believed in compromise

Table 24: Distribution of The families according to the methods of resolving conflict adopted by them

Methods	Respondent (n= 50)					
	Youth		Parents		Grand Parents	
	f	%	f	%	f	%
i. Educational Matters						
a Dominance	6	12 5	7	14 0	10	20.0
b. Voluntary Submission	3	6.3	1	2.0	1	2.0
c. Compromise	5	10.4	13	26.0	6	12.0
d. Integration	34	70.9	29	58.0	33	66.0
ii. Money						
a. Dominance	3	63	6	12 0	7	14 4
b Voluntary Submission	2	4.2	3	6 0	2	4 0
c Compromise	7	14 6	6	12.0	5	10.0
d. Integration	36	75 0	35	70 0	36	72.0
iii. Religious Matters						
a. Dominance	7	14.6	6	12.0	6	12.0
b. Voluntary Submission	3	6 3	7	14.0	5	10 0
c Compromise	12	25.0	12	24.0	14	28.0
d. Integration	26	54.0	25	50.0	25	50.0
iv. Household Activities						
a. Dominance	4	8.3	8	16 0	6	12.
b. Voluntary Submission	4	8.3	8	16.0	7	14.0
c. Compromise	13	27.1	14	28.0	19	38 0
d. Integration	27	56 3	20	40.0	18	36.0
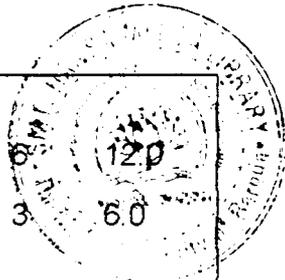
V.	Entertainment						
a.	Dominance	-	-	2	4.0		
b.	Voluntary Submission	6	12.5	4	8.0	3	6.0
c.	Compromise	17	35.4	20	40.0	14	28.0
d.	Integration	25	52.124		48.0	27	54.0
VI.	**Socialization**						
a.	Dominance	8	16.7	7	14.0	10	20.0
b.	Voluntary Submission	4	8.3	4	8.0	6	12.0
c.	Compromise	11	22.98		16.0	9	18.0
d.	Integration	25	52.131		62.0	25	50.0

Lastly it was observed that fifty two per cent of the youth sixty two per cent of the parent and fifty per cent of the grandparent favoured integration method of resolving conflicts for socializing.

On the whole it can be concluded that majority of all three generation believed in integration method of resolving conflict but very few of them believed in Dominance and Compromise method.

According of Gross, , Crandall and Knoll (1980), conflict occur almost everywhere because every person has his her own personality and thinking which differs from person to person.To avoid conflict, person should have control on his/her self for anger. Conflicts can also be avoided by discussing and sharing problems in a group .For solving the conflict it is necessary that there should be a good understanding and harmonious relationship among the group members.

Patel (1989) in her study on role of woman in conflict resolution found that homemakers played a positive role. Majority of the conflicts were mainly resolved through voluntary submission from homemakers side, compromise, integration, struggle and victory from homemakers side and conversation.

Eileen McNutly (2000) in a study of intergeneration conflict found that older adults used distributive strategies of dominating through knowledge and experiences, invoking a social norm and doing the right thing . Younger adults used distributive strategies of challenging or countering assuming an unyielding posture. An integrative

strategy found in this context was making a fair decision and was used by younger adults. Avoidance strategies appearing in this context were submissiveness and attempting to end the discussion used by younger adults, and capitulation and union additional agreement used by older adults

Section x : Facilitators for Effective Communication

Various facilitators for effective communication were listed in this section. The respondent were requested to indicate the frequency with which they used the facilitators of effective communication in their family. It was a three point summated rating scale. In this section the frequency and percentage of each of the facilitator is reported. The responses were scored and summated . The possible scores were divided into two categories low and high which indicated the extent of use of facilitators for effective interpersonal communication among three generations.

Table 25: Distribution of the families according to the use of facilitators for effective communication among three generations

<div align="center">Respondents (n=50)</div>

Facilitators		Responses	Between Child-Parent		Between Child-Grand Parent	
			f	%	f	%
1	Understading power	Always	42	84 0	34	68 0
		Sometimes	7	14.0	11	22.0
		Never	1	2.0	5	10.0
	Mean		2.82		2 58	
2	Polite tone of voice	Always	38	76 0	39	78.0
		Sometimes	12	24.0	6	12 0
		Never	-	-	5	10 0
	Mean		2.76		2.68	
3.	Good listening habits	Always	38	76.0	35	70.0
		Sometimes	12	24.0	10	20.0
		Never	-	-	5	10.0
	Mean		2.76		2.60	

4	Trust in others	Always	39	78.0	38	76 0
		Sometimes	10	20.0	9	18.0
		Never	1	2.0	9	18.0
		Mean		2 76		2.70
5.	Respect for others	Always	44	88.0	37	74.0
		sometimes	6	12.0	10	20.0
		Never	-	-	3	6.0
		Mean		2.88		2 68
6.	Postiveness	Always	35	70.0	36	72.0
		Sometimes	14	28.0	10	20.0
		Never	1	2.0	4	8.0
		Mean		2.68		2 64
7	Handling of anger	Always	26	52.0	27	54 0
		sometimes	19	38,0	13	26.0
		Never	5	10.0	10	20 0
		Mean		2 42		2.34
8.	Flexibility	Always	34	68.0	27	54.0
		Sometimes	13	26 0	15	30.0
		Never	3	6 0	8	16.0
		Mean		2.62		2.38
9,	Appropriate Language	Always	39	78.0	39	78.0
		Sometimes	10	20 0	8	16 0
		Never	1	2.0	3	6 0
		Mean		2.76		2.72
10.	Clarity in idea or purpose	Always	32	64.0	33	66.0
		Sometimes	16	32.0	13	26.0
			2	4.0	4	8.0
		Mean		2.60		2 58

11.	Adequate communication	Always	32	64.0	23	46.0
		sometimes	12	24.0	21	42.0
		Never	6	12.0	6	12.0
	Mean			2 52		2.34
12.	Supporting words with action	Always	26	52 0	26	52 0
		Sometimes	20	40.0	18	36.0
		Never	4	8.0	6	12.0
	Mean			2 43		2.40
13.	Showing concern for Others	Always	29	58.0	29	58.0
		Sometimes	20	40 0	17	34 0
		Never	1	2 0	4	8 0
	Mean			2.56		2.50
14	Good retention	Always sometimes	30	60.0	28	56.0
		Never	17	34 0	17	34.0
			3	6 0	5	10.0
	Mean			2 53		2.46
15.	Compromising adjusting nature	Always	28	56.0	29	58.0
		Sometimes	18	36.0	15	30.0
		Never	4	8.0	6	12.0
	Mean			2.48		2 46
16.	Ability to communication in straight forward manner	Always	34	68 0	25	50 0
		Sometimes	15	30 0	19	38.0
		Never	1	2.0	6	12.0
	Mean			2 66		2.38
17.	Correct interpretations of meaning	Always	30	60.0	24	48.0
		sometimes	17	34.0	20	40.0
		Never	3	6 0	6	12.0
	Mean			2 54		2.36

18	Harmony between sender and receiver of message	Always	31	62 0	27	54 0
		sometimes	13	26 0	14	28.0
		Never	6	12.0	9	18.0
		Mean		2.50		2.36
19.	Proper place for communication	Always	29	58 0	30	60.0
		Sometimes	16	32.0	15	30.0
		Never	5	10.0	5	10.0
		Mean		2.48		2.50
20	Using suitable mode of communication	Always	31	62.0	30	60 0
		Sometimes	16	32 0	15	30 0
		Never	3	6.0	5	10 0
		Mean		2.55		2.50
21.	Using proper words to express oneself	Always	38	76 0	34	68.0
		Sometimes	11	22.0	13	26.0
		Never	1	2.0	3	6 0
		Mean		2 74		2 62
22.	Healthy /Good relations	Always	36	72 0	34	68 0
		Sometimes	12	24.0	12	24.0
		Never	2	4.0	4	8.0
		Mean		2.68		2.60
23.	Proper timing of communication	Always	35	70.0	34	68.0
		Sometimes	12	24.0	11	22 0
		Never	3	6 0	5	10.0
		Mean		2.63		2.58

It was observed that majority of all three generations considered understanding power, polite tone of voice, good listening habits, trust in others, respect for others.

positiveness appropriate language, clarity in idea or purpose using suitable mode of communication ,using proper worlds to express oneself, healthy relations and proper timing of communication as facilitations for effective communication

Real communication occurs when we listen with understanding means to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him ,to achieve his frame of reference in regard to the thing he is talking about (Chaudhary , and Kakar, 1973). His perception is similar with the researcher's finding about the facilitators for effective communication

Table 26 : Distribution of the families according to the use of facilitators for effective interpersonal communication among three generations

Score	Extent of Use of Facilitators	Between Child parent Respondents (n=50)		Between Child grandparent	
		f	%	f	%
(i)23-46	low	3	6 0	7	14 0
(ii)47-69	Great	47	94 0	43	86.0
Mean		60.4		58 0	
SD		7.25		10.76	

It was observed that the mean score between child-parent was 60.4 (Table 26) and between child grandparent was 58.0 which lied in the high score category which revealed that they used facilitators for effective communication to a great extent Further it was seen that very negligible percentage of the child -parent and child - grandparent scored low. Majority of them scored high which indicate their great use of facilitator of effective interpersonal communication among three generations.

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Fig 13   Mean score on the use of facilitators for effective communication among three generations
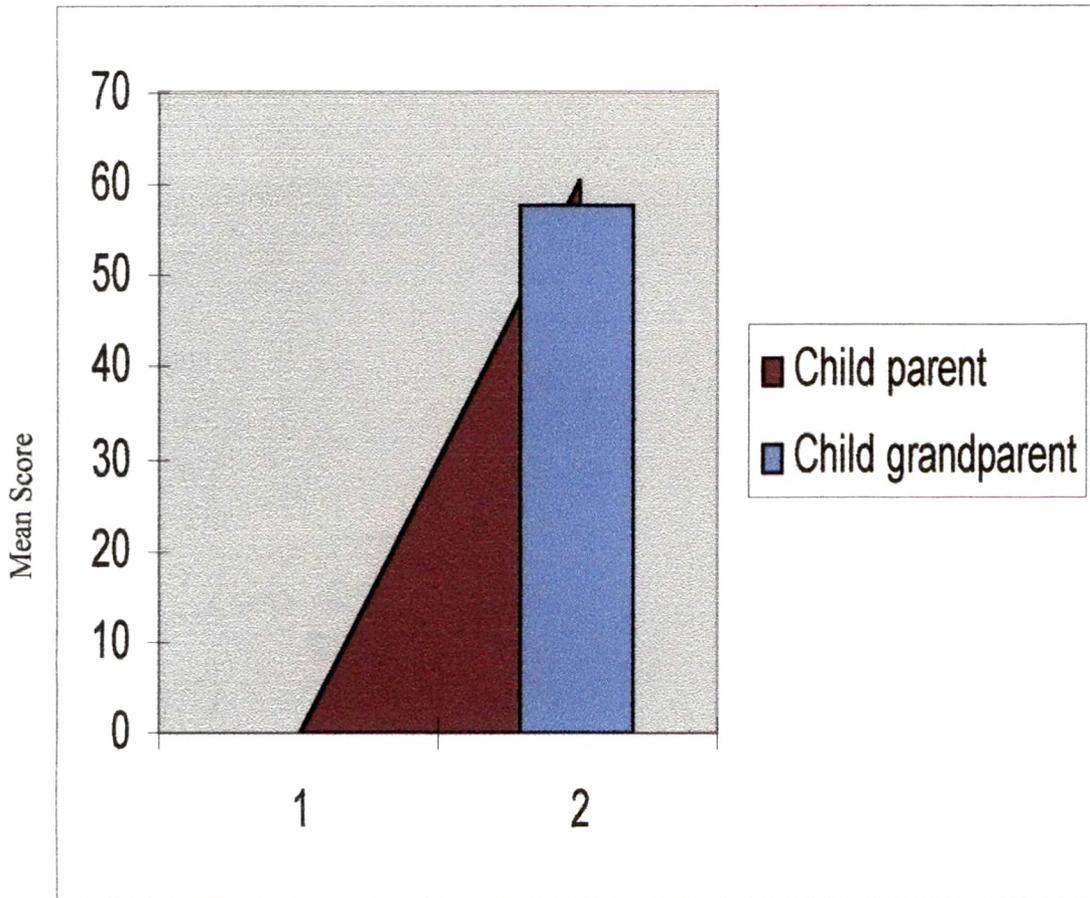
Uses of Facilitators for effective Communication

