

Appendices

Questionnaire

Respondent No.

Dear youths, parents and grandparents,

I am a Ph.D student of Home Management Department, Faculty of Home Science, M.S.University of Baroda. I am doing a doctoral research on 'Interpersonal communication among three generation families". For this purpose I would like you to fill up your responses. I would like to mention that there are no right or wrong answers. I request you to give frank responses. I assure you that the information provided will be used strictly for educational purpose. Please spare your time to fill the questionnaire. I will be highly obliged by your kind cooperation

Thanking You

Yours Faithfully

SARJOO PATEL

X . . .

FOR THE YOUTHS

Section I : Background Information

Respondents Name		Respondents No					
Ac CI	าild (Below 18)						
Members Name	Age			tion	Occ	upation	
a) Firstb) Secondc) Thirdd) Fourth	IS, PARENTS A	ND GR		,	TS		
A man's heredity determines he With the help of knowledge a may know and solve all the world Obedience and respect for autimportant virtues that children is One cannot blot what is in lot intercaste marriages are not de Equal status of women with possible nor desirable. A basic human tragedy is that disposes. Justice must be tempered with it is always advisable to go to	is whole life and reasons a man experies of the another thority are the most must learn are sirable tho men is neither man proposes God mercy a doctor than to a	SA	A	U	DA	SD	
	Acceptable of the property of the control of the child among the	Adult (18 and above)					

SA=Strongly Agree, A=Agree, U=Undecided, DA=Disagree, SD=Strongly Disagree

- 11 Human beings are by nature aggressive and will always remain so.
- 12 One must always have unquestioning faith in one's leader
- 13 Even those social customs for which we do not get proper explanation should be adhered to.
- 14 It is inhuman to be based on a competitive spirit
- 15 Every event in a man's life has already been settled and determined by his fate
- 16 It is better to persuade a person to do a certain thing than to compel him
- 17 Everyone works in his own interest because human beings are by nature selfish
- 18 In a dynamic community change is essential
- 19 A new born baby is not a fullfledged human being, he is a candidate for humanity
- 20 In any organisation the decisions of the leader should be final as too many cooks spoil the broth
- 21 If a person believes in anything as really good, he is justified in imposing it on others
- 22 He is a wise man indeed who listens carefully to the opposite views, weighs the pros and cons and then forms his own views
- 23 Environmental influences are responsible both for the virtues and vices of the individuals
- 24 The judgement of a tribunal is better than that of a single judge
- 25 A true man of God can perform many a miracle which science can never explain
- 26 In this changing world there is no advantage in clinging to one rigid viewpoint
- 27 A child born among the lower strata of society is bound to have a low level of intelligence
- 28 For any community development programme to be successful it is essential that people of the community sit together and decide what should be done
- 29 One should pay proper attention to arguments forwarded by the young, and if convinced, be ready to accept them
- 30 A country can progress only by utilising the scientific developments of the age
- 31 Everyone can lead a decent and good life if brought up in desirable environments
- 32 Science has benefitted human society much more than the evil it has produced
- 33 Students should be trained to form an attitude of superiority It would bring in courage, determination and force to dominate others

Statements

- 34 With the exception of born idiots anyone can benefit from a wisely conceived and properly planned education.
- 35 Even geniuses are indebted more to nurture than to nature.
- 36. A man's present life is determined by what he has done in his past life and his present activities will influence his life after death.
- 37 God thinks of everybody. He who is given life by Him will also be provided by Him.
- 38 A child born with a musical aptitude may remain ignorant of music in a culture which has no tradition of music and give no importance to it
- 39 Children of immoral parents are bound to be immortal
- 40 Women should wear traditional, not ultra-modern dresses
- 41 One may be right in refusing to accept dictum even if it has the authority of a great men
- 42 In order to make real progress India should shake off the shackless of the past and not allow it to dominate the present
- 43. There cannot be any relationship between the Chinese attack and the congragation of eight planets in the year, as some astrologers claim.
- 44 Co-operative effort is better than individual effort as it uses the talents of different people and helps to promote them
- 45 If it is the demand of the situation, customshowever old and honourary they may be-should be unhesitatingly abandoned.
- 46 Happy is that home indeed where the wife follow the husbands wishes, sons obey their parents and daughters are always helpful in house work
- 47 With the knowledge of history, we can understand and broadly predict the future course of events.

SA=Strongly Agree, A=Agree, U=Undecided, DA=Disagree, SD=Strongly Disagree

FOR THE YOUTHS

Section III -Home Environment Scale

Some statements regarding home atmosphere are given. Corresponding to the statements some alternative answers are given. Please read the statements and its possible answer carefully, put a tick mark in the column that best describes your home atmosphere.

Statements	Always	Very often	Sometimes	Seldom	Never

- 1 I feel that my parents do not let me take decision even when I can take them
- 2 I feel that my parents give me an opportunity to express my ideas
- 3 My parents interfere in my personal matters
- 4 My house appears to me like a prison
- 5 I feel that my parents behavior forwards me as if I am a child.
- 6 I feel that even when I am right my parents agree with me
- 7 My parents appreciate my way of dressing up
- 8 My parents keep a close watch over me
- 9 I am criticized for every little thing
- 10 My parents criticise me in front of my brothers and sisters
- 11 My parents see to it that I am not criticized me
 - in front of my friends
- 12 My family members always try to find fault in me
- 13 I feel my parents do not mind of my friends visiting me at home
- 14 I feel that my parents hold very orthodox view
- 15 I feel that my friends are not welcomed at home
- 16 I feel that my parents are cordial.
- 17 I feel that I am a burden on my parents
- 18 I feel that all likes me at home
- 19 I feel that my parents show favouritism towards

Always Very often Sometimes Seldom Never

Statements

some children.

