

## A STUDY OF THE IMPLICATIONS OF THE GENERATION GAP FOR SOCIAL CHANGE



**Rampriti Kumar Keshri**

*M.Phil., Roll No.: 141938 Session-2014-15*

*Department of Sociology, B.R.A. Bihar University, Muzaffarpur, India.*

*E-mail: rampritikeshri2015@gmail.com*

### ABSTRACT

Generations difference have been noted by Furlong (2016), where he emphasised that this generation difference become more apparent when youth transits into adulthood. As per Furlong some of this gap is natural and others are done by deliberate one and can be seen clearly in gathering as in the market, the clubs, the coffee shops and the activity centre. The sociological theory of a generation gap first came to light in the 1960s, when the younger generation, now known as the baby boomers, shown to have a large gap with their parents' values and views in life, Govitvatana (2001). Since then, many studies have shown that physical isolation usually combines the mental isolation between the generations, i.e. usually you would find little interaction or even barriers of interaction across the ages. This isolation used to be clear if the differences in ages of about one decade or more, but today, even if the age difference is less than three years, we would notice this physical isolation. Actually, now the barriers are becoming so difficult that rarely you would see that this chain could be broken. Synthesis of the generational gap literature review shows there are different types of perceptions about the extent of the gap. One type of research sees that the gap between the generations is too deep. Other, type of research sees that there is no big gap between the generations today and what is experienced is only part of the norms of any other cycle of generation. The other literature shows there are selective gaps between the generations. Hence, we can see there is research that is pessimistic about the generational gap, and other research that is optimistic about the generational gap. Certain studies show that generational gap is the cause of identity crisis and the faded role of the

common ties that were influenced by the religion, or the school, or the community. Buheji (2018b), Mannheim (1952).

## **INTRODUCTION**

The parents' financial situation is the second consideration while making educational decisions. The majority of the time, impoverished parents have little control over where their kids attend school, and as a result, the kids are forced to attend institutions that are not a good fit for them. Public schools fail to meet students' requirements, which undermines their educational system as well as their hopes, dreams, and respect. This can result in a generation gap between parents and children (Fuller, 2005). The main factor contributing to generation gaps is time, which may be brought on by moms working outside the house or a lack of parental participation in their children's life. Due to the overwhelming amount of domestic tasks and, in many cases, working outside the home, women no longer spend the majority of their time with their children as they once did.

- (1) the arrangement of the children with their parents;
- (2) the internal arrangement of the relationship between the parents and the children; and
- (3) the intraspecific variability of the relationship between the parents and the children. The disparity in the ways in which parents and children behave will inevitably lead to the manipulation of their thinking, which in turn will lead to an increase in the generation gap; yet, the maintenance of a healthy family life is contingent on the narrowing of this gap.

The word "generation gap" refers to the difference in age that exists between two groups of people, namely between younger people and the older individuals in their lives, sometimes known as "children and their parents." Everything, including age, culture, demeanour, and morals, is subject to change as a direct result of the passage of time. Everyone will be impacted by this change. There will never be an end to the societal phenomena known as the generation gap. Every generation is born at a particular period and must grow up among a unique set of challenges and opportunities. Therefore, each successive generation has developed its own unique set of beliefs and ideals. Each succeeding generation has a strong desire to preserve the values that came before them. The existence of this issue may be traced back many years.

## **DIFFERENT WAYS TO REDUCE**

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.

Building a strong connection with one another can be facilitated by activities such as spending more time together, such as going on trips as a family, going on holidays, having picnics, going shopping, or watching movies together. During their formative years, members of both generations have a responsibility to learn and follow the norms and customs of the society in which they live. Both parents and children need to make an effort to offer the other more personal space and establish clear limits that their offspring are expected to honour in order to lessen the amount of tension that exists between the generations.

## **REVIEW OF LITERATURE**

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 .

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 Pooornaghdhi 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.

Azkiya and Hosseiniroodbaraki (2001) carried out a study that was titled "Generation Change in Lifestyle of Rural Communities in Ahangar Mahalle 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 in Lifestyle of Rural Communities in Ahangar Mahalle 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

## **RESEARCH METHODOLOGY**

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.