Mean score of the respondents by selected variables

To get an idea of the variation in extent of communication, extent of conflict and extent of barriers due to selected variables, the mean scores obtained on these scales were compared.

1. Sex of the child

- Extent of communication :The mean score on extent of communication of boys was 151.89 between child-parent and 127.89 between child-grandparents. For girls it was 155.94 between child-parent and 129.28 between child-grandparents (Table:27) which indicated that the extent of communication of girls with their parents and grandparents was more than boys although it was not proved statistically.

- Extent of conflict :The mean score on the extent of conflict for boys was 150.89 between child-parents and 137.28 between child-grandparents. For girls it was 146.97 between child-parent and 132.47 between child-grandparents (Table:33) which showed that boys had more extent of conflicts than girls though it was not proved statistically.

- Extent of Barriers :The mean score on the extent of barriers for boys was 82.94 between child-parent and 81.87 between child-grandparent. For girls it was 85.37 between child-parent and 84.11 between child-grandparent (Table:37) which revealed that girls experienced more barriers compared to boys in interpersonal communication but it was not proved statistically.

2. Occupation of mother

- Extent of communication: The mean score on extent of communication for the employed mother was 141.30 between child-parent and 115.60

between child-grandparent. For unemployed mother it was 157.77 between child-grandparent and 132.07 (Table:28) which clearly indicated that the extent of communication of the unemployed mother was certainly more.

- Extent of conflict :The mean score on extent of conflict of employed mothers was 140.30 between child-parent and 130.60 between child-grandparent. For unemployed mothers it was 150.35 between child-parent and 135.10 between child-grandparent (Table:32) which revealed that the conflicts were more if the mother was unemployed but it was not proved statistically. Probably the time available for communication may be more which indirectly affected the conflicts.

- Extent of barriers :The mean score on extent of barriers of the employed mothers was 88.90 between child-parent and 84.50 between child-grandparent. For the unemployed mothers it was 83.40 between child-parent and 82.22 between child-grandparent (Table:38) which clearly indicated the employed mother experienced great extent of barriers compared to the unemployed although it was not proved statistically. May be lack of time to communicate with each other leads to barriers in communication.

3. Education of parents

- Extent of communication: The mean score on extent of communication for the father educated uptill graduation was 150.18 and that of mother was 152.07. For the father educated above graduation it was 157.20 and for mother it was 155.32 (Table:29) which revealed that the more educated parents had more communication but it was not proved statistically.

- Extent of Conflict: The mean score on extent of conflict for the father educated uptill graduation was 150.44 and that of mother was 155.54. For

the father educated above graduation it was 147.70 and for mother it was 145.81 (Table:34) which revealed that extent of conflicts were less if the parents were educated although it was not proved statistically.

- Extent of barriers: The mean score on extent of barriers for the father educated upto graduation was 82.41 and that of mother was 82.92. For the father educated above graduation it was 85.55 and for mother it was 85.05 (Table:39) which indicated that barriers experienced were less if the parents were more educated which it was not proved statistically.

4. Education of grandparents:

- Extent of communication :The mean score on extent of communication of grandfather who had education below graduation was 120.36 and for graduate and above it was 127.55 which revealed that extent of communication was more if the grandfather were more educated. The mean score of illiterate grandmothers was 134.73 and that of literate was 126.83 (Table:29) which revealed that extent of communication was more if the grandmothers were illiterate but it was not proved statistically.

- Extent of conflict: The mean score on extent of conflict of grandfather who had education below graduation was 124.21 and for graduate and above it was 139.70 which revealed that extent of conflict was more if the grandfather was graduate and above. The mean score of illiterate grandmothers was 138.54 and that of literate was 134.13 (Table 34) which revealed that extent of conflict was more if the grandmothers were illiterate although it was not proved statistically.

- Extent of barriers: The mean score on extent of barriers of grandfather who had education below graduation was 84.07 and for graduate and above it was 82.50 which made it clear that the less educated grandfather experienced more barriers while communicating. The mean score of

illiterate grandmothers was 82.59 and that of literate was 84.43 (Table:39) which revealed that the barriers experienced were more if the grandmothers were lliterate . This was in contrast to the grandfathers but it was not proved statistically.

5. Size of the family

- Extent of communication: The mean score on extent of communication was 158.06, between child-parent and128.82 between child-grandparent if the family size was from 3-5. It was 152.63 between child-parent and 134.76 (Table:30) between child-grandparent if the size of the family was 6 and above. This revealed that if there are less members in the family the communication also is less between child and parent but in case of communication with grandparents it was more in larger families though it was not proved statistically.

- Extent of conflict: The mean score on extent of conflict was 141 65, between child-parent and135.12 between child-grandparent if the family size was from 3-5. It was 151.78 between child-parent and 138.73 (Table:35) between child-grandparent if the size of the family was 6 and above. This revealed that if the family had more members the conflicts also were more but it was not proved statistically.

- Extent of barriers: The mean score on extent of barriers was 83.58, between child-parent and 80.12 between child-grandparent if the family size was from 3-5. It was 84.97 between child-parent and 84.00 (Table:40) between child-grandparent if the size of the family was 6 and above. This revealed that as the family members increased the barriers experienced also increased but it was not proved statistically.

6. **Home Environment :** The mean score of girls on home environment was 286.18 and that of boys was 289.66 which revealed that the boys perceived their home environment as better than the girls.

7. **Parent-child relationship :** The mean score of girls on the relationship with father was found to be 293.33 and with mother was 298.11. For boys the mean score on the relationship with father was 277.28 and with mother was 286.78. Thus it can be concluded that the girls had a better relationship with both mother and father compared to the boys.

Section XI : Testing Of Hypotheses

A number of hypotheses were formulated on the basis of objectives of the study. For the purpose of statistical analysis, the hypotheses were formulated in the null form. The results are presented in this section.

HO_1: **There will be no variation in the extent of communication, extent of barriers and extent of conflict between youth, parents and grandparents according to their selected personal, family and situational variables.**

For the purpose of statistical analysis the sub hypotheses were framed.

HO_{11}: **There will be no difference in extent of communication due to the respondents personal family and situational variables.**

The selected variables were as follows:

Youth: Age, sex, value Orientation, home environment and parents-child relationship.

Parents: Age, education, occupation, income, family size and value Orientation.

Grandparents: Age, education, and value Orientation.

To study the difference in extent of communication due to sex of the child, education of parents and grandparents, family size, and occupation of mother t-test were computed. Coefficient of correlation was computed to find out relationship between age of the respondents, values held by them, perception regarding home environment and parent-child relationship. The results are reported here.

Table 27 :'t' values showing difference in extent of communication between child- parent and child-grandparent by sex of the child

Sr. No.	Variable	Mean score on extent of communication	't' value	df	Level of sig.
1.	**Between child-parent**				
a.	Male	151.8889	0 57	48	NS
b.	Female	155.9375			
2.	**Between child-Grandparent**				
a.	Male	127.8889	0.16	48	NS
b..	Female	129.2813			

The 't' values were not found to be significant for the difference in the extent of communication by the sex of the child. Hence the null hypothesis was accepted and it could be concluded that the extent of communication of child-parent and child-grandparent was not affected by the sex the child.

The 't' values were found to be significant at 0.05 level for the difference in the extent of communication by the occupation of the mother (Table:28). Hence the null hypothesis was rejected and it could be concluded that the extent of communication of child-parent and child-grandparent was affected by the occupation of the mother. It was found to be more for mothers who were employed and less for those who were not employed.

Table 28: 't' values showing difference in extent of communication by occupation of mother

Sr. No.	Variable	Mean Score On extent of communication	t-value	df	Level of sig.
1	**Between child-parent**				
a.	Employed	141.3000	2.00	48	0.05
b..	Not employed	157.7750			
2.	**Between child-grandparent**				
a.	Employed	115.6000	2.03	48	0.05
b.	Not employed	132.0759			

The mean score for the extent of communication between child and parent was found to be more for not employed than that for employed mother. By mother being at home for most of the time the possibilities of interpersonal communication increase.

The result of computation of 't' test did not show any significant difference in the extent of communication between child-parent and child- grandparent due to the education of parents and grandparents. Hence the null hypothesis was accepted.(Table:29)

Table 29: 't' values showing difference in extent of communication between child-parent and child-grandparent by education of parents and grandparents

Sr. No.	Variable	Mean score on extent of conflict	't'- value	df	Level of sig.
1	**Between child-parent** <u>Education of Father</u>				
a.	Below graduate	150.1852	1.01	45	N.S.
b.	Graduate & above	157.4000			
	<u>Education of Mother</u>				
a.	Below graduate	152.0769	0.42	48	N.S
b.	Graduate & above	155.3243			
2.	**Between child-grandparent** <u>Education of Grandfather</u>				
a.	Below graduate	120.3571	0.75	32	N.S.
b.	Graduate & above	127.5500			
	<u>Education of Grandmother</u>				
a.	Illiterate	134.7273	0.88	43	N.S.
b.	Literate	126.8261			

The 't' values were not found to be significant for the difference in the extent of communication by the size of the family.(Table:30)

Table 30:- 't' values showing difference in extent of communication between child-parent and child-grandparent by size of the family

Sr. No	Variable	Mean score on extent of Communication	't' - value	df	Level of sig.
1.	**Between child-parent**				
a.	3-5	158.0588	0.75	48	N.S.
b.	6 and above	152.6364			
2.	**Between child-grandparent**				
a.	3-5	128.8235	0.48	45	N.S.
b.	6 and above	134.7576			

Hence the null hypothesis was accepted and it could be concluded that the extent of communication of child-parent and child-grandparent was not affected by the size of the family.

