

## V. BACKGROUND OF FAMILY RELATIONSHIPS AND LEARNING OF ENGLISH

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## CHAPTER NO. V

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### Background Of Family Relationships And Learning Of English

#### 5.1 Introduction :

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Family is one of the most universally existing social institutions. It is found almost in all societies, whether primitive or civilized, traditional or modern, rural or urban. It is an important and the most effective agency that transmits the social and cultural heritage from generation to generation. The family has its own norms, values and internal regulatory system even though the structure of the family has undergone changes. It is the stability and the spirit of family solidarity that provides meaning to the daily life. The happy and harmonious family life is a contributing factor in all sided development of the child's personality. Love, affection, and psychological and physical security are the major needs of any individual which are satisfied in the family. In this regard, Burgess and Lock observe, "Family is a group of persons united by ties of marriage, blood, adoption constituting a single household, interacting and intercommunicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister, and creating and maintaining common culture." 1

Indian family is known for its ties of affection between parents and children and brothers and sisters. These relations are full of love. Submission and obedience to the parental authority is commonly accepted as a social value and it has been the strength of the Indian family.

Family is also a home of aged and infirm members who are

assured of shelter and care. They are treated with regard and are given the feeling of being useful and needed. In other words the harmonious family life creates a sense of belonging among all the members of the family. Naturally, a child who grows up in the harmonious family life and in an atmosphere of security, love and affection is properly developed to undertake the process of learning effectively.

Learning of a language is not a simple proposition. A child needs proper development of personality, social interaction and the extrovert nature for the better language learning. The process of learning depends upon many factors like the child's personality, his ability to face the situation etc. The emotional development of the child also influences his process of learning with the regard to the learning of a language, particularly the learning of the second language which demands more attention, more urge and more perception.

Usha Khire turely states, "Language development is only one aspect of the many faced development of a growing child" 2. Naturally apart from his intelligence, student's personality traits, attitudes of his mental framework do affect the learning of the second language in particular. But the most influencing factor is the family itself as the members of the family constitute the child's first environment and are the most significant people during the early formative years. The importance of the contacts with the members of the family can hardly be exaggerated because through the contact with the members of the family children form their attitudes towards people and things of life in general. The patterns of adjustment are picked up and the foundations of learning to think of themselves are laid. These patterns of adjustment hardly change though the children become mature in

their later life.

Stability of an informal structure like family rests on sentimental attachment and not on rational planning. The relationship between the members in the family is more cohesive. The loving and affectionate relationship between the members of the family has an impact on the development of the personality of the child. But this impact becomes more visible in the case of language acquisition. In this respect, Emma Birkmaire observes, "What the student learns and how well he learns, it depends on his physical well being, upon his own psychological organizations." 3.

Taking this into consideration questions pertaining to the relationship of the preferential attachments like -

- i) The parent-child relationship
- ii) Sibling relationship
- iii) Mother-Father relationship
- iv) Relationship with the other relatives were asked.

The answers to those questions throw light on the urge, willingness and preception of the students to learn the language.

## 5.2 Parent-child Relationship

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The intense desire for a child is very common in every family. Many schools of thoughts have put forth various view points to account for this intense desire. But Gordon Murphy maintains, "Children are desired because they are loved." 4. It is believed that the warmth and closeness to them make life meaningful and happy. Parent-child relationship is a close relationship, particularly so in the childhood as parents spend a good deal of time with them, taking them for walks, taking interest in their education and on the whole becoming one with them. The parents are dedicated in promoting the welfare and happiness of their kids.

Naturally children derive inspiration from such parents and such a parent-child relationship contributes positively to the process of learning.

At the opposite extreme, parents who had to remain aloof from their children deprive them of the parental affection which the children need most. Such aloofness can not give the children the opportunity to know their parents as individuals. Such parents become authoritarian in character and insist on their working hard all the time either in their schooling or at the household tasks. In the Indian type of family, father being the head of the family is busy all day with his service, business or home affairs. His contact with his children becomes less frequent. If he does not find time to mix with his children, the children develop a feeling that their father is indifferent towards them.

