# STUDY OF THE GENERATION GAP BETWEEN GIRL STUDENTS AND THEIR PARENTS

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## ABSTRACT

Childhood relationships build a person's identity because they inspire or reject family members who serve as role models, which shapes feelings and behaviours (Brannen et al., 2004). Children's lives are shaped by the frequency and intensity of interactions among family members as well as the kind of family structure. Falk and Falk (2005) provided six hypothetical categories of family configurations in which kids may grow up. The first of them is autocratic, when children are not permitted to express their opinions, participate in decision-making, or take the initiative. The second type of structure is authoritarian, where children are free to voice their thoughts and opinions but only their parents are authorised to make choices. Third-ranked democratic structures give kids some control over their conduct, yet the ultimate choice still needs parental approval. The voices of children are given the same weight by an egalitarian system as the words of their parents. Contrarily, a permissive framework provides people more autonomy over their own lives than their parents do. Last but not least, the Leissez Faire

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structure forbids complete parental engagement in children's issues. All children are in their decisions.

**Keywords:** generation, gap, students, relationships

## INTRODUCTION

There are typically two generations in a nuclear family, but there are more than two in a joint family. The disparity between generations may be seen in the way that younger generations tend to favour contemporary and technologically advanced values while devaluing older, outmoded, and worn-out items (Williams and Junussbaum, 2001). In such a circumstance, if the older generation becomes rigid with their earlier ideals and views, gap between the two generations' thought processes is finally developed. Children always aspire for independence despite the fact that parents desire to regulate their behaviour, which also leads to ideological conflict between the generations (Tyyska, 2001). The relationship between parents and kids lasts their entire lives. Due to issues that might extend the generation gap between father and daughter as well as mother and son, parent-child relationships could get worse (Kaufman, 1998). The generation gap is the result of a variety of social, psychological, and economic factors, including less time spent together, communication gaps, separation/divorce/remarriage, ideology being imposed, advice, educational decisions, and parents' ignorance of new technologies and modern values as well as their cohesion with traditional values. Parents who uphold traditional values desire for their children to grow up in the same way as they did. So parents attempt to instil in their kids whatever they had as kids. The most significant choices among numerous options are those related to schooling and ultimately careers. It is thought that parents serve as particular role models according to their field of employment and level of education. The effect of these role models may be passed on to children through parental support or punishment, as well as by the child's own choice to mimic a particular parent, in accordance with socialisation theories. The likelihood that a child will select a comparable field of study will rise if their parents are employed in or trained in that industry (Dryler, 1998).

## DIFFERENT WAYS TO REDUCE THE GENERATION GAP

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There is nothing in the world that can compare to the love that exists between a parent and a kid. It is essential to carefully tend to it, and as a result, it is necessary to close the generational gap that exists between the two of you. It is time to accept the fact that neither option is totally correct nor fully wrong. Both generations need to become more tolerant and accepting of the other's perspectives and experiences. Having a conversation with each other in an amicable manner, with the intention of sorting out disagreement amicably in thoughts, altering their frame of mind for each other, and arriving to a middle ground might be the most beneficial instrument in bridging the gap that exists between the two generations.

## REVIEW OF LITERATURE

Hariri and Nataran (2012) conducted a study to investigate the digital divide between younger and older generations in terms of familiarity with, interest in, and use of various technologies. The study was conducted with 120 male students in the third grade of secondary school and the first grade of high school from District 10 in the Education Department of Tehran, as well as their parents (mother or father). According to the findings of the study, there is a statistically significant gap between the levels of familiarity, interest, and use of information technology that are shown to exist between children and their parents (Hariri and Nastaran, 2012). 184 students participated in the study that was headed by Fakhraee and coauthored by other people. The study was named "Pattern of the Use of the Internet, Computer, and Computer Games among Students of Two High Schools in Shiraz." According to the findings, there is a population that engages with the internet for more than three hours every day. 84% of them referred to a sense of happiness, exhilaration, and freedom from grief and sorrow during the periods when they are away from the internet, whereas 16% of them referred to a sense of emptiness, melancholy, and irritation during such moments.

At Shiraz University, Effatnejad (2002) carried out a study with the working title "Study of the Level of Graduate Students' Information Technology Use." The findings of this study revealed that an extremely high percentage of respondents (94.6% to be exact) make use of computer and internet technology."Study of the Cause of Generation Gap among High School Students in Malard City" was the title of the research .

