CHAPTER II

METHODOLOGY

Theoretical Orientation

Among the different stages of human being, 'Adolescence' has been found to be the most critical period. The period of adolescence has been described as a phase of storm and stress and an age of frustration. This period is marked by frequent conflicts and difficulties in adjustment. It is the stage which is characterised by love and romance, development of personality and character and a discovery of values, ideals and personal identity. In the past, adolescence was supposed to be the period around the attainment of puberty. It is a continuous process of development during which period the individual undergoes various physiological, social and psychological changes. Several sociologists have made an attempt to understand the period of adolescence. A few definitions are given below:

Davis K. (1944 : 8-16) says, "The stage of adolescence is interstitial between the period of childhood and adulthood".

Fridenberg, E.Z (1962) says, "The stage of adolescence is the development of clear and stable self-definition. This self-definition can only take place in a context of prolonged conflict between individual and society – Adolescence is conflict".

Friedman H.L. (1985:256-262) states that "Adolescence is a distinct and crucial phase in the development of a human being and is characterized by physical, psychological and behavioural changes.

Adolescence is usually or generally defined as ‘teenage’ period. It designates the period between the development of sexual maturity and
attainment of adulthood. Adolescence is accepted as a term to describe individuals in the transitional period between childhood and maturity. It can be said that adolescence is more than a period or stage of human development. It is a way of life, which could affect much of the individual's later life. It is a period when growth is affected in every direction. Hence, there is a possibility that adolescents who experience imbalance in many aspects of personality viz., physical, emotional, intellectual and social.

Adolescence comprise that period in life when the individual is in the process of transfer from dependent, irresponsible age of adulthood. The term adolescence was coined to describe what is mainly considered a by-product of the forces of modernization. In traditional society like ours, children were socialized in the institution of the extended family and the socio-cultural system of the community.

Sigmund Freud (1962) in his "Three Essays in the Theory of Sexuality" has provided the original psycho-analytical interpretation on the transformation of puberty. This has served as a foundation for several indepth pioneering studies later by anthropologists and psychologists, on the adolescent phenomena. Margaret Mead (1928) as also other anthropologists and sociologists, questioned the universality of adolescent manifestations. They used evidence from preliterate tribes to show that it is not universal in nature. Many psychologists and other behaviour scientists have questioned certain phenomena and interpretations. But it is to be noted that in almost all technologically advanced societies as also gradually developing countries, adolescence is
a reality. It is a problem that is being confronted by adolescents, parents and social institutions.

Adolescence is a temporary stage in the life of a person. In sociological perspective, adolescents are these persons who are influenced by the process of modernization into age-stratified, marginal, prolonged dependency groups with relatively little power or status. Since maturity, physical, cognitive and social, is accelerated, they are not children. Societies do not heed them for socio-economic point of view and consider them as immature for adult roles. A society may create a protected environment for custodial and socialization purposes.

There is a feelings of ambiguity towards adolescence. The social phenomena of expressing by parents of the term adolescent is expressed in the theory of labeling. The current period termed as 'adolescent' or 'youth' age is an example of this. This 'youth-culture' is evident from the use of language personal orientation, behaviour in grooming, dress, music, recreation, etc. In a traditional society, adults enjoy their mature age status and play their role accordingly. Today parents are culturally not a part of a youth culture. There is at the same time a tendency to speak against youth culture with a 'negative manifestation, parents at this stage are unable to appreciate or accept their child as being different than them. This psycho-social dilemma raises several questions. It is this that leads to an intergenerational conflict.

Sociologists consider the family as the cornerstone and a fundamental institution of society. It forms the basic unit of social organisation. It is accepted as the significant agency of socialization. The most important function of the family is to socialize and the new born
child, to take care and nurture the child. The cultural values of a society are reflected in the functioning of the family unit. In this context Cooper, D. (1972) argues that the family specializes in the formation of roles for its members rather than laying down conditions for the “free assumption of identity”. Thus the child inculcates social behaviour in a manner which the family thinks is good for the child and society. Therefore in this sense the ‘self’ of the child cannot develop freely but it has to develop within the confines demarcated as appropriate for the child by the family. This may hinder the alround personality growth of the adolescent. A child may develop aggressive behaviour toward the parents because it news them as constancy interfering in its freedom.

The family is a major source of transmission for cultural standards to the oncoming generation. Merton R.K. (1981:212) says “But what has until lately been overlooked is that the family largely transmits that portion of the culture accessible to the social stratum and groups in which the parents find themselves”. But this mechanism for disciplining the child in terms of cultural goals and mores may go the against the views of youths, which can lead the intergenerational differences and conflict.

Many times the parental in fulfilled ambitions transferred onto the child becomes the central aspect of frustration among youths. In this context as Merton (1981:213) opines, “many parents confronted with personal “failure” or limited “success” may mute their original goal-emphasis and may defer further efforts to reach the goal, attempting to reach it vicariously through their children”. Similarly Murray H.A. (1981) has stated that “often it is the case of a parent who hopes that the child will attain heights that he or she failed to attain. This influence may come through mother or the father".
Merton R.K. (1981:213) has observed that, "For if compensatory projection of parental ambition onto children is widespread, then it is precisely those parents least able to provide free access to opportunity for their children. The "failures" and "frustrates" who exert great pressure upon their children for high achievement without knowing the real capacity of the children. Due to this over pressure the young adolescents rebell against their parents and exert dissatisfaction, which leads to intergeneration conflict, because there is no similarity between parents ambitions and children aspirations.

Merton further observes that dissimilarity between the ambitions of the parents towards their children and realistic capacity of the child and opportunities in the social structure. He says (Ibid), "And this syndrome of lofty aspirations and limited realistic opportunities is precisely the pattern which invites the deviant behaviour". Thus it is clear that the family is central place to find the psychological frustration and intergenerational conflicts.