In the present study the majority of the interviews of the students indicate a fairly affectionate relationship combined with certain amount of fear and respect for their parents. The intimacy between parents and children promotes better interaction between them which in turn facilitates the process of learning. On the contrary a diametrically opposite type of relationship that of hatred and dislike which exists between the father and the son has been noticed in a few cases. The good harmonious parent-child relationship is conducive for the development of the personality of the child of which the language development is one aspect. On the contrary, a strange and strained parent child relationship is bound to cause much tension and strain, which in turn, handicaps the process of learning.

Against this background one of the questions raised was -  
Do you like your parents?

This simple question elicited a variety of responses 82 %

(164) of the students categorically stated an emphatic 'Yes'. They justified their answer by saying that their parents always thought of their welfare. They welcomed the parental restrictions as they thought the restrictions were for their well being which enabled them to behave in a disciplined way as desired by their parents. The students also added that the restrictions provided the necessary stimulation to achieve success. They have paid rich complements to their parents' love and care that they used to take in the illness and convalescence of their children. 12 % (24) of the students have given different answers. Though they did not exactly dislike their parents, they did not love them either. They complained about their parents' resentment when their friends visited their homes. Out of 12 % (24) of the students 2 % (4) stated rather curtly that their parents did not attend to them when they were ill. They also blamed their parents for not creating the joyous atmosphere at home. 6 % (12) of the students did not answer this question.

A question was asked - Do your parents take much of your care?

Answers given by the respondents are analysed as follows

62 % (124) of the students answered this question positively. Almost all of them stated that they were not allowed to go alone anywhere and the parents had to be consulted in all the matters. 32 % (64) of the students stated that their parents did not care for them. 6 % (12) of the students did not answer this question.

A question related to the restrictions put by the parents was asked -

64 % (128) of the students admitted that the restrictions were put on them e.g.

(i) They were compelled to devote a few hours in a day for their studies.

(ii) They were not allowed to see the movies as and when they thought to do so.

36 % (72) of the students stated that they were free from the restrictions and their wishes prevailed.

A question was asked with regard to the mixing of the kids with the parents.

Do your parents play \ talk \ study with you?

82 % (164) of the students expressed satisfaction with the loving relationship they had with their parents. All of them stated to have a free talk with their parents. 62 % (124) of the students affirmed that at times their parents played with them. 3 % (16) maintained that their parents studied with them.

14 % (28) of the students grudged about the relationship with the parents. They stated that they had no free communication with their parents, so much so that they had no free dialogue with the parents.

Out of 82 % (164) of the students, 7.5 % (15) students stood in first class, 6 % (12) were in distinction, 15.5 % (31) students got second class and 24.5 % (49) students somehow passed the examination. By contrast 14 % (28) of the students were deprived of happy and free parental relationship. Majority of them had failed in the language test-64 % (18). However, out of 82 % (164) of the students 57 students who have better family background could not do well in the test. But on the basis of the above statistics it could be concluded that the free, loving, affectionate parent-child relationship seems to be a potent factor in the learning of English.

It is equally important to note that the students, whose care

is taken rather excessively by their parents, lack urge in the learning. Out of those 62 % (124) students stated that they had to consult their parents, 6 % (12) student had expressed their unhappiness for being over-protected since it fosters the habit of over dependency. Such students stood on the border line of passing. It means that the students who were permitted by their parents to do things as they wish with a few restraints, encouraged self confidence, creativity and poise. Those who have creditable marks in both the tests i.e. language test and terminal examination, belonged to this category.

Table No.1 and 2 clearly demonstrate that the parental acceptance of the child has contributed largely to the success in the examination. Parents having keen interest and love for the child are assets in the process of learning. " The accepted child ", as observed by Elizabeth Herlock " is generally well socialized, co-operative, friendly, loyal, emotionally stable and cheerful." 5. 6 % (12) students who have attained extremely good marks belonged to this category. In contrast, the students whose parents have shown no concern for their welfare could not do well in the examination. 32% (64) students who complained that their parents did not take their care even in their illness have failed miserably (2 %). Thus the attitudes of the parents towards their children influenced the family relationship. Most of the students who did well in the test and terminal examination have come from the homes where parental attitudes towards them were favourable (82 %). On the contrary, those students though small in number could not get parental affection and love and were emotionally shattered. They had failed in the test. Hence, Aileen D. Ross maintains, " Affection and love are two of societies strongest binding



