Chapter – II
Review of Literature

CHAPTER II

REVIEW OF LITERATURE

A survey of literature was undertaken to be familiar with the subject matter concerned with the present problem, which proved helpful in planning and execution of the study. The highlights of the related literature have been presented in this chapter under the following heads.

I.   Theoretical Orientation

1.   Communication

- ❖   Definition and meaning of communication
- ❖   Purposes of the communication in a family
- ❖   Types of communication
- ❖   Mode of communication
- ❖   Communication Process
- ❖   Barriers to communication
- ❖   Facilitators for effective communication
- ❖   Conflicts and methods to resolve them.

2.   Values

3.   Decision making

II   Research Studies

III   Conclusion on Review of Literature

I. Theoretical Orientation

> "Communication is an extremely broad topic and... is not restricted to the organizational behavior field. Some estimates of the extent of its use go up to about three fourths, of an active human beings life..."
>
> Luthans, 1985

Various authors from various disciplines have given the meaning and definition of communication. They have stated the objectives and purposes of communicating in a family as well as an enterprise. The type and mode of communications have also been discussed by various authors. The barriers which hinder the interpersonal communication and facilitators which help in effective communication are also identified by various authors. Conflicts arise in the family as well as an enterprise but there are ways to resolve them. A review of available literature related to these aspects is presented in this section.

1.1 Definition and Meaning of Communication

> "Society, it may be said is communication"
>
> (Rao, 1966)

Communication is very common word in present days. Regarding the origin of word communication Dahama and Bhatnagar (1987) write that the word communication originates from the word "Communis", which means common. Communication, according to them, is an act by which a person shares the knowledge, feelings, ideas, information, etc. in ways such that each gains a common understanding of the meaning, intent and use of the message.

American College Dictionary defines Communication as imparting or interchange of thoughts, opinions, or information by speech, writing or signs (cited in Dahama and Bhatnagar, 1975)

14

Various authors from various disciplines have tried to define communication. Some of the definitions are presented here.

According to Leagans, (1961)

> "Communication is the process by which two or more people exchange ideas, facts, feelings, or impressions, in ways that each gains a common understanding of the message. In essence it is the act of getting a sender and a receiver tuned together for a particular message or series of messages"

Deacon and Firebaugh (1975) say, "Communication is using messages to stimulate meaning in mind of others". They say that "messages flow from sender to a receiver by means such as words, tone, body posture, eyes or other stimuli"

Nickell, Rice and Tucker (1976) define communication in a different way. They say:

"Communication is a process of human interaction that involves generating, organizing and sending ideas to one or more receiver"

According to Davis (1977)

> "Communication is a process of passing information and understanding from one person to another. It is essentially a bridge of meaning between people. By using this bridge of meaning a person can safely cross the river of misunderstanding that separates all people".

According to Scanlan and Keys (1979) Communication can be simply defined as the process of passing information and understating from one person to another. They say that there are two different parts to this simple definition. First there must be a receiver if communication is going to occur and second, this definition stresses the importance of the creation of understanding. Communication is not an end in itself. Its purpose is to elicit a positive action or response on the part of the receiver and this requires understanding.

Luthans (1985) says:

"By communication we mean the flow of material information, perception, and understanding between various parts and members of an organization... all the methods means, and media of communication, all the channels, networks, and systems of communication, all the person–to-person interchange (interpersonal communication)... It includes all aspects of communication: up, down, lateral, speaking, writing, listening, reading, methods, media, modes, channels, networks, flow, interpersonal, inter organizational"

Koontz (1987) says" Communication is the transfer of information from sender to the receiver with the information being understood by both the sender and the receiver". Barnard viewed communication as the means by which people are linked together in an organization to achieve a common purpose (cited in Koontz, 1984). Ahuja's (1997) perception of communication is a bit different. According to him: "Communication is interchange of thought or information to bring about mutual understanding and confidence or good human relation."

According to Kelly, the term communication may be defined as "the field of knowledge which deals with the systematic application of symbols to acquire common information regarding an object or event" (cited in Tyagi, 1997) This is a little bit different description of communication compared to other authors.

Stewart thinks that communication relates to the deliberate, intentional application of physical symbol, complexes with a view to elicit specific meanings in the mind of another individual (cited in Tyagi, 1997)

Tyagi, (1997) views communication as "the process which involves the transmission and accurate replication of ideas reinforced by feedback purporting to stimulate actions to attain organizational goals".

According to Stone and Freeman (1998) "Communication is the process by which people seek to share meaning via the transmission of symbolic messages"

He says, communication calls attention to three essential points. Firstly, that communication involves people, and that understanding communication therefore, involves trying to understand how the people relate to each other. Secondly, that the communication involves sharing of meaning, which suggests that in order for people to communicate, they must be agree on the definition of the terms they are using and lastly communication involves symbols, gestures, sounds, letters, numbers, and words can only represent or approximate the ideas that they are meant to communicate.

So it can be concluded that communication is a process of passing information and understanding from one person to another. It is a bridge between two or more individuals. Both the individuals try to tangibly influence the ideas, attitudes, knowledge and feelings, existing between the two individuals. In interpersonal communication over and above the words the sender and the receiver of the message use gestures, body language, expressions, and tone through which an impact is created between the two.

1.2 Purposes of Communication

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

Hall, 1966

The purposes of the communication has been given by various authors from various disciplines. According to Gross, Crandall and Knoll (1980), in family the purposes of communication can be divided into 4 major categories. According to them these purposes may be regarded as fundamental ends for all of the family's managerial efforts. They are as under:

To promote future oriented managerial process.

❖ Goal setting/Goal achievement and co-ordination of family activities.

❖ Motivate, encourage and co-ordinate work more effectively.

❖ Gain significance and a sense of being worthwhile

❖ Teach household managerial tasks and skills.

17

To foster family interaction.

❖ Satisfy needs of inclusion, affection, expression, affiliation, control and identification.

❖ Generate discussion

❖ Raise Consciousness

❖ Gain support

❖ Maintain relationship

❖ Encouraging active interaction between members of different generations

❖ Develop an insight in the relationship and the personality of each individual in the family.

To exchange ideas, news, information and understanding among family members.

❖ Communicate personal news

❖ Overcome anxiety

❖ Share ideas and experiences

❖ Acquisition of information and skills.

To promote the socialization and training of children

❖ Develop socializing attitude

❖ Provide guidance

❖ Develop good Listening habits.

❖ Foster socially desirable behavior and family norms through explaining and reasoning.

Thus, the communication is a fundamental aspect of family behavior. It is a process by which the family develops a self-image and acts as a unit within society.

The purposes of communication have also been given by various authors (Nickell, Rice and Tucker (1976), Davis (1977), Koontz (1987), Tyagi (1997), Chandan (1998), and Stone and Freeman (1998)) which are applicable to various fields organization, marketing, extension and family.

They are summarised as under:

- The purpose of communication in enterprise is to effect change to influence action toward the welfare of the enterprise. Business for e.g., requires the information about prices, competition, technology and finance, as well as information about the business cycle and government activity.

- Communication is essential for the internal functioning of enterprise because it integrates the managerial functions.

- Communication is needed to establish and disseminate goals of an enterprise and develop plans for their achievement. It also helps in organizing human and other resources in the most effective and efficient way. Communication is needed to select, develop and appraise members in organization, to lead direct motivate, and create a climate in which people want to contribute.

- Communication not only facilitates the managerial functions, but communication also relates the enterprise to its external environment. It is through communication that any organization becomes an open system interacting with its environment.

- Communication is the means by which organized activity is unified. It is a means by which social inputs are fed into social systems. Behavior is modified, change is effective, information is made productive, and goals are achieved.

- Communication and information feed the quality of all human relations in organizations. Good communicator underlie good relations and exchange the general quality of working life, motivation and morals.

- Communication provides a common thread for the management process of planning, organizing, leading, and controlling. Managers develop the plans through communication with others at their organizations and organize to carry out those plan by talking with other people about how best to distribute authority and design jobs.

- Effective communication skills can enable managers to draw on the vast array of talents available in the multinational world of organizations.

- Communication is very essential for the management to successfully perform its functions. It is an essential ingredient in management employee relations. There is a direct correlation between employee communication and profitable operations of the organization.

- Good communication is the lifeblood of any enterprise, large or small communication is essential to keep our entire organization functioning at maximum levels and to make the most of our greatest management resource-our people.

- Good communication is the foundation of the sound management. It is through communication that workers become aware of their own duties and responsibilities as well as the instructions and orders from the upper levels of management hierarchy and also their own suggestions, grievances and feedback. Proper communication eliminates delays, misunderstandings, confusion, distortions and bottlenecks and improves coordination and control. It improves productivity by developing and maintaining good human relations in organizations. It is basic tool for motivation and improved morale. Supervision and Leadership are impossible without it.

- Communication provides the information and understanding necessary for group effort. It provides the attitudes necessary for motivation, cooperation and job satisfaction.

- The purpose of communication is an enterprise is to effect change to influence action toward the welfare of the enterprise.

- The purpose of communication is to change or to maintain behavior.

Dahama and Bhatnagar (1995) have named the purposes as "functions" of communication. According to them one of the functions of the communication on which humanity has developed to their extreme social advantage is that of communicating to some living aspect of the environment (such as a person) in order to establish, maintain, exploit, or alter the relationship with that person They have categorized the functions of communication into 4 viz; the information function, command or instructive functions, influence or persuasive functions and integrative functions which are applicable in all the fields.

These functions have been explained briefly as under:

1. **The information function:** The basic elements of adapting oneself to the environment or adapting the environment to oneself is information. One must have some information about going on in one's environments to concern oneself about it. One must also have some information about oneself, one's intentions, goals, etc; in order to have something to be concerned about. So the getting or giving of information thus underlies all communication encounters, either directly or indirectly. Information is basic to all of the other applied functions of communication. Communication is not going to occur unless someone is acquiring and consuming some information about himself or his environment.

2. **Command or instructive functions:** Those who are hierarchically superior (in family, business, military, civic or personal life) often initiate communication either for the purpose of informing their subordinates or for the purpose of telling them what to do, how to do, etc. Command or instructive functions of communication are more observable in formal organizations then they are in informal organizations. Individuals who are hierarchically superior within an organizational structure are both privileged and obligated to command certain task-related behavior of their subordinates. The command purpose of communication is as pertinent to informal relations as it is to formal relations although in ways which are probably not as apparent. Informal relations, which persist over a time, particularly two person or one-person, face-to-face encounters, are founded upon mutually understood relationships prescribing certain behavior towards one another. The participant continuously exercise some permanent or momentary prerogative they have in order to command the behavior of another person. Whenever one exercise such a prerogative to order or direct another's behavior in some way, the communication which occurs is serving the command purpose. Whether being exercised by one person or by an aggregate in some collective way, the command function inevitably underlies much human interaction.

3. **Influence or Persuasive function:** One communicates to influence, to effect with intent the behavior of other person. The purpose of influencing another's comprehending system in some way would be to alter that receiver's general beliefs, understandings, values, orientations, etc.; in some desired way. Influencing another's behavior is typically more action specific and situational.

4. **Integrative functions:** The major function of communication at the interpersonal level is that of self-integration or of continuously off setting any disintegration. At the level of formal organisations, larger than face-to-face human groups, integrative function are provided in part by

bureaucratisation, proceduralisation, industrialization etc., When a social system exceeds the integrative limits of face-to-face encounters, the necessary integrative mechanisms become embedded in that social systems, literatures, art, folklore, mythology, beliefs, mores, orientations, etiquette and institutional practices. These are the advantages both to the individual and to the organization in the relative integrity of their perspective structures. But this advantages would hold only if the competencies or capabilities thus, created have some value or usefulness to the adaptive or the goal pursuing capabilities of the individual and or the organization.

1.3 Types of Communication

The types/classification of communication are differently stated by various authors. According to Runyon (1980) communication can be described in variety of ways, depending upon the number of persons involved, the method of communication employed, and the purpose for which the communication is intended. Mehta (1997) has categorized types of communication as "Communication settings" under which she has stated 4 types viz., intrapersonal, interpersonal, group and mass communication based on the number of people involved in the act of communication. Dahama and Bhatnagar (1995) classify types of communication as private and public communication situations. In business organization communication has been categorized as downward communication, upward communication and cross communication. This categorization has been reported by Scanlon and Keys (1979), Koontz, O'Donnell and Weihrich (1984), Dahama and Bhatnagar (1987) and Chandan (1998).