Similarly Crow and Crow (1965:439) have opined that the parents, who failed to achieve their occupational goal due to personal failure or financial problem, force their children to realise their goal, although the children have no interest in that field. This leads to frustration among the children and finally anomie. Therefore the goals of the parents should be realistic.

Good, W.J. (1976:547) has noted that some kind of parent-youth conflict begins with the first strong assertion of the child's independent will. The child grows to be more competent at resisting authority. The adolescent child is fully capable of reasoning as well as the parent, and
can often win an argument. In factual matters, the adolescent may be reasonably well informed. Of greater social importance is that people in their teens spend much of their time outside the family and thus cannot be easily supervised. In addition, as their sexual development proceeds, they not only enjoy a greater amount of energy and quickness of recovery than the exhausted parent. They also begin to feel internal stresses and strains that cause them to seek their own goals with greater persistence.

The youths acquire different values and attitudes and different preferences about future and present life styles and start to reject the parental values. When arguments focus on sexual behaviour, the adolescent shows less concern to his or her parents by 'yielding to temptation' and more by arguing that it is his or her right to do whatever he or she pleases.

Wetcher (1983:97-104) has noted that as adolescent children mature they attempt to distance themselves from their families of origin. Thus causing various conflicts and tensions within the family system, which require the family to search for new modes of relating. She contends that for the family to support the young adult's appropriate individuation, parents must encourage autonomy, consolidate their marital union and minimise those parent-child interactions that "unwittingly invade their children's lives and hamper the process of disengagement".

Davis K. (1940:523-535) in his study has discussed the problem of the amount of parent-adolescent conflict found in contemporary western society. It is his contention that the parent youth conflict arises from the inter-action of relational universals and certain variables found in
modern culture. The variables which interact with the above mentioned factors or universals to produce conflict include (1) the rate of social change, (2) the complexity of the social structure, (3) the degree of integration in the culture, and (4) the force of vertical mobility. In explaining the presence of the conflict in western society, the author stresses the incompatibility of the rural-stable and the urban-industrial mobile societies.

Davis has observed that extremely rapid change in modern civilization in contrast to most societies, tends to increase parent-youth conflict (523).

Conflicts arise due to sexual desires and interests. Davis says (Ibid: 529), "our morality demands both pre-marital chastity and postponement of marriage, thus creating long period of desperate eagerness when young persons practically at the peak of their sexual capacity are forbidden to enjoy it. Naturally tensions arise tensions which adolescents try to relieve and adults hope they will relieve". Davis further continues "Such tensions not only make the adolescents intractable and capricious, but create a genuine conflict of interest between the two generations" (530). He says that a there is conflict between adult realism (or pragmatism) and youthful idealism (525).

Thus Davis concludes that different situations of socialization leads to conflict "Inevitably, under such condition, youth is reared in a milieu different from that of the parents; hence the parents became old fashioned, youth rebellious, and clashes occur which in the closely confined circle of the immediate family (523).
Although in the life cycle, the gap between parent and offspring, astronomical time constitutes the basic point of disparity, the actual sequences and hence, the actual differences significant for us are physiological, psycho-social and sociological (524).

So far as physiological difference is concerned, Davis says*, "The organic contrasts between parent and infant, for example, are far different from those between parent and adolescent", and continued to say, "thus, at the time of adolescence the contrast is between an organism, which is just reaching its full powers and one which is just loosing them" (524).

According to him such differences often bring about physiological changes which are observed accompanying adolescence. It is seen as the primary cause of parent-adolescent strife, and undoubtedly a factor in such conflict (525).

He further observes that, "the decelerating rate of socialization, when taken with rapid social change and other conditions of our society, tends to produce certain differences of orientation between parent and youth" (526).

Much of the conflict arises due to the fact that the middle aged parents forget the ideals of the new social order, which they themselves once cherished when they were young. It is because Davis says, "as parent grows older to gravitate more and more toward the statusquo ideology, unless other facts intervene". (526).

Elaborating that conflict is due to parental authority over children, once again he says, "charged by his social group with the responsibility of
controlling and training the child in conformity with the mores and thereby insuring the maintenance of the cultural structure, the parent, to fulfil his duties* (527).

Conflict is also due to intellectual differences between generations. In this context he says, "By giving the younger generation there advanced ideas, they (professional specialists and many other extra-familial agencies, including youth’s contemporaries) widen the intellectual gap between parent and child" (529).

A conflict arises when parents want to exercise their authority, while children on the road of feelings of independence. In this context Davis says, “we are intermediate between the extreme of virtually permanent parental authority and the extreme of very early emancipation” (529).

Sociologically speaking Davis says “parent and child, in variety of ways, find themselves enmeshed in different social contexts and possessed of different outlooks” (527). Finally he says as far as psychological differences are concerned. “In so far as youth’s reformist zeal or cynical negativism produces conflict with parents, the peculiar conditions of our culture are responsible”. (527).

The socio-economic status of the family is determined by the parents’ occupation. In low social status families children are said to resist parental supremacy. In this context Bassard, J. (1996:216) says, “Occupation is one of the major factors in the determination of the status of the family; as a member of that family, the child identifies himself, happily or reluctantly, with that status. Some children resist such identification or seek to escape it or drier themselves to raise about it".
As Kunce and Priesmeyer (1985:40) have noted, "when a young adult leaves home for college, stress not only occurs from a need to achieve personal independence and to adopt to changes imposed by a college environment but also to resolve a basic developmental task released to family life".

Leonard (1989:390-400) has said that frustration is one of many unpleasant experiences that can lead to conflict by creating negative, uncomfortable feelings. It is these negative feelings, not the frustration itself, that can trigger conflict.

During the period of adolescence the intensity of conflict between mother and daughters is more than the between father and daughters. Hence Liccione John V. (1955:421-426) opines, "At all age levels there was a greater amount of both conflicting and non-conflicting interaction between father and daughter. The greater amount of conflict between mother and daughter is explained on the basis of greater general interaction between the two during this period".