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Haghighian and Ghafari (2010) conducted using a survey format on 1603 students. The findings of the study suggested that the variables lack of mutual understanding between parents and children, parent's value supervision of children, level of children's access to mass media, special conditions of society, children's modernization, globalisation and modernity, and children's modernization were to blame for the generation In the study that Pooornaghdi and his coauthors carried out, entitled "Ethics in Information and Communication Technology and Pathology of Communication Ethics," they questioned eighty participants who were considered to be general users of information technology. According to the findings, more than 85 percent of users are vulnerable to moral damages and IT abnormalities. Among these users, the proportion of children and teenagers who were affected was much higher than that of other users in this sampling.

In a study that Moemeni and coauthors (2011) titled "Effect of Information and Communication Technology (TCT) on the Identity of Students," they administered a researcher-made questionnaire to 381 students at Islamic Azad University's Tonekabon Branch, Chalos, Amol, Babol, and Sari campuses. The findings of the univariate t-test and variance analysis indicated that ICT has a positive impact on identity.

Azkia and Hosseiniroudbaraki (2001) carried out a study that was titled "Generation Change inLifestyle of Rural Communities in AhangarMahalle Village." In this research, a generation study on the changes of lifestyle was carried out using quantitative and qualitative methods and applying interview, observation, and researcher-made techniques. This research was published under the title "Generation Change inLifestyle of Rural Communities in AhangarMahalle Village." According to the findings, the aspects of lifestyle that are prevalent among the third generation in the village are distinct from those that are prevalent among the first and second generations that have lived there. However, this difference does not suggest that there is a generation gap in the rural population in comparison to the urban population. The first and second generations were in some way linked to the third generation in the implementation of modern lifestyle, and in some cases they were impressed by them. However, according to transitory leisure pattern research, the collectivist pattern transitioned into the individualist pattern, and the media-based leisure pattern became the major leisure pattern among the third generation of rural residents. Study of the Effect of Information Technology Application on Intergenerational Ethical Attitude Gap was carried out

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## RESEARCH METHODOLOGY

a series of transformations, the resultant factor matrix is partitioned into four quadrants, which are as follows: Q11, the loadings of pancultural marker scales in the affective space (which can be used to determine the purity of these markers when functioning in the homogenous personality domain); Q21, the loadings of nonmarker scales in the Affective space; Q12, the loadings of E-P-A marker scales on factors in the denotative space (which should be close to zero); and Q22, the loadings of nonmarker scales in the denotative space (from which the semantic "character" of the; non41 affective factors can be determined). Following the completion of the affect/denotation separation in the scale factor matrix, a further application of Tucker's70 three-mode factor analytic model is made to compute the concept and subject fac'or structures and factorial relationships among subjects,..,,, concepts and meaning components in the core matrix.

## METHOD AND STRATEGIES

Research conducted in the past has focused a significant amount of emphasis on the question of how much resemblance or cohesion there is across different generations. As was just said, this is the primary concentration of the study that is now being done. Furthermore, due to the possible existence of heterogeneity properties within the youth a "homogeneous" younger generation composed of heterogeneous components, such as sex, educational levels, and social economic backgrounds, the traditional boundaries of age differentiations should not be the only independent variable that is investigated when looking at the generations. Therefore, in order to achieve the greatest possible level of subject homogeneity across generations, the current research will concentrate on a sample of high school students in the Midwest who come from upper-middle class social and economic backgrounds. In addition, samples will be taken from their parents. It is therefore possible to investigate the problem of cohort solidarity to its fullest extent. In order to obtain more accurate information on the dynamics of generational gaps, it is possible to compare the perspectives held by parents and grandparents with those held by their children and grandchildren regarding various subjects.

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## DATA ANALYSIS

Using a naturalistic interview approach similar to that utilised by Tzeng and Dimit, the goal of this chapter was to conduct research on important areas of disagreement in opinion held by high school students and their parents. 76 The items that were gathered from both generations were then categorised into subcategories in order to illustrate the primary differences that exist between the generations. These findings were gathered with the intention of laying the groundwork for further investigation into the magnitude of differences discovered by applying the semantic differential method at both the between-generation and between-sex levels. Based on the student identification numbers acquired from the school's registrar office, a random sample of 120 high school students with ages ranging from 14 to 18 years old was selected from Glenbrook South High School in Glenview, Illinois. These kids attend Glenbrook South High School. Fifteen students were chosen from each gender and each of the four academic years (freshman, sophomore, junior, and senior) in order to ensure that the sample was as representative as possible of both the male and female students at the institution. In addition, the researchers solicited for participation from the parents of the kids who were sampled. In general, respondents were inhabitants of this s'hool'district region, which was chosen to be representative of the many types of suburban communities that surround Chicago city.