According to Mehta (1997) the types of communication "settings" are as under:

1. **Interpersonal Communication:** In this setting the sender and the receiver of the message is the individual himself i.e. Communication begins and ends with self. Here, communication occurs as a reflection upon oneself, one's relationship with others and with one's environment.

Thus, the interpersonal communication can be used for self analysis, motivation of self, confidence building and maintaining, evaluation of self and for discovering oneself.

2. **Interpersonal Communication:** Interpersonal communication is an important part of the human life. Human existence is difficult without relationship with others, which is only possible through interpersonal communication. It is a proof of the fact that 'people need people'. Through interpersonal communication it becomes possible to check and correct misunderstanding quickly. Interpersonal communication helps to motivate, encourage and coordinate work more effectively. It is an effective way to influence the other person and persuade one to accept point of view of other person. Interpersonal communication makes it possible to gage and gauge the other person's point of view, as feedback is instantaneous.

Interpersonal Communication is defined, by various authors as the process by which people seek to share meaning via the transmission of symbolic messages. Definition of interpersonal communication calls attention to three essential points (1) that communication involves people and that understanding communication therefore involves trying to understand how people relate to each other; (2) that communication involves shared meaning, which suggests that in order for people to communicate, they must agree on the definitions of the terms they are using, and (3) that communication involves symbols gestures, sounds, letters, numbers, and words can only represent or approximate the ideas that they are meant to communicate (Stone, Freeman , Gilbert; 1998)

According to Mehta (1997) interpersonal communication can be Direct or Mediated, casual or formal and spontaneous or planned.

3. Group Communication: Group Communication is the communication within group of people and by group of people to others. Through groups one can exchange ideas, skills, goals, and interests and are capable of interchange of roles. Group provides a basis for sharing experiences and problems. It helps in acquiring information and skills. Group communication is also useful in decision-making, self-expression and socialization.

In family situation also group communication is applicable. Family is a small, primary, informal and an ascribed group. In a family the member share their experiences, problems with each other. Here members have frequent discussion for taking decisions pertaining to various aspects involving use of resources, regarding setting and achieving goals, for long as well as short period.

4. Mass Communication: Mass Communication is the communication received by or used by large number of people. Here technological devices like print, films, broad casting, recording tape etc are used to transfer the message to large heterogeneous and widely dispersed audiences.

Dahama and Bhatnagar (1995) classified the communication situations for private and public as face-to-face and interposed. In a private face to face communication situation they give an example of two people conversing at dinner. Two people conversing on telephone is an illustration for interposed communication. A public meeting can be an example for public face to face communication situation whereas for public interposed situation movie and therefore are the best examples.

Classification of Communication in Business Organization

1. **Downward Communication** : Downward communication flows from people at higher levels to those at lower levels in the organizational hierarchy. This kind of communication can be found especially in organization with an authoritarian atmosphere. The types of downward oral communication include instructions, speeches, meetings, the use of telephones and land speakers. The written downward communication usually are the memorandums letters, handbooks, pamphlets, periodicals, bulletin boards, policy statements, and procedures, The draw back of downward communication is that information is often lost or distorted as it comes down the chain of command and also it proves time consuming.

2. **Upward Communication**: Upward communication travels from subordinates to superiors and continues up the organizational hierarchy. The major disadvantage here is when flow of information is often hindered by people in the communication link who filter the messages and do not transmit all the information especially unfavorable news to their bosses. Typical means for upward communication besides the chain of command are suggestion systems, appeal and grievance procedures, complaint system, counseling sessions, the grapevine, group meetings, the practice of open –door policy, morale questionnaires and exit interview. Effective upward communication requires an environment in which subordinates feel free to communicate.

3. **Cross-Communication:** The members in any organization are required to interact with each other horizontally or diagonally within the administrative structure.(Dahama and Bhatnagar,1995) Crosswise communication includes the horizontal flow of information, with people on the same or similar organizational levels, and diagonal flow, with persons at different levels who have no direct reporting relationships (Koontz, O'Donnell and Weihrich 1984). Such communication takes place more at the lower

echelons and should be encouraged and utilized by the management for adequate cross communication, an effective use of meetings, conferences news.letters, special bulletins, etc. can be made use of. This is a basis for healthy cooperation and coordination. Cross communication is mostly used to speed information flow, to improve understanding and to coordinate efforts for the achievement of organizational objectives.

Out of various classification /types of communication given by various authors in family situation generally group and/ or interpersonal communication takes place. The family is a small primary, informal and ascribed group in which group communication takes place at several times especially when major decisions are to take place or family functions are to be organized. Where two family members talk with each other interpersonal communication takes place.

On the basis of direction of flow of information, the communication, can be classified as downward, upward and crosswise (Koontz, O'Donnell and Weihrich, 1984). Such a flow is very clearly observable in an enterprise. However, this can be applicable to family situation also especially where authoritarian style of management of family affairs is followed. As stated by Koontz, O'Donnell and Weihrich (1984) in any enterprise downward communication flows from people at higher levels to those at lower levels in the organizational hierarchy. Upward communication travels from subordinates to superiors and continues up the organizational hierarchy Crosswise communication includes the horizontal flow of information with people on the same or similar organizational levels and diagonal flow persons at different levels who have no direct reporting relationships. This kind of flow of intimation improves understanding. Thus there are various types of communication taking place in the family out of which interpersonal communication is the most common The focus of the present investigation, too, is the interpersonal communication between the members of three generation families.

1.4 Mode of Communication

Various authors have classified the mode of communication. Deacon and. Firebaugh (1975), koontz, O'Donnell and Weihrich (1984), Luthans (1985), Dahama and Bhatnagar (1987), Mehta (1997), Chandan (1998) and Duck (1999) have categorized communication as written, oral and nonverbal communication. The mode of communication given by the authors are explained as under:

- **Written Communication**: A written communication is put in writing and is generally in the form of instructions, letters, memos, formal reports, rules and regulations, information bulletins etc. It ensures that everyone has the same information. Written communication has the advantage of providing records, references, and legal defenses. The message can be carefully prepared and passed onto the large group. The advantage of using written communication is that it reduces the chances of misunderstanding as people are more careful with the written word that the spoken word. Also it can save time when many periods must be contacted at the same time. The major disadvantage of written communication is that it is very time consuming and no immediate feedback opportunity is there. Also it leads to excessive formality in personal relations. Written messages may be poorly expressed by ineffective writers, and may provide immediate feedback. It may take a long time to know whether a message has been received and properly understood.

- **Oral Communication** : The most prevalent form of communication is oral, 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
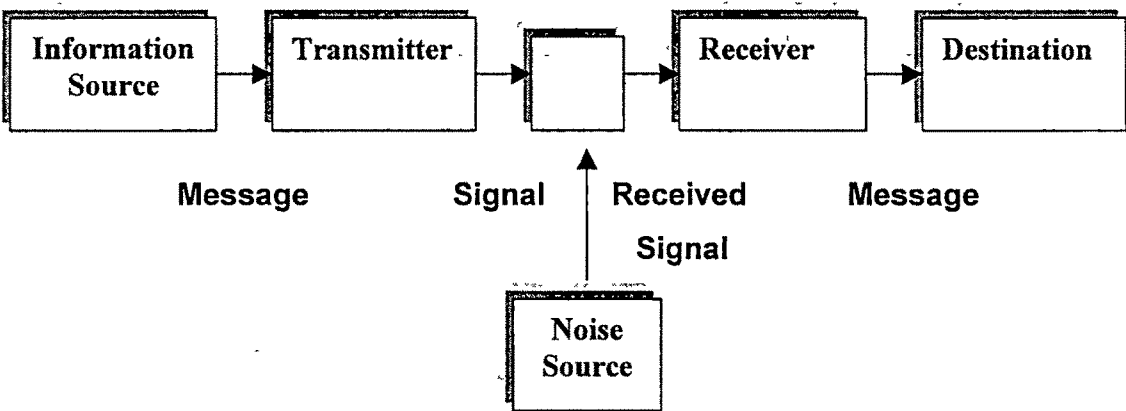
impart the message much more forcefully and effectively than the written words and is an effective way of changing attitudes, beliefs and feelings since faith, trust and sincerity can be much better judged in a face to face conversation. The advantages of oral communication are that it can provide for speedy interchange with immediate feedback. People can ask questions and clarify points easily.

- **Non verbal communication:** A person may communicate in many different ways. What one person says can be reinforced or contradicted by nonverbal communication. Although verbal communication has long been recognized as important non verbal communication has only recently been given attention in the study of communication. Sometimes called the silent language according to Luthans (1985) nonverbal communication can be defined as all behavior expressed consciously or unconsciously, performed in the presence of another or others, and perceived either consciously or unconsciously". Thus, whether a person says something or equally important, doesn't say anything communication still can take place. There are many forms of non-verbal communication. The most widely recognized is body language. Body movements convey meanings and messages. This is called kinetics. These nonverbal expressions include facial expressions and physical movements one's facial expressions can show anger, frustration, arrogance, shyness, fear and other characteristics that can never be adequately communication through verbal communication. Similarly the eyes are the most expressive component of facial display. Some of the other body language is shrugging the shoulders for indifference, wink an eye for mischief, tap the fingers on the table for impatience, and slap one's fore head for forgetfulness. Non-verbal actions certainly have considerable impact on the quality of communication. In a family situation usually verbal and nonverbal communication are often used together so that favorable qualities of each can complement the other. It is the fact that when a message is repeated through several means, the individuals receiving it can more accurately comprehend and

recall it. Our human relationship with one another are based not on one language but on two. Spoken language is there one that we recognize more easily but there is an unspoken language of nonverbal communication that provides context for talk.
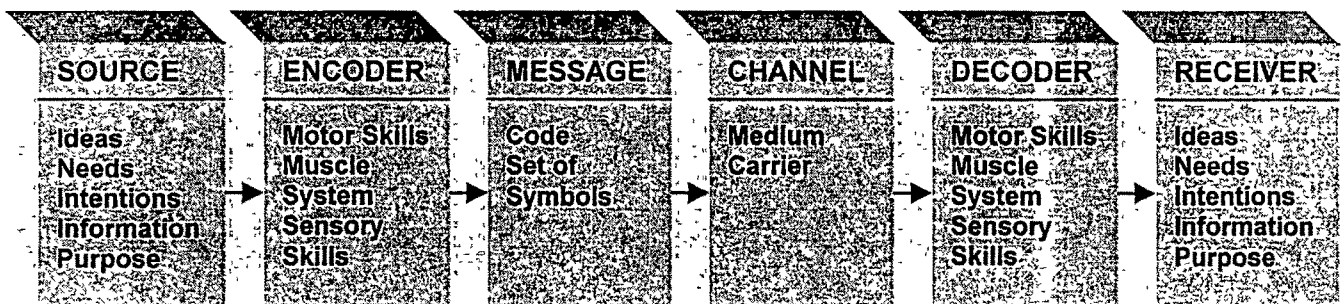
1.5 Communication Process

Communication is a cyclic process, which occurs within individuals through same means. Many authors have defined communication process and have developed models showing various, elements of communication processes. Some of which are presented here for the purpose of gaining an insight and clarifying the concept. One of the first widely accepted comprehensive models of the communication process was the Shannon Weaver model. The major parts of the model are the information source which is the logical beginning of the communication process. The source consists of raw information and includes some form of intent and purpose on the part of the sender. The transmitter encodes the data into a message and sends it to the receiver. Noise occurs which is any interference that takes place between transmission and reception. Ultimately the communication has passed from the sender side of the process to the to the receiver side. Finally a destination is necessary in order for the process to be completed.

Information Source	Transmitter		Receiver	Destination

Message   Signal   Received   Message
                                 Signal

Noise Source

A model of communication process

(Shannon and Weaver, 1949)

The first widely recognized model that presented communication as a dynamic, interactive process was proposed by David Berlo. He encountered the linear step –by-step information approach with the following ideas.