Butler Ruth, M. (1956:280-288) writes about the cause of generational conflict within the family. "In the middle period of adolescence, the child attempts to displace the parent within the family, while assuming more mature roles outside the family. Demands of the adolescents increase in this stages which ensue intergenerational conflict". She has in her another study (1956:219-226) concluded that mothers were generally emotionally unprepared for their children’s need for greater freedom. Mothers had little comprehension of the significance of their children’s rebellious behaviour.
One study that has attempted to determine the manifestation of the influence of pressures on the adolescent from his parent and his peers. In this context Rosen, B.C. (1955:155-161) says, "the peer group excerts greater influence on the choice of the adolescent in this matter than do the parents". Thus rejection by the parents leads to greater frustration and intergenerational conflicts. Rosen B.C. (1964:59-76) in another study has reported that middle class parents are more likely to discipline the child by using reason and appeals to guilt and tend to use physical punishment less than lower class parents. This physical punishment has not tolerated by the adolescents, who go against the parents wish.

Peck, R.F. (1958:347-350) says, "Adolescents coming from warm, democratic families showed more positive characteristics than those living in autocratic, distrustful and disapproving atmospheres". The adolescent period of development stresses the situation of adolescents who have no reliable frame of reference for analysis of their behaviour and who are faced with inconsistent expectations on the part of adults (Frick, Willard 1955:206-210).

While discussing the impact of social structure on the aspect of conflict Levy J (1932:208-221) says, "The sources of conflict in childhood arise both from the conscious instruction of the social group in the form of discipline and from the unconscious emotional stress placed on the child by his culture. Since inherently the training of the child induces conflicts of authority and the structure of family life, sex codes and religious beliefs and the conflicts within them influence his emotional development". Middle class families are regarded as particularly oriented
towards status striving and upward mobility to achieve this end the parents stress planning and achievement not only for themselves, but for their children as well (Rosen, B.C. 1965:173). This stress or forced to achieve more influence their children. If the children are incapable to reach the goal, there arise conflict between the generations. Therefore Crow and Crow (1965:446) have said that 'No parent should consider a young persons future solely in terms of his own interests and ambitions'.

During the adolescent period the child develops deep and strong feelings toward sex and romance, which are abstract. The youth culture acts to give relief from the strain and to satisfy emotional need partly by an unrealistic romanticism. Because at this stage the individual is no longer a child, especially from physical and sexual point of view, but is ready to undertake many attributes of adult roles.

The adolescent has not been able to develop either security or self-confidence and his childhood uncertainties pursue him into adolescence. Jersild, A.T. (1963:231) says, "the essential element in emancipation is the freedom, desire and ability to take responsibility for one's own thoughts, feelings, moral judgements and practical decisions. The emancipated person may seek advice from his parents, but he will not allow his parents to dictate his decisions. He respects his parents' moral values, but he measures what is right and wrong by 'his own convictions and not simply in terms of what he thinks his parents will approve or disapprove'. If his parents show disagreement with him the conflicts begin in the family.

With regard to personal and social adjustment, it was found that the child from the democratic family has a distinct advantage over the
child from the authoritarian family. Hence Landis, P.H. (1954:105-106) observes that “more parent-child disagreements arise in the authoritarian family than in the democratic”. The child from the democratic family is generally better adjusted and has fewer teen age problems. He opines in his another study (1955:537-540) that the only child of small family had slightly more problems than the child in a larger society. There seemed to be more mature and ready to accept responsibilities. Cavan R.S. (1934:143-154) also opined that the effect of good home environment is the production of socially well-adjusted adolescents.

There is a relationship between the type of family environment and social acceptance of adolescence. Warnath, C.F. (1955:346-348) in this connection says, “The home environment is a place for the learning and development of social skills and perhaps the desire to participate in group activities; those adolescents coming from affectionate, democratic type families are better able to fit into the social structure of the adolescent peer groups”.

There are numerous ways in which an adolescent may gradually achieve the necessary freedom from parental attachments. For eg. there is a matter of handling money. As children approach adolescence, it is highly desirable that their allowance be increased so that they may by financially independent. To achieve a reasonably peaceful transfer of control from parents to offspring the parents must first accept the basic fact that emancipation from home ties is both desirable and inevitable.

Cole. L. and I.N Hall (1970:404-405) opine that “A good home for adolescents permits them to choose more and more of their own friends until the matter is entirely in their hand : they further said that it is
inevitable that a child will make some unwise choices of friends, but no serious harm is likely to be done if the parents accept the friend, ask him or her to the house and do not get into a panic*. Otherwise the conflict between parents and children commence. A tight control over children generally leads either to a weak, childish submission or to active rebellian against control by the parents. However too much freedom is not merely confusing to an adolescent but may also be actually dangerous for himself and for others.

Johnson, T.F. (1952:783-789) opines that the adolescents who were not living with their parents develop more positive feelings toward parents and family than did those who were living with their parents. This may be due to strict parental authority and conflicts between parents and children. Similarly in their study of college students conducted in order to determine their feelings toward their parents, Mussen Paul and Jerome K. (1958:57-60) have concluded that large number of those undergraduates designated as confirmists viewed their parents as harsh, punitive and restrictive in nature.

Margaret Mead (1970) has opined that the scientific and technological revolution since World War I has brought about a growing estrangement between, the old and young generation. In her book 'Culture and commitment* she mites, “The successful splitting of the atom and the invention of fission and fusion bombs, the discovery of biochemistry of the living cell, the exploration of the planet” surface, the population explosion, and the recognition of the certainty of catastrophe if it continues the breakdown of the organisation of cities, the destruction of natural environment, the linking up of all parts of the world by means of Jet flights and television, the building of satellites and the first step
into space, the newly realized possibilities of unlimited energy and synthetic raw materials and in advanced countries the transformation of the economy from problems of production into problems of distribution and consumption all these have brought about a drastic, irreversible division between the generations. Today's children have grown up in a world their elders never knew. This break between generations, is wholly new, having never occurred in history before; it is planetary and universal".