## **RATIONALE FOR STATISTICAL TECHNIQUES**

In order to give objective accounting for the phenomenon of the so-called generation gaps, this research makes use of a variety of statistical methodologies, while also taking into consideration numerous philosophies and practises pertaining to measurement. In Phase I, the naturalistic technique that is employed for eliciting different viewpoints from the subject population serves to guarantee the topics that are being researched are relevant and that they are being represented by a representative sample. In order to optimise the reliability and construct validity of the solutions acquired in Phase II, it is possible to generate a final set of representative items by basing the selection on proportional distributions of answer items. Because of this, its solutions are essential to the generalisation of the solutions found during the whole investigation.

## **DATA ANALYSIS**

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 (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.

The second main point of contention was with the students' school grades and their plans for the future. This argument pertained to a variety of topics, such as their homework, their priorities in life, their future plans, etc. When comparing the two student groups' frequency distributions, there did not appear to be a substantial difference between them. However, the parent generation saw this sector as having a more minor impact (11.02% throughout the whole domain) than it really did. "Dating and Sexual Education" was the third category on the list. This included obvious differences in thought that existed both within and across different generations. Students' perceptions of their parents' attitudes on "going out" and "dating" were extremely negative, particularly among female students. These difficulties posed a lower level of difficulty for male students in communicating with their parents. Nevertheless, not all of the parent group's members claimed that they had a significant conflict with their children over this area. As a result, the evident gap that existed between the parents and the students (the students had a mean of 8.82%, while the parents had a mean of 3.20%) demonstrated unequivocally the presence of generational conflicts. "Responsibilities at home" made up the fourth category. It was clear from the disparity in the percentages of replies given by kids and their parents (4.75 percent vs 8.97 percent, respectively) that the parents placed a greater focus on sharing household obligations. The sixth contentious issue, known as "curfew," was the imposition of limits on the amount of time children might spend sleeping. However, parents viewed this aspect as having a lower potential for conflict.

### **Summary of Elicited Attitudinal Differences Between**

Response Category	Frequency		Parents	Total
	Students (Male/Female)	Total		
<b>1. Restriction on sports and activities</b>				
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
<u>Type of movie</u>	<u>(1/0)</u>	<u>1</u>	<u>1</u>	<u>2</u>
Sum	(28/16)	44	27	71
Percentage*	(11.33/8.20)	(9.95)	(11.02)	

The sixth category was titled "problems relating to religion," and it included topics such as religious values, going to church, and having faith in God. There was not a discernible difference discovered between the generations or between the generations themselves in terms of the relative significance of the generation gap domains that each generation had. The seventh contentious topic was "rock music," with parents claiming to have a more nuanced understanding of the genre's significance. The eighth factor has to do with the roles that parents play in their children's financial decision-making. There were no discernible differences seen between the sexes or the generations. The ninth category was "telephone," and it consisted of two subcategories: youngsters talking too long on the phone and parents not providing phone messages in a timely manner.

The parents ranked this category higher on the importance scale than the conflicts involving their children. The eleventh category was "Owning or driving an automobile," which both refer to the same activity. Female students, male students, and parents made comprised the three categories with the following relative proportions: female students, male students, and parents. "Owning an automobile," in particular, emerged as the most important factor for each and every respondent. The eleventh topic, "drinking," has a frequency distribution pattern that is comparable to that of the problem that is associated with vehicles. However, except than the item of drinking beer, none of the other things were reported by female students. Only the item of drinking beer was recorded. The phrase "going steady" appeared as the twelfth area of inconsistency on the list. This entailed both the view that it was essential to get serious and the pattern of dating that actually took place.

It was discovered that there were no proportionate differences at all between the three groups that spanned two generations.