Coefficient of correlation was computed to see the relationship between the extent communication and age, income, values, home environment and parent-child relationship.

Computation of coefficient of correlation revealed a significant relation between the value orientation of all there generations and extent of communication (r=0.30,0.40,0.38) and hence it could be concluded that values and extent of communication had positive correlation. Thus values were found to have a clear influence on extent of communication.(Table:31)

Table 31: Coefficient of correlation showing relationship between the extent of communication and selected variables

Sr. No.	Variable	r-value	Level of Significance
1.	**Age**		
a.	Youth	-0.02	N.S.
b.	Parents	-0.01	N.S.
c.	Grandparents	-0.05	N.S.
2.	**Income**	-0.04	N.S.
3.	**Values held**		
a.	Youth	0.30	0.05
b.	Parents	0.40	0.01
c.	Grandparents	0.38	0 01
4.	**Home environment**	0.17	N.S.
5.	**Parent-child relationship**	0.12	N.S.

Further it was found that age, income, home environment and parent-child relationship did not have any relationship.

$HO_{1\,2}$:   **There will be no difference in the extent of conflict due to the respondents personal, family and situational variables.**

t-test were computed to test the difference in the extent of conflict between child-parent and child-grandparent by occupation of mother, sex of the child, education of parents and grandparents and size of the family.

Table 32: 't'-values showing difference in extent of conflict between child-parent and child-grandparent by occupation of mother

Sr. No.	Variable	Mean score on extent of conflict	't'- value	df	Level of significance
1.	**Between child-parent**				
a.	Employed	140.3000	0.97	48	N.S.
b.	Not employed	150.3500			
2.	**Between child-grandparent**				
a.	Employed	130.6000			
b.	Not employed	135.1000	0.39	48	N.S.

The results of computation of 't' tests did not show any significant difference in the extent of conflict between child-parent and child grandparent due to the occupation of the mother. Hence the null hypothesis was accepted.

Table 33: 't' values showing difference in extent of conflict between child-parent and child-grandparent by sex of the child

Sr. No.	Variable	Mean score on extent of conflict	't'- value	df	Level of significance
1.	**Between child-parent**				
a.	Male	150.8889	0.48	48	N S.
b.	Female	146.9063			
2.	**Between child-grandparent**				
a.	Male	137.2778			
b.	Female	132.4688	0.50	48	N S.

The computation of 't'-tests did not show any significant difference in the extent of conflict between child-parent and child-grandparent due to the sex of the child. Hence the null hypothesis was accepted and it could be concluded that the extent of conflict of child-parent and child-grandparent was not affected by the sex of the child.(Table:33)

Table 34: 't' values showing difference in extent of conflict between child-parent and child-grandparent by education of parents and grandparents

Sr. No.	Variable	Mean score on extent of conflict	't'-value	df	Level of sig.
1.	Between child-parent				
	Education of Father				
a.	Below graduate	150.4444	0.32	45	N.S.
b.	Graduate & above	147.7000			
	Education of Mother				
a.	Below graduate	155.5385	1.03	48	N.S
b.	Graduate & above	145.8108			
2.	Between child-grandparent				
	Education of Grandfather				
a.	Below graduate	124.2143	1.38	32	N.S
b.	Graduate & above	139.7000			
	Education of Grandmother				
a	Illiterate	138.5444	0.04	43	N.S.
b.	Literate	134.1304			

The result of computation of 't'-test did not show any significant difference in the extent of conflicts between child-parent and child-grandparent due to the education of parents and grandparents. Hence the null hypothesis was accepted.(Table:34)

The results of computation of 't'-tests did not show any significant difference in the extent of conflict between child-parent and child-grandparent due to the size of the family. Hence the null hypothesis was accepted.

Table 35: 't'-value showing difference in the extent of conflict between child-parent and child-grandparent by size of the family

Sr. No.	Variable	Mean score on extent Of conflict	't'-value	df	Level of sig.
1. a. b.	**Between child-parent** 3-5 6 and above	141.6471 151.7879	1.17	48	N.S.
2. a. b.	**Between child-grandparent** 3-5 6 and above	135.1176 138.7273	0.14	48	N.S.

Coefficient of correlation was computed to see the relationship between the extent of conflict and age, income, value orientation, home environment and parent child-relationship.

Coefficient of correlation revealed a significant relationship between the extent of conflict and age of all three generations (r= 0.38,0.30,

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0.40). A negative relationship was found between the extent of conflict and parent-child relationship (r=-0.48), and also with values of all three generations (-0.40,-0.30,-0.48).

Table 36: Coefficient of correlation showing relationship between extent of conflict and selected variables

Sr. No.	Variable	r-value	Level of sig.
1.	**Age**		
a.	Youth	0.38	0 01
b.	Parents	0.30	0 01
c.	Grandparents	0.40	0.01
2.	**Income**	-0.18	N S.
3.	**Values**		
a.	Youth	-0.40	0 01
b.	Parents	-0.30	0 01
c.	Grandparents	-0.48	0.01
4.	**Home environment**	-0.19	N S.
5.	**Parent-child relationship**	-0.48	0 01

Further it was found that income and home environment did not have any relationship with the extent of conflict. Thus it could be concluded that the extent of conflict was influenced by age of respondents, the values held by them and parent- child relationship. No other variables were found to be influencing significantly the extent of conflict between child - parent and child -grandparent.

HO₁.₃: **There will be no difference in barriers to communication due to the respondents personal, family and situational variables.**

t-test were computed to test the difference in extent of barriers between child-parent and child-grandparent by occupation of mother, sex of the child, education of parent and grandparent and size of the family.

Table 37: 't' values showing difference in extent of barriers to communication between child-parent and child-grandparent by sex of the child

Sr No.	Variable	Mean score on extent of conflict	't'-value	df	Level of significance
1.	**Between child-parent**				
a.	Male	82.94444	0.57	48	N.S.
b.	Female	85.3750			
2.	**Between child-grandparent**				
a.	Male	81.8750			
b.	Female	84.1111	0.53	48	N S.

The results of computation of 't'-test did not show any significant difference in the barriers to communication between child-parent and child-grandparent due to the sex of the child. Hence the null hypothesis was accepted.

The results of computation of 't'-test did not show any significant difference in the barriers to communication between child-parent and

child-grandparent due to the occupation of the mother. Hence the null hypothesis was accepted. (Table : 38)

Table 38: 't'-values showing difference in barriers to communication between child-parent and child-grandparent by occupation of mother

Sr. No.	Variable	Mean score on barriers to communication	't'-value	df	Level Of sig.
1.	**Between child-parent**				
a.	Employed	88.9000	1.08	48	N.S.
b.	Not employed	83.4000			
2	**Between child-grandparent**				
a.	Employed	84.5000	0.45	48	N.S.
b.	Not employed	82.2250			

The results of computation of 't'-test did not show any significant different in the barriers to communication between child-parent and child-grandparent due to the education of the parents and grandparents. Hence the null hypothesis was accepted. (Table : 39)

Table 39: 't'-values showing difference in barriers to communication between child-parent and child-grandparent by education of parents and grandparents

Sr. No.	Variable	Mean score on extent of conflict	't'-value	df	Level of sig.
1	**Between child-parent**				
	<u>Education of Father</u>				
a.	Below graduate	82.4074	0.74	45	N.S.
b.	Graduate & above	85.5500			
	<u>Education of Mother</u>				
a.	Below graduate	82.9231	0.45	48	N.S
b.	Graduate & above	85.0541			
2.	**Between child-grandparent**				
	<u>Education of Grandfather</u>				
a.	Below graduate	84.0714	0.31	32	N.S
b.	Graduate & above	82.5000			
	<u>Education of Grandmother</u>				
a.	Illiterate	82.5909	0.42	43	N.S.
b.	Literate	84.4348			

Computation of 't'-test did not show any significant difference in the barriers to communication between child-parent and child-grandparent due to the size of the family. Hence the null hypothesis was accepted. (Table : 40)

Table: 40 t-values showing difference in barriers to communication between child-parent and child-grandparent by size of the family

Sr. No.	Variable	Mean score on extent of conflict	't'-value	df	Level of sig.
1.	**Between child-parent**				
a.	3-5	83.5882	0.32	48	N.S.
b.	6 and above	84.9697			
2.	**Between child-grandparent**				
a.	3-5	80.1176	0.92	48	N.S.
b.	6 and above	84.0000			

Coefficient of correlation was computed to see the relationship between barriers to communication and age, income, value, home environment and parent-child relationship.

The results of computation of coefficient of correlation revealed a significant negative relation between the values held by members of all three generations and extent of barriers (r=-0.29, -0.30, -0.38) home environment (r=-0.54), and parent-child relationship (r=-0.48). Further it was found that age and income were not related with extent of barriers as the correlation value was found to be very low. Hence the null hypothesis was rejected and it could be concluded that values, home environment and parent-child relationship has negative relationship with extent of barriers. Thus it could be seen that the barriers to communication were influenced by values held by the three generations, home environment and parent-child relationship. No other

variables were found to be influencing significantly the barriers to communication between child-parent and child-grandparent.(Table: 41)

Table 41: Coefficient of correlation showing relationship between barriers to communication and selected variables

Sr. No.	Variable	r-value	Level of sig.
1.	**Age**		
a.	Youth	-0.13	N S.
b.	Parents	-0.02	N.S.
c.	Grandparents	-0.04	N S.
2.	**Income**	-0.16	N.S.
3.	**Values**		
a.	Youth	-0.29	0 01
b.	Parents	-0.30	0.01
c.	Grandparents	-0.38	0.01
4.	**Home environment**	-0.54	0 01
5.	**Parent-child relationship**	-0.48	0.01

HO_2:   **These will be no relationship between extent of barriers and extent of conflict between three generations**

Coefficient of correlation was computed to see the relationship between the extent the barriers and extent of conflict among three generations.

Computation of coefficient of correlation revealed a significant relationship between extent of barriers and extent of conflict among three generations. Hence the null hypothesis was rejected and it could be concluded that extent of barriers and extent of conflict had a

positive relationship. Thus extent of conflict were found to have to clear influence on extent of barriers. (Table : 42)

Table 42: Coefficient of correlation showing relationship between extent of barriers and extent of conflict between the three generations

Sr No.	Variable	r-value	Level of sig.
1.	**Extent of barriers and extent of conflict**		
a.	Between child-parent	0.40	0.01
b.	Between child-grandparent	0.38	0.01

HO_3:   **There will be no relationship between extent of conflict and extent of communication**

Table 43: Coefficient of correlation showing relationship between extent of conflict and extent of communication between three generations

Sr. No.	Variable	r-value	Level of sig.
1.	**Extent of conflict and extent of communication**		
a.	Between child-parent	0.50	0.01
b.	Between child-grandparent	0.48	0.01

The computation of coefficient of correlation revealed a significant relationship between extent of conflict between child-parent and child-grandparent and extent of communication among them. So it can be

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concluded that extent of communication were found to have a clear influence on extent of conflict.