- 20 I feel that my being at home makes my parents happy
- 21 I feel that my parents love me
- 22 I feel that my parents give my brothers and sisters what they ask for, but not to me.
- 23 I feel that my parents do not try understand my feelings
- 24. I feel that cannot behave as my parents expect me to do
- 25 My parents behave in such a way that I do not know as to what will annoy them
- 26 Because of differences of opinions, there is always tension between me and my parents,
- 27 When I tell my parents something in trust, they make fun of me
- 28 I feel that my parents have such expectations from me that I can fulfil
- 29 I understand what kind of behavior my parents expect from me
- 30 I feel I can get along with my parents
- 31 My parents want whatever they say should be done accordingly and immediately.
- 32 I feel that my parents punish too severely
- 33 My parents are of the opinion that children need not do whatever they say without any arguments
- 34 My parents do not scold or beat me on small matter.
- 35 When I make mistake my parents scold me on all my earlier mistakes too
- 36 When my parents are annoyed with one child they scold all

Always Very often Sometimes Seldom Never

Statements

the others too

- 37 My parents worry me by repeating my faults over and over again.
- 38 When my parents are unhappy over something they take it out on others.
- 39 I feel that my parents do care for my likes and dislikes
- 40 I feel that my opinion is not asked for in domestics matters.
- 41 I feel that I am encouraged by people at home
- 42 I feel that my parents do not pay any attention to me.
- 43 I feel that in taking decisions on matters relating to the home my parents take into account my interests and needs
- 44 I feel that my parents are interested in my success or failures
- 45 I feel free to talk of my experiences either my parents.
- 46 I feel hesitant to talk to my parents
- 48 I want to be with my parents much
- 49 I cannot talk unhesitantly about my problems to my parents
- 50.I feel that my parents are not very frank with me
- 51 I do not get along well with my brothers and sisters
- 52 My brothers and sisters boss over me
- 53 I feel that my brothers and sisters like me.
- 54 My brothers and sisters do not care for me
- 55 My brothers and sisters keep quarreling with
- 56 My brothers and sisters keep worrying me
- 57 I do not like my brothers and sisters
- 58 I feel that my brothers

Statements

- and sisters love me.
- 59 I feel that there is not so much place at home where I can sit with my friends.
- 60 I often feel that my house is situated in an clean locality.
- 61 I feel that we are financially sound up at home
- 62 I sometime feel that there is enough place at home where I can study.
- 63 I feel that there are no modern pieces (of furniture, electrical gadgets etc) in my house.
- 64 I feel that my parents are wealthy as compared to the parents of my friends.
- 65 I feel that it would have been better if my parents had not got married to each other
- 66 I feel that my father feels happy when my mother is not at home.
- 67 I feel that my father bosses too much over my mother
- 68 I feel that the relations between my parents are harmonious.
- 69 I feel that my mother feels happy when my father is at home.
- 70 I feel that my mother bosses over my father.
- 71 There are quarrels over trivial matters at home
- 72 I feel alien in my house
- 73 I do not feel that there is certain tension in the atmosphere at home
- 74 I feel that my friends are more satisfied with their parents than I am.

FOR THE YOUTHS

Section1V - Parent Child Relationship Scale

A number of statements are given below, which describe different ways that fathers and mothers act towards their children. Read each statement carefully and think how well it describes the behaviour of your father and mother towards you. Apply them to your father and answer all the statements; then apply them to your mother and answer them once again. Write your responses in the columns under father and mother for each statement. If the behaviour is found -

Always - mark '5' in the column If you see it "many times" mark "4" in the column If you see it "some times" mark "3" in the column If you see it "rarely" mark "2" in the column If it occurs "very rarely" mark "1" in the column

My Father

My Mother

- Is ready to help me all the time
- Complains about me when I do not listen to him/herLets me know I am not wanted

- Takes away my play things when I am bad
 Does not tolerate even my small misbehaviour
- 6 Does not ask me how I spent the money given to me
- 7 Encourages me to keep up my8 Is really interested in my affairs Encourages me to keep up my work
- Takes me out to cinema or other places as a reward
- 10 Keeps forgetting important things he/she is supposed to for me
- 11 Carefully protects me from accidents
- 12 Puts me to shame when I misbehave
- 13 Refuses to involve in my problems and troubles
- 14 Slaps or hits me for my bad behaviour
- 15 Makes it clear that he/she is the boss in the house
- 16 Has set very few rules for me
- 17 Compares me favourably with other children when I do well
- 18 Makes me feel wanted and needed
- 19 Gives me more freedom as a reward
- 20 Is too busy to answer my questions
- 21 (a)Cannot think of punishing me (b)Wants to know all that happened to me to make sure I am safe
- 22 Scolds me when I am bad
- 23 Does not spend much time with me
- 24 Cuts down my pocket money as punishment
- 25 Presses me to do better than others in everything
- 26 Lets me escape easily when I do some small wrongs
- 27 Tells me he/she is proud of me
- 28 Talks to me in a warm and affectionate way
- 29 Buys me sweets, dress or story book as reward
- 30. Does not bother to know what I am doing in school
- 31 Comes to my help when I am teased or hit by other children
- 32 Punishes me by not looking at me or talking to me when I do wrong
- 33 Does not want me to bring friends home
- 34 Will not let me play when I am bad
- 35 Commands how I should spend my free time
- 36 Is not aware what I am doing in school
- 37 Treats me as if I am a grown up, responsible person when I behave well