The supplied x in format was used to generate an open-ended questionnaire.

## RESULTS

The number of completed and submitted questionnaires for the two student samples was as follows: 42 from the male student group, and 40 from the female student group. Each one indicates a return rate of around 70 percent. On the other hand, the return rate was lower for the parent sample, with just sixty to one hundred and twenty surveys being completed. There were a total of 247, 195, and 245 items elicited from the male students, female students, and parent groups, respectively. Their relative mean replies of 5.88, 4.87, and 4.08 imply that parents have a considerably more narrow generation gap domain than their children do. All of the items were first arbitrarily arranged into 23 categories in Table 2, and then those categories were sorted according to the relative frequencies that were calculated for each of the three topic groups. Within each category, the elements were also ranked according to the relative significance of their occurrence

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(frequency). According to the children of both sexes and their parents, the most contentious issue was the restrictions placed on sports and activities that may be participated in after school. It accounts for around 10 percent of the total contentious issue domains shared by the three different groupings. Issues such as the sorts of friends one has and the types of activities or sports one participates in after school were included as items in this category. It appeared that male students had higher tension and anxiety in relation to this topic than female students did.

**Summary of Elicited Attitudinal Differences Between**

| Response Category | Frequency | | Total |
| --- | --- | --- | --- |
| | Students | Parents | |
| | (Male/Female)  Total | | |
| **1. Restriction on sports and activities** | | | |
| Type of friends | (8/9)  17 | 9 | 26 |
| Stay after school | (4/5)  9 | 3 | 12 |
| Watching T.V. too long | (2/0)  2 | 5 | 7 |
| Doing everything with family | (3/0)  3 | 4 | 7 |
| Decision making on activities | (2/2)  4 | 2 | 6 |
| Type of sports | (4/0)  4 | 2 | 6 |
| Playing | (4/0)  4 | 1 | 5 |
| Type of movie | (1/0)  1 | 1 | 2 |
| Sum | (28/16)  44 | 27 | 71 |
| Percentage* | (11.33/8.20)  (9.95) | (11.02) | |

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2. School grades and future goals

| | | | | |
|---|---|---|---|---|
| School grades | (5/5) | 10 | 8 | 18 |
| Plan for the future | (6/2) | 8 | 7 | 15 |
| Home work | (5/2) | 7 | 6 | 13 |
| Attitudes toward day to day living | (2/7) | 9 | 4 | 13 |
| Priorities in life goals | (1/2) | 3 | 1 | 4 |
| Study with music playing | (1/0) | 1 | 1 | 2 |
| Sum | (20/18) | 38 | 27 | 65 |
| Percentage | (8.09/9.23) | (8.59) | (11.02) | |

3. Dating and sex education

| | | | | |
|---|---|---|---|---|
| Going out | (11/9) | 20 | 5 | 25 |
| Dating | (2/7) | 9 | 2 | 11 |
| Views on sex | (3/2) | 5 | 0 | 5 |
| Sex education | (0/1) | 1 | 1 | 2 |
| How to handle girl friends | (2/0) | 2 | 0 | 2 |
| How to be respectful to boy friend | (0/2) | 2 | 0 | 2 |
| Sum | (18/21) | 39 | 8 | 47 |
| Percentage | (7.28/10.76) | (8.82) | (3.26) | |

4. Responsibilities at home

| | | | | |
|---|---|---|---|---|
| Work more around the house | (4/9) | 13 | 12 | 25 |
| Children's responsibilities at home | (5/0) | 5 | 8 | 13 |
| Things children have to pay for | (2/0) | 2 | 1 | 3 |
| Work ethic | (1/0) | 1 | 1 | 2 |
| Sum | (12/9) | 21 | 22 | 43 |
| Percentage | (4.85/4.61) | (4.75) | (8.97) | |

5. Curfew

| | | | | |
|---|---|---|---|---|
| Children's staying out late | (16/12) | 28 | 8 | 36 |
| How late the children can stay up | (2/0) | 2 | 2 | 4 |
| Necessity of curfew | (1/0) | 1 | 0 | 1 |
| Sum | (19/12) | 31 | 10 | 41 |
| Percentage | (7.69/6.15) | (7.01) | (4.08) | |

6. Religion related issues

| | | | | |
|---|---|---|---|---|
| Religious ideas | (5/5) | 10 | 6 | 16 |
| Going to church every Sunday | (4/2) | 6 | 5 | 11 |
| Religion | (4/0) | 4 | 2 | 6 |