TABLE NO.1

Harmonious Parent-Child Relationship & The Test Results

Relationship	Affection & Love			Results			Fail	Percent- age of passing		
	Taking care & looking after each other	Chit-chatting freely	Playing with each other	Studying together	No restriction Above 70	60 to 70			35 to 45	
	628 (124)				2	7	30	45	40	67.8
Parent child	828 (164)				12	15	31	49	55	65.8
			568 (112)		2	5	31	48	26	76.8
			88 (16)		10	6	NIL	NIL	NIL	100.0
					8	10	23	21	8	88.8
					358 (70)					

TABLE No. 2

Strained Parent-Child Relationship And The Test Results

Relation ship	Strained Emotional Attitudes			Results		Percentage of failure
	Hatred	Dislike	No care for each other	Over protection	Fail	
	20 (4)				4	100 %
Parent-Child		120 (24)			19	79 %
			320 (64)		42	65 %
			140 (28)		18	64 %
				60 (12)	10	83 %

elements. Their opposites - dislike and hatred are extremely disrupting particularly in such a close group as families. "6.

Emotional ties between parent and child are the most lovable part of family relationship. Parents are the symbol of love, affection, protection and appreciation for their children. Parents are the authoritarian agency and they play a vital role in the socialization of their children. In a family all the basic needs of a child are satisfied and amongst all the psychological needs appreciation is of paramount importance. It is one of the most basic human needs. The development of a child is properly facilitated if the need of getting appreciated by the parents is properly met. It adds to the self confidence of the child and promotes the learning activities which is a necessary factor for the second language learning. By contrast, if a child instead of feeling appreciated feels rejected, finds it difficult to keep pace with the process of development. Premala S. Kale observes, " If parental attitude towards a child is of rejection, the child either shows hostile and aggressive behaviour or withdraws and takes to fantasy to satisfy his hunger for affection,..... if parents accept their child he shows good personality development factors." 7. A rejected child feels lonely, helpless and frustrated and slowly develops hostility towards others. Needless to mention that such a child becomes disinterested in his scholastic learning activities.

Keeping this view in mind a question was asked -

Do your parents appreciate your achievements and punish you for your mistakes?"

70 % (142) students feel that they were appreciated. They stated that their parents felt proud when they learnt about their achievements in studies and sports. 62 % (124) students admitted that

their parents heartily welcomed their (students) friends. 51 %(102) of the students who did well in the language test had parents who appreciated them and welcomed their friends. The students who have achieved first class and distinction in the examination felt proud of being appreciated by their parents. While 20 % (40) students felt rejected by their parents. They complained that they were not as heartily appreciated as their brothers. They expressed dislike about the biting criticism of their parents. They elaborated that they were more severely punished for their minor mistakes. This parental neglect might be the cause of their disinterestedness in their studies because none of them scored well in the language test.

Table No. 3 illustrates this point.

TABLE No. 3

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Feeling of Appreciation And The Test Results  
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Relation- ship	Feeling of Appreciation			Results			Percentage of Passing	
	Admiration for success	Heartly wel- come of th- eir friends	above 70	60 70	45 60	35 45		Fail
Parent-	71 % (142)		12	15	30	45	40	71.83 %
Child		62 % (124)	12	15	30	45	22	82.25 %

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TABLE No. 4

Feeling of Rejection And The Test Results

Relation- ship	Feeling Rejected No praise and Punishment for minor follies.	Result ----- fail	Percentage of failure
Parent- child	20 % (40)	31	77 %

As seen in the tables No. 3 & 4, it may be concluded that the students who were appreciated either for their success or for their able performance or whose friends are welcomed happily in the house, have shown a remarkable interest in the pursuit of learning. On the contrary, the students who felt rejected seem to have lost interest in the process of learning the second language which demands a good deal of concentration. The rejected children were hungry for the parental love and appreciation and showed no signs of progress in this matter.

5.2.1 Parental Ambitions :

Children of all ages strive to attain favourable notice and social approval. They try to get recognition from the others. Such motives are developed in early life and they have an influencing effect through out the life. It is a sort of motivation which is provided by the teachers and the parents. Motivation is a crucial factor in the process of learning. To stimulate their ability to achieve success in school and social life, to set aspirations suitable to their interests and abilities are the

essential prerequisites for the child development. The parental attitudes have a strong bearing on the progress and behaviour of child. With regards to learning also the attitudes of parents, favourable or unfavourable, create a climate, favourable or unfavourable for learning in general. Such children learn the importance of education and they get high motivation to learn because the parental expectations create in them the amount of anxiety necessary to facilitate the learning. The learning of English demands more care and more motivation on the part of the parents. At the same time it must be noted that if the amount of anxiety is too high, it may prove detrimental to the process of learning. High anxiety generally depresses scholastic activities and children become more negative towards the process of learning. So the parents should be careful in building their attitudes towards the school achievements of the children.