My Father My Mother

- 38 Comforts me when I am scared or upset
- Allows me to stay with friends for longer time as a reward.
- 40. Does not care whether I get and eat right kind of food
- Does not want me to play outside when I am not well, for fear I might get sick
- 42. Shows I am not loved any more.
- 43. Dislikes my interest and hobbies
- 44. Hits or beats me as punishment.
- 45. Instructs me to behave properly even in front of others
- 46. (a)Lets me do whatever I like after school (b)Lets me dress in anyway I like
- 47. Praises me before my playmates.
- 48 Willingly helps me in my work whenever I go to him/her
- Rewards me by letting me not to do some of the regular duties in the house.
- 50. Behaves as if I am not existing there.
- 51. Takes my side when I am opposed by somebody.
- 52 Talks about my bad behaviour before my playmates when I misbehave.
- 53 Knowingly and wantingly hurts my feelings
- 54. Gives me extra work as punishment
- 55 Pushes me to do well in school
- 56 (a)Does not check on me
 - (b)Does not object when I am late for meal
- 57. Shows more affection when I am good
- 58 Takes my point of view and encourages me to say it.
- 59. Gets me/makes me my favourite food as a reward
- 60. Pays attention only to silence me when I worry him/her
- 61. Is anxious when I am away and till I come home.
- 62. Frightens or threatens me when I do wrong
- 63 Makes fun of me and taunts me.
- 64 Punishes me by pushing me out of the room
- 65 Does not allow me to question about his/her ways
- 66 Does not question about me going out or coming home.
- 67 Gives me special attention as a reward
- 68 Allows me to do things I thought were important even if it were troublesome to him/her.
- 69 Lets me go out with friends as reward
- 70 Does not care who my friends are.
- 71. Keeps me away from situations that might be unpleasant to me
- 72. Tells me he/she was ashamed of me when I misbehave.
- 73. Finds fault with me even when I am good.
- 74 Takes away my books and play things as a punishment
- 75. Wants to have complete control over me.
- 76 Allows me to stay away from school whenever I want.
- 77. Says nice things about me when I am good
- 78 Encourages me to bring friends home and treats them well
- 79 Rewards me by giving me extra money or increasing my pocket money
- 80 Leaves me alone for myself when I am in trouble
- 81 Feels bad to refuse me anything I ask.
- 82 Compares me with other children and tells me I am bad, when I misbehave
- 83 Does not want me to be with him/her when he/she is in the company of their friends.
- 84. Punishes me by being more strict with me
- 85. Expects me to obey him/her without a second word

Areas of communication

Between
Child-Parent
Always Some Never
times

Between Child-Grandparent Always Some Never times

XIII)	Financial problems in the family
XIV)	Purchase of durable items in home

xv) Any other, please specify

3 Personal Matters

- i) New trend in fashion
- II) Use or choice of cosmetics
- III) Discussion on
 - a) friends
 - b) problems with friends
 - c) sharing experience about the time spent with friends
- iv) Girlfriends or boyfriends
- v) Views about life partner
- vi) Liking for someone
- vii) Beauty care
- viii) Any other, please specify

4 Religious Matters

- i) Belief in God
- ii) Participation in religious ceremonies
- iii) Visiting religious place
- iv) Performing regular/occassional religious ceremonies
- v) Keeping fast on religious grounds
- vi) Any other, please specify

5 Household activities

- i) Helping mother
- ii) Buying grocery and other items
- III) Menu planning
- iv) Preparing tea or coffee for family members
- v) Laying the dining table and making beds
- vi) Supervising the maids
- vii) Preparing food
- viii) Taking care of family members
- ix) Payment of bills
- x) Serving snacks/meals
- xi) Any other, please specify

6. Recreation

- i) Watching movies/T V
- ii) Discussion on new movies, serials, program, news etc
- III) Planning picnics
- iv) Attending parties
- v) Playing games/indoor, outdoor
- vi) Reading magazines and listening to music
- vii) Any other, please specify

7. Socializing Matters

- i) Visiting friends place
- ii) Paying visits to relatives

Areas of communication Between Between Child-Grandparent Child-Parent Always Some Never Always Some Never times times Entertaining guests at home Hi) IV) Organising social events at home Gifts to be given V) Participation in social events outside home VI) 8. Health

- i) Personal care
- ii) Maintaining cleanliness
- iii) Taking care of old and young especially during their sickness
- v) Routine health checkups
- v) Personal health problems
- vi) Any other, please specify
- (B) Please specify how much time approximately you spend in communication with each other on the following matters and on the whole during a day (24 hours)

	Betwe Child-F		Between Child-Grandparent			
less than	1/2hr. to	more than	less than	1/2hr. to	more than	
1/2 hr		thr.	1/2 hr.	1hr	1hr.	

- 1 Education
- 2 Money matters
- 3 Personal matters
- 4 Religious matters
- 5 Household activities
- 6. Recreation
- 7 Socializing matters
- 8 Health
- 9 Any other, please specify

TOTAL:

Section VI: Purpose of interpersonal communication

Some of the purposes of interpersonal communication are listed below. Please indicate for which purpose do you communicate

Purp	oses A	Ch liways	ild–Paren Some times	t Never	Child-G Always	Frandpare Some times	ent Never
1	To promote future oriented managerial processes	Ė					
2	To keep the family moving on its day to day course	3					
3	To exchange information and understanding among adults						
4	To promote training and socialization of children	d					
5	For conversation at home						
6	For relation building, and maintaining	7					
7	For establishment or relationship between two people	-					
8	For avoiding misunderstanding	9					
9	For motivation, encouraging and coordination work more effectively	-					
10	To influence the other person and persuade him/her to accept your point of view	9					
11	Gage and gauge the other persons point of view as feedback is instantaneous						
12	To communicate persona news	ıl					
13	Overcome anxiety						
14	Satisfy needs of inclusion control, affection expression, affiliation identification etc	i,					
15	Generate discussion						
16	To share/compare ideas experiences	1					
17	To take interest in the other persons activities as well as to tune in people to take interest towards one activities	S					
18	To gain significance and a sense of being worth while	a					
19	To share feelings						

	~		-				
Purpo	oses .	Chi Always	Id-Parent Some times	Never	Child-G Always	randpare Some times	ent Never
20	To be understood exactly	as					
21	intended To secure the desir	red					
22	response to the talk For heal	thy					
23	interaction/relationship For solving problems						
24	For solving problems						
25	Any other						
	Se	ection VII :	Barriers	to commu	ınication		
	Various aspects act a nunication between the fa in which you think is appro	mily meml	bers The				
Aspe	ct	Ċ	hild-Pare	nt		Grandpa	rent
	Always	s Some	Never times	Always	Some	Never times	
1	Age difference						
2	Value difference						
3	Difference in education le	vel	-				
4	Lack of time						
5 6	Difference in knowledge Inattentiveness of member						
7	Difference in sex	71					
8	Poor listening capability						
9	Poor retention						
10	Authoritarian behaviour						
11	Lack of understanding						
	for others						
12	Lack of compromising nat	ture					
13	Difference in personality						
14 15	Difference in attitude						
16	Difference in expectations Difference in standards	•					
17	Difference in goals						
18	Lack of clarity in idea or p	urpose					
19	Inadequate communication	าก					
20	Aggressive nature						
21	Using harsh language						
22 23	Lack of concern for family Lack of affection for						
23	members	or family					
24	Short temper						
25	Lack of patience						
26	Assertive nature						
27	Not using proper words express oneself	to					
28	Not using suitable mode						
		:he					
20	person and purpose						
29	Improper place surrounds or environment	ng for					•
	OI CHANGINICH	12.41					

or environment for communication

the the

Aspect	Child-Parent			Child-Grandparent		
	Always	Some times	Never -	Always		Never
		umes			times	