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**Summary of Proportional Differences Category in Opinion Responses**

| Category | Proportion | | |
| | Male Students | Female Students | Parents |
| --- | --- | --- | --- |
| I. Old generation higher issues | | | |
| 2. School grades and future goals | 8.09 | 9.23 | 11.02* |
| 4. Responsibilities at home | 4.85 | 4.61 | 8.97* |
| 7. Rock music | 4.04 | 4.61 | 7.75* |
| 9. Telephone | 2.83 | 3.07 | 6.12* |
| 13. Neatness of bedroom | 3.23 | 2.56 | 5.71* |
| Sum | (23.04) | (24.00) | (39.57) |

**INDIGENOUS GROUP FACTOR ANALYSES OF CONCEPTS AND SCALES**

The semantic differential evaluations of 18 opinion concepts against 29 measures in this study led to the creation of four three-mode data matrices (concepts by scales by persons) from two student groups consisting of students of both sexes and their parents. Three-mode factor analyses were conducted as a process to each group's raw data on their own accord. matrices. The first 15 roots from the principal-components solutions on the cross-product matrices of scale, concept, and subjects matrices (each was computed across the other two modes) and their percentages of the total sums of squares accounted for are shown in Table 10 for all four groups. Table 10 also contains the total sums of squares accounted for. According to the relative magnitudes of the successive roots differences, the numbers of factors retained for scales, concepts, and subjects are respectively five, four, and three for the male student group, six, four, and three for the female student group, five, five, and three for the parents group of male students, and six, five, and five '' for the parents group of female students. These results are based on the fact that the male student group has a larger relative magnitude of successive roots differences than the female student group does. These factors were responsible for between 55% and 80% of the total sums of squares in their respective categories. Male students (M-S). The Factors of Scale (M-S). In Table 11, we

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present the most important scales and loadings derived from Tzeng's78 rotation system (A). The first element is lead by two evaluation scales called good and right, and it is followed by other socially acceptable attributes such as necessary, reasonable, pleasurable, important, constructive, logical, moral, and safe. Good and right are the evaluation scales that are at the top of the list. The second element, which may be classified as a potency factor, is lead by two of Osgood's pan-cultural Potency markers called strong and powerful. Other potency markers include active, weighty, self-confident, flexible, respectable, usual, and sophisticated. The third element indicates the features of behavioural patterns among the modern population as a whole

## CONCLUSION

This dissertation is a case study that investigates the so-called generation gaps that exist between today's high school pupils of both sexes and their parents. This research is exploratory in nature, looking at both the theoretical and methodological elements of the topic. Empirical measurements of intergenerational adjustments and opinions are used in theory to investigate the nature and extent of generational differences; whereas, in method, a more powerful research strategy and technique is utilised to guarantee the content and construct validities of the solutions. Intragenerational and intergenerational comparisons on issues of opinion differences and on social and psychological correlates of the discrepancies provide some promising new information on the nature and dynamics of generation gaps. [Citation needed Since all of these aspects — theory, method, and results — and their implications are equally important for future studies in generations and contexts of inter-personal communications, the present chapter will discuss each of them separately. The general purpose of this study is to identify the areas of generational discrepancies that exist between high school students and their parents in order to investigate the influence that these discrepancies have on students' social adjustments andpersonnel development. The present research follows Tzeng's theoretical formulation and strategy with an emphasis on direct and simultaneous evaluation of the three major variables involved in human cognition and judgements. In contrast to previous research in previous generations, where the domain of issues was typically defined by the researchers, and where inter-generational differences in perceiving the issues were then regarded as the contributing factor to children's personality development and social adjustments, the present research follows Tzeng's formulation and strategy with an emphasis on direct and simultaneous evaluation of the three major variables Important topics that have major influence on inter-generational communications and adjustments at home were directly gathered from the subject population using a naturalistic elicitation approach.

The factor analytic approach is the primary treatment tool that is used for the data of semantic differential evaluations from pupils of both sexes as well as the parents of these students. The purpose of this exercise is to determine the fundamental characteristics or structures that predominate the interscale and inter-concept interactions for all four categories. However, it is important to note that in the typical use of factor analysis, inter-variable correlations are employed as input most of the time (cf., Harman82 ). However, according to Tzeng83, a product-moment

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correlation coefficient is not sensitive to the constant group mean differences in ratings of things versus numerous scales. Moreover, r is not stable if any scale is used to rate the objects, and r is not stable even if all of the scales are used.

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