HO_4:- **There will be no relationship between extent of barriers and extent of communication**

Table 44: Coefficient of correlation showing relationship between extent of barriers and extent of communication between the three generations

Sr. No.	Variable	r-value	Level of sig.
1.	**Extent of barriers and extent of communication**		
a.	Between child-parent	-0.35	N S.
b.	Between child-grandparent	-0.48	N S.

The results of computation of coefficient of correlation revealed that extent of barriers and extent of communication among child-parent and child-grandparent had a negative relationship. Thus null hypothesis is rejected and it can be concluded that there is a relationship between extent of barriers and extent of communication.

CASE STUDIES

"Communication constitutes the core of culture and indeed of life itself"

Hall, 1966

Communication is the fundamental aspect of the family behavior. It serves as a link from person to person and between smaller and larger social organizations. Communication is thought to be important in goal setting, goal achievement, and coordination of family activities .It is a part of the process by which the family develops a self-image and acts as a unit within society. Communication among the family members and others in the near environment is very closely interwoven with daily living. (Gross, Crandall and Knoll, 1980) The development of human resources, decision-making, and the managerial process all involve communication. (Nickell, Rice and Tucker, 1976). Communication is the fundamental stone of all types of the human relationships whether it is between husband and wife, parent and children or within family members. Stability of the home depends upon the good interpersonal communication among the youths, parents and grandparents; otherwise it cannot be called a home. Since interpersonal communication is basic to all types of human relations, it also needs to be studied in detail that how interpersonal communication takes place among the three generations. The main objective of the present investigation was to study the dynamics of interpersonal communication among the three generation families. The families in which the extent of communication was found to be low were selected for the purpose of indepth analysis. An attempt was made to identify the reasons of low communication in these families. An effort was made to improve the interpersonal communication amongst these families through counseling. These families were contacted personally by the researcher and time was fixed with prior appointment with the families depending upon the availability of all family members. About half an hour spent in counseling with each family. A booklet developed by the researcher containing the guidelines

for better communication were given to the family members with a hope that it will help them to improve their interpersonal communication.

This case studies are presented in this section describing the background information, decision making pattern in these families, values held by the three generations, extent, mode and time for interpersonal communication, and purposes of the communication amongst the family members are also described. The barriers in communication, and facilitators for effective communication as perceived by all the three generations are also analyzed. The areas of conflicts and methods of resolving them adopted by the family members are identified. The counseling session is also described in brief for each family. The names mentioned in the case studies have been changed for the purpose of anonimity.

Case No. 1 Family of Sejal

Background Information :

Sejal was 19 years old and was studying in the first year of Polytechnic College. There were 7 members in Sejal's family. Her father was 54 years old holding a graduate degree and working as a school teacher. Her 51 years old graduate mother was a teacher. She had a younger sister aged 18 studying in 12th standard and one elder brother studying M.C.A. Her grandfather and grandmother aged 65 and 60 years respectively were staying with them. Grandmother was a housewife and grandfather was a farmer in earlier years. The family lived in their own house which was duplex. Sejal had a separate room. The monthly income of the family was Rs. 25,000/- from all the sources. The family did not have a common time for watching T.V. as well as having meals due to the busy schedules of all the family members. After returning from the college Sejal spent her most of the time in doing her practical work assigned by the college. So she mostly remained in her room. There was no fixed time for meals. Sejal spent her leisure time, whenever available in reading books of her interests There was hardly any leisure time available to her after her tight schedule.

Decision Making:

In this family in most of the matters the decision-making authority was always with the parents. For financial matters, food, housing, household operations, purchase of durable goods, health care, transport, and personal allowance the parents 'always " took the decisions. All the three generations were 'always' involved in taking decisions regarding clothing, entertainment, education and religious activities. Since there were very few aspects where group decisions were made, the possibility of group/interpersonal communication were all the more reduced. Sejal was not able to participate in the performance of household activities, as her college schedule did not permit her to do so.

Values Held :

The three generations staying together held different values. The youth believed in liberalism, scienticism, environmentalism and non-authoritarianism. The grandparents believed in conservatism, scienticism, environmentalism and authoritarianism and the parents believed in liberalism, fatalism, environmentalism and authoritarianism. As the parents and the grandparents favored authoritarianism, the youths were not involved in decision making in most of the areas. This could be one the reasons of less communication between parents and sejal. Probably the holding of different values by the three generations could the cause of conflict in the family.

Home Environment :

Sejal perceived her home environment as poor which was revealed through low scores obtained by her on various sub sections of "Home Environment Scale". Emotional stability was lacking. Her rapport with parents was poor she found her socio economic image as poor and she was not satisfied with her home environment. The reason for poor perception can be due to the employment of both father and mother. Due to the employment the parents could not devote time and probably due attention for the youth and inturn Sejal felt neglected.

Parent-Child Relationship :

Looking into the relationship of parents and youth it was noticed that sejal scored low on the relationship with father whereas a little high with the relationship with mother. When the various sub categories of parent child relationship score were compared it was found that she scored low for demanding nature of parents, loving and object record which indicated that her relationship on these aspects was poor. She reported that "the parents held very orthodox view" and she also felt that the parents did not try and understand her feelings. She also reported that they behave in such a way that Sejal did not know what would annoy them. She said that her parents

wanted whatever they said should be done accordingly and immediately".

Extent and Time for Communication :

With regards to the extent of communication among the three generations it was observed that Sejal had more communication with her parents than grandparents. As revealed through the mean weighted score of the various categories of communication it was clear that Sejal communicated less with her grandparents regarding education, personal matters, recreational matters and health. The main reason for this could be the value difference between them. Apart from communicating verbally they used gestures and body language to communicate personal news, or transfer some message. Regarding the time spent on communication it was found that she communicated somewhat more with parents than the grandparents which could be due to the difference in educational level. On educational matters, money , activities and health the communication was for less than half hour. For socializing matters it was for half hour whereas for personal matters it was more than one hour. The family lived in duplex house and Sejal had her separate room. Moreover she was most of the time busy in her practical assignments. The parents too were employed. Also the family did not have a common time for meals. All these add up and constitute in lack of communication.

Purpose of Communication :

In the family the grandparents and parents never communicated with Sejal for the purpose of promoting future oriented management processes and to keep the family moving on its day to day course 'The purpose of interpersonal communication between the child and parents, as reported by Sejal were sometimes for avoiding misunderstanding as well as 'satisfying needs of inclusion, control, affection, expression etc. It was also 'sometimes' done to share ideas, and experiences as well as for 'healthy interaction and solving problems 'The purpose of communication between grandparent and child were always to exchange information and understanding .It was also done to

promote socialization of children and to avoid misunderstanding. One of the purpose of communication was for motivation, encouraging, and coordinating work more effectively to communicate personal news, generate discussion, share feeling and solve problems also communication was done always'.

Barriers in Communication :

Sejal believed that the difference in value and education as well as wrong interpretation of meaning were the major barriers which always; hindered their interpersonal communication. The parents believed that poor listening capacity, lack of understanding for other, lack of compromising nature were 'always' the barriers. Also difference in personality and expectations, goals are the main barriers of communication. According to the grandparents in attentiveness, inadequate communication ,lack of concern for family were the major barriers in communicating between them are their granddaughter.

Facilitators for Effective Communication :

Amongst various facilitators understanding power, polite tone of voice, good listening habits were found always to be the facilitators for effective communication between youth, parents and grandparents as reported by Sejal. Trust in others, positiveness, appropriate language, healthy relations and proper timing of communication were found sometimes to be the facilitations.

Areas of Conflicts and Methods of Resolving them :

Looking into the mean weighted scores of Sejal for various areas of conflicts it was found that she had more of conflicts with her parents and grandparents on educational matters and religious activities. There were also conflicts on household activities, discipline and freedom for making decisions Since the time spent on communication between youth, parents and grandparents, was less than half an hour on most of the topics and there was a difference in values held by them the extent of communication was found to be less. Also because of these the level of conflicts were more. Sejal reported that "The

parents and grandparents always treated me as a small kid and underestimated me".

The methods of resolving conflicts adopted by the three generations were found out. It was seen that for the disputes on education related matters the youth believed in integration, the grandparents in voluntary submission on the part of the child and the parents in compromise method. For money matters the grandparents and youth believed in integration whereas the parents in dominance. For religious matters the youth and grandparents, believed in voluntary submission, on both of them part but the parents believed in integration. For entertainment the youths followed compromise and the parents and grandparents followed voluntary submission, on part of the youth For socialization the parents and grandparents believed in compromise method of resolving conflict whereas youth expected voluntary submission on the part of parents. These differences indicated that they needed counseling to improve their interpersonal communication.

Counselling :

For counseling a prior appointment was taken with the family. Care was taken that all the family members were present at that particular time. They were made aware of the low extent of communication among them. The importance of communication was explained to them and remedies suggested for improving the interpersonal communication. A booklet containing the guidelines for improving interpersonal communication was distributed to them for their reference. This session took about half an hour and all the family members showed a positive attitude towards counseling. They were satisfied and promised to implement the suggestion in their routine

Case No. 2 Family of Devesh

Background Information:

Devesh was 21 years old and was studying in third year of college. His field of study was commerce. There were six members in Devesh's family. His father was 60 years old, holding graduate degree and working in a company. His 55 years old mother had education upto higher secondary and was a housewife. He had one elder brother who was 31 years old and was working in a private company. His grandfather and grandmother aged 80 and 74 respectively were staying with them. Grandfather was a graduate and retired personnel and grandmother was a housewife who was literate. The family had their own two-storeyed house. Monthly income of the family was Rs.10, 000/- from all the sources. Their house had 4 rooms and a kitchen. Devesh's room was separate and on the Ist floor. The family did not had a common time for having meals nor did they spend leisure time together. Devesh mostly spend his leisure time outside with his friends and returned late at night. After returning also he spend his time in his room.

Decision-Making:

In this family in most of the areas the decision making authority was always with the father and mother. For financial and housing related matters the father always took the decisions. For decisions pertaining to food and personal allowance the mother alone took the major decisions. Apart from this the father and the mother together took the decisions for the matters regarding clothing, household operations, socialization, entertainment, transport and education. Only for health care Devesh was sometimes involved in decision making. It was observed that Devesh was not taken into consideration while taking the major decisions in the family; this can be one of the reason for disputes among the family members. Devesh did not participate in any household activities nor was interested in household related decisions. Since Devesh did not indulge in household activities the possibility of communication was less.

Values Held:

The three generations staying together held different values. Devesh believed in liberalism and non-authoritarianism whereas the parents and grandparents believed in conservation and authoritarianism. Probably the difference in values can be the main reason of conflicts in the family. This can be the cause of poor communication among the three generations.

Home Environment:

Devesh perceived his home environment as 'poor' which was revealed through low scores obtained by him on various subsections of home environment scale. He felt that there was lack of personal freedom in his family. He also felt socially isolated in the family. He thought that discipline was severely imposed upon him by the parents. He felt neglected most of the times and his rapport with parents was not good.