Almost all the parents have ambitions set up for their children. They instinctively feel that their child should rise up on the social ladder. They try to set a goal for the child to pursue, work hard for and achieve. In this respect Karl Garrison observes, "..... too low parental expectations lead to low standard of achievement and conduct." 8. It may be admitted that the individual should have an aim to achieve, since it facilitates the development of the child. But the ambitions if unrealistically high, create problems for the children. The parents, without considering the ----- capabilities of their kids, thrust their desires on them. Possibly because they get their unfulfilled desires realized through their children. The children who cannot live upto parental expectation, tend to become resentful and irresponsible and under achievers in all respect. In turn they invite the parental criticism which

generates further disinterestedness and frustration. The parental interest, ambitions and attitudes play a vital role in the process of learning. It is reflected in the learning of English as it is a complex matter to learn and comprehend. Against this background a question was asked -

Do your parents express their desires about your future careers?

62 % (124) of the students stated that their parents expressed their desires about the future of their children. 14 % (28) children mentioned that their parents wanted them to be engineers or doctors. 4 % (8) of the students showed total indifference towards the parental expectations. While 30 % (60) mentioned that their parents expected their assistance to their profession and expressed their utmost need to make the early earnings. They wanted to get their income supplemented by the earnings of their children. 6 % (12) of the students did not answer this question.

TABLE No. 5

Parental Ambitions And The Test Results

Relation-ship	Parental Desires		Results				% of		
	High Academic Expectations	Anxiety causing expectations	No. Academic expectaions	above 70	60 to 70	45 to 60	35 to 45	Fail	Passing
Parent									
Child	4 % (8)			-	-	1	-	7	12 %
			30 % (60)	-	-	7	13	40	33 %
	14 % (28)			12	15	1	-	-	100 %

The analysis of the table No.5 clearly indicates that those who have high academic ambitions set by their parents, have done well in their language acquisition. They scored good marks in the language test. 4 % (8) of the students who expressed their inability to achieve high academic aim seems to be highly anxious. This anxiety has reflected in their performance in the language test. They have performed very poorly. Out of 30 % (60) of the students who have no scholastic aim put forth by their parents, 40 students have failed miserably and the remaining 20 could get through the examination on the boarder line.

Thus, it may be summed up that the students who were really motivated by their parents' ambitions developed interest in the language learning and those who found the expectations of their parents unreasonably high, lagged behind in the language learning. Lastly those who had no academic aim to pursue and those who were not governed by their parental ambitions were like the rudderless boat and their performance in the test was miserable.

#### 5.2.2. Step-Parent And Child Relationship

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In India the instances of second marriage are rather rare. Generally the second marriage is the result of the broken home caused due to seperation, divorce or death of one of the parents. In India a re-marriage of a widow is less frequent as marriages are regarded as religious sacraments and not a civil contract. So even after the death of the husband a widow prefers to live alone for the rest of her life. Hence while considering the step parent and child relationship, we came accorss the prevalence of step mother and child relationship in our investigation. All the cases mentioned below have the step mother and not a single case



of a step father was noticed.

Mother is an embodiment of love for her child. In mother child relationship there is an intense emotional bond and devotion for the each other. In Indian family in particular this relationship is extremely close and affectionate. Every child, the son or daughter, maintains veneration for its mother. Mother is the centre of the family. She provides warmth, affection and love to all. Hence motherly love is a precious thing above all.

contd on next page.

A mother cannot be substituted by a step mother. Loss of the mother is more damaging than the loss of the father. With the death of a mother, a child is deprived of a stable source of care, love and affection. A step mother generally fails to provide that primary relationship to the step child. A child also generally does not accept her as a thought, that she is not his real mother, is always in his mind. Moreover, in the Indian setting the step mother is taken as wicked like the mother of Cinderella. The step mother and child relationship depends on how the step mother treats the child and how the child responds to her. The acceptance of the step mother on the part of the child also depends on how intensely he feels the loss of his real mother. The separation between the step mother and the child is widened because of the stereo-typed image of the stepmother in stories and plays. Such a child feels rejected, love-lost, lonely and wanting in confidence. Such children always get lost in the memories of their lost mother. The child becomes more and more introvert and its performance in the language learning gets deteriorated.