"If we accept the concept of process; we view events and relationship as dynamic, on going, ever changing, continuous. When we label something as a process, we also mean that it does not have a beginning, an end, a fixed sequence of events. It is not static at rest, it is moving. The ingredients within a process interact, each affects all the others"
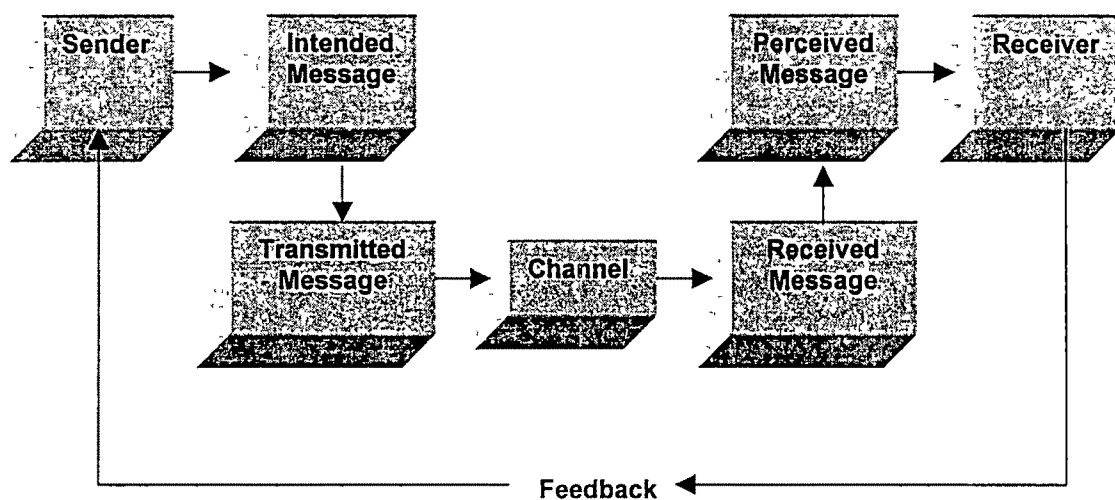

SOURCE	ENCODER	MESSAGE	CHANNEL	DECODER	RECEIVER
Ideas Needs Intentions Information Purpose	Motor Skills Muscle System Sensory Skills	Code Set of Symbols	Medium Carrier	Motor Skills Muscle System Sensory Skills	Ideas Needs Intentions Information Purpose

The Berlo Model of Communication
(1960)

According to Scanlan and Keys (1979) communication process can be viewed as a model comparable to the electronic transmission of information. The entire process of communication involves five steps and three major elements. The first two steps, conceiving of a message or idea and converting it into words or numbers, is controlled by the sender. The third step is transmission of message through letter, phone, personal conversation through some channel. Then decoding and action steps occur. And finally the receiver receives the message and provides feedback to the sender.

According to Gross, Crandall and Knoll, (1980) if communication is to take place there must be communication source, encoder, message, channel, decoder, communication receiver and feedback.

Runyon (1980) gave an model for mass communication applicable to marketing activities. There are eight elements in the model. The sender, the intended message, the transmitted message, the channel, the received message, the perceived message, the receiver and feedback.
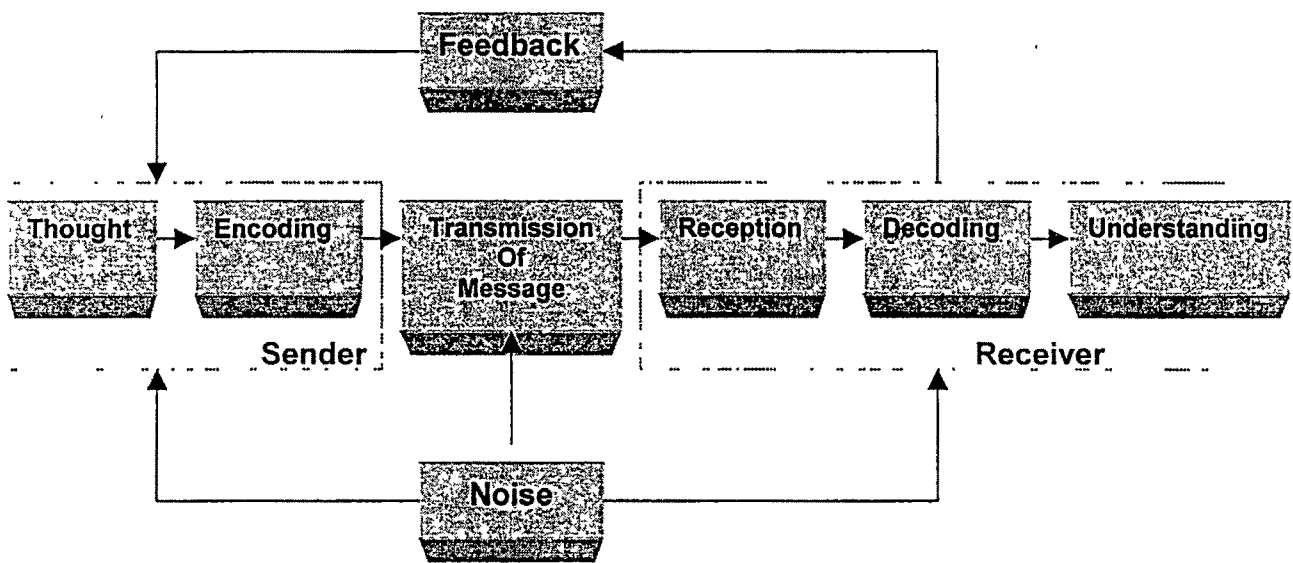

A model for mass communication.

According to Cundiff, Still and Govoni (1985) the communication process in marketing program has five stages. At the first stage, the source originates the communication. In the second stage encoding the message idea is transmitted into a language or medium of expression suitable for the transmission. During the third stage, message flows or moves from the source to the receiver. In the fourth stage, message flows or moves from the sources to the receiver. In the fourth stage, decoding takes place; in other words the message is interacted. In the fifth stage, the decoded message reaches to the receiver. It also includes two other elements affecting the communication process- noise and feedback. Noise consists of extraneous interference with

communication that may make it less effective. Feedback normally is essential for effective communication.

Koontz and Weihrich (1984) have stated the communication process in an detailed manner. According to them the elements important for effective communication are sender, channel, receiver, noise and feedback. They have developed on self-explanatory model of communication process.

A Communication Process Model.
(Koontz, O'Donnell and Weihrich, 1984)

According to Dahama and Bhatnagar (1987) communication takes place when the sender selects a certain message and gives it a special treatment for transmission over a selected channel to a receiver who interprets the message before taking the desired action. The main components of communication given by Dahama and Bhatnagar (1987) are: -

The sender,

The message,
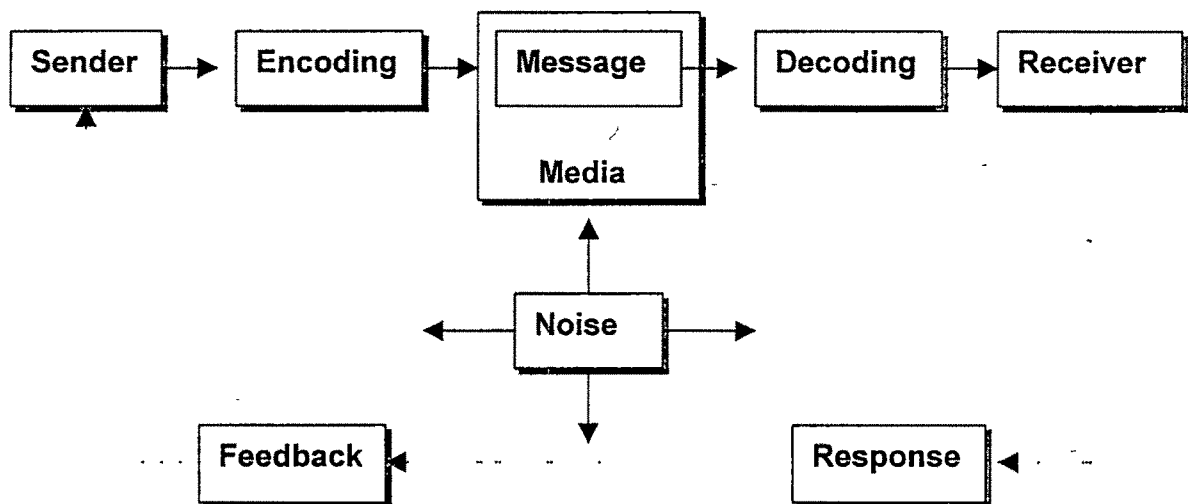
The treatment,

The channel,

The receiver/audience.

SENDER → MESSAGE → TREATMENT → CHANNEL → RECEIVER

Communication Model
(Dahama and Bhatnagar, 1987)

According to the Lasswell cited in Kotler (1989) a communication model will answer (1) who (2) says what (3) In what channel (4) to whom (5) with what effect.

According to Kotler (1989) in a communication model two elements represent the major parties in a communication. "Sender" and "Receiver". Another two represent the major communication tools "message" and "media". Four represent the communication functions "encoding" and "decoding", "response", and "feedback". The last element represents "noise" in the system. These elements are defined by him as follows:

- Sender: The party sending the message to another party (also called the source of communicator)

- Encoding: The process of putting thought into symbolic form.

- Message: The set of symbols that the sender transmits.

- Media: The communication channels through the message moves from sender to receiver.
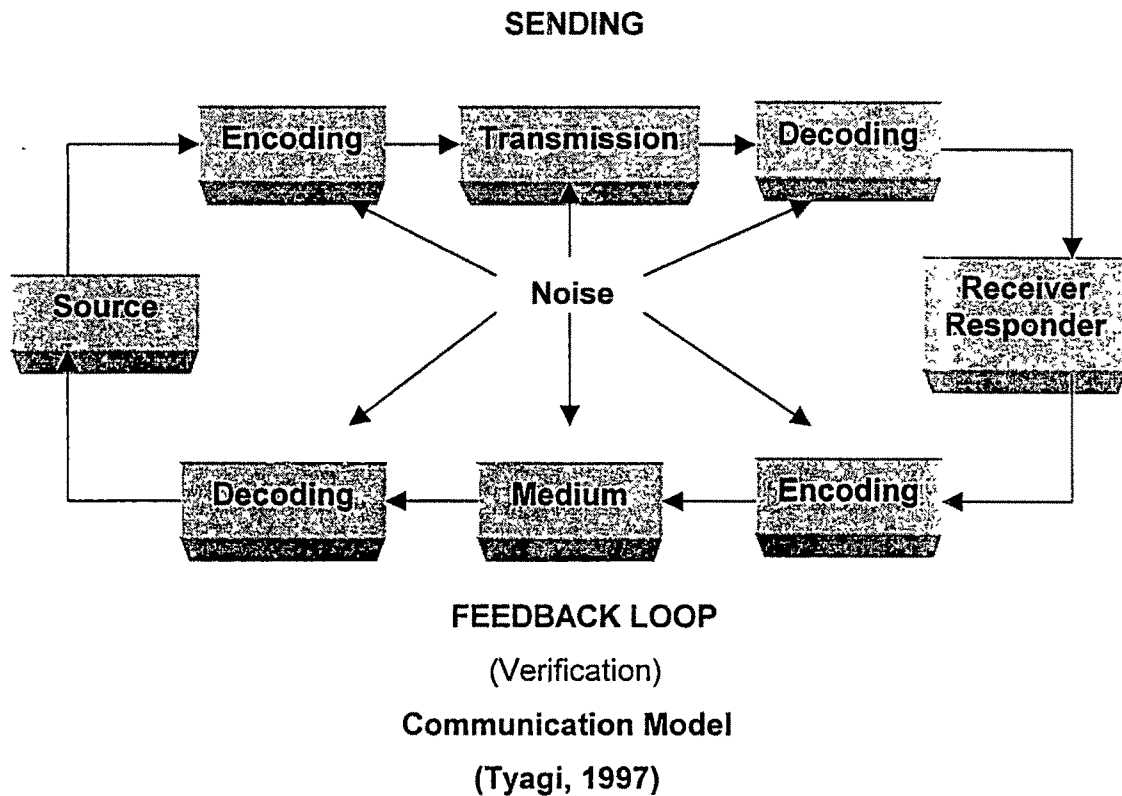
34

- Decoding:· The process by which the receiver assigns meaning to the symbols transmitted by the sender.

- Receiver: The party receiving the message sent by another party also called the audience or destination.

- Response: The set of reactions that the receiver has after being exposed to the message.