Parent- Child Relationship:

Looking into his relationship with the parents it was noticed that Devesh scored very low on the relationship with mother whereas a little high with the relationship with the father. When the various subcategories of parent-child relationship scores were compared it was found that he scored less because firstly he felt rejected and tired of the demanding nature of parents. He felt that the parents did not love him and the object punishment was severe. He also felt that parents neglected him. Lack of good relationship with parents can be another factor responsible for less communication which leads to conflicts.

Extent and Time for Communication:

With regards to the extent of communication among the three generations it was observed that Devesh's communication with parents and grandparents was negligible for almost all the matters. On education, money, personal, religious aspects, household, recreational, socialization and health matters the communication was very poor. Probably the poor perception of home

environment and poor relationship with parents could be the main cause of this lack of communication. Devesh complained that 'the parents and grandparents did not understand me'. Regarding the time spent on communication it was found that Devesh spent less than half an hour with both the parents and grandparents in a day for communication. In that time also he had a lot of arguments with them.

Purpose of Communication:

In the family all the three generations 'sometimes' communicated 'to promote future oriented managerial process', 'to exchange information and understanding among adults' and 'to promote training and socialization of children. 'Sometimes' they communicated for motivation, encouraging and coordinating work more effectively.

Barriers in Communication:

Devesh believed that difference in age, values, educational level, knowledge are 'always' the barriers in communication. Also lack of compromising nature, difference in personality, attitude, expectations, standard and goals, he believed are 'always' the major barriers, which hindered their interpersonal communication. The parents believed that age difference, aggressive nature, lack of concern for the family, wrong interpretations of meaning of message are 'always' the main barriers. According to the grandparent's age, sex difference, poor listening and retention, inadequate communication and lack of patience were 'always' the major of barriers in communicating.

Facilitators for Effective Communication:

The facilitators of effective communication which were 'always' considered by parents and grandparent were understanding power, polite tone of voice, good listening habits, trust in others, respect for elders and showing concern for others. In spite of the fact that the child- parent and grandparents where aware of facilitators which can improve their communication they had conflicts to a high extent.

Areas of Conflicts and Methods of Resolving them:

Looking into the mean weighted scores of Devesh for various areas of conflicts it was found that he 'always' had more of conflicts with both parents and grandparents. He 'always' had conflicts on educational, money, personal, religions, household and recreational matters. The eating habits, discipline and freedom for making decisions were 'always' the most conflicting areas. The methods of resolving conflicts adopted by the three generations were found out. It was seen that for the disputes on education related matters the youth believed in integration whereas the parents and grandparents in the dominance method. For money matters Devesh believed in integration, the parents compromise and the grandparents in the dominance method of resolving conflict. For religious matters Devish favoured compromise, parents voluntary submission on the part of children and the grandparents in the dominance method. For household related disputes the youth believed in the voluntary submission on the part of child, the parents in integration and the grandparents in the dominance of the youth to resolve conflicts. Finally for both entertainment and socialization related disputes the parent and grandparents adopted voluntary submission on the part of parents whereas Devesh favoured compromise way. Finally it can be said that as Devesh's perception regarding home environment was poor, his relationship with father and mother also was poor, this probably leads to less of communication and more of conflicts. The values of all the three-generations also differed and their views about methods of resolving conflicts were different This also probably gave rise to conflicts .The basic cause of all these can be the age difference between Devesh (21 years) and his grandparents. Grandmother's age was 74 years and grandfather 80 years. Devesh had only one brother who was 10 years elder to him. The age difference between Devesh and his parents was also remarkable. Probably due to this the extent of communication between the three generations was found to be poor. Hence they needed counseling for improving their interpersonal communication.

COUNSELLING SESSION BEING CONDUCTED BY THE RESEARCHER WITH SELECTED FAMILIES

Counselling:

The family of Devesh was personally contacted and made aware that their communication was found to be very poor, hence they needed counseling. A prior appointment was taken with the family after taking into consideration their daily schedule. It was seen that all the family members were present at the time of counselling. They were first explained the importance of communication .A booklet was given to them which contained the guidelines for improving their interpersonal communication. The discussion with this family took about one hour as they has a lot of complains with one another. The causes assumed by the investigator for poor communication amongst Devesh's family were found to be true while discussing with them. All the family members showed a positive attitude towards counselling and showed an attitude to implement the guidelines to improve their interpersonal communication.

Case No. 3 Family of Jayesh

Background Information:

Jayesh was 21 years old. He had recently completed his graduation from Commerce College and was running a provision store. There were 6 members in Jayesh's family. His father was 53 years old, holding a graduate degree and involved in the family business of provision store. His 52 years old mother was also a graduate and was a housewife. He had one elder sister who was 23 years old and was taking care of household work. His grandfather aged 71 and grandmother aged 70 were staying with them. Grandfather was a graduate, retired person. He sometimes use to sit on the provision store. His grandmother was housewife who was illiterate. The family had their own two storeyed house. Jayesh had his separate room. The monthly income of the family was Rs. 20,000 accrued from all the sources. The family did not have a common time of having meals. As Jayesh was busy in provision store there was no fixed time of meals. The leisure time available to him was also

very less. He spends this in watching movies with friends and going out for food. At night also he returned home late due to his store.

Decision Making:
In Jayesh's family the important decisions on financial matters, food, clothing, housing, purchase of durable goods, household operations were always taken by his mother. Also the socialization matters and personal allowance to be allocated to each member was decided always by the mother. Jayesh was involved in decisions sometimes pertaining to entertainment, transport, education and religious activities. The grandparents were not taken into consideration for any type of decisions. Jayesh did not participate in any of the household activities as he lacked time. The mother always decided and finalized the matters. She always guided and directed Jayesh for each matter. This could be one of the reasons of dispute and less communication of Jayesh with the family members.

Values Held:
The three generations staying together had value differences Jayesh believed in liberalism, Scienticism, hereditarianism and non-authoritarianism whereas the parents and grandparents favoured conservatism, fatalism hereditarianism and authoritarianism. This value difference could be another cause of low extent of communication, which leads to internal dishormony between the three generations.

Home Environment:
Jayesh perceived his home environment as "Poor" which was revealed through low scores obtained by him on various subsections of home environment scale. He reported that "discipline was severely imposed on me most of the times" and he did not feel accepted by parents.

Parent Child Relationship:

Looking into the relationship of parents and Jayesh it was found that Jayesh scored low on the relationship with father as well as mother. When the mean weighted score of the various sub categories of the parent child relationship were compared it was noticed that he felt rejected and neglected most of the times by his parents. He found his parents to be demanding, indifferent and punished him for his mistakes. As Jayesh perceived his home environment as poor and his relationship with parents was also not good he must be communicating less with them and which could be a major reason of conflicts.

Extent and Time forCommunication:

With regards to the extent of communication among the three generations it was observed that Jayesh's communication with parents and grandparents was less on educational matters as well as on money matters. Even on household matters, socialization aspects and health the communication was less. Regarding the time spent on communication it was found that Jayesh spent less than half an hour with both the parents and grandparents for communication. The reason for this could be the busy schedule of Jayesh, uncommon time of meals and also as Jayesh had his separate room the communication may be reduced. As Jayesh did not participated in household activities as well as decision-making which are the major possible causes for communicating with family the communication might be affected.

Purpose of Communication:

In the family the parents never;' communicated to promote future oriented managerial processes', to keep the family moving on it's day-to-day course, and 'to exchange information and understanding among adults'. The grandparents and Jayesh did communicate 'sometimes' on these aspects. All communicated to promote training, for motivation, encouraging and coordinating work more effectively.

Barriers in Communication:

Jayesh believed that, difference in age, value, knowledge, poor retention and authoritarian behavior were always the major barriers which hindered the interpersonal communication. The parents and grandparents believed that inadequate communication, lack of concern for family and assertive nature always hindered the interpersonal communication. Also they believed that sometimes lack of compromising nature, poor listening and retention and lack of patience were the barriers experienced while communicating.

Facilitators for Effective Communication:

The facilitators of effective communication considered by the three generations were 'always' the understanding power, trust and respect for others, good relations and proper timing of communication. Also 'sometimes' they believed adequate communication and adjusting nature proves to be the facilitators.

Areas of Conflicts and Methods of Resolving them:

Looking into the mean weighted scores of Jayesh for various areas of conflicts with both the parents and grandparents it was found that he had high level of conflicts almost for all areas viz., educational, money, personal, religious, household, recreation, eating habits and discipline. The reason for this can be obviously the value difference, lack of participation in household activities and decision making which definitely affect the communication. Also his relationship with his parents was unsatisfactory. These factors combined together lead to increased conflicts and reduced communication.

The methods of resolving conflicts adopted by the three generations were explored. It was found that for conflicts on education and money related matters all the three generations believed in integration method. For household matters, Jayesh believed in integration whereas the parents and grandparents favoured voluntary submission on the part of the youth. For

entertainment related conflicts Jayesh again believed in integration but the parents and grandparents believed in compromise way. Finally for religious matters and socialization all the three generations choice varied. The youth believed that religious matters should be solved by integration, the parents wanted voluntary submission by child and the grandparents compromise. The disputes on the socialisation were solved by the integration way by Jayesh, dominance was practiced by parents and grandparents favored compromise. So it can be concluded that Jayesh always was ready for integration but the parents and grandparents held different opinion. It was felt that due to the differences counselling was needed in this family.

Counselling:

A prior appointment with the family was taken using the telephone. A suitable time was chosen when all the family members were present. In the beginning they were given an introduction on communication and its importance. They were made aware that their extent of communication was found to be poor and so they were chosen for counselling. During counselling a booklet was given to them containing the guidelines for improving interpersonal communication. Each guideline was explained to them with suitable examples. It took more than half an hour in discussion with the family members. The family showed a positive attitude towards counseling and was satisfied with the guidelines.

Case No. 4 Family of Salma

Background Information:

Salma was 21 years old studying in third year of Home Science College. There are 7 members in Salma's family. Her father was 54 years old holding a postgraduate degree. He was a government employee. Her 51 years old mother was a graduate and she was a housewife. She had one younger sister who was 19 years old and was studying in first year of college. Her grandfather aged 75 and grandmother aged 72 were staying with them.

Grandfather was a graduate and retired personnel. Grandmother was illiterate and took care of the house. This was a muslim family where the girls did not have any say in the family. The family lived in their own three-storeyed building. Salma and her sister shared a common room. The monthly income of the family was Rs. 25000 accrued from all the sauces. The family had common time of meals in the evening. But during that time they did not communicate much as Salma's father was very strict about discipline and wanted girls to behave in a sober way and wanted them to talk less. Salma was not able to participate in household activities, as the schedule of Home Science was very busy. Salma used to go to college in the afternoons. After returning also she had lot of practical assignments which kept her busy most of the times. She hardly use to get any leisure time.

Decision Making:

In the family the important decisions on financial matters, housing related matters, health care, transport, education and personal allowance were 'always' taken by the parents. The mother alone 'always' took the decisions related to food, household operations and entertainment. On the aspects of socialization and religious activities all the three generations 'sometimes' participated in the decisions. Since most of the important decisions were taken by the parents in the family and Salma's participation in the household activity was not there this could lead to lack of communication

Values Held:

The values of the three generations differed. Salma believed in liberalism, scienticism , environmentalism and non-authoritarianism. On the contrary the parents and the grandparents believed in conservatism, fatalism, hereditarianism and authoritarianism. As the values of Salma and her parents and grand parents varied extent of communication would have reduced.