Keeping this background in mind the question asked was in case you have a step mother do you remember your real mother?

In the data collected, only 6%(12) of the students had step mother. All of them were overwhelmed by the question and stated forcibly that a day didnot pass without her remembrance. 5% (10) of the students admitted that they were not happy with the step mother. The students were asked the reasons of being unhappy with the step mother. 5% (10) of the students who expressed total unhappiness about their step mothers stated the reasons in support of their answer as follos:

1. The step mother neither admired nor appreciated any good act

performed by them. This lack of appreciation was a source of worry for them.

2. After the death of the real mother they were overburdened with the work. Moreover, the failure in the work assigned by the step mother evoked a lot of punishment.

3. They admitted that their neighbours added to their mental separation from the step mother by criticizing her.

4. They compared the loving and kind nature of their real mother to the cold and detached behaviour of the step mother.

Only 1% (2) of the students did not complain seriously about the step mother but talked about the concern and interest the step mother felt for them.

The following table gives an idea to how the unkind step motherly treatment exerted a tremendous impact on the overall performance of the students in a school in general, and in the learning of the language in particular.

TABLE NO. 6

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 Broken Home Because of The Death Of the Mother And The Test Results  
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Relation-ship	Memories of real mother.	Lack of Love and admiration	Results		
			Pass	Fail	% of Failure
Step Mother and Child	6% (12)	5% (10)	3 1	9 9	73 % 90 %

Table No.6 clearly shows that the death of the mother is more damaging for the process of learning. Out of 5% (10) of the students who were subjected to the step motherly treatment in the home, the majority of them have failed miserably in the language test. Only one of them was able to get through the examination on the border

line. 1% (2) of the students who had accepted their step mothers still found it difficult to adjust with her. Although they have some how managed to pass the test, their poor performance is a testimony to it.

### 5.3 Sibling Relationship :

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Iravati Karve maintains " The ideal state in the family is a good brotherliness," 9. The relationship of siblings amongst themselves ranks next in importance to the parent-child relationship. A strong fraternal attachment between the siblings is a vital factor that creates the happy home and keeps the family together.

Loving sibling relationship creates a pleasant, frictionless home climate which contributes towards the process of learning. All children can concentrate on their studies and it becomes a joint activity. More studies and sincere child becomes a model for the the others to emulate. All the brothers and sisters share a sence of responsibility and duty. They share the joys and sorrows of each other. Such harmonious relation-ship amongst the siblings becomes an asset in the process of learning.

On the contrary,disharmonious relationship between the siblings proves hazardous to the personal and social adjustment of the child. Sibling rivalry is generally marked by jealousy, antagonism and other forms of disharmony. A child who confirms to the parantal expectations becomes favourite of the parents. This favouritism, justified or not, leads to jeolousy and animosity. It affects the sibling relationship unfavourably and in turn affects the family rellationships. The unfavourable climate at home can not provide the motivation necessary for learning.And the learning of a foreign language like English which demands more attention and motivation is seriously handicapped.

Against this background the question raised was- Do you love and appreciate your brothers and sisters?

80 % (160) of the students answered this question positively. 15 % (30) answered that they had rivalry and antagonism between them. 5% (10) of the student did not answer this question. 80 % (160) of the students admitted that they shared the etables and things with their brothers and sisters. 15 % (30) of the students who were in conflict with the siblings stated that they did not do so.

In order to learn the minds of the students in connection with the parental attitudes towards them a question was asked - Are you a favourite of your parents and Do your parents honour your demands?

80 %(160) students stated happily that their desires were fulfilled by the parents. But 15 % (30) students complained about the favouritism of the parents. They complained of parent's discrimination in the treatment. The favourites were more favoured and the others were ignored. They had the feeling of 'rejection' in their mind.

Another question was - Are you punished by your parents more severely than your siblings for the same folly?