- Feedback: The part of the receiver's response that the receiver communicates back to the sender.

- Noise: Unplanned static or distortion during the communication process, resulting in the receivers receiving a different message than the sender sent.

```
Sender → Encoding → Message → Decoding → Receiver
                     Media
                      ↑
        ← Noise →
                      ↓
Feedback ←              Response ←
```
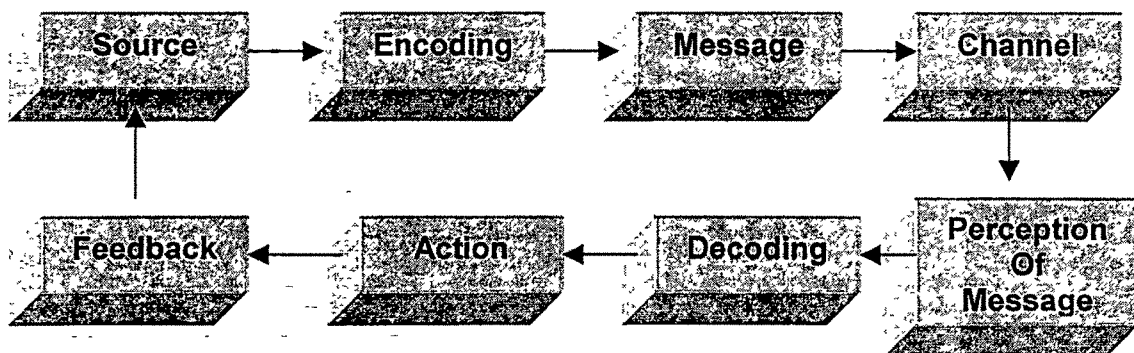
Elements in the Communication Process

(Kotler, 1989)

According to Chandra, Shah and Joshi (1989) any simple or complex process of communication to be effective requires at least five elements which are the sender, message, treatment, the channel and the receiver.

Tyagi (1997) calls communication as a loop between the source and the receiver. The essential components given by him are source, encoding, transmission, decoding receiver, feedback and noise.

SENDING

FEEDBACK LOOP

(Verification)

Communication Model

(Tyagi, 1997)

The Communication model, described by Chandan (1998) as a series of steps consists of the following components shown in the diagram. His model includes all the elements necessary for effective communication

Source: This is source of information or the initiator of communication. This source or the message may want to communicate his ideas, needs, intentions, or other pieces of information

Encoding: Encoding is the process inside the human mind or brain in the form of motor skills, muscle system or sensory skills that encode the ideas to be conveyed into a series of symbols or gestures or some other format of expression.

The message: The message is the physical form of the thought which can be experienced and understood by one or more senses of the receiver. It could be in such forms that require either hearing, reading or other forms of physical gestures.

Channel of communication: It is a vehicle used in the transmission of the message. It is a medium carrier which bridges the gap between the sender and the receiver. It may be a face-to-face conversation, a telephone conversation, in written form or through any other form of physical gestures.

Reception of the message: The message is received by the person for whom it was meant and he becomes the receiver of the message

Decoding process: Decoding is done in the same manner as encoding by motar skills, muscle system and sensory skills and the receiver decodes the message for the purpose of interpreting and understanding the meaning of the message. The more the sender's intended message matches the receivers understanding the more effective the communication is.

Action: This is response from the receiver who has received and accepted the communication. This may, involve compliance with an instruction and acting upon it, or simply filing of the message for future references.

Feedback: A feedback determines whether the message was clearly understood and the required action taken. The feedback to the sender completes the process of communication.

Similarly in the family situation the communication process is applicable. Here the fathers or mothers, the grandfathers or grandmothers can be the sender of the message. The message is passed to the youth. It may also happen that the sender and the receiver may interchange their roles. In a family situation as the communication is face to face an instant feedback is received. However sometimes telephone or written messages are also used as mode of communication even in family situation. It is essential that there is a harmony between the sender and the receiver in their attitudes, beliefs, values, perceptions, age, basic understanding language and personality. If differences prevail on these aspects it leads to increased conflicts between the family members. In any case there is communication.

1.6 Barriers to Communication

Various aspects act as barriers to communication i.e. they hinder or reduce the communication between members. Many authors have identified the barriers to communication. They are as follows:

Lack of planning to communicate: Koontz ,O'Donnell and Weihrich (1984) identifies this as one of the barriers to good communication. It seldom happens by chance. Too often people start talking without thinking, planning and stating the purpose of the message. It is important to select the most appropriate channel, and choose proper timing, which can greatly improve understanding and reduce resistance to change.

38

Unclarified assumptions: The uncommunicated assumptions that underlie messages are often overlooked, yet very important. These can result in confusion and the loss of goodwill of an individual as well as an organization (Koontz, 1984)

Semantic Distortion: Semantic distortion can be deliberate or accidental Words may evoke different response to different individuals. So this should be checked and avoided. (Scalan and Keys, 1979, Koontz, 1984, Chandan, 1998)

Poorly expressed messages: No matter how clear the idea in the mind of the sender of communication, it may still be marked by poorly chosen words, omissions, lack of coherence, poor organization of ideas, awkward sentence structure, and a failure to classify the implications of the message This lack of clarity and precision, which can be costly can be avoided through greater care in encoding the message. (Koontz, 1984)

Loss by transmission and poor retention: When the message is transmitted from one person to another, the message becomes less and less accurate. Poor retention of the information is another serious problem. Therefore repetitions of the message and the use of several channels is necessary. (Koontz ,1984, Scalan and Keys, 1979)

Poor listening and premature evaluation: Listening demands proper attention and self discipline. One should avoid premature evaluation of what the other person has to say. A common tendency among human beings is to judge, to approve or disapprove what is being said, rather than trying to understand the speakers frame of reference. Listening without making hasty adjustment makes the communication effective. Thus the listening with empathy can reduce some of the daily frustrations in organized life and result in better communication. (Koontz, 1984, Scalan and Keys, 1979)

Distrust threat and fear: Distrust, threat and fear leads to hinder interpersonal communication. Distrust can be the result of inconsistent behavior by an individual or it can be due to past experiences in which the person was punished for the honesty reporting some unfavourable but true information. Sometimes when threat is perceived whether real or imagined, people tend to become defensive and distort information. In such situations a climate of trust, which facilitates open and honest communication, is needed. (Koontz, 1984, Stone and Freeman, 1998)

Inattention: If the person who is suppose to listen is preoccupied with some other thought, like the family problems in such cases the efforts to communicate will fail as the person is not attentive. (Ahuja, 1997)

Closed minds: Certain people who think that they know everything about a particular subject also create obstacles in the way of effective communication. Persons suffering from the impression of possessing too much knowledge becomes rigid in their attitude. They close their minds tightly to new ideas that are brought to them. (Ahuja, 1997)

Accident: It happens when the choice of language, timing or method of communication is wrong with the best of intentions. Due to this simple misunderstanding quickly becomes a major dispute. (Tyagi, 1997)

Negligence: Negligence occurs when barriers and blockages are allowed to arise by default. (Tyagi, 1997)

Perceptions: The perceptual barriers to communication include the misreading of the message, misreading or mistaking the cues and signals that go with it; seeing what one expects to see and hearing what one expects to hear and misinterpretation of the non-verbal aspects. (Tyagi, 1997, Stone and Freeman 1998)

40

Negativity: Use of negative language is always the constant reception of negatives. It is a major barrier in interpersonal communication. (Tyagi, 1997)

Poor Thinking: A message must be sent at an appropriate time to avoid problems. A last minute communication with a deadline may put too much pressure on the receiver and may result in resentment. One should know when to communicate. (Chandan, 1998)

Inappropriate Channel: Poor choice of channel of communication can also be contributory to the misunderstanding of the message. A person must decide whether the communication be in writing or by telephone call or a face-to-face conversation or a combination of these modes. (Chandan, 1998)

Tendency to Evaluate: A major barrier to the communication is the natural tendency to judge the statement of the person or other group. Everyone tries to evaluate others from his own point of view or experience. Communication requires an open mind and willingness to see things through the eyes of others. (Ahuja, 1997)

Heightened Emotions: Barriers may also arise but in specific situations, e.g.; emotional reaction, physical conditions like noise or insufficient light, past experience, etc. When emotions are strong, it is most difficult to know the frame of mind of the other person or group. (Ahuja, 1997)

Lack of ability to Communicate: All persons do not have the skill to communicate. Skill in communication may come naturally to some, but an average man may need some sort of training and practice by way of interviewing and public speaking etc. (Ahuja, 1997)

Thus, one should attempt to eliminate all barriers so that the communication is clear and to the point, but also try to understand the perceptions and attitudes of the receiver. Only then can the communication have its maximum effect.

1.7 Facilitators for Effective Communication:

Distortion and misunderstandings are always present. Steps must be taken to minimize the chances of misunderstanding and misinterpretation. If high quality and effective communications are to be achieved the following elements should be kept in mind as suggested by Gross Crandall & Knoll (1980), Koontz, O'Donnell and Weihrich (1984), Tyagi (1997), Ahuja (1997), and Chandan (1998), Stone and Freeman (1998).

Listening Skills: Listening is very important part of the communication process. Good listening habits lead to better understanding and good relationship with each other. People want to be heard, want to be taken seriously, want to be understood (Gross, Grandall and Knoll, 1980, Chandan 1998, and Stone and Freeman, 1998)

Feedback: Feedback is very important and it plays very important role in communication. Feedback helps to reduce misunderstandings two-way communication, even though is time consuming, avoids distrust and leads to trust and openness, which builds a healthy relationship contributing to communication effectiveness (Dahama and Bhatnagar, 1985, Chandan, 1998).

The ideas and messages should be clear, brief and precise: The ideas to be communicated must be well planned and clearly identified. The message must be clear, precise, and to the point and free from distortions and noise. It should also be brief so that it is just necessary and sufficient and should avoid meaningless and unnecessary words(Chandan, 1998).

Sense of timing and proper environment for Communication: The message should not only be timely so that the decisions and actions can be taken in time and when necessary, but also the timing of the message and environmental setting in which the message is delivered and received is equally important. The environment involves the physical setting such as whether the communication is conveyed in private or not, and also it involves social climate which determines the work setting as well as interpersonal relationships (Chandan, 1998).

Consultation with other who are involved in planning the communication: If the people have participated in the planning process, they would be highly motivated to give active support to such communication and would try to give active support to such communication (Chandan, 1998).

Proper Follow-up: All communication needs a follow-up to ensure that the message was properly understood. The response and feedback to the communication would determine whether the action to the communication has been prompt, appropriate and accurate (Chandan, 1998)

Communication should be Comprehensive: Communication should be complete so as not only to meet the demands of today but, should also be based on future needs of the individuals. (Gross, Crandall and Knoll, 1980; and Stone and Freeman, 1998)

Empathy: One should develop the empathy by which one can arrive at expectations and anticipations of the internal psychological states of a man. It is important because on uses these expectations in encoding, decoding and responding to messages (Dahama and Bhatnagar, 1985)

Integrity of family members and relationships involved: The basis of this is in the roles, personalities working relations and context of communication involved, it is bounded by the standards of the family which can be maintained by mutual trust and honesty. (Dahama and Bhatnagar, 1985)

Use Proper Language and Media: The language should be simple and direct so that the receiver can easily grasp the information. The selection of the correct media is essential and many communications go wrong because of the wrong choice. (Stone and Freeman, 1998)

Positiveness: Effective communication requires general positive attitudes, values and feelings on the part of all concerned. Language and messages should be therefore reflecting all the associated elements of encouragement, announcement, fulfillment, potential, progress and improvement. (Dahama and Bhatnagar, 1985)

Rules Regulations and Procedure: The purpose of this is to emphasise the standard of behavior and the limitations placed upon people when they carry out their work. It is therefore, essential that they are capable of being understood by all concerned. They should apply equally to everyone. They should be simple, clear and easy to follow. (Tyagi, 1997)

General Factors: These are matters of common courtesy, manners, the extent of genuine and general friendliness of approach between members of the family or an organization. They also contribute to the avoidance of problems and disputes. They also help to develop positive attitudes and values and mutual concern and respect (Tyagi, 1997)

Therefore effective communication is the backbone of a good interpersonal relationships as well as for survival and growth of an individual. It plays an important role in all walks of human life.