The state of the children's bedrooms and the ways in which they maintain their belongings at home were evaluated for the twelfth factor, which was titled "neatness of bedroom." The overall

consensus among parents was that they were less pleased with both aspects than their children were. The problem of high school pupils living in the outside world was the fourteenth topic of discussion. Students, both male and female, in general had a tendency to view this as being a greater challenge than their parents did. There was no significant difference in the proportion of male students or parents who brought up the topic of "Dressing" as the fifteenth problem. On the other hand, female students and their parents saw less of a problem with it than male students and their parents did. In the sixteenth section, which was titled "showing respect to authority," topics such as obedience, etiquette, interrupting a discussion when appropriate, and asking one's father for permission were covered. This topic was brought up often by the female students in particular. The "Hair style" topic came up at number seventeen on the list of areas that male students highlighted as being the most contentious. On the other hand, it was in no way a contentious issue for the pupils who identified as female. "dialogue on topics," the topic of the eighteenth issue, seems to link basic societal attitudes and actions (e.g., what school to go to, prejudice, distinction of social-economic classes, taste of art, etc.). This was a topic that was notably brought up by female students, in contrast to the low response frequencies that were received from male students and parents. The next three categories exhibited no significant variations across sexes or generations, and they also had the lowest frequency of occurrence. The nineteenth category was titled "drugs, smoking, and gambling," the twentieth category was titled "double standards," and the twenty-first category was titled "privilege and privacy" (over-protection, independency, privacy, privilege and philosophy).

### **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	<u>3.23</u>	<u>2.56</u>	<u>5.71*</u>
Sum	(23.04)	(24.00)	(39.57)

According to the information provided in Table J, each entry shows the proportion of contradictory items to the total number of responses that were generated from each sex/generation group. Their respective disparities across groups would consequently show the relative prominence of an issue with respect to various topic group areas of the so-called generation gaps. The first subcategory was labelled "ancient generational higher replies," and it included five entries. They looked to exemplify the usual expectations that parents have for their children, which are that the children would have a bright future and will also be a cooperative and hard-working member of the family. Approximately forty percent of the total discrepancy domain for the parent group may be attributed to this super-category. On the other hand, both male and female students thought less of them in terms of their significance. Curfew, independent living, double standards, and privilege and privacy were some of the themes that fell under the second supercategory, which reflected the most pressing concerns of the younger generation. In contrast to the emphasis placed on family in the first supercategory, this seemed to imply that it is desirable for young people to focus on developing their sense of self. The third supercategory was composed solely of female students and had proportions that were consistently higher. It included topics relevant to the present state of affairs with the advancement of women's equality in the home and in society. The fourth supercategory was also reserved for women, but to a lesser extent than the previous categories. This included limitations imposed on going steady, dressing, and participating in sports and activities. The fact that there are a greater number of male students and parents falling into this supercategory may be primarily attributable to the fact that adolescent boys experience a considerably more precarious stage of development than teenage girls do.



## SELECTION OF AREAS OF CONFLICTUAL OPINIONS AND SEMANTIC DIFFERENTIAL SCALES

On the basis of Chapter II, a total of 18 statements that presumably represent all common conflictual areas of opinions between generations were prepared and given in Table 4. These statements were used to define the typical semantic differential concept domain for both the elicitation of bipolar scales and the analysis of the results of those scales.

### **Eighteen Concepts of Opinion Discrepancies**

- 
- 
1. Parents imposing curfew on high school students
  2. Attending church regularly for high school students
  3. High school students accepting responsibility at home
  4. Going steady for a high school student
  5. High school students dressing sloppily
  6. High school students choosing their own hair style
  7. Being free to leave home when a high school student feels he or she is independent
  8. High school students spending a long time on the telephone
  9. High school students owning or driving a car
  10. High school students drinking alcoholic beverages
  11. High school students getting good grades for future advancement
  12. Rock music
  13. Neatness of a bedroom
  14. Parents' consultation for high school students spending money
  15. Freedom from restriction for high school students on sports and activities after school

$$H_j = - \sum_i^{18} P(i,j) \text{Log } P_j(i).$$

$P(i,j)$  is the probability of the joint occurrence of concept  $I$  and qualifier  $j$ , and  $P(i)$  is the conditional probability  $J$  of qualifier  $j$  given concept  $i$ . When  $j$  stands for each qualifier and  $I$  stands for the concept,  $P(i,j)$  is the probability of the joint occurrence of concept  $I$  and qualifier  $j$ . This index shows both the overall frequency (saliency) of a qualification as well as its variety of occurrence in respect to other types of stimulus. On the other hand, the value of zero  $H$  is reached

anytime it has a diversity score that is equal to 1, regardless of how frequently it occurs overall. All of the qualifiers were placed in a hierarchical order after being organised according to this information.