Home Environment:

Salma perceived her home environment as 'poor' which was revealed through the mean weighted score obtained by her on the various subsections of the scale. She reported that 'severity of discipline was enforced on me at all the times' and her rapport with parents was not good. She reported that her parents were very orthodox.

Parent-Child Relationship:

Looking into the relationship of parents and Salma it was noticed that Salma scored low on the relationship with father as well as mother. After the mean weighted scores of the various subcategories of parent child relationship were compared it was found that Salma 'felt rejected' and 'neglected' by the parents most of the times. She reported that her parents punished her for her mistakes. She found her parents as too demanding. This could be the reason of internal disputes in the family.

Extent and Time for Communication:

It was observed that for each areas of communication viz, educational, money matters, personal, religious, household, recreational, socialization and health the interpersonal communication of Salma was poor with both the parents and grandparents. This was revealed by her mean weightage score for all the categories. It was found that the time spent for communication for all the aspects was between half an hour to one hour with both parents and grandparents. The reason for this low extent of communication could be her busy schedule of college as well as her less involvement in decision making and household activities. This also could be due to her poor perception of home environment . The communication might have been reduced also be cause she had her separate room and that too on the second floor. The interaction thus is not much with family members.

Purpose of Communication:

Salma 'always' communicate with the parents and grandparents" to promote future oriented managerial processes," " to keep the family moving on its day to day course" but the parents and grandparents, 'sometimes' communicated for these purposes. Salma also sometimes communicated for relation building, sharing feelings, to solve problems and for healthy interaction in the family. The parents and grandparents also did so.

Barriers in Communication:

The barriers experienced by the family which hindered their interpersonal communication were the difference in age, education, attitude, short temper and lack of patience. They also thought that inability to communicate in straightforward manner, lack of understanding and inadequate communication affected the communication.

Facilitators for Effective Communication:

According to Salma and her grandparents understanding power, polite tone of voice, good listening habits, trust and respect for other were 'always' the facilitators. Also supporting words with action and proper place and environment for communication 'sometimes' proved to be the facilitators. The parents 'never' found postiveness, clarity in idea or purpose, and proper place for communication to be the facilitators.

Areas of Conflicts and Methods of Resolving them:

Looking into the mean weighted score of Salma for various areas of conflict It was found that for all major areas she 'always' had conflicts with the parents and grandparents. Since the three generations had value difference and the time devoted for communication was also less conflict could occur.

Also the home environment was perceived as poor by Salma and the relationship with her parents was also poor. Her communication with the

parents and grandparents was also less due to her less involvement in family matters. Therefore counselling was thought be important.

The methods of resolving conflicts adopted by the three generations were explored. It was seen that for the disputes on educational matters Salma and her parents favoured integration whereas the grandparents, believed in dominance method. When the disputes were on money matters Salma favoured compromise, the parents favoured integration whereas the grandparents believed in dominance. For the conflicts on religious matter parents and grandparents favoured dominance but Salma believed in integration method for solving conflicts. When the disputes were on household matters Salma and her parents favoured integration whereas grandparents favoured compromise way .Entertainment related disputes were solved by integration in case of Salma whereas the parents and grandparents believed in compromise. Lastly, the matter concerning socialization was solved by all three generations by integration method.

Counselling:

Salma's family was contacted personally and a prior appointment was taken for counselling. In the beginning they did not show a positive attitude and were hesitant to discuss the personal matters but afterwards they were convinced and were ready for counselling. A booklet was handed over to the family and the need of counseling was explained to them. Guidelines were given to them which would help them to improve their interpersonal communication.

Case No. 5 Family of Shailesh

Background Information:

Shailesh was 20 years old studying in second year of Commerce College. His father aged 53 was a chartered Accountant. His mother was 50 years old and was a graduate. She was a housewife. He had one elder sister aged 22 years

who was doing her post graduation from Commerce College. His grandfather was not alive but had grandmother who was 74 years old and participated in household activities. The monthly income of the family was Rs. 35,000. They lived in a two-storeyed own house. Shailesh had his separate room. He also was doing computer classes. Most of the leisure time available to him was spent with friends and on internet. He rarely used to participate in household activities. His involvements in decision making was also less. He use to go for tuition classes as well as computer classes. He had personal computer in his room. Mostly he used to sit on the computer during night. Due to this he use to have very less interaction with family members.

Decision Making:

In Shailesh's family the major decisions pertaining to financial matters, food, household operations, socialization, health care, religiouns activities and personal allowance were always taken by his mother. For the decisions, relating to housing and education, the father and the mother 'always' jointly took the decisions. The grandmother was not involved in decision making. Shailesh only had a say in the decisions pertaining to clothing, entertainment and transport. As Shailesh's participation in family decisions was less this affected their communication. As communication and decision-making are interrelated the reason for Shailesh reduced interaction may be this.

Values Held:

It was observed that the values of Shailesh and his parents were similar. They believed in liberalism, scienticism, environmentalism and non-authoritarianism. His grandmother had totally different views. She avoided conservatism, fatalism, hereditarianism and authoritarianism. This difference could lead to internal disputes.

Home Environment:

Shailesh perceived his home environment as 'poor' almost for all the categories. Shailesh reported that " I feel that my parents behavior forwards

me as if I am a child". His parents wanted Shailesh to obey them accordingly and immediately. Emotional stability was lacking in his home. The rapport of Shailesh with his parents was also poor.
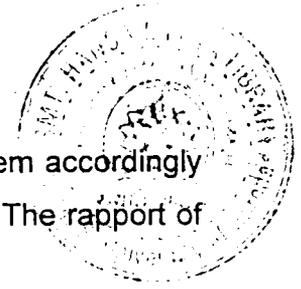
Parent- Child Relationship:

Regarding the relationship of Shailesh with his parents it was observed that his relationship with his mother was poorer than his father. His complain from his father mainly was that he showed neglect behavior and rejection towards him most of the times. His mother punished him for his mistakes. When she was annoyed with one child she scolded all others too. She was too demanding. This can also be the reason of conflicts.

Extent and Time for Communication:

The extent of communication of Shailesh with his parents and grandmother was found to be very low which was revealed through his mean weighted scores. The communication was found to be poor for educational, money, personal, religions, household, recreational, socialization and health matters. Shailesh communicated for less than half hour on all the areas with parents and grandparents. This could be due to lack of time on the part of Harshit.

Purpose of Communication:

Shailesh always communicated 'to promote future oriented managerial processes',' to keep the family moving on its day-to-day course,' to exchange information and to understanding among adults' and sometimes to promote training and socialization of children .The parents sometimes communicated for these purposes whereas Sahilesh's grandmother 'never' communicated for these purposes. All the three generations 'always' communicated for motivating, encouraging and coordination of work, for healthy interaction and problem solving.

Barriers in Communication:

The barriers, which hindered the interpersonal communication between the family members, were difference in age, value, attitude, goals, standard and expectation as reported by Shailesh. Also aggressive nature, lack of concern for family, short temper, lack of patience and withholding information were the hindrances in interpersonal communication.

Facilitators for Effective Communication:

The facilitators for effective communication as reported by all the three generations were trust in others, understanding power, polite tone of voice, positiveness and handling of anger. Also showing concern for others and correct interruption of message proved to be the facilitators.

Areas of Conflicts and Methods of Resolving them:

The major areas of conflict between the parents and Shailesh were mostly recreational, eating habits, discipline and freedom for making decisions. Shailesh and his grandmother had conflicts on educational, personal, recreational matters and eating habits as well as freedom for making decision.

The methods of resolving conflict, adopted by the three generations in various situations were explored. It was found that in case of conflicts on educational matter, Shailesh and his parents favoured integration and his grandmother favoured dominance method of resolving conflict. When the conflict were on religious matter the parents and grandparents favoured integration whereas Shailesht favoured dominance. In case of disputes on money matters, household matters, entertainment and socialization all the three generations favoured different methods for resolving conflicts. Shailesh believed in compromise, parents in integration whereas grandmother believed in dominance.

So it can be concluded that as all the three generations had different thoughts regarding resolving conflicts the communication was affected. Also due to less

time devoted by Shailesh in household activities reduced interaction could occur. So counseling is thought to be the best solution for improving their interpersonal communication.

Counselling:

The family was contacted personally after it was found that the interpersonal communication was poor among them. A time which was suitable to every family member was fixed up and booklet handed over to them. The purpose of booklet distribution was explained to them. The counseling session took about half an hour. The family members were very supportive and had a positive attitude towards the suggestions rendered to them.

Case No. 6 Family of Hetal

Background Information:

Hetal was 21 years old studying in second year of Commerce College. There were eight members in her family. Her father was 50 years old, holding a graduate degree. He was self-employed. Her mother was 49 years old. She also was a graduate and a housewife. She had two sisters aged 20 and 18 years who both were studying. Her grandfather and grandmother aged 75 and 72 years respectively were staying with them. Grandfather was a graduate retired person. Grandmother had only secondary education. She took care of household activities. The monthly income of the family was Rs.22,000/- accrued from all the sources. The family lived in a tenement having three rooms and kitchen Hetal had to share her room with her two sisters. Hetal hardly participated in household related activities as she also was doing a part time job, which did not permit her time to devote to household affairs. She used to return home late in the evening. After returning she use to feel very tired and did not feel like communicating with anyone. She was also less involved in family decisions. All this could be the reason for her less extent of communications.

Decision Making:

In her family the important decisions on food and household operations were 'always' taken by the mother alone. For financial matters, housing, health, transport and personal allowance the decisions were 'always' taken jointly by her father and mother. Hetal was involved in taking decisions pertaining to purchase of durable goods, entertainment and education. Regarding religious activities and clothing all the three generations together took the decisions.

Values Held:

The values of parents and grandparents differed from Hetal. The parents and the grandparents believed in conservatism, scienticism, hereditarianism and authoritarianism. On the contrary Hetal believed in liberalism, environmentalism and non-authoritarianism which was opposite from the values of her parents and grandparents. This difference would definitely give rise to conflicts and misunderstanding.

Home Environment:

Hetal perceived her home environment as poor because she felt emotional stability and general satisfaction was lacking in her home. Her rapport and interpersonal relationship with parents was also not good. She felt that her parents often neglected her. As reported by Hetal 'parents disliked my taking of job' which she did not like. She thought that her views were very different from her parents and grandparents. Hetal had an modern outlook but her parents disliked that. These could end up with conflicts.

Parent - Child Relationship:

Regarding her relationship with her parents it was found through her mean weighted score that she felt her parents were indifferent towards her. They were too demanding and often showed rejection and neglect behavior towards her. Due to these reasons she perceived her relationship as 'poor' with her parents.

Extent and Time for Communication:

The extent of communication of Hetal, her parents and grandparents was found very low for all the major areas viz., educational, money, personal, religious and household matters. Also the communication was to a low extent for recreational, socialization and health matters. This was revealed through her mean weighted scores for all the categories which was found to be low. The three generations communicated for less than half an hour in a day on all the aspects of the communication.