Conger (1971) opines, “There is a widespread tendency to confuse generational differences that may indeed be new, either in kind or in magnitude, with those that have traditionally separated parents and children if for no other reason than that successive generations occupy differing positions in becoming aware of the insistent stirring of sexual impulses will inevitably differ from the middle aged adult who perceives their urgency warning. Adolescents need ways to consume their energy; adults look for ways to conserve it. Young people are concerned about where they are going; adults are concerned about where they have been. Adults, having personally experienced the many partial victories and defeats and the inevitable compromises of living tend to be tempered in their enthusiasms and cautions in their moral judgements. Young people, in contrast, tend to be impatient, impulsive and given at times to imperious moral judgements that allow little room for shades of gray. They are more likely to move rapidly from profound joy to despair. Adults must worry more about their children; adolescents must worry more about themselves. The psychological mechanisms of adolescents are in a flux and only partially effective; those of adults tend, like arteries to harden with age".
The young have not yet developed the vested interests that their parents are likely to have in either the ongoing economic system or the value structure and thus they are less likely to plead for the status quo, what to the adult is habit, is to them a challenging novelty.

Since adolescence is a period of rapid development, the emotional life of the individual is sure to be affected in some way or the other and in this connection Hurlock (1972) has stated, "In whatever sphere of social life the individual encounters adjustment difficulties it will be there that emotional tension is greatest". Thus the adolescents also experience considerable emotional upset when their peer relations are not satisfactory. The adolescents' value peer relations and try their best to get group confirmity, which they cherish most. They become upset when their basic needs are not satisfied. The heightened emotional tension is said to be due to the various changes taking place within the adolescent and also due to social conditions surrounding him.

During adolescence the concern about physical appearance stands out as a major dynamic factor. From his own experience the adolescent learns that personal appearance plays a major role in social acceptability or lack of it, specially with members of the opposite sex. Emotional turmoil and mental conflicts are often accompanied by the inability on the part of the adolescent to develop and improve physical appearance.

Even though social development begins during the infant stage and continues throughout one's life span, the most difficult of all social adjustments occur during adolescence. The adjustments are related to the members of the opposite sex to people outside the home and school environments. The sharing of personal experience is a fundamental
requisite of adolescent adjustment. Many teenagers appear irritable and in low spirits when they are separated from their close friends. During adolescence the emphasis is more on group life and the role played by him in the group determines his present and future social adjustments. A marked heterosexual interest appears at the age of thirteen or fourteen in girls and about fourteen or fifteen in boys. This interest and curiosity are closely related to the individual’s sexual maturation occurring of puberty. Girls try to attract the attention of boys and vice-versa. A desire to make frequent social contacts and heterosexual friendships also arise at this age, which increase as the years of adolescence pass. Non-fulfillment of this desire causes frustration and conflict in the adolescent.

As it is known as a primary group family exercises its influence on every member. Parents many times underestimate the adolescent’s ability to be independent. Adolescents in general overestimate their ability to make choices and decisions. The two generations have different views on the concept of right and wrong. These differences, which are due to generation gap between parent and adolescent often become a source of conflict between them. Paul (1965) has stated that the most intense struggle of the adolescent is the detachment from parental authority. Adolescents develop respectful feeling which parents have, particularly as adolescents consider that they are reaching adulthood.

Adolescents often try to escape from parental concern as it is rooted in proprietary instinct. They try to assert their independence by moving with other adults outside the home. They do not like the personal relationship at home with all members. They feel free and better pressure is not exerted on them.
Sometimes adolescents react to parental pressure by direct disobedience to their parents. It is understood that the resentment of adolescents for their parents is a part of a class consciousness of youth against adults. They feel that elders have ideas and notions that do not suit their way of thinking. The feeling of youth against adults helps the young to build a strong relationship with friends of their own age.

Pikunas and Albrencht (1961) after careful analysis of adolescent behaviour have concluded that some of the changes, which influence the growth and development of adolescents' life are rapid physical changes, sexual maturation, greater awareness of self, resulting in a desire for self direction and intense need for socialization and numerous conflicts arising from the fact that the adolescent is part child and part adult. Similarly Hines, P. (1990:23-32) opined that male adolescents from female headed households are particularly rebel against the power and influence of their mothers and other females in positions of authority.

The socio-psychoanalytic point of view is that conflict is necessary part of growing up. Freud, A. (1958:255-278) has opined that “it is normal for an adolescent to behave for a considerable length of time in an inconsistent and unpredictable manner; to fight his impulses and accept them; to ward them off successfully and to be overrun by them; to love his parents and to hate them; to revolt against them and to be dependent on them; to be deeply ashamed to acknowledge his mother before others and unexpectedly, to desire heart to heart talks with her; to thrive on imitation of and identification with others while searching unceasingly for his own identity; to be more idealistic, artistic, generous and unselfish than he will ever be again but also the opposite; self-centered, egotistic, calculating".
Similarly Levy and Munroe (1949) observe that an adolescent has to fight his parents in order to grow up. In such a situation of conflict he not only rejects his parents, but also his childish behaviour. While rejecting childhood and parents, in order to strive toward a distinct adult and as a distinct independent being, he still wants the love, comfort and protection which parents can give him. When adolescents go through a difficult stage, their parents have to wait patiently, confidently and lovingly until the young adults grow out of it into civilized adulthood.

Adolescents mature easily when parents place reasonable limits on their behaviour especially when they are affectionate and interested in the activities of and active with their children. The study by Landis J.T. (1962:122-128) has given considerable evidence to show that this is so. For example when college students were asked to recall how they felt toward their parents before they were 15 years of age, approximately half of them reported that they had felt very close to both. Compared with a group who had not been close to both parents, these students had more positive ratings on several personal and family characteristics. They were more likely to be virgins, to have received sex information from parents and from it to have developed healthy attitudes toward sex in marriage, giving family training as their reason for refraining from pre-marital sex relations. They tended to evaluate themselves more highly on personal attractiveness to be satisfied with their sex to have little trouble making friends with the opposite sex and to have confidence in their chances for successful marriage.