- 30 Disharmony between sender and receiver of message
- 31 Wrong interpretations of meaning of message of communication
- 32 Interruptions by outside factors
- 33 With holding information
- 34 Inability to communicate in straight forward manner
- 35 Camouflaging of truth
- 36 Lack of cordiality in atmosphere
- 37 Lack of cooperativeness

Section VIII Areas of Conflicts

Some of the areas of conflicts are listed below. You are requested to put a tick mark in the column you think appropriate

Areas Child-Parent Child-Grandparent
Always Some Never Always Some Never
times times

1.Educational Matters

- a) Time for study at home
- b) Time for study outside home
- c) Time for library
- d) The attendance in the i)Educational Institution ii)Tuitions
- e) Amount of money used for purchase of education related items
- f) Grade/% in result obtained
- g) Effort put in for study
- h) Suitable place for child's
- i) study
- j) Choice of field of study
- k) Co-curricular activities
- I) Extra curricular activities

2.Money Matters

- a) Amount of money used on various items
- b) Items on which money is spent
- c) Saving of money
- d) Amount of money spent on transport
- ı) Private
- n)Public
- e) Adequacy of amount of pocket money
- f) Keeping accounts

3.Personal Matters

- a) Style of Clothing
- b) Number of clothing
- c) Using of cosmetics

Areas

Child-Parent Always Some Never times

Child-Grandparent Always Some Never times

- d) Type of friends
- e) No. of friends
- f) Moving out with friends
- g) Type of movies to be viewed
- h) Frequency of watching movies
- i) Difference in Principles
- j) Type of life partner
- k) Type of marriage
- l) Time of marriage ceremony
- m) Spending time and money in beauty parlour
- n) Frequency and amount of Visit of friends at home
- o) TV viewing
- p) Types of programmes viewed
- q) Frequency and time spent on telephonic talk with friends
- r) Time of returning home
- s) Habit of smoking/chewing of pan masala

3.Religious Natters

- a) Frequency of visit to religious place
- b) Performing of rituals
- c) Attending of religious functions
- d) Belief in God
- e) Regular prayers
- f) Reading religious books

4. Household activities

- a) Buying of items from the market.
- b) Helping in household chores
- c) Learning household work
- d) Looking after cleanliness and orderliness of own room
- e) Taking care of one's belongings

Areas

Child-Parent Some Never Always times

Child-Grandparent Always Some Never times

- f) Preparing tea, coffee for family members/guests.
- g) Preparing food
- h) Taking care of younger/ older/sick family members.
- Gender bias ın distribution of work

5. Recreation

- a) Watching late night T.V.b) Time spent on leisurec) Time spent on physical fitness
- d) Attending parties
- e) Spending extravagantly recreation
- Watching more TV than study hours.
- g) Frequency, time and volume of music
- h) Time spent on net surfing

6.Eating habits.

- a) Taking meals at irregular time
 b) Taking more of junk food
 c) Skipping meals
 d) Quantity of food intake

- e) Quality of food intake
- f) Making fuss for specific food

7.Discipline

- a) Fixed time for meals
- b) Fixed time for coming back at night
- c) Behavior with family members/eldersd) Using polite language

8.Freedom for making decisions

- a) Modern or orthodox views of parents or grandparents
- b) Authoritarian or non-authoritarian behavior of parents and/or grandparents
- c) Favouratism/equalism among all children of familyd) Time spent by parents/ grandparents for children

9:Any other

Please specify

Section IX Methods of Resolving conflicts-

Below are listed several situations for conflict and four options are given for each You are requested to put a tick mark in the option which you think is most appropriate for the given situation

A. Education.

- 1 If the child did not secure good grades in exam.
- a) The parent should see strictly that the child studies hard for longer period under direct supervision of the parents.
- b) The child should be left to study on his own and parents should not bother
- c) Parents should lower their expectations for the achievement by children, at the same time child should raise his goal for level of achievement
- d) The parent and child should sit together to find out root cause of low achievement and think of suitable ways such as tuitions for raising the level

B. Money

- 2 If the child is not satisfied by the pocket money given by parents.
- a) The parents should stick to the stipulated allowance decided in the family budget for the child

- b) The parents should agree to give more allowance as per the child's demand
 c) The parents should increase the amount of pocket money to some extent
 d) The parents and the child should sit together and mutually think of an option by which both are satisfied for future allowance

C. Religious Matters

- 3 If the child does not want to attend all religious ceremonies then

- a) The child should be forced to perform the religious ceremonies
 b) It does not matter if the child does not perform it even if the parents want
 c) The parents should not mind if the child is not able to attend all the ceremonies
 d) Parents and child should talk with each other and decide in which ceremonies to participate and in which not

D. Household chores

- 4 If the child is not interested in doing household chores
- a) The parents should force the child to do household chores.
- b) Parents should leave upto the child whether he/she wants to do household chores or not
- c) The parents should compromise if sometimes the child is not willing to do the household chores.
- d) The parents should sit with the child and find the reason for dislike of the household chores and try to solve the problem by which both are satisfied

E. Entertainment

- 5 If the parents and child's program on TV are at the same time on two different channels then

- a) The parents should watch the program of their choice only.
 b) The parents should allow the child to watch the program of their choice
 c) The parents should sometimes let the child watch the program of his own choice and sometimes of their choice
- d) The parents and the child both should think of an alternative by which both can view their programs such as by repeat telecast

F. Socialisation

- 6 If the child wants to go for a party which would get over by 11 p m. in night,

- a) The parents should not allow the child to go for the party
 b) The parents should allow the child to go for the party .
 c) The parents should sometimes let the child go for the late night party
 d) The parents and the child should think of an arrangement of transport by which the child can safely return home at the time)

Section X Facilitators for effective communication

Various facilitators for effective communication are listed below. Put a tick mark in the appropriate column which according to you are the facilitators of effective communication.