Purpose of Communication:

The purpose for which Hetal communicated 'always' was 'to promote future oriented managerial process', 'to keep the family moving on its day to day course' and 'sometimes' 'to exchange information and understanding among adults'. The parents and grandparents 'sometimes' communicated 'to promote training and socialization of children' and 'for motivation, encouragement and coordination of work more effectively'. The family also communicated for the relation building, to generate discussion and also to secure desired response the talk.

Barriers in Communication:

According to Hetal the major barriers which hindered the interpersonal relations of the three generations were difference in age and knowledge, poor listening, lack of understanding, inadequate communication and lack of concern for the family. According to the parents and grandparents the main barriers were difference in age, value, knowledge, personality, attitude and expectations.

Facilitators for Effective Communication:

The three generations were aware of the facilitators for effective communication. According to them understanding power, appropriate language, adequate communication, good retention and ability to

communicate in straight forward manner were the major facilitators which could help in improving interpersonal communication.

Areas of Conflicts and Methods of Resolving them:

The major areas of conflicts between Hetal and her parents were eating habits, personal and money matters. Between the grandparents and Hetal the conflicts were 'always' on recreational and religious aspects.

The methods of resolving conflicts by the three generations were explored. For the conflicts related to the educational matters all the three generations believed in integration. The religious and socialization disputes were solved by integration way by Hetal whereas the parents and grandparents favoured dominance. For the conflicts on money matters Hetal favoured compromise but her parents believed in dominance and the grandparents in integration. When the disputes were on household chores Hetal favoured integration, her parents compromise whereas the parents and grandparents in integration for resolving conflicts. As all the three generations had different perception of ways of resolving conflicts the extent of communication may be less. The value differences, Hetal's perception of home environment as poor and the dislike of taking up job of

Hetal by the parents can be the cause of conflicts. Thus the need of counselling was felt.

Counselling:

The family was contacted for counselling and time was fixed up according to the availability of the family members. The family showed a positive attitude towards counselling. They were explained/ made aware why their family was chosen for counselling. A brief importance of effective communication was explained to them and the guidelines discussed with them. They promised that they would try to implement the guidelines in their communication.

COUNSELLING SESSION BEING CONDUCTED BY THE RESEARCHER WITH SELECTED FAMILIES

Case No. 7 Family of Shital

Background Information:

Shital was 18 years old studying in 12th standard. Her field of study was science. There were six members in her family. Her father was 49 years old holding a graduate degree. He was an government employee. Her mother aged 49 had achieved B.Ed. degree and was working as a teacher in a private school. Shital had one younger brother aged 14 years and also one elder sister aged 21 years. She also was doing her post graduation. Shital did not had her grandfather but her grandmother stayed with them. She was 70 years old and took care of household chores. The monthly income of the family was Rs. 26,000/- derived from all the sources. Shital could hardly get any leisure time as she was a science student and had to attend too many tuition classes. The classes were separate for all the subjects and the timing were odd. She also used to attend the school. Due to lack of time she was not able to participate in household activities and decisions. The meal timing were also uncommon. So the extent of the communication do get affected and can be the reason of low extent of interaction.

Decision Making:

In shital's family the important decisions on food, household operation, transport and education were 'always' taken by her parents. Decisions pertaining to financial matters, housing, socialization, health care and religious activities were 'always' jointly taken by her parents and grandparents. Shital was only involved in decisions pertaining to entertainment. This could be one of the reasons of low extent of communication among the family members

Values Held:

Shital and her parents held liberalism, scienticism, environmentalism and non-authoritarianism values. Shital's grandmother believed in conservatism, fatalism, hereditarianism and non authoritarianism. There was a difference in values of Shital and her grandmother which could be a cause of conflicts.

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Home Environment:

The mean weighted score of Shital for the various categories of home environment revealed that Shital was dissatisfied with her home environment as her score was found to be poor. She felt that severity of discipline was imposed on her and there was lack of emotional stability in her home Most of the time her interpersonal relations were dissatisfying with her parents. Her parents always stressed on studying as she was in 12th standard and she had Board exams that year. These lead to strained relationship between Shital and her parents.

Parent Child Relationship:

Looking into the relationship with her parents it was revealed through the mean weighted scores for various categories that she was dissatisfied with their relationship. She reported that her parents were too demanding. Her parents punished for her mistakes. They never rewarded her for her good reasons and often neglected her. The poor relationship between the parents and Shital could be the cause of reduced interaction as well as conflicts.

Extent of Time for Communication:

The extent of communication of Shital was found to be low with her parents and grandmother. For all the major areas viz., educational, money, personal and religious aspects low extent of communication was revealed through the mean weighted scores obtained by her. Also on matters related to household activities, recreation, socialization and health the communication was poor. It was found that Shital, her parents and grandmother spent less than half hour in a day for interpersonal communication. This could be due to the busy schedule of Shital as she remained outside home most of the time due to her tuition and school.

Purpose of Communication:

The purpose for which Shital 'always' communicated was 'to promote future oriented managerial processes'. Her parents 'sometimes' communicated 'to promote future oriented managerial processes', 'to keep the family moving on its day-to-day course' and ' to promote training and socialization of children'. But the grandmother never communicated for these reasons. All the three generations 'sometimes' communicated 'for motivation, encouragement and coordination of work'. The family mostly communicated to share ideas and experiences and for solving problems.

Barriers in Communication:

The barriers experienced by the parents and grandparents in communicating were mainly the difference in age, education, value, knowledge, attitude and lack of time. Shital felt that the age difference, inattentiveness, poor listening capacity, difference in sex, personality, expectations, standards and goals were 'never' the barriers in communicating with her parents and grandparents. According to her the differences in educational level, authoritarian behavior, short temper and assertive nature were the major barriers.

Facilitators for Effective Communication:

The three generations were aware of the facilitators for effective communication. According to them understanding power, polite tone of voice, good listening habits, appropriate language and proper place for communication were the facilitators. Also they found correct interpretations of message, using proper words to express oneself and proper timing of communication would really help in improving the interpersonal communication among the three generations.

Areas of Conflicts and Methods of Resolving them:

The major areas of conflict between Shital and her parents were 'always' educational matters, and recreational matters. On religious matters and grandmother had regular conflicts. Shital always had disputes with her

parents on education as they wanted Shital to devote more time to studies and get good marks in board exams whereas Shital found this too demanding and got frustrated too often.

The conflicts related to educational, money and entertainment matters were solved by integration method by all the three generations. For the conflicts pertaining to religious matters and household chores Shital preferred integration whereas her parents and grandparents preferred dominance. Shital and her parents preferred integration to solve disputes related to socialization but her grandmother preferred compromise.

Thus it can be concluced that in this family there were value differences. The relationship of Shital and her parents was found to be poor Also the perception of home environment was found to be poor. Due to these reasons the extent of communication as well as the time devoted for communication was very less. So counselling was needed in this family.

Counselling:

The family was contacted and made aware of the low extent of communication between them and how it can be improved. Time was fixed up in advance for counselling. The family had positive approach towards counselling. They were interested in knowing the ways of improving their interpersonal communication. A booklet was given to them and the guidelines explained to them. They were happy on receiving the booklet and ensured that they will go through the guidelines and try to abide by them.

Case No. 8 Family of Payal

Background Information:

Payal was 21 years old studying in third year of Commerce College. She was simultaneously doing B.B.A. from private college. Her father aged 50 was a postgraduate working in a government office. Her mother aged 45 was

educated upto secondary. She was a housewife. Payal had one younger brother aged 20 years who was studying in first year of college. Her grandfather aged 77 was staying with them. The monthly income of the family was Rs. 22,300 derived from all the sources. The family lived in a two-storied house having 4 rooms. Payal had her separate room. She remained busy most of the time as she was involved in graduation as well as B.B A. She had to attend tuition classes for this. In afternoons whenever she got time she used to go to the library for referring books. Her time spent at home was only during night .So she hardly got time for communicate and participate in household activities.

Decision Making:

The major decisions pertaining to financial matters, clothing, purchase of durable goods, health care and personal allowance were 'always' taken by Payal's father and mother collectively Payal's parents and her grandfather took decisions related to religious activities and socialization. Payal was involved in decisions pertaining to entertainment, transport and education. As the decision-making authority mostly belonged to her parents this could reduce the chances of communicating and which can give rise to conflicts.

Values Held:

It was found that the values of Payal and her parents were similar. They favoured liberalism; scienticism, environmentalism and non-authoritarianism. Payal's grandfather had an opposite view. He favoured conservatism, fatalism, hereditarianism and authoritarianism. The difference in values could also cause conflicts and misunderstandings.

Home Environment:

Regarding the perception of Payal towards her home environment it was found through her mean weighted score that she perceived it as poor It was due to the fact that according to her, she lacked personal freedom and emotional stability in her home. She felt that her rapport with parents was poor

and was not satisfied with their interpersonal relations. She reported that severity of discipline was imposed on her by the parents. These reasons add to the conflicts.

Parent-Child Relationship

The mean weighted score obtained by Payal on the scale to measure her relationship with her parents revealed that she was not satisfied with their relationship .She reported that in her relationship with her father rejection and neglect behavior was very often experienced. Also her father scolded her for small mistakes. Payal found her mother very demanding and indifferent towards her. She also showed rejection towards Payal most of the times.

Extent and Time for Communication:

The extent of communication of Payal was found to be very low with parents as well as grandfather. The time spent on communication was less than half an hour for educational matter, money, personal, religious socialising and household activities in a day. This was mainly as Payal was busy in her studies and most of the time remained outside the home due to her tuitions and college Also it could be due to less involvement in household activities and decision-making.

Purpose of Communication:

Payal 'always' communicated 'to promote future oriented managerial processes',' to keep the family moving on its day to day course', and 'to exchange information and understanding among adults'. The parents communicated sometimes' for the same reasons whereas the grandfather 'never' communication for these purposes. All the three generations communicated 'sometimes' 'to promote training and socialization of children' and for motivation, encouragement and coordination of work. They always communicated for avoiding misunderstanding and for solving problems.

Barriers in Communication:

The major barriers, which hindered the interpersonal communication among the three generations, as reported by Payal were difference in age, value, education, personality, attitude, expectations, standards and goals Also short temper, lack of patience, lack of understanding were the barriers, which reduced the communication.

Facilitators for Effective Communication

The three generations were aware of the facilitators for effective communication. According to them trust in others, respect for others, handing of anger, using proper words to express oneself and proper timing of communication definately helped in improving their interpersonal communication.

Areas of Conflicts and Methods of Resolving them:

Payal always had conflicts with her parents and grandparents regarding education, money matters, eating habits and freedom for making decisions. The main reason of conflict could be her poor perception of home environment as well as their unsatisfactory relationship with her parents. Also it was reported that she had more conflicts with her grandfather, as there was a difference in both of their values. The grandfather favoured conservatism and wanted girls to behave accordingly in society but Payal had an different attitude. She had a modern outlook towards society. This lead to regular conflicts between them.