1.8   Conflicts and Methods to Resolve Them

> "One of our most common errors in communication in all
> fields and at levels is to take for granted that when we
> talk to others they understood what we say. We assume
> that others use words just as we do. Instead we often talk
> past or by-pass them. We use language in ways that fail
> to convey accurately what we mean what we say is not
> what other hears or what we want them to hear, words,
> ideas, gestures, signs, symbols, none of these
> instruments of communication mean the same to others
> that they mean to us. Yet we blithely assume that they
> do, and risk our welfare upon the assumption that our
> personalities, plans, and purposes will be surely, safely,
> and effectively communicated".
>
> (Harlow, 1957)

When a number of people live together under a common roof conflicts occur 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. 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 six possible outcomes representing different levels of adjustment. (Fallet, 1960)

Dominance: struggle and victory of one side. In the dominance method one person forces the other to obey it. It may be physical or mental force and the person accepts it. For e.g. parents force the child to study hard to achieve good grades in the class.

Voluntary Submission: Voluntary submission of one side. A person can accept the force according to his/her wish and according to his/her likes and dislikes for e.g. If the child is not interested in doing household chores the parents leave up to the child whether he/she wants to do household chores or not.

Compromise: Compromise is possible by the contribution of the two person or more. There is some voluntary yielding on all side without which the essential harmony of feeling or resolution of fundamental differences is not possible for e.g. 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 raise his goal for level of achievement.

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

Conversion: In this, all the members of the group agree for the solution and they have to choose among these after weighing all the situations and decide if the decisions were to be made a new one.

Acceptance of Differences: The last method of adjusting or solving conflicts is acceptance of differences. In this the policy of "live and let live " works. It is the feeling about the differences, which determines the success of this type of solution.

It is most important to understand that there is no conflict on the earth, which cannot be solved when there are noble intentions on both the sides.

2. Values

Human life is basically a social life conforming people to the modes, norms and values set up by the society, They live in these modes, norms and values sum up those qualities which held individuals to discriminate between the right and the wrong the good and the bad, the desirable and the undesirable.

Values were once the prime concern of philosophy but today they pertain to many fields, which include Anthropology, Sociology, Economics, Management and Home Economics They are however defined and expressed differently by all these disciplines, The term value is therefore of great importance in the present era because of its permeation in all spheres of life.

An individual learns his values from varied sources. These may include his closest associates, his religion, culture and his experience. Hence one's way of life and thinking is manifested by the values he hold. It can therefore be concluded that behavior is intricately blended with the values held by the individual. It can also be said that value of any individual can be identified by placing him in a conflicting situation, permitting more than one cause of action.

Definition, meaning and importance of values

Values are individual factors in management and human behaviors. They provide a basis for judgment, discrimination and analysis and it is these qualities that make intelligent choices possible between alternatives. It is the capacity of an individual or an object to satisfy human desire. The concept of values is very vague and objective but very important to human life. They are the force behind, one's action and basis for setting goals. Our decision is based on values and our values are identified by the choices we make.

Values give meaning to life in larger part; they answer the question of why we make a choice between two or more courses of action. They give direction through the importance faced on objects, situations and ways of doing things (Varghese, Ogale and Srinivasan,1985). It can therefore be observed that a value is very precious as well as important to the person who holds it. This is attributed to the fact that it possesses the quality of being desirable and satisfying. It tends to endure through a persons lifetime. Values are relatively stable but tend to change gradually.

Jacob and Flink (1962) are of the view that values are:

> "Normative standards by which human beings are influenced in their choice among the alternative courses of action".

Though values are vague and subjective yet they are used repeatedly in our everyday speech and actions. Values control the behavior of people by giving meaning, direction and consistency of their lives. It can therefore be expressed that values are the true ruling forces in our lives. (Hawkes, 1962 as cited in Pabha, 1977)

For an individual kohlmann has stated that values

> "...are an idea of conditions and objects that give meaning to life for him and reality as he thinks it ought to be"

An individual may have either positive and negative values or a combination of both. Those persons who are of the idea of achieving a higher degree of self –actualization bring to the forefront all their positive values which are in general socially accepted by society, while the negative values become distinct or unoperative. Hence, it can be said that values define limits of permissible behavior.

Also, that values are intricately embedded in our culture values are gathered and assimilated from culture, religion, events, experiences etc. Once they get

manifested in the individual they tend to develop in a self-creative way and since they endure through one's life span they continually mold a person into their own making.

Hawkes (1962) had stated that,

> "...our values are modified by time they are added to with each of our actions and experiences. Moreover as we grow older the value core becomes harder and harder".

It can therefore be said that values affect the way an individual will react when placed in a conflicting situation where many alternatives are available.

Sources of Values

Values grow out of human interests and desires. They are the products of interaction between individuals and some object or situation in his environment. It is like a stimulus response action. Values differ in different culture and children absorb the values of their own culture. Thus individual gets the values of their own culture. The realization of the values happens through the act of valuing or pricing or choosing way one uses his resources. The family has major responsibility for fostering values among the member The family is not only the best conveyer of values but is the producer of values. An individual also develops some of his values from neighbours, community, society and culture as whole with which he has interactions. Some of the values which may be held by an individual may be achievement, work, family unity, beauty, comfort, convenience, leisure, efficiency, ambition, play, art, privacy, knowledge etc.

Classification of values

Value may be classified into two categories, intrinsic and instrumental (Deacon and Firebaugh, 1975, Nickell, Rice and Tucker, 1976; Gross, Crandall and Knoll, 1980). An intrinsic value is one that is important and desirable for its own sake. It is worthy of being sought for itself alone. Human dignity, aesthetics, or love with their many facets are intrinsic values that have merit in themselves.

An instrumental value is a means of attaining other values. Some values are both intrinsic and instrumental. All values are interdependent and closely related, and provide guidance in individual and family behavior.

According to Nickel, Rice and Tucker, (1976) values can be verbalized and held at a conscious- level explicit or held subconsciously and recognized only in behavior-implicit.

Value pattern can develop into a ranking or hierarchical arrangement. Intrinsic values according to Gross, Crandall and Knoll, (1980) are more important than the changeable instrumental values because of their relative permanence. Values also guide people towards consistency in decision-making.
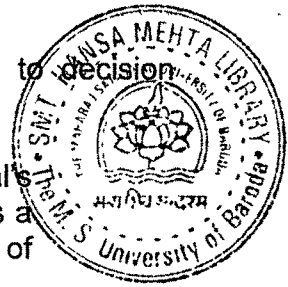
Values in Management

> "...values function as the most basic underlying force in directing managerial activity".
>
> (Schlater, 1967)

Understanding and identification of values that initiate individuals to select family goals increases understanding of management.

Linton (1954) in his definition of values defines their relation to decision making.

> "...value is thus anything capable of influencing the individual's decisions, in choice situations, or going one step back, and is a necessary preliminary to such influence any thing capable of producing an emotional response".

In the home, management does not take the role of mere performance of work; rather it takes the form of activity, which is directed, by conscious or deliberate decision making. Management is therefore action oriented in the sense that it involves bringing about changes in a systematized manner hence in achieving goals or desired ends; families are often required to make decisions and implement them. According to Gross, Crandall and Knoll (1980) "Decisions are motivated by values and goals" A strong link between managerial activity, decision-making and values can be observed. Values underlie decision making, while decision making directs all managerial activity. Hence, home managers in order to manage their homes effectively need to be very conscious of the values they hold.

Kluckhohn (1962) differentiates values and goals.

> 'Values are not the concrete goals of behavior, but rather aspects of those goals. Values appear as the criteria against which goals are chosen and as the implication which these goals have in the situation".

Hence, it can be concluded that values are intimately convened with goals, and when values are verbalized they can be transacted through decision making into the goals thought desirable by an individual thus enhancing effective management in the home

It can be summarized that our human society has always laid emphasis on values and attitudes of an individual. If a society is to have an efficient and effective functioning they must incorporate a strong value base. Today in a

continuous changing   condition, values are left far behind in the race with time or finding solution to problems and achieve success in life. Thus today we see, the gross erosion of values of individuals to keep pace with society in order to fulfill ones desire to be at the top.

Values is the most emerging concept in every field at present and each person whether an institution or an organization wants to incorporate it for the sake of a better future for the coming generations. (Sharma, and Shah, 2002).

Values can be held on a personal, family, or cultural level. Sharing them among family members or within a community or nation can produce feeling of unity of purpose. Older family members transmit their meaning of values to younger people in the group. The process of learning about values is gradual, although values can and do change, they are relatively stable. Values can influence behavior when more than one course of action is available. Through decision making people demonstrate what they consider consider to be good important or desirable. In this selecting process people encounter conflict-differences between the current situations and expectations. This conflict can be internal, or their can be conflict in meaning or priorities of values with other people. Conflicts with other people's values can be resolved by accepting interpersonal differences, priorities or by redefining values (Nickel, Rice and Tucker, 1976)

Thus values are influential in determining quality of life and do affect decision-making which indirectly affects the communication, among family members.

3. Decision Making

In home, management does not take the role of mere performance of work, rather it takes the form of an activity which is directed by conscious decision making. Management is action oriented, in the sense that it involves bringing about changes in a systematized manner. Hence in achieving goals or

desired ends, families are often required to make decisions and implement them.

In managing homes all families make decisions related to the different managerial activities taking place within or outside the home. Through decision making one can make things happen rather than let them happen.

Family decisions involve a complex interplay between and among individuals and environments. Decision-making is an increasingly important aspect of daily living. (Deacon and Firebaugh, 1975).

According to Paolucci (1977)" wise decision making in families is crucial to creating home environment that will aid each person to develop his or her potential. The family of today has both the opportunity and responsibility to make decisions that will assure the continuance of all that makes people human, the ability to shape value systems determine goals, and use the resources judiciously in carrying out functions and educating. Appropriate decisions can improve the quality of life and preserve our natural environment.

Management requires decision making at every single step. Home management is a mental process through which one plans, controls and evaluates the use of family resources to achieve the family goals. Each of these steps requires many interrelated decisions therefore decision-making is considered as the crux of management.(Gross, Crandall and Knoll, 1980)

The decision making steps include, the first step which is the recognition that a problem exists and defining it. After recognizing the problem the decision maker should examine all the information related to the problem and choose one alternative course over another. And lastly carry out the course of action and evaluate it in the light of the ultimate goals.

Family Decision Making

Families decision-making is unique in comparison with that of other groups or individuals because of their long term, daily interactions. The key to individual decision-making is in the awareness and evaluation of alternatives. According to Nickel, Rice and Tucker (1976) family decision making can occur in an atmosphere of competition or interpersonal conflict or in an atmosphere of cooperation. Because families are groups of people with differing ages and experiences and with common goals, the composition of a family may also influence the use of decision making components. The number of family members also has on impact on family decision-making. Each member has personal goals, individual commitments outside the family group and unique personality. Some form of centralized authority or leadership is needed to coordinate member's activities, to promote sharing of ideas and to encourage valuation of decision-making. Power is the potential influence that one person or group has over another. Power may or may not be shared in family decision-making. Dominance is a classification used if one person or part of the group has more influence than others in a group. Equalitarian decision-making is the term used to describe shared power. Atonomic decision-making is the delegating of decisions to other family members. Nowadays all the family members have influence in decision-making. This sharing of decision making among all family members is refereed to as democratic decision-making. Communication among family members and others in the near environment is very closely interwoven with decision-making. Since decision-making is a basic process of management importance of communication as a concept in management needs to be emphasized.

Decision-making is the positive guide to action and it offers an intellectual challenge to every individual to make decisions, and decision if made wisely, help to achieve the greatest possible goals.

According to Dorothy (1973) "Family decisions may be made by one person, but, major decisions often involve more that one person in the decision making process. The extent of the participation in a decision by the various members will depend both on the types of decision being made and on the attitude of the family members about who should make it. Some families are very authoritarian and the husband makes most of the important decisions. Others divide the responsibilities for decision making. In some the major decisions may be made jointly by the husband and wife but operational decisions involved in the running of the household are made by the wife. The influence of the children on family decisions varies greatly. A son or daughter who is working or contributing to the family income may have a considerable role in family decision".

Thus making the best decision helps families to create an environment in which they can work together to attain their group and individual . Successful home management depends on well thought of decisions based on value goals and homemaking standards and responsibilities. Good choice improve family living. For this reason, decision-making becomes a necessary chore in the family life.