The same 80 % (160) of the students appreciated the balanced dealings of their parents. They maintained that the mistakes of all the childrens were punished uniformly. 15 % (30) of the students saw the discrimination in the punishment given by the parents. They added that the parents were more severe and relentless to them than to their other siblings. They stated that the favoured siblings tended to play upto their parents and became more and more aggressive and dominating. The rest remained silent on this question.

Following tables are an index of the vital role the sibling-relationship plays in the process of learning. The table clearly indicates that a good sibling relationship brings about good performance in the Test and vice versa.

TABLE No. 7

Favourable sibling Relationship And The Test Results

Family Relationship	Favourable			Result			% of Passing		
	Intense Love & affection	Sharing etables	Parantal democratic attitude	Above 70	60 to 70	45 to 60		35 to 45	
Sibling Relationship	80% (160)	80% (160)	80% (160)	12	15	30	44	59	63%

TABLE NO.8

Unfavourable Sibling Relationship & The Test Results

Family Relationship	Antagonism & No.Appreciation	Parental Favouritism	Results		
			Pass	Failures	% of Failure
Sibling Relationship	15 % (30)	15 % (30)	2	28	93 %

Thus the above tables show that the sibling relationship has tremendous bearing on the learning of the second language. There is an instinctive desire in every child to get his share of love and affection from the parents. But if the parents love the other children more, it becomes a stress situation for the child. 15 % (30) students who were neglected by their parents had developed the feeling of 'rejection' and the majority of them 93% (23) have failed miserably

in the Test. 63% (106) of the students who had no grudges against the parental love and sibling relationship had done well in the examination. 37 % (89) of them, inspite of having good sibling relations had failed in the Test. It may be concluded that the home background, favourable or unfavourable, has concomitant effects on the process of learning in general and learning of the second language in particular.

#### 5.4 Husband-Wife Relationship: -----

In India, it is believed that marriages are made in heavens. Particularly in Hindu families husband-wife relationship is extremely close. In most parts of India with different family systems and with a lot of variations in caste, religion and language, husband-wife relations has remained relatively same. The relationship between the husband and wife is more in the nature of love. Sociologists describe it as a companionship. Their binding interests, loyalty with each other and solidarity of the relationship create better climate at the home.

mutual faith, understanding for each other, common interests and goals in working together for the family and children, sexual relationship, love and faith for each other are some of the marks of their love, affection, and close association for each other. There is no doubt that a happy, cordial and loving relationship between husband and wife is conducive for the development of child's personality.

Broken home where parental relations are strained, is not good for the healthy growth of a child. If husband & wife lose their credibility and attachment, the entire house will be deprived of love and harmony. The disharmony between the husband and wife relationship may be caused because of loss of faith, bad habits like excessive drinking, suspicious nature, lack of loyalty honesty, etc.

These bad habits make the hell of the home. Consequently, in a home like this a child becomes nervous, insecure and worried. These stress situations create emotional conflict in the youngster. The child born in such a broken family finds it hazardous to make any progress in learning as such home causes high anxiety in his mind and exert high pressure on him.

In order to know the impact of husband-wife relationship either harmonious or otherwise, on the learning of language skills, a few questions were asked. They were as follows

1. Do your parents frequently quarrel with each other?

40 % (80) of the students, after much interrogation, admitted to have witnessed a war between the two. 52 % (104) of the students answered this question negatively and 8 % (16) remained silent on this question.

2. Can you tell the reasons of the quarrels?

After a long and intimate talk with the students, they gave an account of the quarrel. 23 % (46) students mentioned that the main cause of the quarrel was the addiction of the father. They also added that their father, in the state of intoxication, had often gone to the length of beating the mother. 17 % (34) students referred to the short-temper of their father. They stated that any trifling thing could irritate him. They added that whenever the father was asked to bring essential commodities from the market they saw their father losing his cool. 52 % (104) students admired the happy harmonious relationship between their parents. 30 % (60) of the students mentioned that their parents usually go together for a walk. They give respect to each other. All these 52 % (104) students declared that their father was not addicted or short tempered.

In the light of the present subject matter, the observations



regarding the reactions of the students about the frequent quarrels that took place between their parents were more helpful. Hence a question was asked - What do you do when your parents quarrel with each other?

17 % (34) students stated that they became ashamed of the quarrels between the parents and kept quiet. 12 % (24) students mentioned that they were afraid of such situations. 3 % (16) students stated that they did nothing as they were used to such situation 3 % (6) students stated that they tried to act as mediator to calm down the parents.