The parents’ feelings and personal development are also some aspects of the production of conflict. Even though growing children are an economic burden, they are a source of joy and satisfaction. Some
parents may nurtured and create situations other than fulfilling childraising roles, many may not. Most parents are thought to if not all, feel ambivalent about seeing their children grow into adults. This is one of the sources of conflict according to some sociologists.

Another source of parent-youth conflict, (Kirkpatrick, C. (1963:266-267) claims), is the clash of inferiority complexes. That adolescents feel because of they lack of experience. Overcompensation toward parents may mean that what is lacked in these respects is made up in defiance, aggressiveness and pseudosophistication. On the other hand, parents often feel inferior because of an underlying impression that they really do not understand adequately the needs of their children. Parental authority is often further eroded because adolescents today may not see their parents as representing a unified or common adult group.

In striving to achieve emancipation and personal freedom many children may give up their parents as role models. They may choose an entirely new model. Hence it may be said that adolescent emancipation is not just a problem for the son or daughter, it can also be a problem for the parents. Some parents find it difficult to 'let go' of a child. Ever since the youngster was an infant they have had him in their care. The habit of watching over a child is strong that the desire to continue to do so may continue to be strong. It is especially difficult for parents to let go an offspring in adolescence if they have not got into the habit of gradually allowing the youngster to have more freedom and opportunity for selfdetermination.

While achieving independence many adolescent have a less favourable image of their parents than they had before. When they are allowed to become independent, they seem the parents more kindly as
well as more realistically. When adolescents are at the peak of their search for independence, parents feel that they are being rejected. They think that the adolescent is intentionally trying to hurt their feelings when he ignores them, criticizes them, repeatedly does foolish things which they urged him not to do. Parents are likely to feel left out when their adolescent child is much more influenced by the opinions of his peers than by the opinions of his parents. Therefore many parents have a feeling of failure when their adolescent children are critical of them.

The emergence of individualistic or nuclear family, in which the child is given greater liberty, has left many parents in an indecisive state of mind concerning the extent of authority they should exercise. Excessive authority has no sanction in the urban social system. During the period of youth when one must allow the child to enjoy freedom of decision making there is often the question of how much freedom to permit. The limits are set by the degree of maturity as evidenced in social judgement and capacity to accept responsibility by the child.

Landis, P.H. (1952:154-155) feels, “The authority role is also a source of serious marital conflict for parents, who cannot agree on the amount of authority to be exercised in the home. The one parent feels that the best interests of the child are served by the exercise of a rigid authority; the other because of temperament, study of some popular brands of child psychology, or because of having been trained differently himself, believes the child should have almost complete freedom. The more conservative may fear the trend of development he sees in a child under the rein of freedom and he embarrassed by his conduct before others. In more extreme cases, this situation is provocative not only of
conflict between parents but also of conflict between child and conservative parent. Even the young child may openly defy the attempts of the more conservative parent to exercise authority*.

Parents may sometime feel hurt when an adolescent shifts his primary attention from them to the peer group or to a member of the opposite sex. Some parents try to come in the way of such loyalties, interests and devotion to the peer group. In contrast, these parents who find it emotionally difficult to release the child are among the numerous who often submerge their own interests in trying to retain the child's surviving infancy by rationally facing the youth's own problem and pushing him out as quickly as is safe and proper into the responsibilities and freedom of adulthood.

It is an interesting fact that within the same family the intensity of the parents to permit the child to attain maturity may vary. Some parents are able to allow all the children to obtain adulthood except the last. The last child, being the final symbol of the completed family is often encouraged in his dependence, because the parents may fear isolation and loneliness, which may come when the last child leaves. In other cases it may not be the youngest child. Parents, being human, may inspite of all rationalizations to the contrary, feel a much deeper emotional attachment to one child than to an other. In some cases the deep attachment of the mother may go back to peculiarities associated with the child's birth or with his or her health in early childhood or infancy. They may root back to periods of crisis in the family in which the emotional attachment of the parent for this particular child became very deep. In such cases the parent may manifest objectivity in letting the
other children go but faces a supreme struggle in permitting this one, to whom he is most attached, to acquire adulthood and leave the nest.

The ideal of the democratic family is a mutual understanding between parents and children. In such families parents will trust their adolescents and youth, respect their opinions and judgements, and give the young people themselves a feeling of assurance that their parents approve of what they do. When this type of relationship exists, parents need not have serious anxieties about the conduct of their young people. Since personal choice is not placed upon the young person himself, he is close enough to the parent to understand what the parent wants. At the same time he is free to choice within the field of activity which his parents have outlined as poorer.

Kirpal Prem (1976:32) in this study observes, “The new forces of modernization shook the traditional societies and sharpened intergenerational differences. The serious differences are inevitable in the process of transition from tradition to modernity”. Similarly Halyal P.S. (1984:49-50) has noted that, “it is obvious that the educated modern youth mediate new values, they formulate an effective ideology and they may create an adequate collective self-image. These place them in direct conflict with the traditionalist forces in their society. In the modern world equality, efficiency, justice and economic well being are presented as the values of the society. Poverty, sex-discrimination, caste systems, social inequality, political corruption and cultural backwardness are all violations of such values and principles. The educated youth tend to be idealistic and radical and older persons are comparatively conservatives. The situation grows much more acute in our society in which most of the older generation live in a traditional indigenous culture much different
from the culture the young encounter in their contacts with the modern sector of our own society*.

It is also a stage of alienation, ambivalence, and identity confusion. The concept of identity confusion, as advocated by Erickson (1968), denotes a person's uncertainty about his future role in society and a sense of discontinuity between his past and his future. In a period of rapid social change, the problem of identity confusion is intensified due to the breakdown of traditional values and traditional roles. If the guidelines for accepted behaviour get improper and contradicted there is possibility of severe inner conflicts.