II.   Research Studies

The research studies relevant to the present investigation are presented here.

Conflicts between parents and youths:

Block (1937), studied "Conflicts of adolescents with their parents". Total number of sample was 528 junior and senior high school boys and girls, They were interviewed over a period of five years and then index of conflicts indicated by students were studied by means of questionnaire. Findings of the study revealed that about half of the respondents had conflicts with their mothers, as decision regarding what they wear and how they dress up and

what types of clothes they should buy. It was found that majority of the mothers were not happy with their adolescents daughters because they used lipstick. These results indicated that conflict were due to difference in thinking regarding personal appearance, habits and manners.

Connor, Jahannis and Warter (1951) studied parent adolescent conflicts. Findings showed that the area 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. Conflict arose in the area of education also, regarding grades, types of educational field, and what type of job to be taken. It was found that there was more conflict between mother and daughter regarding standards and values of personal appearance The study showed that number of conflict declined between high school and college because of students not living at home and as well as a function of the students maturation process.

Pathak (1960) conducted a study of university students with regard to their acceptance of parental norms. 30 respondents were selected from the university. Questionnaire was used as a tool of data collection. Major findings were acceptance in case of visiting movies and visiting hotels'; parental norms are reported to fairly strict and consistent in expecting a certain pattern of behavior from their children. The analysis of parental expectations with regard to keeping accounts of expenditure reveals that a majority of parents accept their children to keep accounts of the personal expenditure periodically. A definite degree of restrictions is found to be put on taking non-vegetarian food and on the habit of smoking. It could be concluded that the behavior of the students manifest a greater amount of disagreement with the parental norms of conduct than the expressions of their own views about the same conducts do It could be concluded that the parents were more or less particular about each of the conducts.

Lynnette (1990) did an exploratory study on the conflict /group decision making link. The goal of the research reported in this dissertation was to enhance understanding of the conflict process as it relates to group decision-making. Although group discussion researchers agree that conflict is an expected component of decision-making, existing research reveals little in the way of an explanation of the role-played by communication in the management and resolution of conflict in order for groups to reach the most appropriate decision.

To facilitate greater understanding of the type of conflict present in-group decision-making, the disagreement episode concept was introduced. Defined as a period of sustained disagreement characterized by opposing viewpoints on an issue facing the group, these episodes were offered as likely manifestations of conflict in groups.

The research sought to answer four major questions (1) What is the relationship between the presence of disagreement and decision quality? (2) What strategies and tactics do decision –making groups use to manage disagreements? (3) Are there strategies or tactics for disagreement management other than those discussed in existing conflict literature? (4) What is the relationship between strategies and decision quality? Forty-three groups, consisting of three of five members, participated in a decision – making exercise. The disagreement episodes present in these groups provided the unit of analysis.

Results indicate the integrative, followed by the distributive strategy to be the most frequently employed strategies in disagreement episodes Further, groups arriving at correct decisions were most likely to use integrative tactics, while low quality groups made use of passive-indirect tactics most often. Also, in general, groups with disagreements tended to make better decisions than those without them.

Marie (1992) conducted a study on "Predicting adolescents' responses during conflict with their parents". An explication and initial test of the Identity Maintenance Model. The Cognitive Communicator Characteristic Model was reformulated to form (IMM) a cognitive affective model of interpersonal interaction. The IMM postulates that cognitive structures in the from of role identity goals have considerable impact on behavioral dispositions. However these dispositions are moderated by contextual self-esteem (CSE) in moderately or highly negative affective conditions. The model was tested in the context of parent adolescent conflict. Study one determined the triggers of affective assessment and study two tested the hypotheses stipulated by the model. When applied to parent adolescent conflict the IMM predicted that as adolescents CSE and negative affect increased, adolescents would use more competitive than cooperative strategies while as CSE decreased and negative affect increased, adolescents would display no change in use of cooperative relative to competitive strategies. This hypothesis was not supported Rather, main effects for CSE and affect intensity obtained such that as CSE increased, the use of cooperative strategies increased and as affective intensity increased, the use of competitive strategies increased. It also was predicted that as contextual self- esteem decreased and negative affect increased, adolescent would use more avoidance rather than competitive approach strategies. This hypothesis also was not supported. Instead, a main effect for affective condition obtained such that as negative affect increased, the use of competitive approach moves also increased. Self-monitoring was added to the model because the IMM stipulates that high self monitors are more likely to recognize identity needs and make the related adjustments in behavior, This stipulation was not supported. Results revealed that high CSE and high self monitoring had similar effects on conflict strategy choice. That is they both were associated with relatively competent use of conflict strategies, unless the conflict was highly charged. However, low CSE/ low self-monitoring adolescents clearly showed little change in behavior across minimally moderately & highly negative affect conditions.

Yvonne (`1999) studied conflict within adult daughter-father relationships. The study was designed to explore the perceptions of adult daughters and fathers about the nature of their relationships, especially in terms of the conflict they experienced. An abundance of literature and research exists on mother-daughter relationship; however, research about the relationships shared between adult daughters and fathers is scare. Studies that explore the conflict within this dyad are even rarer. Aspects of the relationship and conflict that were covered in this study included the meaning of the conflict, experience of a conflict, conflict styles, closeness or distance, and conversation with others about the adult daughter-father relationship.

Eighty-nine participants were involved in the study. Twelve focus groups with 4-5 members in each group and 40 individual interviews were conducted to obtained data about adult daughter-father relationships. The sample for the study consisted of daughters who were over the age of 18 and fathers who had at least one biological daughter. Diversity was represented in aspects such as racial and ethnic identity, age, occupation, education, and socioeconomic class.

Key findings revealed that the concept of "conflict" evoked negative connotations for adult daughters and fathers, regardless whether relationships were healthy or unhealthy. Both groups of participants talked about money issues. Fathers and adult daughter discussed how the topic of dating and the selection of mates instigated conflict. Conflicts also involved the decisions daughters made about their educations or careers. Daughters lamented that their fathers were not there for them, and fathers admitted that they were always involved with the daughters' lives.

Most adult daughters and fathers tended to avoid conflict. While daughters would often accommodate their fathers during conflict, the men would differ the problem or conflict to their wives. Only a few participants used compromise or collaboration to manage conflict. Closeness meant a variety of

different things to both adult daughters and fathers, and closeness was linked with the prevalence and negotiations of conflict. The definition of closeness ranged from sharing activities together to disclosing emotions and feelings. Finally, the degree of closeness tended to impact the management of conflict. That is, fathers and adult daughters who claimed to be extremely close and loving to one another often used collaboration and compromise during conflict episodes.

Mc Nulty's (2000) conducted a research on "A model of intergenerational conflict: Insights from a discourse analysis of young old conflict interaction". A model constructed from communication accommodation theory and communication and conflict theory proved useful for analyzing conflict between pairs of college students and active older adults. Discourse analysis of twenty two conversations based on a problem-solving scenario indicated age-based differences in conflict strategies. Research questions addressed were. What are the predominant conflict strategies being used? How are specific conflict strategies related to an interactant's age? How do the age differences of participants influence conflict talk's nature and course? Do societal stereotypes of age influences interaction? Subtle strategies were identified in the discourse. Older adults used distributive strategies of dominating through knowledge and experience, invoking a social norm, and doing the right thing. Younger adults used distributive strategies of challenging or countering and 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 unconditional agreement used by younger adults, and capitulation and unconditional agreement used by older adults. Analysis of conflict sequences revealed patterns of interaction that generally held throughout a conversation. Matching of partners according to high of low stereotypical expectations of the other age group confirmed that high

stereotype pairs used more distributive strategies while partners without age-based expectations tended to use integrative behaviors.

Parent-child communication:

Elizabeth (1998) did a study on children's perceptions of parental favoritism as mediating the relationship between discrepant parent-children communication and child outcomes. One of the most prominent ways in which parents influenced their children's development is how they communicate with them. The literature consistently demonstrates that repeated negative parent-child communication, those which arise as a consequence of a parent communicating differently to his/her children, have adverse consequence for children development. Curiously though, the findings are not consistent throughout the literature

Recent speculation in the child development literature suggest that perhaps children's perception of the way their parents treat them may mediate the relationship between differences in parent-children communication and negative child outcomes. For example, if a child perceive her parents' treatment as only *occasionally* favoring her sibling, the impact of this treatment on her psychosocial adjustment should be less troublesome then if she perceives her parents' treatment as *consistently* favoring her sibling.

Grounded in structural systems theory, the present study was thus designed to ascertain whether or not children's perceptions of favoritism mediate the association between researcher-observed differences in parent-children communications and child outcomes. The sample for this project was 46 intact two child families. The data include family members' reports of parental favoritism, the quality of sibling relationship, the children psychosocial adjustment, and overall family functioning, as well as observations of family interaction.

Overall, the results of this study indicated that under certain conditions when the parents were observed communicating differently toward one child than they did toward the other, the children's views of their family's functioning were influenced. Additionally, in some cases difference in parents' communication with their two children were related to their children's perceptions of parental favoritism. Thirdly, under certain circumstances children's perceptions of their parents' favoring treatment were related to the way the children viewed family functioning, sibling relationship quality, and their own self-competence. Finally, the result from the mediational hypotheses revealed, that at least in some cases variance in the outcome measures explained by parents' differential communication behavior could be attributed to the mediational role that children's perceptions of their parents' treatment plays.

Jean (1990) studied Parent-child communication and Coorientation in four family communication types. The present study addressed the following questions· What are the relation between S.H. Chaffee's and J.M. McLeod's (1968 and 1972) Family Communication Pattern (FCP) types and (a) the components of self-concept (b) Parent-child Coorientation (Agreement, Accuracy and Congruence) (c) communication activities (frequency and quality of the parent to child talk), and (d) social indicators (demographics)?

The sample included 62 third and forth grade girls and boys from Tallahassee, Florida, their mothers and 54 of their fathers. Each parents completed a self-administered questionnaire, while the child, the object of the orientation, answered the similar questions in a one-on-one interview with a trained interviewer (a) to determine the parent-child Agreement on each question, the child Accuracy in predicting the parents' response, and the child Congruence with the parent concerning five components of self-concept. Data were also collected on (b) parent-child talk frequency and quality, (c) the child's self-orientation, and (d) social indicators.

Chi-square analyses revealed that (a) neither self-concept components nor Accuracy variables were related to FCP types; but (b) the child's Agreement with mother on popularity, Congruency with the father and mother on popularity, and with the mother on neatness and talent were related to FCP types. (c) Frequency of the child's talk on weekends with the father, and the quality of the mother's talk that reflects her belief in the child's ability to do things, as well as (d) the child's grade in the school were also related to FCP types. Thus, the FCP profile was expanded.

Parental control/ behavior:

A study was conducted by Schab (1969) to know the, adolescent attitude about parental control. Findings of the study revealed that adolescent regarded that their parents were sometimes strict and sometimes lenient. They agreed that parents should not try to interfere in their choice of friends. It was noted that there was difference in parental control because of sex, girls received more control than boys. Another difference was evident, that boys were somewhat more independent than girls for selection of male

Ahuja (1973) studied the college girls with reference to parental control The main aim of the study was to know the areas of control and ways adopted by adolescence group to manifest those conflicts. It was an exploratory study. Questionnaire was used for data collection. 154 female students studying in M.S.University staying in various Halls of residence were studied. The major findings were as follows.

(i) In the area of vocation nearly half of the respondents parents were not in favor of vocation after respondents study.

(ii) 90 out of 154 respondents do not like to select the job of parents liking.

(iii) The views of the parents and respondents differ from each other in the area of education, customs, cosmetics and ornaments, leisure and entertainment, social, religious and domestic work.

(iv) It was found that majority of the respondents keep quite at the time of disagreement with parents.

(v) Half of the respondents said that parental control on them is appropriate and necessary in one form or the other, and it is useful for them.

Dhamni, Sathyavathi and Murthy (1978) administered the interpersonal checklist to 290 individuals (mean age 21.60 yrs.) to assess, their perception of their parents. The results showed that:-

(i) Subjects perceived their fathers as more domineering than loving

(ii) Subjects viewed themselves as more loving than their fathers.

(iii) Majority of the fathers were perceived as autocratic and most mothers as normal.

(iv) Most of the subjects felt that they as well as their parents were operating at the maladjusted level of interpersonal behavior.