Methods of		Between				Between		
Com	munication		Child-Pa	arent		Child-Grai	ndparent	
	Alw	vays	Some times	Never	Always	Some, times	Never	
1	Understanding power							
2	Polite tone of voice.							
3	Good listening habits							
4	Trust in others							
5	Respect for others							
6	Positiveness							
7	Handling of anger							
8.	Flexibility		•					
9	Appropriate language							
10	Clarity in idea or purpose							
11	Adequate communication							
12	Supporting words with action							
13	Showing concern for others							
14	Good retention							
15	Compromising/Adjusting							
4.0	nature							
16	Ability to communicate in							
	straight forward							
17	manner Correct interpretations of							
,1.7	meaning of message of							
	communication							
18	Harmony between sender							
, 0	and receiver of message							
19	Proper place, surrounding							
, 0	or environment for							
	communication							
20	Using suitable mode of							
	communication for the							
	person and purpose							
21	Using proper words to							
	express oneself							
22	Healthy/Good relations							

23

Proper timing of communication

My Father My Mother

- 86 Lets me off when I do not obey rules
- 87: Makes me feel happy and proud when I did something
- 88 Teaches me things I want to learn.
- 89 Hugs me and pats me when I am good
- 90 Does not know what my needs are
- 91. Worries about my health
- 92. Strongly warns me about the harmful results when I do wrong
- 93. Does not want my company
- 94. Punishes me by not taking me to cinema or their places that I had been promised
- 95 Strictly enforces rules to keep the house clean
- 96 Does not check on whether I did my home work
- 97 Praises me to others.
- 98 Enjoys listening to my experiences
- 99 Gives me surprise gifts as reward
- 100 Does not care whether I have some nice clothes/things as other children

FOR YOUTHS, PARENTS AND GRANDPARENTS

Section V: Extent, content, mode and time for communication

(A) Some areas for communication are listed below. You are requested to put a tick mark in the column you think appropriate. Which will indicate your extent – of communication with each other.

Areas of communication

Between
Child-Parent
Child-Grandparent
Always
Some Never
times
Between
Child-Grandparent
Child-Grandparent
Child-Grandparent
Child-Grandparent
Child-Grandparent
Child-Grandparent
Child-Grandparent

1. Educational Matters

- i) Field of study at present and in future
- ii) Problems regarding study
- iii) Matter regarding homework
- iv) Teaching in schools
- v) Teaching in tuitions
- vi) School friends
- vii) Relation/Interaction with teachers

at school or tuitions

- viii) Extra curricular activities in school
- ix) Goals for education
- x) Goals for future vocational life
- xi) Results obtained
- xii) Any other, please specify

2.Money Matters

- i) Pocket money allowance
- ii) Expenditure of pocket money
- iii) Extra money needed
- iv) Saving pattern for self
- v) Expenditure on own transport
- vi) Account keeping
- vii) Price rise of products
- viii) Expenditure for emergency
- ix) Tuition fees
- x) School fees
- xi) Money for tuitions and educational tours
- xii) Expenditure for the family

FOR THE PARENTS

Who is the major decision maker regarding following matter? Please indicate the frequency. Enter the person as per the key provided.

1. Financial Matters

		Always	Sometimes	Never
1)	Budget allocation (planning for various			

- expenditure)
- ii) Plan for savings and investment
- iii) Amount and place for saving and investment
- iv) Who will handle/control the money

2. Food

- i) Quantity to be purchased
- ii) Quality to be purchased
- iii) Who will purchase
- iv) Deciding daily menu
- v) Amount and place of eating out
- vi) Who will do the cooking

3. Clothing

- Quantity of clothing to be purchased (for whom)
- ii) Quality of general clothing to be purchased
- iii) Quality of personal clothing to be purchased
- iv) Furnishing to be purchased

4. Housing

- i) Purchase/Rent the house
- ii) Renovation of the house

5. Purchase of durable goods

- ı) Vehicle
- ii) Furniture
- iii) Household equipments

6. Household operations

- i) Purchase of cleaning supplies etc
- ii) Hire of paid help
 - -Their functions
 - -Money to be paid
- III) Help of outside agency
 - (Laundry etc.)
- Who will carry out the work of paying bills, tax etc

7. Socialization

- i) Social/religious to be performed at home
- ii) Amount to be spent on that
- iii) Participation in other's social events
- iv) Amount of money to be spent on gift

8. Entertainment

- i) Type of entertainment for each member
- ii) Programmes to be watched on T V
- III) Movies to be viewed on T.V. and/or cinema Hall
- iv) Friends to visit the house
- v) Time to be spent with friends
- vi) Participation in friend's parties etc
- vii) Participation of family members in Picnics/outings/tours etc

9. Health care

- i) Amount of money to be spent on health
- Quality of health care service
- iii) Maintenance of health
- iv) Frequency and amount to be spent on beauty care

10. Transport

- i) Type of transport to be used
- ii) Amount to be spent on transport
- III) Amount to be spent on own vehicle

11. Education

- i) Choice of education institution/school or tuitions
- (i) Amount of money to be spent on fees etc
- Amount to be spent on education related activities/items
- iv) Time to be spent on studies

12. Religious activities

- Participation of family members in religious activities performed -in home
 - -outside home

13. Personal allowance

i) Amount to be given to each member

Key

- a) Grandfather alone
- b) Grandmother alone
- c) Child alone
- d) Father alone
- e) Mother alone
- f) Grandfather + Grandmother
- g) Father + Mother
- h) Grandfather + Grandmother + Father + Mother
- i) Grandfather + Grandmother + Father + Mother + Child
- i) Father + Mother + Child

ABSTRACT

Communication is continuous and intricately interwoven in the life of human being. Communicating is a fundamental aspect of not only any individual but also of family and larger social organization. It is anything that conveys meanings that carries a message from one person to another.