Martin (1943: 596-608) has studied the influence of unfavourable parental attitudes upon personality development of children. He has observed that as the children grow older, anti-social behaviour in the form of aggression, cruelty, lying, stealing, swearing and truancy becomes common. They show an overt expression of anti-social and hostile behaviour and less inhibition and anxiety than children whose parents attitudes are more favourable.

Kimbal Young (1927:374) has described several case of the projection of parents' unsatisfied ambitions into their children. One father, for example, had missed through youthful misbehaviour an opportunity for a musical career. He developed a fantasy that his son had the makings of a musical genius and gave him nine years of costly musical education inspite of the boy's obvious unfitness and lack of interest. Finally the son refused to continue, to the tragic frustration of his father and the injury of their relationship. The father lost all enjoyment of music. Ultimately resulted in conflicts between them.
Green, E.J. (1978:277) has opined that adolescent interest in theoretical ideas also can lead to a high degree of idealism and to lengthy discussions with peers about solving social problems. Adolescent idealism is the teenage 'crush', which is of brief duration but great intensity. Such crushes are also a way for the adolescent to try out different images, since the object of the crush may mirror or complement aspects of the young person who has it.

According to Erickson the crisis of adolescence is the resolution of identity versus identity diffusion. Here an individual feels role conflict. This role diffusion is a danger at this stage. Adolescents who have poorly conceived identity or who have doubts about their worth are especially likely to have difficulty settling on an occupation. To compensate for this confusion, adolescents over identify with heroes of gangs and crowds.

For many parents, a major problem as their child moves through adolescence and into adult years centers around how much independence to allow the child. Because they often recall the child's younger dependency, it may be difficult to assess the independency of the same child who is now older. Also, over the years the growing child has increasingly become involved with reference groups, outside and sometimes competing with the family. In other words, the self-role definitions by the child and the parents definitions of the child's role undergo constant change as the child grows older. For example, the daughter in her younger years has her role as daughter defined by her mother. But as she grows older she is influenced by other definitions which she internalizes and applies to herself in her movement toward self-determination. The mother frequently continues to visualize the
daughter's role as it was defined in the past and also attaches the same importance to her function as mother in defining her daughter's role. But given the rapid social change associated with family roles the definer as well as definitions, may no longer be institutionally appropriate.

Parents may also be biased in their definitions of their child as less mature than they, the parents were when they were the child's age. One cannot recall experiences earlier in the life cycle free from influences by the events that have occurred since. This may result in many parents' thinking of their younger selves as being more mature than they actually were. At the same time the parents' view of their child's degree of maturity may be biased by their recall of him when he was younger and less mature. Thus, from the parents' perspective they may recall themselves as youngsters within the context of what has occurred since more mature and may see their offspring within the context of their earlier childhood, as they less matured.

Thus the family is especially important in the childhood development of the adolescent, since it is the first agency of the socialization, which the child first comes in contact. It has the responsibility of the initial socialization and preparation of the child for future contact with the large society.

One of the most difficult manifestations of the adolescent age is the burgeoning interest in the opposite sex. About this there is very apt to be some disagreement between the youngsters and their parents. There is the problem of parental acceptance of the new phenomenon, when the child announces in all sorts of ways that he or she is now preparing to make a start in the difficult world of boy and girl relations, parents must
have some reaction to it. They may regard it as a shocking exhibition of
the youngster's wish to anticipate privileges which should not come until
later. They may welcome it as a sign of maturity. But this new
development will require adjustment on the part of the family.

This may be inevitable and expected, but it is by no means always
desired or accepted. The symptoms of awakening interest in the opposite
sex are first apparent in the family. The youngsters who seems to her
parents still a little girl is likely to announce that it is high time she
adopted lipstick, girdles and party dresses. This is the age when the need
to belong to be part of known group to identify one self with a group is of
first class importance. If any opposition is received from parents the
conflict ensues. Then they say, “everyone else is doing it, I do not see why
I can’t.

But sometimes many adolescent boys themselves have many
hesitations about tackling a problems as difficult and taxing as the
sexual enterprise. They are afraid of their own ability to handle their
impulses. Afraid of giving up the protection and attachment which must
be relinquished if they are to establish an independent life, afraid of
loosing their parent’s love, afraid of consequenses, afraid of failure.

Brew, J.M. (1963:24-25) is of the opinion that in all countries and
more especially in Indian society, adults tend to be not only afraid of
adolescents but even might become jealous of them. For example a
mother sees her daughter for the first time in competition with her as a
women; her unconsciously she may resent the evidence of youth and
good looks she herself once had, and the freedom from the burden of a
family, the pretty clothes and what seems to her the freedom of an office
or business life.
A boy when he becomes a wage-earner, is in full competition with his father. Most fathers resent the financial independence of their children even though they boast about it to others. This type of resentment may not be immediately recognized. It may reveal itself in small acts in which parents may try to bring up their children very strictly. They may be unreasonable strict about pocket-money, or may criticize clothes, taste, friends, or spare-time activities of their growing sons and daughters and even may display a sense of over-anxiety. The young who are struggling for freedom may resent this bitterly, but they are neither experienced nor patient enough to realize or sympathize the reasons for their parents strange behaviour. Hence in a large number of families there is constant friction between one or both the parents and their children. This friction can take a heavier toll on the girls rather than on the boys. However strict the home, boys have less restrictions on their comings and goings than girls. The girl in her first taste for women’s privileges may often find that she is against her father’s intense jealousy of other men’s interest in his daughter and of her mother’s jealousy of her good time. For different reasons she becomes a source of conflict to both parents that she is becoming attractive to other men.

Thus the adolescent is not only put on the defensive but has to fight all that seems to restrain his freedom, When parents give up all responsibility a sense of isolation becomes complete. Unresolved conflicts can put young adults into the very danger their parents so much fear for them.