Slienberg, Detmen and Mounts (1989) conducted a research on authoritative parenting, psychosocial maturity and academic success among adolescents. The overtime relation between three aspects of authoritative parenting acceptance, psychological autonomy and behavior control and school achievement was examined in a sample of 120 10-16 years old in order to test the hypothesis that the authoritative parenting facilitates, rather than simply accompanies school success. In addition, the mediating role of the youngsters psychosocial maturity was studied. Results indicated that:

(i) Authoritative parenting facilitates adolescent academic success

(ii) Each components of authoritativeness studied makes an independent contribution to achieve.

(iii) The positive impact of authoritativeness on the development of a healthy sense of autonomy and more, specifically a healthy psychological orientation towards work.

Hegde and Gaonkar (1991) studied the perception of parental control by adolescents. The problem of sociological, psychological and cultural

64

differences between parents and children are always faced since ages. The present study has been carried out to find the perception of parental control by the adolescent on different activities such as social academic leisure time, household, discipline and behavior. One hundred and twenty six adolescents between the age group of 13 to 18 years were selected from high school and colleges. The perception of parental control by the adolescents in different areas were elicited by using pretested questionnaire. The study revealed that girls perceived that their parental control was more on their social and household activities whereas boys perceived that their parental control was more on their academic activities. Further study also revealed that, adolescents from joint families, adolescents who belong to Muslim religion and whose parents were in Clerical job, perceived their parental control, was more only on social activities.

Jauhari (1993) studied personality traits of adolescents and their perception of parental behavior with the objective to investigate and examine parental behavior. The design of the study was exploratory. The sample consisted of 60 adolescents from 9th and 10th standard of Baroda High school. 30 were male and 30 females. The purposive sampling method was used to collect the sample. From the study it was concluded that boys have 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 active involvement and mother high on the scale of conformity. They had rated their mother low on the scale of active involvement. The girls on the other hand had rated both the parents low on the scale of hostile control. They had rated their father low on the scale of rejection and mother high on the same. 75% of the respondents had high level of insecurity. More females feel insecure than males.

65

Perception of youth towards aged:

Coming to the perception of youth towards aged in a study of 142 psychology graduates, Tuckman and Lorge (1952) reported that at least one third of the respondents perceived old age as stubborn touchy, engaging in frequent quarrels with their children and relatively bossy and meddling other people's affairs. Golde and Koyan (1959) also found that younger people have negative attitude towards the old. Becker and Tayler (1960) reported mixed views. They found that students living with great grandparents endorse fewer negative stereotypes than with these living with grandparents only.

In India, studies depicting how old people's family members or relatives with whom they live perceive them are very limited. One such study conducted by Vermani and Sharma (1960) with the objective to study the attitude of youth towards the aged and to assess the impact of education of the younger people's perception of the aged, had the following conclusion. Old age is still associated with negative feelings. Majority of the respondents had feelings of discomfort and tension in the presence of the old people. About interpersonal relations, majority of the respondents from the younger generation expressed problems with the aged but such a feeling tended to decrease with an increase in the educational level. Regarding the qualities of old people about their behavior, habits, nature, and way of life, physical outlook, etc. majority of the respondents had negative feelings. Much of such feelings decreased with an increase in the educational level of the respondents.

In another study conducted by Kaur, Jain and Sardana (year unknown) to determine the attitude of the second generation towards aged. The following result was obtained. The second generation felt that the aged are alienated, suspicious and in the bad habit of boasting about their own children. They have high expectations of others are quarrelsome and unfriendly. Among positive attitudes were religiosity, kind heartedness, interesting child caring etc Despite the fact that the youth had both negative and positive attitudes the

66

general opinion has to respect them but to keep them away from the families. They also perceived the aged as a burden on the family and the society and their presence and irked most respondents.

Mehta (1997) studied the grandparent's role in today's families with the objective of viewing the role of elderlies as 'grandparents' as well as to evaluate their role in child rearing and use of disciplinary techniques. This was an exploratory study. The sample of the study comprised of 60 samples consisting of 30 couples. Interview schedule was used for the data collection. The major findings were as follows:

(i) 98.33 % of grandparents have stressed on teaching the value of honesty than emphasize empathy, value of service to others.

(ii) Nearly half of the grandmother play an active role in value inculcation.

(iii) Half of the grandparents say that their grandchildren disobey them sometimes and only 3.33% of the grandchildren never disobey.

(iv) All the grandparents resort to giving advice when their grandchildren disobey.

(v) Majority of the grandparents revealed that they take up a democratic approach in disciplining their grandchildren.

Kulkarni (1997) studied attitude of the youth towards elderly. The main objective was to determine the inherited culture and contemporary views on old age, the factors influencing these views and the ways and means to modify them. The sample of the study comprised of 95 postgraduate students of social science subjects of the MSU of Baroda. Interview schedule was used to collect data. The major findings were as follows.

(i) It was found that females had a generally better attitude towards elderly than the males. This shows they accept them better than the males. They overlook their conservatives and rigidity and consequently, in all other aspects they have a much higher opinion of the elderly.

(ii) Youths from smaller families have higher attitudes regarding financial position of the elderly, their insecurity, their best time in life, their sexuality,

and their interference. Youths from large families have higher attitudes towards the physical characteristics of the elderly, their personality traits, their conservatives and their perception of how secure and healthy their own future is.

(iii) Youths whose grandparents are not dependent on them have generally higher attitudes towards elderly except the perception of their financial security. Thus dependence of the grandparents on the families of the youths adversely affects their attitude towards elderly.

(iv) Youths whose interaction on with their grandparents is only upto 10 years of age, have significantly higher attitude towards elderly. Youths whose interaction with their grandparents is beyond childhood show fewer beliefs in the negative stereotypes associated with the elderly

(v) The attitude towards the physical characteristics of the elderly, their mental disturbances and their activities and interests, the attitudes is lowest towards grandparents aged 70-80 years. It is better for grandparents aged more then 80 years and best for grandparents aged between 60-70 years.

(vi)Towards the financial aspect of the elderly, more youths have higher attitudes as the health of their grandparents declines whereas with deteriorating health the youths perceive the interpersonal relations of the elderly with other family members to be deteriorating

(vii) The attitude towards elderly who are salaried employees and other professionals like lawyers is slightly higher than towards businessmen and farmers.

Communication gap:

Anandlakshmi (1970) in Seminar on "The Indian Family in the change and challenge of the 70's "reflected that" Psychologically this aspect of generation gap is equivalent to a communication gap and this implies on inability or unwillingness to communicate effectively with the other age group so inter familiar tensions emerge". The children of this age, are trying to adjust with the new world by accepting new ways and values while on the other hand the parents are trying to adjust themselves in their middle period of life. There is

no common ground between them where they can discuss about any adjustment in any field.

Bakshi (1972) studied "Generation gap as understood by Teenagers". The objective of the study was to get a better understanding of the problem of generation gap and its various implications. The sample of the study comprised of 25 girls and 25 boys from IX and X standard. Questionnaire was used for data collection From the analysis of the data it was found that the teenagers perceive more gap in certain areas namely reactional areas like time spent on movies, type of movies, time spent on light reading, vocational choice, mixing with opposite sex, respect for parents and elders, following traditional ritualistic practices and the area where less gap was perceived were type of music, extra curricular activity, item spent on study, choice of same sex friend, spending money, liking for modern set up of society, adhering to the honesty, adhering to respect of religions authorities.

Madathiparampil (1972) studied generation gap as understood by teenagers. The study covered the broad areas namely personal data, interest and hobbies, light readings, education, religion and social aspects. The sample of the study comprised of 50 students from Xth standard of two English Medium School of Baroda selected by simple random method. Questionnaire was used for data collection. The major findings were as follows.

i)   The teenagers perceived partial gap between them and their parents in certain areas in the other areas the gap perceived is less.

ii)   The areas where gap is more are movies, music light reading, choice of vocation, choice of marriage, time spent on studies, respect for parents respect for religious authorities, following traditional ritualistic practices. The areas where gap perceived is less are liking for type of family, mixing with opposite sex, selection of friends, liking for the present set up of society, distribution of property among boys and girls.

Mallya (1972) studied Generation gap as perceived by teenagers. The main aim of the study was to know the feelings and perceptions of the teenager girls as regards to their parents. The sample of the study comprised of 50 home Science girls aged 19. They were selected through random sampling technique. The major findings were as follows.

i)   In recreation, there is no gap as far as music is concerned, more so for the higher income group.

ii)   For movies there is a gap and the higher the income the lesser the gap

iii) In light reading, there is a gap and it is notable in the higher income group.

iv)   There is a partial gap when freedom with opposite sex is concerned.

v)   In the area of marriage there is a gap.

vi)   There is no gap in the amount of respect given to parents and elders.

Sethi (1977) studied parent-youth "Communication gap" perception in Ahmedabad with the objective to see whether a communication gap exists between the parent and youth and to go further in the associated factors of this gap. Questionnaire was used for data correction. It was an exploratory and a fact finding one in the field of communication .The sample of the study comprised of 50 first and third year students of St Xaviers College Ahmedabad.

The data analysis revealed that

i)   Partial communication gap between the parents and youth is definitely present.

ii)   This Communication gap is greater at the extreme levels of income and is greater in case of females as compared to males.

iii) The time spent together by the parent youth is on the decrease and becomes an important causal component for this gap.

iv)   Value conflicts on areas like career and study time, and moving with opposite sex are a greater bone of contention than areas like staying out late at night and choice of friends in causing conflict.

v)   Youth suffer from a great deal of internal conflict which is duly manifested in their communication with parents

vi) The youth are far apart as regards social distance with their parents is concerned.

vii) Finally, the parent youth communication is usually crossed and not in the save wave length.

International Seminar (1982) on "Interaction between the elderly and the young found out that 'Insufficient adult education widened the generation gap, causing the youth to hold their elderly in contempt". Parents do not understand the physical as well as the psychological changes which take place during the adolescence period of life and they still have emotional need for children. They often show strenuous resistance where youth fights for his independence.

Desai (1990) studied generation gap as perceived by adolescent girls with the objective of assessing the extent of generation gap among the adolescents. It was an exploratory study. The sample of the study consisted on 50 adolescent girls studying in 11th and 12th standard of science and commerce selected through random sampling method. Questionnaire was used as a tool of data collection. The major finding were as follows.

i)   The respondents who have parents with education of more then graduation level feels less generation gap whereas respondents who had no graduate parents feel more generation gap between them and their parents.

ii) Majority of the respondents had trust in their religion, interest in religious activities and positive attitude towards another religion

iii) The generation gap is less where the children prefer arranged marriage.

iv) A majority of the respondents felt that there is identity crisis with their parents which is observed to decrease as the fathers education increases.

v) Equal number of respondents feel generation gap from joint family and nuclear family so it can be concluded that family pattern does not have much influence on a generation gap

Shah (1990) studied generation gap perceived by adolescent boys with the objective to study areas of difference of opinion, nature of generation gap, effect of generation gap and ways of reducing this gap. It was an exploratory study. The sample comprised of 50 students of 11th commerce of Bright English Medium School selected through systematic random sampling method of data collection. The Major findings were as follows.

i) Majority (80%) of the respondents had difference of opinion with their parents in the area of religion The highest generation gap is observed in this area followed by the area of opposite sex friendship, leisure time activities and lastly choice of career.

ii) 18% of the respondents had stated that lack of mutual understanding is the main reason of increasing the generation gap.

iii) 26% respondents believed that there were some good qualities in old generation such as self-discipline, sense of responsibility, punctuality etc.

iv) Higher generation gap was seen in families where is the education of parents was less. This suggests the importance of education for reducing generation gap.