Communication in the family life is essential for the management of its resources. Communication is also basic to the management of family resources which include establishing goals, decision making related to planning and controlling of use of resources, decisions related to choice making etc. As in all communication groups, barriers may interfere with communication among family members by preventing message from getting through to each other. Within families, discrepancies occur in age, status (between parent and child), value differences, and language i.e word meanings become altered and teenage speech often differs from speech of middle age. Discrepancies are communication barriers for members of the family (Deacon and Firebaugh, 1975). Also it is seen that if the relationship between parents youth is not a positive one communication lacks and misunderstanding prevails. The home atmosphere also plays an important role in good interpersonal communication. Today, there are less common ground between the ideas and the ideals of older and the younger generation. It is also important that parents and grandparents should appreciate that in the fast changing society they should keep their minds open and be ready to sort out the differences with the children. On the other hand the youths should also have respect for guidance. generation and their valued Thus effective communication practiced will surely foster good interpersonal understanding in the family. One needs to recognize communication as an often overlooked but dynamic force in human development and interaction

Communication thus becomes the crux to the relationship between grandparent, parent, and youth. There is really no gap between generations, only a gap between talking and thinking and thinking and doing, that is indeed a "communication gap". Today, it becomes the need of the hour to evaluate the interpersonal communication amongst Once the assessment of the complexity and intensity of the problem has been made the solution thereof would become possible. The need for the present study was felt because, though many studies (Pathak, 1960, Bakshi, 1972, Vaish 1976, Sethi 1977, Makhijani 1977, Mehta 1990, Shah 1990, and Kaur 1991) have been conducted on the associated factors and extent of intergenerational conflict, the concept of communication in relation to the management of resources among three generation is not yet explored as per the knowledge of the researcher. The present study would be helpful to grandparents, parents and youth to get a deep insight into the interplay of communication It is also hoped that the study would be helpful to educationist's, students, counsellors and social workers to look at the age-old problem in a new perspective. Through this study remedial measures by counselling and providing guidelines were suggested to such families for improving their interpersonal communication Thus the study was a fact finding one into the dynamics of interpersonal communication among the youth, parents, and grandparents.

The research design of the study was descriptive in nature, conducted on 50 three generation families living in Baroda City, selected through purposive sampling technique. Case studies were undertaken for those families in which extent of communication was found to be low Interview schedule was used as an instrument for gathering data. The schedule consisted of 10 sections namely, background information of the respondents, a scale for assessing Value Orientation of the three generations, "Home Environment" scale, a "Parent Child Relationship scale", scales for extent, content and time for communication among the three generations, purposes of interpersonal communication, barriers

between the family members, areas of conflicts between the three generations, methods of resolving conflicts adopted by the three generations, and scale to find out the facilitators for effective communication. The content validity and reliability of various scales was established. The data were analysed employing descriptive as well as relational statistics. The data were presented in frequencies, percentage, mean and standard deviation. t-test and coefficient of correlation were used to test the hypotheses postulated for the study.

Majority of the youths considered as sample were female and a little more than one third of them were male respondents. Mean age of youth was found to be 19.8 years, mean age of father was 49.1 years, of mother was 46.4 years of grandfather was 73.8 years and that of grandmothers was 71.4 years. It was found that all the fathers were employed whereas majority of the mothers were not employed. A wide majority (95.6%) of the grandmothers and grandfathers (70.6%) were not employed/self employed. Mean monthly income of the family was found to be Rs. 21980. The mean number of family members were 6.3. It was observed that majority of the parents and grandparents had positive orientation towards conservatism but about three fourth of the youths had positive orientation towards liberalism. Majority of the youths perceived their home environment as good. After taking into account the score of complete parent-child relationship scale it was observed that 78 per cent of the youths had poor relationship with their father and 74 per cent of the youths had poor relationship with their mothers. The overall score obtained by the respondents on extent of communication scale revealed that nearly one fifth of the child and parent had low communication whereas in case of grandparents and children the communication was found to be low in a little less than half of the respondents. 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 childgrandparents had low extent of conflicts. The mean score for the barriers experienced in interpersonal communication between child - parent was found to be 84 5 and for child – grandparent was 82.7. So it can be seen that

they experienced high extent of barriers. For the methods of resolving conflicts it was observed that majority of the three generations believed in integration but very few of them believed in dominance and voluntary submission. Majority of the respondents used facilitators for effective communication to a great extent.

To analyse relationship between the selected variables t-test and coefficient of correlation were computed. The extent of communication of child-parent and child-grandparents differed due to the occupation of the mother, was positively related with value orientation of the three generations and with extent of conflict and negatively with extent of barriers. The extent of barriers to communication were found to have a negative relationship with value orientation, home environment, parent-child relationship and extent of communication but a positive relationship with extent of conflict. The extent of conflict was positively related with age, extent of barriers and extent of communication and negatively with value orientation and parent-child relationship.

In 20% of the families the extent of communication was found to be low. So in order to help these families to improve their interpersonal communication an indepth analysis was done through case studies and reasons were traced out for the low extent of communication. A booklet was developed which included guidelines for youth, parents and grandparents to improve their interpersonal communication and counselling sessions were held with these families so that these families can also have good interpersonal communication. A positive response was received from these families. The reference material thus developed can be utilized by all those who are concerned with the dynamics of communication between family members.

GUIDELINES FOR IMPROVING INTERPERSONAL COMMUNICATION BETWEEN YOUTHS, PARENTS AND GRANDPARENTS



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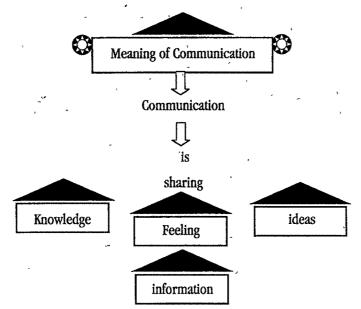
		rage No.
1123	Meaning of Communication	1
110	Communication Process	2
III III	Purposes of Communicating	3
m a	Communication Settings	4
1112	Mode of Communication	7
1123	Barriers to Communication	8
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n=	Conflicts and Methods to Resolve them	12
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"Halt Communication and Life comes to a StandStill"

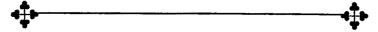
(Mehta 1997)

Communication is continuous and intricately interwoven in the life of human being. The word communication originates from a Latin word "communis" which means "common" (Gross, Crandall and Knoll, 1970), something common between any two individual.