The following table throws light on the fact that the happy, harmonious and friction-free parental relationship is an asset for good progress in learning of the language and contrary are the results where the husband-wife relationship is unfriendly and unhappy.

TABLE No. 9

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 Harmonious Husband-Wife Relationship And The Test Results  
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Relation-ship	Harmonious Relationship			Results					
	No addi- ction	Parents- going to- gether for walk	No bic- kerings	Above 70	60 to 70	45 to 60	35 to 45	Fail	% of pass- ing
Husband	52%		52 %	12	15	25	37	15	85.57%
Wife	(104)	30% (60)	(104)	11	13	19	9	8	86.00%

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TABLE No. 10

Disharmonious Husband-Wife Relationship And  
The Test Results

Relation ship.	Disharmonious Relationship			Results	
	Bickering & quarrels	Addiction	Short temper	Failure	Percentage of Failure
Husband	40 % (80)			73	91 %
Wife		23 % (46)	17 % (34)	44	95 %
				29	85 %

Table No. 9 demonstrates that the harmonious relationship between husband and wife creates a good climate for learning. Democratic and happy atmosphere of the family contributes to good personality developments and it is reflected in the process of learning the second language. Out of 52 % (104) students who claimed to have happy home with no bickerings and frictions, 85 % (89) of the students had achieved success in the language test. 14 % (15) of the students had failed though they did have the happy homes.

On the contrary, table No.10 demonstrates that in a broken home the children are starved of love and affection. Naturally they feel frustrated. It has the unfavourable effects on their learning the language. How can they concentrate on their studies when they live under a stressed and frustrating situation? The rifts between the husband and wife create emotional conflict in the child and then he becomes unfit for the pursuit of language learning. So it can be safely concluded that the husband-wife relationship is a vital factor in the acquisition of the second language. Deterioration in the parental relationship brings about the deterioration in the

language acquisition.

#### 5.5 Communication:

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A man can not live on bread alone though the physical needs have priority in the hierarchy of the human needs. His emotional needs are equally basic and vital. The family provides the emotional security as there is sentimental attachment between the members of the family. This affectionate attachment is the outcome of close contact and intimate association between the members of the family. The communication between all the members of the family becomes, therefore, indispensable. The communication not only creates bonds of affection between the members of the family but also helps to dispel the undesirable feelings like misunderstanding, fear, hatred etc., which are likely to be generated due to the absence of contact. In short intense affectionate relationship between the members of the family is meticulously maintained with the proper system of communication.

To establish proper communication, all the members of the family should spend at least a little time together in casual conversation. Parents should be more friendly than authoritarian in their dealings with the children. It helps to bridge the age and generation gap between the children and the parents. For that the parents should take interest in the problems and affairs of their children, help them in studies and treat them freely. All this could be made possible with the proper communication between the members of the family. In this connection Nick Stinnet observes, "Good communication helps to create a sense of belonging and eases frustration as well as crisis." 10. Good communication fills home with warmth and understanding. Such a home is conducive to learning.

On the other hand communication breakdown causes disorganization in the members of the family as the members fail to understand each other. Neither do the children read the expectations of their parents nor do the parents communicate what they expect of their children. There is a complete communication breakdown which results into misunderstanding and conflict. The home loses peace and affection as such a tense situation hampers the progress in learning.

Keeping this in mind a question was asked -

Do all members in your family come together to eat?

34 % (68) of the students answered that they came together only for the evening meals. It is not possible for them in the morning due to a variety of reasons such as a different scheduel of work etc. 30% (60) of the students said that eatting together was their usual practice 36 % (72) of the students stated that they had no practice of dinning together.

Another question asked was -

Do your parents discuss and talk freely with you?

34 % (68) of the students answered 'Yes' to this question. They added that problems concerning their progress in education, health, quarrels with their friends etc. are discussed freely, even the teacher's reprimanding was also a subject of their discussion. The students admitted that the discussions proved helpful in dealing with the problems. Out of these 63 students 16 students admitted that their parents discussed even the family problms without any reservation. Even the financial problems are discussed freely.

In contrast, the remaining 66 % (132) of the students complained about the break of communication. They did not get

opportunity to discuss their own school-problems with their parents particularly with their father. They received only orders and directives from their parents and at times scolding too, out of them 54 % (108) of the students had not seen their parents discussing and talking freely with each other. 52 % (104) stated that because of the alcoholic addiction of their father they were afraid of talking with them. They were even afraid of talking about their basic school needs.