(4) The independence of the qualifier. In order to select a relatively small number of qualifiers

## **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. 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 and personnel development.

## **REFERENCE**

1. Adelson, J. What generation gap? New York Times Magazine, 1970, Jan. 18 (Section ~10-4\_5.
2. Aldous, J., & Hill, R. Social cohesion, lineage type, and intergenerational transmission. *Social Forces*, 1965, 4J, 471-482.
3. Benedict, R. Continuities and discontinuities in cultural conditioning. *Psychiatry*, 1938, J2, 244-2\_56. Bengtson, V. L. The generation gap: A review and typology of social-psychological perspectives. *Youth and Society*, 1970, 2, 7-J2.
4. Bengtson, V. L., & Black, K. D. Intergenerational relations and continuities in socialization. In P.
5. Chicago: Rand McNally, 1969 Coleman, J. The adolescent subculture and academic achievement. *American Journal of Sociology*, 1960, 65' 337-J~-7.
6. E. & Adelson, J. The adolescent experience. New York: John Wiley, 1966. Eisenstadt, S. N. From generation to generation.
7. Glencoe: The Free Press, 1965. Flacks, R. Youth and social change. Chicago: Markham, 1971. Friedenberg, E.
8. Current patterns of a generational conflict. *Journal of Social Issues*, 1969, 25(2), 21-J8. (a) Friedenberg,

9. Keniston, K. Young radicals. New York: Harcourt, Brace & World, 1968. Laufer, R., & Light, D. The origins and future of university protest. In D. Light (Ed.), The dynamics of university protest. Chicago: Nelson Hall, 1974. Lerner, R. M.,
10. Pendorf, J. and Emery, A. Attitudes of adolescents and adults toward contemporary issues. Psychological Reports, 1971, 28, 139-145.
11. Lerner, R. M., Schroeder, C., Rewitzer, M., and Weinstock, A. Attitudes of high school students and their parents toward contemporary issues.
12. Manheim, K. The problem of generations. In Essays on the sociology of knowledge. London: Routledge and Kegan Paul, 1952. (Orig. published 1923.) Mead,
13. Parsons, T., & Bales, R. F. interaction process. 1955. Family socialization and New York: The Free Press, Parsons, S. T., & Platt, A. M. Higher education and changing socialization. In M. W. Riley (Ed.), Aging and society: ~ sociology of age stratification. Vol. 3. New York: Russell Sage Foundation, 1972.
14. Riley, M. W., Johnson, M., & Foner, A. Aging and society: a sociology of age stratification. Vol. 3. New York: Russell Sage Foundation, 1972.
15. T. M. Lane. International Journal of Psychology, 1975, 10 2, 101-117. Tzeng, O. C. S. & Osgood, C. E. Validity tests for componential analysis of conceptual domains: a cross-cultural study in methodology. Behavioral Sciences, 1976, 21(2).
16. Underwood, B. J. Experimental Psychology. Appleton-Century-Crofts, 1966. New York: Walsh, R. International transmission of sexual standards. Chapter presented at the meeting of the American Sociological Association, Washington, D.C., September 1970.
17. Punamaki, R.L., M. Wallenius, H. Holtto C.H. Nygard and A. Rimpela, 2009. The associations between Information and Communication Technology (ICT) and peer and parent relations in early adolescence. Intl. J. Behav. Develop., 33: 556-564.
18. Yusefi, R. and M. Rezaeerad, 2010. A comparison between level of Mazandaran Islamic Azad University professors' and students' ICDL skills. J. Inf. Commun. Technol. Edu. Sci., 1: 67-78.