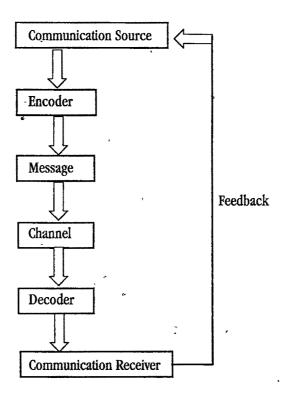
in such a way that each gains a common understanding of the meaning, intent/purpose and use of the message.



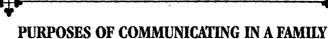


COMMUNICATION PROCESS

(Gross Crandall & Knoll, 1980)



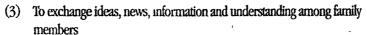




- (1) To promote future oriented management process
- Goal setting /goal achievement and co-ordination of family activities.
- Motivate, encourage and coordinate work more effectively
- Gain significance and a sense of being worthwhile
- Teach household managerial tasks and skills

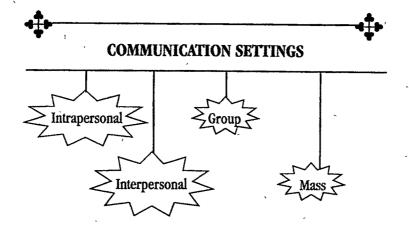


- (2) To foster family interaction
- Satisfy needs of indexion, affection, expression, affiliation, control and indentification.
- ❖ Generate-discussi-an
- * Kaise consciousness
- Gain support
- Maintain relationship
- Encouraging active interaction between members of different generations

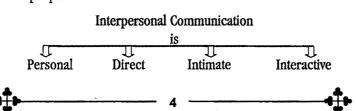


- Communicate personal news
- Overcome anxiety
- Share ideas and experiences
- Acquisition of information and skills
- (4) To promote socialization and training of children.
- Develop socializing attitude
- Provide guidance
- ❖ \ Interact with people





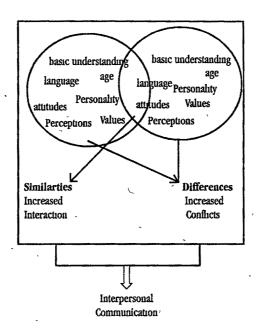
- Intrapersonal communication begins and ends with self.
 The sender and receiver is the individual himself/herself.
 Intrapersonal communication is, thus the looking glass for the self in terms of experiences. behaviours, values, aspirations judgement, identity and relationships.
- 2. Interpersonal communication is the communication between people- usually two. It can be verbal or non verbal. The verbal method is most commonly used by the people. In interpersonal communication both the individuals are sending and receiving messages i.e. they alternatively change roles as sender and receivers. Interpersonal Communication is an important part of human life as human existence thrives on relationship with others. It proves the fact that "people need people".







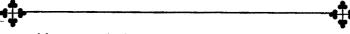
The differences in attitudes, beliefs, values, perceptions, age, basic understanding, language and personality of the sender and receiver of the communication message lead to increased conflict. On the other hand similarities on these aspects lead to increased interaction. In any case there is communication.



- 3. **Group communication** is communication within groups of people and by groups of people to others. Group provides a basis for.
 - (a) Sharing experiences, problems.
 - (b) Acquisition of information and skills







- (c) Multiplying one's effect
- (d) Self expression
- (e) Socialization
- (f) Feeling of inclusion
- (g) Relating to others
- (h) Decision making
- (i) Achieving Status
- (j) Relaxation



4. Mass Communication is the communication received by or used by large number of people.

In mass communication

- (a) A mechanical device is usually interposed between the sender and receiver.
- (b) The communication process is controlled by a single source reaching out to many people anywhere at any place
- (c) Messages are multiplied faster, having a profound impact and universal appeal.
- (d) Audience is separated from one another, hence feedback is delayed.



MODE OF COMMUNICATION

Communication can be



Verbal

The most prevalent form of communication is verbal. It is also known as face to face communication and may be in the form of direct talk and conversation between the speaker and the listeners when they are physically present at one place or through telephone etc. Verbal communication is particularly peaceful because the receivers not only hears the content of the message but also observes the physical gestures, tone, pitch, speed and volume of the spoken word. The human voice can impart the message much more forcefully and effectively than the written words and is an effective way of changing attitudes, beliefs and feelings, since faith, trust and sincerity can be much better judged in a face to face conversation.



Non Verbal

Some of the meaningful communication is conveyed through nonverbal ways, These non verbal expressions include facial expressions and physical movement. Our facial expressions can show anger, frustration, arrogance, shyness, fear and other characteristics that can never be adequately communicated through verbal communication.

Similarly the eyes are the most expressive component of facial display. Some of the other body language are shrugging the shoulders for indifference, wink an eye for mischief, tap the fingers on the table for impatience, and slap one's forehead for forgetfulness.











Barriers to Communication

Various aspects act as barriers to communication i. e. they hinder or reduce the communication between the family members. They are due to-

(1) Differences between youths and elders

Difference in

- Age
- Values
- © Education level
- Knowledge
- O Personality
- Attitude
- Expectations
- Standards
- © Goals
- Sex
- (2) Due to lack of something

Lack of

- Time
- Understanding for others
- © Compromising nature



Cooperativeness Due to difference in mental abilities Inattentiveness of member Poor listening capability Poor retention Not using proper words to express oneself. Wrong interpretation of meaning of message of communication Using harsh language Ubue to differing nature Authoritarian behaviour Aggressive nature Short temper		٥
 Patience Cooperativeness Due to difference in mental abilities Inattentiveness of member Poor listening capability Poor retention Not using proper words to express oneself. Wrong interpretation of meaning of message of communication Using harsh language Due to differing nature Authoritarian behaviour Aggressive nature Short temper 	or family members)
Cooperativeness Due to difference in mental abilities Inattentiveness of member Poor listening capability Poor retention Not using proper words to express oneself. Wrong interpretation of meaning of message of communication Using harsh language Ubue to differing nature Authoritarian behaviour Aggressive nature Short temper	for family members	٥
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(4) Due to differing nature Authoritarian behaviour Aggressive nature Short temper		3
Authoritarian behaviour Aggressive nature Short temper	sh language	
Aggressive nature Short temper	iffering nature	(4)
Short temper	rian behaviour	٥
	e nature	٥
,	per	9
(5) Due to uncontrollable situations	ncontrollable situations	(5)
Interruptions by outside factors	ons by outside factors	٥
Improper place, surroundings and environment for communication	place, surroundings and environment for	3
9		