#### 5.5.1. Close Communication With The Relatives :- -----

The relationship between the child and its uncles and aunts is always cordial and amiable. It identically functions with the intimate parent child relationship. Contacts with the relatives help to strengthen the sentimental attachment and hence provides the necessary motivation. These relationships undoubtedly influence the mental make-up and general development of the youngsters. Hence, a question was asked -

Do you visit your maternal uncles, other uncles and aunts frequently?

A majority of the students 92 % (184) answered this question positively. They generally spend their holidays with these relatives and relatives also frequently visit them. Hardly 8 % (16) of the students stated that they did not have that close affection for their relatives due to a variety of reasons like geographical separation, poverty etc.

It is interesting to note that there seems to be a corelationship between performance of the students in the language test and their communication with the parents and relatives. Those who were having better communication with their parents, had scored well in their school examination and the test. They have

good communication with the relatives too. Those who were deprived of the better communication with the parents showed a sharp contrast. A majority of them could not get through the test. Out of 66 % (132) students who had poor communication with their parents 63 % (84) could not get through the language Test. Out of them 16 students suffered from complete communication breakdown both with their parents and the relatives.

TABLE No. 11

Good Communication And The Test Results

Good Communication				Results					
Dinning together	Discussing problems	Free Debate	Visiting Relatives	Above 70	60--70	45--60	35--45	Fail	% of passing
64 % (128)				12	15	27	22	52	59 %
		8 % (16)		9	5			2	87 %
	34 % (68)			11	9	13	19	16	76 %
			92 % (184)	12	15	31	49	77	58 %

TABLE No. 12

Communication Breakdown And The Test Results

No Common eating	Communication Breakdown			Results	
	No.Free Discussion	Fear of talking with father.	Affection lost with relatives	Fail	% of Failure
36 % (72)				54	75.00 %
	66 % (132)			84	63.63 %
		52 % (104)		77	74.03 %
			8 % (16)	16	100.00 %

Thus the table No. 11 and 12 clearly demonstrate that there is a close link between good family relationship and satisfactory progress in learning the second language. The happy home climate is symbolized by good communication between parents and children. Most of the children are egocentric by nature and their concept of parents is formed on the basis of the treatment they received from their parents, especially in the areas of discipline, schooling and recreation. Hence, from point of view of children, their parents should not be enigmatic. They should be always an untiring source of affection and inspiration. A home, where the parents and children exchange their minds freely contribute largely to the emotional development of the child. Such children are well equipped for the progress in learning in general and the learning of English in particular.

Parents should set themselves a model of communication before their children. They should accept their kids and make them feel so through every day manifestation of concern, love and close

rapport. Such a communication is necessary not only between the parents and children but also between the parents and parents. The communication breakdown caused because of the bickerings and quarrels of the parents is more harmful for the development of a child. The child in such a home becomes nervous and insecure and the situation gets worsened when one of the parents has bad habits like excessive drinking etc. In short, the communication breakdown caused by the detached, indifferent and irresponsible parents creates a stress-situation and gives rise to the emotional conflict. As a result a child becomes maladjusted and misfit for the process of learning. The pressure coming from the unhappy home results into a series of disastrous results in learning.

Thus the analysis of 5.2,5.3,5.4, and 5.5 clearly indicates that the family relationship has an influence over the learning of English. It is expected that the members of the family should share good feelings with each other. Free, cordial and affectionate family relations are the assets in the child-development. This is proved by the fact that the majority of the students having good academic career have come from the happy homes. Moreover those who could not show satisfactory progress in learning belong to the broken homes caused either by poor parent-child relationship, discouraging sibling-relationship, strained husband-wife relationship and a complete communication breakdown between the members of the family.

In short, the family as a close-knit unit of love, warmth and solidarity is conducive to the process of learning the second language. At the same time the erosion of the sentimental and emotional ties between the members of the family seriously affect this language learning process. The family disruptions produce



problems of maladjustment in children. The students, who have failed, had a predominant feeling of rejection is a case in point. Hence in the words of Karl Weinberg, "Problems of family life become problems of educational life..... These problems often impede the educational progress of child. "11.

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