The methods of resolving conflicts adopted by the three generations were explored in various situations. It was found that when the conflicts were on educational matters Payal preferred compromise, her parents integration whereas her grandfather preferred dominance. In case of disputes on money matters Payal wanted integration, her parents voluntary submission and her grandfather wanted dominance method to be adopted for solving conflicts. If the conflicts was on religious matters then Payal favoured integration way to

resolve conflicts, her parents favoured compromise but her grandfather preferred dominance. On the disputes related to household activities and entertainment it was found that Payal and her Parents favoured compromise but her grandfather as usual favoured dominance. Lastly in case of socialization related conflicts the grandfather wanted dominance to be practiced and Payal preferred compromise whereas her parents favoured integration.

It can be conduced that lack of time on part of Payal, difference in perception of Payal and her grandfather, poor relationship with parents as well as dissatisfying home environment reduced interaction but increased conflicts So counselling was thought to be important for this family.

Counselling:

The family was personally contacted and a prior, appointment was fixed up. The family was made aware of the need of counseling. The family members were freely expressing their views and were not hesitant. They were given booklet and guidelines for improving their interpersonal communication. They showed positive attitude towards counselling.

Case   No. 9 Family of Fatima

Background Information:

Fatima was 21 years old studying in third year of Home Science College. She belonged to a Muslim family There was 6 members in her family. Her father was 59 years old holding a postgraduate degree. He was self employed. Her mother was 52 years old and she was a housewife. She had one elder brother who was studying Her grandfather aged 80 and grandmother aged 72 were staying with them. Grandfather was a retired person. Grandmother was illiterate and took care of household work. The monthly income of the family was Rs. 20,000 accrued from all the sources. The family lived in a rented 4 room kitchen house. Fatima shared her room with her brother. There was no

common time of meals in her family. Fatima was mostly busy in her college work as she had lot of practical work and assignment. She also had To give tests every month. Due to this she was not able to participate in household activities and also did not take part in decision making .She did not get leisure time due to her hectic study schedule. Whatever time was available to her she spent in her designing work as she belonged to textile field.

Decision Making:

In Fatima's family the important decisions on financial matters, housing, purchase of durable goods and personal allowance allocation to all the family members was 'always' done by her father. The mother alone took the decisions pertaining to food and household operations. The decision pertaining to clothing, health care and transport were 'always' taken by her father and mother together .The grandparents and the parents together took the major decisions on socialization. Only in the matter regarding entertainment, education and religious activities Fatima was involved. As decision making affects communication less involvement of Fatima could be a major cause of low extent of communication.

Values Held:

The three generations staying together had value differences. Fatima believed in liberalism, scienticism, environmentalism and non-authoritarianism .The parents and the grandparents on the contrary favoured conservatism, hereditarianism, fatalism and authoritarianism This can be another cause of conflicts in the family

Home Environment:

Fatima perceived her home environment as 'poor' as she felt that her parents do not try to understand her feelings. She also complained that because of differences of opinions there was always tension between them She was not able to talk unhesitantly about her problems to her parents. According to her

as 'I belong to a Muslim community my parents and grandparents are narrowminded and posed many restrictions on me which I dislike the most'.

Parent –Child Relationship:

Regarding her relationship with her parents it was observed through her mean weighted score that she felt rejected and neglected most of the times. She found her parents to be demanding and punished her on her mistakes. This was the cause of her low score on parent- child relationship scale. Since she had too many complains for her parents the interaction with them is affected as well as this in turn give rise to conflicts.

Extent and Time for Communication:

Regarding the extent of communication it was found through the mean weighted score of Fatima that she communicated very less on money and personal matters with both parents and grandparents. She communicated more with her grandparents compared to parents .For the time spent on communication it was observed that Fatima spent less than half an hour for education related discussion whereas for money, personal, religious and household activities she spent between half an hour to one hour in communicating with the parents and grandparents.

Purpose of Communication:

All the three generations 'always' communicated to promote future oriented managerial processes, to keep the family moving on its day-to-day course, as well as to exchange information and understanding among adults. They also 'sometimes' communicated to promote training and socialization of children and for motivation, encouragement and coordination of work

Barriers in Communication:

According to Fatima age difference, lack of time, authoritarian behavior, difference in attitude, expectations, standards and goals and assertive nature were 'sometimes' the major barriers which hindered the interpersonal

communication. The parents and grandparents believed that difference in age, value, education, goals, and standards, lack of understanding and compromising, nature were 'always' the major barriers.

Facilitators for Effective Communication:

All the three generations believed that understanding power, good listening habits, handling of anger, good retention were 'always' the facilitators for effective communication. Also they felt that appropriate and adequate communication, proper timing of communication and good relations were also the facilitators.

Areas of Conflicts and Methods of Resolving them:

Looking into the mean weighted score of Fatima for various areas of conflicts it was found that she had more of conflicts with the parents compared to grandparents. She always had conflicts with her parents on educational, money, personal, religious and household matters. She also had conflicts on recreation, discipline matter and for freedom for making decisions. With the grandparents she mostly had disputes on educational, personal, religious aspects and discipline. The main reason for conflicts could be her poor perception of home environment as well as her unsatisfactory relationship with her parents. The three generations also had value differences which could give rise to conflicts.

The methods of resolving conflicts by the three generations were found out It was noticed that for the conflicts related to education matters, money matters and religious matters Fatima and her grandparents favoured integration whereas her parents favoured dominance. When the conflicts were on entertainment and socialisation matters Fatima wanted to solve the disputes by integration whereas parents and grandparents believed in dominance. There was a difference in the views for resolving conflicts. This can be another reason which can lead to internal disharmony in the family. Thus

counselling was felt to be important and therefore this particular family was chosen.

Counselling:

A prior appointment was taken up with the family and time was decided depending, upon the availability of all family members. It was previously somewhat difficult to convince the family for counseling but after an discussion on the importance of communication and the benefits of good interpersonal communication they were ready for the counselling They were given the booklet as well as the reasons for low extent of conflicts were explored. Also each of the guidelines was discussed with them.

Case No.10 Family of Suresh

Background Information:

Suresh was 18 years old and was studying in 12th standard. His field of study was science His father aged 50 years was B.E. degree holder and was working in a private company. His mother was 48 years old and was a graduate. She was a housewife. He had an elder brother aged 22 who was studying in second year of college. His sister aged 23 is doing BSC in microbiology .His grandmother aged 75 year was staying with them. She was an illiterate and takes care of household tasks. The monthly income of the family was Rs. 10,000. The family lived in a three storeyed house. Suresh had his separate room. As Suresh's field of study, was science he was busy into his school and tuition classes. He had to go for tuitions of each subject separately. His most of the time was spend outside home. Due to this he was not able to participate in household activities. His involvement in family decisions was also negligible. In the late evenings also he used to study for long hours. The communication with family members was affected due to this.

Decision Making:

The major decisions pertaining to housing, entertainment, health care, and transport were 'always' taken by Suresh's father in his family. The decisions regarding financial matters and personal allowance were jointly taken by his father and mother. His mother alone took the decisions pertaining to food and household operations. Suresh was involved in decisions pertaining to clothing and education whereas the grandmother was involved in religious activities related decisions. This can be the reason of less interaction and communication among Suresh and his parents and grandparents.

Values Held:

Regarding the values of the three generations it was observed that the values of parents and grandparents were similar. They believed in conservatism, scienticism, hereditarianism and authoritarianism Suresh had different views. He believed in liberalism, environmentalism and non-authoritarianism. The difference in values could be one of the reasons of less interaction as well as more conflicts.

Home Environment:

Suresh perceived his home environment as 'poor ' which was revealed through his mean weighted scores He found his home environment critical and reported that personal freedom was lacking in his home. He reported that there were quarrels over trivial matters at home and certain tension in the atmosphere His parents were of the opinion that children should do whatever is told to them without any arguments. He complained that they did not give him an opportunity to express his ideas. He felt neglected most of the times. Lack of understanding was one of the reasons of perception of home environment as poor.

Parent –Child Relationship:

Regarding the relationship of Suresh with his parents it was observed that his relationship with his father was better than his mother .His main complain for

his father was that he showed neglect behavior towards Suresh most of the times. Suresh found his mother indifferent, and mostly neglected him. She punished him for his mistakes Suresh did not found his mother loving .So it can be said that his relationship with his mother was strained which could lead to lot of conflicts and misunderstanding.

Extent and Time for Communication:

It was seen that the extent of communication was found to be very low for all the major areas viz., educational, money, personal and religious matters. Also for household matters, recreational and socialization aspects the communication was low. The time devoted in communication was also on an average half a hour in a day. This can be due to the hectic schedule of Suresh .As he was busy in his studies and tuition classes he was not able to participate in the family interaction.

Purpose of Communication:

Suresh and his family members, 'sometimes' communicated 'to promote future oriented managerial process',' to keep the family moving on its day-to-day course," to exchange information and understanding among adults' Also they communicated 'sometimes' to promote training and socialization of children and for motivation, encouraging and coordination of work. They also believed that interpersonal communication is important for healthy interaction and solving problems, avoiding misunderstanding and sharing experiences.

Barriers in Communication:

The barriers experienced by the three generations, sometime were difference in educational level, knowledge, sex, poor retention, aggressive nature and assertive nature.

Facilitators for Effective Communication:

The family believed that understanding power, polite tone of voice, good listening habits, flexibility and appropriate language could act as facilitators in

interpersonal communication. Though the family was aware of the facilitators they had conflicts.

Areas of Conflicts and Methods of Resolving them:

Suresh had conflicts with his parents and grandparents 'always' on educational, money, personal and religious matters. They also had conflicts regarding recreation, eating habits and freedom for making decisions As reported by Suresh her mother posed many restrictions on him as he was in science stream and had his board exam. He was always kept reminding of studying hard and get good percentage. This was the main complain.

The method of resolving conflicts adopted by the three generations was explored. It was found that when the conflicts were on educational and money matters, Suresh and his parents believed in integration but his grandmother favoured dominance. Voluntary submission was adopted by all the three generations when the conflicts were on entertainment and socialization In case of disputes on household activities all of them preferred compromise. When the conflicts were on religious matter Suresh and his parents favoured compromise but his grandmother favoured dominance.

Counselling:

The family was made aware of the need of counselling in improving their interpersonal communication. They were contacted personally and a prior appointment was taken with them. At the time of counselling all the family members were present and they showed an positive attitude. A booklet was given to them and the guidelines which would help them to improve their interaction were explained. The family felt free to discuss their family matters and participated unhesitantly.

Conclusion:

It can be conduced that in mostly all the cases where the extent of communication was found low, the perception of the youths regarding their home environment was poor. The relationship of the parent and child was also found unsatisfactory. The values of all the three generations also varied. The youths lacked time due to their busy schedule do to which the interpersonal communication decreased as face-to-face interaction was very less. All the three generations also had different views on methods of resolving conflicts. The parents and grandparents favoured dominance whereas the youths believed in compromise. All these together lead to conflicts in the family.

Looking into all these aspects a booklet was developed through which guidelines were given to these families and counselling sessions were held. The families showed a positive response. It is hoped that the guidelines will be of help to the three generations in improving their interpersonal communication.