The problem of intergenerational conflict brings about different values and attitudes. Gangrade K.D. (1974:26) says, "In the transitional
families not only do the adolescents and parents cherish different sets of values and attitudes but the parents also want to impose their own traditional values and views on their children. The authoritarian attitude of the parents creates a communication gap between the two generations resulting in lack of understanding between the two generations. These situations often become ripe for conflict”.

Adorno (1950) observes that an authoritarian person displays deference to his seniors, while he demands obedience from his own subordinates. He shows a strong concern for his status and wants his children to be ‘ladies’ and ‘gentlemen’. To achieve it he uses strict discipline. When the child resents this, he is not allowed to express his resentment. As a result the child tends to find other outlets for his aggressive impulses.

Frankel, B. and Harvel, J. (1953) has also found that the child who is strictly treated during his childhood, develops an authoritarian outlook himself. Such children often display aggressive behaviour after the age of ten. The display rigidity, cruelty, and superstition. They protect this hostile feelings to outgroups. They also tend to dichotomize sex roles.

In contemporary society adolescents are better educated than their parents and most reach mental maturity by about sixteen. They have the physical potentialities of an adult. Therefore even in Indian society especially in urban areas, the manifestation of the intergeneration conflicts is more evident in nuclear families than in joint families. Also due to the influence of mass-media, entertainment youth clubs, peer group etc. adolescents show more aggressive behaviour toward their family members at the age of 16 to 19. However, in western countries
intergeneration conflict begins when the children are at the age of 14 years due to early exposure to wider society.

However resistance and antagonism towards parents is not permanent as it gives way to opposite feelings. After the conflict youngsters may return to familiar ways of behaving which are reminiscent of childhood days. A youth again turns to his parents for support, guidance and love. They may sometimes demand that they be given authority over younger children. That is, they try to act out a parental role or as an elder. Thus conflicts between adolescent children and their parents are transitory, but yield more serious and severe results. Hence the researcher focuses his attention to study this situation of intergenerational conflict.

Thus the factors such as increased demands by adolescents, the need for emancipation, stress on discipline, better education for children in rural area, the influence of urbanization, attraction opposite sex, increased sexual desires and interests, dealing with money, the influence of peer groups, the influence of mass media, youth clubs and the imposition of parental control on children, are some of the factors which have contributed to intergenerational conflict. This results in "generation gap", and a destructive behaviour among adolescents. The present study aims at investigating how and to what extent present day student generation differs from that of their parents, who have been socialized in a different social context.

The above discussion outlines the relationship between family behaviour and generation gap and the familial relationships which lead to intergenerational conflicts. Therefore, keeping in mind the above
theoretical discussion, this study aims at understanding the role of family in bringing about the generation gap.

Against this theoretical background, this research has identified the following aims and objectives:

**Objectives**

1. To understand the socio-economic background of the respondents in relation to the conflict experienced between parents and adolescents.

2. To understand the extent of generation gap in relation to the personal life and aspirations of adolescent respondents.

3. To assess the generation gap in relation to family matters and family life experienced by adolescent respondents.

4. To know the generation gap relating to ideas and attitude towards religion.

5. To assess the generation gap experienced in relation to patterns of recreation among adolescents respondents.

6. To evaluate the generation gap in relation to friendship, intimacy and attitudes with opposite sex and opinion on sexual relations.

7. To examine the generation gap in relation to marriage and marital life.

Keeping in mind the framework of this research study, the following hypothesis have been formulated for testing them in the light of empirical data collected for the study.
Hypothesis

1. More the aspirations of the adolescents more is the generation gap.

2. Lower the educational level of the parents, higher is the generation gap.

3. The generation gap is more in relation to religious life.

4. The generation gap is more among Hindus as compared to respondents belonging to other religious groups.

5. Higher the education level of the parents, lower is the generation gap in relation to family matters and family life.

6. The generation gap is more in relation to opposite sex and opinion on sexual relations.

7. Generation gap is more in relation to ideas on love marriage and intimacy with opposite sex.

8. The generation gap is more experienced among boys than girls.

9. The generation gap is less in matters relating to modes of recreation among adolescents.

Variables for the Study

Various sub-systems of social organization are considered as variables for the present study, such as age, sex of the students and age, sub-caste, occupation, religion, nature of the family, educational level and socio-economic status of the respective parents of the students have been taken into consideration for analyzing and interpreting the data.
These variables have greater impact on the socialization process and development of personality of the students and their parents.

Criteria of Social Class

1. **Upper Class** – Rs. 15,001/- or more per month
2. **Middle Class** – Rs. 5001/- to 15,000 per month
3. **Lower Class** – Rs. 5000/- or less per month.

Caste Groups

Caste is a powerful social force which influences the attitudes and social life of an individual in India. In this study, the castes are classified into the following three groups taking into consideration the usual norms of rural purity and the listing of castes in the various government commissions.

1. **Upper Caste** - Brahmins and jangamas
2. **Middle Caste** : Lingayats, Reddy, Vaishya, Kamma, Maratha, Devanga, Panchala etc.
3. **Lower Caste** : SC/ST – Samagar, Chalavadi, Madar, Harijana, Beda, Nayaka etc.

Nature of Family

There are two types of families.

1. **Nuclear Family** : Includes students, their siblings, father and mother
2. **Joint Family** : Includes students, their parents, grand parents, uncles, aunts, nephews and others.
Educational Status

In this study the level of education is categorized into 7 classes. They are

1. **Illiterates**: This category refers to those who have not attended any type of formal or non-formal education

2. **Primary**: This category refers to those who have been school drop-outs.

3. **High School**: This refers to those who have attended secondary school education and completed the secondary school learning certificate examination.

4. **PUC/Diploma**: This refers to those who have completed the intermediate courses, more commonly known as the 2 year Pre-University Course and who have completed Diploma and Job Oriented Courses.