Values held by people:

Hariasra (1972) had done a study on "Values of the adolescents and adults" The purpose of the study was to find out if there is difference between value preference between adolescents and adult due to age factor and also difference between boys and girls due to sex factor. The sample was selected from Marwari community in the areas of Jodhpur city of Rajasthan. Two groups were taken. The first was adolescents group which includes 25 girls and 25 boys of Jodhpur University. The age ranged from 15-19 years. The

second group was of adults which was taken of the fathers of boys and girls, the total sample was 100. To know the difference of the value preference on both these group value tests was constructed. From the findings it was revealed that there was significant correlation between the value preferences of adolescents and adults for universal positive, negative, personality and social values as correlation was 0.83, 0.91 and 0.92 respectively. Adults gave first preference to truth, whereas adolescents gave to freedom and fame. For universal personal value adult prefer spontaneity the most whereas adolescents 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 an exploratory study of values underlying the family decisions made by homemakers. For this purpose projective technique of incomplete story completion was used. The sample of the study consisted of 60 homemaker out of which 30 were working and 30 non-working homemakers. The findings of the study were as follows:

i)   Economic and social values were dominant normal characteristics of the group of the middle-income homemakers studied.

ii)   Though majority of homemakers studied in the present sample were graduate, traditional values were still to be held significantly by them

iii)   Values held by the respondents did not change but their dominance changed with change in decision situations.

De Deepak (2000) conducted a study to find out sources of values within the individuals. One of the important values within the individual is progressivism. Progressivism is a positive attitude of an individual to change and to adopt new ideas. Socio-economic status, education, knowledge, source of information utilized, innovative orientation and entrepreneurship exert their influence positively and significantly on progressive values of an individual. All the selected predictor variables taken together explained to the extent of 48 per cent variation on the progressive values.

Jacob and Shah (2000) conducted a study to identity the desirable values needed for the students of Home science. The sample consisted of 51 Senior Home Scientists who were having experience in teaching, research and extension activities in various reputed Home Science institutes in India. Check list was used as the tool for data collection. The data were computed and intensity indices were calculated for the study. The findings of the study revealed that dignity of labour, familism, collectivism, gender equality and vocationalism were the values identified for the students of Home Science to cope up with the changing world and for their personal, social and professional development.

Jacob and Shah (2000) conducted a study on selected desirable values of under graduate students of Home Science in the state of Gujarat. The sample consisted of 600 final year students of under graduation from fifteen colleges offering Home Science program under different universities in Gujarat .The tools of research consisted of a questionnaire, checklist, standardized scale, rating scale and situational test. The major finding of the study were: The level of values was moderate overall and among the different universities. Among the values, gender equality had the highest and collectivism had the lowest intensity indices. The correlation among and between the different values was significant and positive. The Gujarat Vidyapith, The Maharaja Sayajirao University were found to be the leading universities in terms of the overall level of values. Wherever, the significant differences were found, the respondents with high academic achievement, high family climate, high vocational aspiration, high level of mother's education and high socio economic status were found to have higher level of values than the respondens with low level of these personal and familial values. The higher the level of personal and familial variables, the higher was the level of in each individual university.

Patel (2002) conducted study on Role of family in value education. An attempt was made through this study to find out the position of education in value hierarchy held by parents. The sample of the study comprised of 120 respondents (mother of children studying in primary school) selected through systematic random sampling technique. Interview schedule was used for data collection. The study revealed that in the boy child's family the education ranked third among value hierarchy. It shows that among the first five important values education holds a place. Further it was observed that in the girl child's family education ranked fourth in the value hierarchy held by parents. So it can be said that there exists a difference in the importance of values among boys and girl child parents.

Decision Making:

Master (1964) conducted a study to find the factors influencing the decision-making responsibilities of B.Sc, Second year students. She found that students belonging to nuclear families had more decision-making responsibilities than those coming from joint families. Students belonging to families of 5 to 7 members assumed somewhat more responsibilities than those from other family sizes. Elder daughters took more responsibilities than the middle daughters. Respondents from families where homemaker was sick most of the time assumed more responsibilities than others. Respondents had maximum decision-making responsibilities in physical care, washing, starching and ironing of clothes and minimum in stage of food and purchasing food.

Yamdagni (1972) studied the household decision making patterns as obtained from the study of homemakers. It was found that 40.5 percent of wives from the nuclear families made independent decisions and 18.9 percent of wives from joint families made independent decisions. Irrespective of the type of family, independent decisions in the area of food, kitchen equipment, recreational and housing ranked first, second, ninth and tenth respectively.

Joint decisions were made by 28.9 per cent in the nuclear families. While 36 per cent of wives from the joint families made joint decisions. Thus homemakers in joint families made more joint decisions than the homemakers in nuclear families.

Gaekwad (1981) in her study on decision making practices of fifty Home Science Graduate homemakers and fifty Non-Home Science Graduate homemakers at Baroda in relation to selected area like education, purchasing of food, clothing, equipment and leisure time reveals that the practices followed by the Home Science graduates are more systematic and planned. .The decision making pattern followed is not based on impulse, or overall situation. Home science graduates took joint decisions in the areas an education, clothing, equipment and leisure time. They consulted husband in most of the decisions, but at the same time children and in laws were also given an opportunity to express their views. Husband and wife keeping in mind the need and requirement of the family members usually made the final decision. The purchasing of the food was the area where the homemaker was dominant decision maker. This may be due to certain traditional trends. The wife making most decisions in her domains of food, clothing and kitchen equipment seems to be unaffected by the fact whether she was Home Science graduate. However, the practices followed by the Non-Home Science graduates were less planned and more based on experience rather than theoretical knowledge. The Non-Home Science homemakers took most of the decisions independently because majority of them were housewives and had more time to devote to these household activities compared to home science graduate respondents who were engaged in job.

Maharani (1977) studied opinions of adolescents towards independent decision-making. It was a descriptive study. Questionnaire was used for data collection. The sample of the study consisted of 150 boys and girls. The findings of the study were as follows.

i) Both male and female respondents had similar opinions towards independent decision making.

ii) Respondents opinions differed according to their age groups that is early adolescence and late adolescence.

iii) It was found that there was no variation in the opinions of male respondents according to their ordinal position in their families.

iv) Both male and female respondents agreed to the fact that environmental influence is the main factor affecting the adolescents in making independent decisions. They felt that an adolescent's friend circle creates a great impact on his behavior and that the presence of an authoritarian figure also create a barrier for him in making independent decisions.

v) Male respondents in their early adolescence felt that lack of opportunity was the most deterrent factor whereas respondents belonging to late adolescence felt that environmental influence was the most deterrent factor, which influence the adolescents in making independent decisions.

vi) Respondents were most independent in making decisions related to recreational activities whereas they were quite dependent when it came to making decision about selection of mate. As far as earning was concerned the respondents were very much dependent on their parents for financial help.

vii) It was found that a very few of male and female respondents decided to have more number of clothes.

viii) Most of the male and female respondents decided to be well groomed as they felt it was necessary to do so and that they looked neat and attractive when well groomed.

ix) A large number of male respondents decided to go for dating as compared to female respondents.

x) It was found that large number of respondents have their money in order to be prepared for any emergency and to avoid borrowing. More

than half of the respondents planned their expenditure so as to get an insight of money management.

Patel (1989) conducted a study on women's lifestyle, involvement in decision-making. performance achievement and role in conflict resolution : A cross sectional study of homemakers perception. It was a descriptive study. Interview cum questionnaire schedule was used for data collection. The sample of the study comprised of 100 homemakers selected purposively. The major finding of the study were as follows

i)   With change in educational level of homemaker, income level of homemaker, and age group of homemaker, homemakers were found to be either influential or individualistic in various areas of decision making.

ii)   In the area of economic decision-making, biological decision-making and other miscellaneous household domestic activities, majority of the homemakers were found to be taking either individualistic or influential decisions.

iii) In terms of performance achievement as perceived by the homemakers, majority of the families were found to be satisfied.

iv)   Out of 100 homemakers 44 had given information on their role in conflict resolution and thus, it was found that majority of the homemakers were found to be playing positive role and very few passive role, while none played negative role.

v)   Majority of the conflicts were mainly resolved through voluntary submission through voluntary submission from homemaker side, compromise, integration, struggle and victory from homemakers side and conversation.

Kapadia (1990) studied the conditions of the aged staying in institutions and with the families. The total sample comprised of 120 respondents (aged above 60 years) selected through purposive random sampling method.

Interview schedule was used for data collection the major findings of the study are as follows:

i)   15.83 per cent of the total respondents made their own decisions, while some other family members took the decision for 34.16 per cent of the respondents. Nearly 19.16 per cent of the respondents took the decision jointly by all the family members.

ii)   Slightly more than half of the respondents were consulted while taking decision (52.5 percent)

iii)   Almost 95 per cent of the respondents were consulted in dealing with relatives and religious work and social ceremonies respectively. Then they were consulted in descending order, in household expenditures (53.95 per cent), allowing daughter and daughter in law to work outside home service (49.20 per cent) children's marriage (46 per cent) education (26.98 per cent) and children's behavior (12.69 percent).

Joshi (1991) studied conditions of aged women in urban and rural areas according to their marital status. The design for present study was descriptive in nature. Interview schedule was used to collect data. The sample of the study comprised of 60 aged women selected through stratified random sampling technique. The major findings of study were as follows:

i)   The areas where the respondents always made decisions were type of leisure time activities (72.5%), assigning household chores (45.27%) and on social occasion (32.5%)

ii)   The areas in which the respondents sometimes made decision when someone in the family is ill were type of diet (59.46%) nature of care (58.33%) and type of treatment (54.16%)

iii)   In the areas where the respondents never made decision were related to education of boys and girls (65.%) age of enrolment (65.16%) and selection of shop for purchase (63.33%)

iv)   More number of respondents in rural areas made decisions related to leisure time activities as compared to aged women staying in urban areas Participation of urban aged women in deciding about education

of boys and girls, age of enrolment, selection of shop or purchase was much higher than the rural aged.

Kaur (1991) conducted a study of conflict between youth and parents in decision-making. The research design was descriptive in nature. Purposive sampling technique was used for selection of sample 50 boys and 50 girls of M.S. University of Baroda who graduate and their parents were considered for the sample. Questionnaire was used for data collection .The statistics used were percentage distribution, mean, standard deviation, chi-square and t-test were used for testing the hypotheses. The major finding of the study were as follows:

i)   Mean age of the boys was 22.78 and of the girls was 23.97 years.

ii) Majority of the student's fathers were graduate, mothers had completed only secondary education.

iii) 78.5 per cent of student's fathers were engaged in service, and 87.5 per cent of student's mothers were housewife

iv) Median income was Rs.6201/ month

v)   It was found that 60 per cent of boys were allowed to take major decision at an earlier age (14 to 17 years) than the girls

vi) Regarding extent of independent decision by students it was revealed that students had lot of say regarding education area. In money matters the students do not participate independently in decision making as in case of education because they have not been given enough experience at early age in handling of money In money matters majority of boys have lot of say in the regarding purchasing of clothing and accessories and time to be spend on leisure while majority of girls make independent decision only in relation to purchasing of clothing and accessories. Regarding occupation selection, girls were not allowed to make independent decisions. Boys have lot of say regarding religions matters while girls have to take part and held parents in religions matters.   Girls were not allowed to take independent decision regarding household task because they have to

do household chores, as they are girls and help their mother in
household chores.

vii)   Regarding conflict it is concluded that not many youth have conflicts, the mean number of boys and girls who always faced conflict with parents was between 6.83 to 18.5 in all areas of decision. Father and boys have more conflict compared to father and girls and mother and girls had more conflicts than mother and boys.

viii)   In relation to degree of importance of values it was found that there was not much difference between parents and youth values. Youth give much importance to freedom, independence, excellence, and achievement and success while parents gave importance to economy, education and moral orientation.

ix)   It was found that age, family size, family type influence the level of conflict between parents and students.

x)   The determinants of conflict were demographic characteristics of the youth, gender bias on part of the parents, extent of freedom given to children in decision making and value differences between parents and children.

Conclusion on review of literature

The extensive review of literature made it clear that though a lot of literature is available on communication but the researches on certain aspects is scanty. The need for the present investigation was felt because, though many studies have been conducted on the associated factors and extent of intergenerational conflict between youth and elderly, certain questions still remain unanswered. Certain questions which are concerned with the three generation families such as How does communication take place in the families? What is the extent of communication? Which are the areas of conflicts among the three generations and how such conflicts are resolved? Which are the factors which act as barriers and facilitators in communication? How does the parent-child relationship and home environment affect the

interpersonal communication? These questions led to the present study. The researcher has not come across any study which deals with the dynamics of interpersonal communication among three generations. With all these in mind the study was planned. The study would be helpful to grandparents, parents and youth to get a deep insight into the interplay of communication. It is also hoped that this study would be helpful to educationist's, students, counsellors and social workers to look at the age old problem in a new perspective.