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FACILITATORS FOR EFFÉCTIVE INTERPERSONAL COMMUNICATION

The parents, grandparent and the youth should keep in mind the various facilitators for effective interpersonal communication and make it a point to use them in communicating with others. They are as follows:

- Understanding power
- Polite tone of voice
- Good listening habits
- Trust in others
- Respect for others
- Positiveness
- ♣ Handling of anger
- Flexibility
- ♣ Appropriate language
- Clarity in idea or purpose
- ♣ Adequate time for communication
- Supporting words with action
- Showing concern for others



- Good retention
- Compromising/adjusting nature
- Ability to communicate in straight forward manner
- Correct interpretations of meaning of message of communication
- ♣ Harmony between sender and receiver of message
- Proper place, surrounding or environment for communication
- ♣ Using suitable mode of communication for the person and purpose
- Using proper words to express oneself
- ♣ Develop healthy/good relations
- Proper timing of communication
- Developing empathy

Conflicts And Methods

To

RESOLVE THEM

Conflicts: When a number of people live together under a common roof conflicts occurs because every person has his/her own personality and thinking. They may disagree on certain points. When good understanding is found among the members there are no conflicts. When difference of opinion and misunderstanding are prevailing among the family members then conflicts among the family members occur. Conflicts however cannot be stopped totally but can be avoided. Conflicts may affect an individual's peace of mind, create tension and also affect the health. To avoid conflicts, person should have control on one's anger and should not loose temper. Conflicts can also be avoided by discussing and sharing problems in a group.

METHODS OF RESOLVING CONFLICTS

When there is disagreement between people on any issue there are four possible outcomes representing different levels of adjustment.

DOMINANCE -

Struggle and victory of one side. In the dominance method one person forces the other to obey. It may be physical or mental force and the person accepts. for example. Parents force the child to study hard to achieve good grades in the class.



VOLUNTARY SUBMISSION

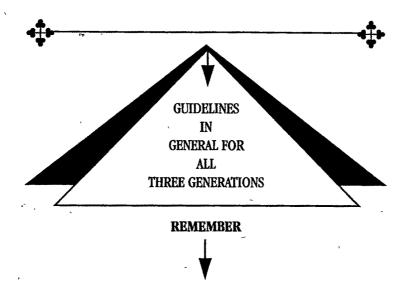
Voluntary submission of one side. for example. If the child is not interested in doing household chores the parents leave upto the child whether he/she wants to do household chores or not.

COMPROMISE

There is some voluntary yielding on all side without, which the essential harmony of feeling is not possible. for example. If the child is not able to secure good grades in exam the parents lower their expectations for the achievement by children, at the same time the child raises his goal for level of achievement.

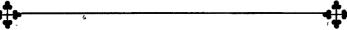
INTEGRATION

Integration is the level of settling conflict in which all person reach to a new solution together, all are satisfied for example. If the child is not satisfied by the pocket money given by parents, both the child and parents sit together and mutually think of an option by which both are satisfied for future allowance.



There is really no gap between generations. It is only a gap between talking and thinking and thinking and doing that is indeed a communication gap

- Have frank and open discussion amongst you regarding disciplinary techniques, socially desirable behaviour, and family norms through explaining and reasoning.
- Develop an insight in the relationship and the personality of each individual in the family
- Realise that spending leisure time together fosters a feeling of mutual understanding
- Use a combination of verbal and non verbal communication.
- Have an intimate, deeper and continuous dialogue amongst you.



- Develop ability to communicate in straight forward manner
- Develop good understanding power
- Develop good listening habits
- Learn handling anger
- Use appropriate language to communicate
- Develop compromising nature
- Try to use proper words to express yourself.
- Use suitable mode of communication

And most important of all it should be understood that

"there is no conflict on the earth which cannot be solved when there are noble intention on both the sides".



- © Create such home environment in which the adolescent feels protected.
- Have a home which fosters love, the stimulation, encouragement and appreciation.
- Provide the opportunity for variety of experimentation and experience which prepare him to emerge later with an assurance into the large world which is ruthless and impersonal.
- Treat both the children, male and female, alike in all respect.
- Each one of you should equally be involved in child rearing to increase the communication with children.

16 .



- Introspect yourself regarding the needs of the children.
- Adapt yourself to the fast changing world,
- Be ready to set out the differences with the children.
- B Do not scold children in front of others.
- Consider youths as your friends.
 - Select proper time, place and tone for pointing out mistakes of children.
 - Talk openly with the children.
 - Answer the questions of children carefully and honestly admitting when you do not know the answers.
 - Develop an ability to withdraw yourself to a certain distance when youths indicate that they want to be on their own.
 - **B** Use less of authority. ■
 - Show understanding and skillfully guide him to make a choice.
 - Show love and sympathy with children.
 - * Keep the channels of communication open in depth.
 - To reduce tensions be open to teenagers point of view.
 - Provide opportunities for sharing ideas and problems.



Guidelines for the youths

- Develop a healthy relationship with the preceding generations.
- Example 2 Listen to the guidance given by grandparents and parents and respect their experience of life
- Have patience
- **⊞** Develop compromising nature
- Use polite tone of voice to communicate with elders.
- Respect your older generation
- **⊞** Consider grandparents as your friends
- Share your day's experience with the parents and grand parents
- **B** Show concern for others.
- Use appropriate language for communication



Remember



In the world of tomorrow, adolescent will have to grow beyond the models their parents can provide but they still need appropriate parental models to build on, and they need their parents' love and active concern.

It is hoped that the guidelines given in this booklet would be helpful to grandparents, parents and youths for improving interpersonal communication.