5. **Degree Level**: This refers to those who have completed graduation and who have passed Karnataka Administrative Service Examination

6. **P.G. Level**: This category refers to those who have completed post-graduation, M.Phil, Ph.D. degrees

7. **Vocational Education**: This category refers to those who have completed engineering (B.E etc.) and M.B.B.S., B.A.M.S., B.H.M.S. and other medicine examinations.
Occupation of Fathers

The main occupation of the people determines their socio-economic status. In this study, the occupations of the fathers are classified into the following 7 categories.

1. Coolie: This occupation refers to class of people who have no definite occupation and source of income and who have no land holdings and work in the farms of other farmers.

2. Agriculture: This class refers to the peasants who have their own landholdings and work in their own farms with landless labourers.

3. Small Scale Business: This class includes the people who are engaged in retail business, salesman and whose income is less than Rs. 15,000.00.

4. Large Scale Business: This class includes the people who are wholesale business, whose income is more than Rs. 15001.

5. Government Service: This class includes the government servants from peon to Administrative service, like Assistant Commissioner, Tahasildars and the like.

6. Private Service: This class contains the workers, who are working in private sectors, like factories, banks, etc.

7. Others: this class includes the pensioners, politicians, and others.

Selection of the Universe

This study was conducted in the year 2004 in Dharwad-Hubli corporation area. The study is based on sample survey. This corporation area is selected because it is fairly representative of the characteristics of
city life of Karnataka State. Dharwad is a well known educational centre with two universities and many colleges. It is also administrative headquarters of the district. It has been undergoing modernization steadily during the last few decades.

Sources of Data Collection

The main sources of empiric data collected in the present study are two, viz.,

A. Primary sources and

B. Secondary sources.

A. Primary Sources

The data from the primary source was collected by the researcher through field work. To collect required information the researcher prepared structured, closed-ended interview schedules were administered to the students and their respective parents of the sample to elicit data for analysis in order to arrive at objective conclusions.

Further the researcher also personally met the student respondents during leisure time in the college premises, and distributed the interview schedules among students and helped them in filling the schedule. At the same time the researcher got the residential addresses of the students and visited their houses to collect the information from their fathers. This gave the researcher the background data to understand the research field more thoroughly. The data informally collected through the interview method immensely helped the researcher at the time of analysis of data and to put the conclusions drawn on an appropriate manner.
Technique - "Interview Schedule"

Schedule method is one of the most important methods for the study. A schedule is like a questionnaire which contains a set of questions. These questions are required to be replied by the respondent with the help of an investigator. Thus a schedule is a list of questions formulated and presented with the specific purpose of testing an assumption of hypotheses. Since in the schedule method an interviewer is always present and he can also provide stimuli, therefore, success of schedule is linked with ability and performance of the interviewer. Thus a schedule is a formal document for maintaining uniformity in questions.

Schedules are of different types, though the aim of all the schedules is to collect data. Among them 'Interview schedule' is most important. Interview schedule is used for testing as well as collecting data as well as for the collection of supplementary data. The informant takes the schedule with him and interviews the respondent and fills in the forms. Usually in this method the interviewer asks certain standardized questions. In the present study the major part of the data is collected through structured closed-ended interview schedules.

The researcher prepared two sets of interview schedules one for the students and another one for their respective parents. These both sets of interview schedules contained the following aspects.

1. **Section 'A'** - This part of interview schedule contained the questions pertaining to socio-economic characteristics of the respondents.

2. **Section 'B'** - This part contained the questions pertaining to intergenerational conflict between students and parents.
3. Section ‘C’ – This part contained the questions regarding generation gap. These questions are divided into five sub-divisions.

They are

a. Family life
b. Marital life
c. Sexual life
d. Recreation
e. Religious life

Interview Method

In social research interview method is becoming increasingly popular. From the sociological perspective the interview method is considered a very useful instrument to collect primary data. In this method the interviewer himself approaches the informant, puts questions to him and himself records the replies. In this system there is direct contact between the respondents and the informant. In the present study the essential primary source information was collected through this method.

There are different methods of interview. ‘Individual interview’ is one among them. Individual interview is very common. In this the interviewer meets one single person and interviews him. He then collects all information from him. It is believed that such a person possesses the required information and that will serve his purpose. Obviously the advantage is that the person is not under group influence and the views expressed are his own and spontaneous.

With the help of above said schedule the researcher personally visited the colleges and approached the students during college hours.
and collected the required information from the students. Similarly after getting the home addresses of the students the researcher visited their houses personally and collected the information from their fathers through this method. The researcher helped the students and fathers in filling the schedule, if necessary. To fill up one interview schedule it took nearly 30 minutes. The interview schedules were prepared in both Kannada as well as English version in order to assist the respondents, who are mainly Kannada medium. A majority of the respondents provided all the information with enthusiasm.

**Sampling Procedure**

The present study is confined to only first year B.A., B.Sc and B.Com students and their respective fathers. To select the samples 'purposive sampling method' was used. This method is more suitable to the present work. With the help of this method it becomes easy to pickup a sample for study. In this method it is left to the investigator to decide which type of method he will pick up for his study. The investigator has all the material before him and out of that in his best wisdom he picks up some material for his study. It is for him to decide that the items, which he is picking up are representative of the whole study. Since it is left to the investigator to decide what to pickup and what not to be included in the sample, he should pick up sample in such a way that no bias gets introduced in the sample.

It is believed that the differences between generations emerge not merely because of lapse of time but mainly because of differences in life experiences as a consequence of exposure to industrialization, urbanization, modern occupation and education. The research on
intergenerational conflict and generation gap requires the choice of a sample uniquely suited to the purpose of investigation of facts. Of all the segments of adolescent population, the sector exposed to the highest rate of social change and modernization is college students. This is in direct contrast with the facts that parents of these students are not exposed to a similar rate of social change and modernization in their home lives. The generation gap will be most apparent in this late adolescent sub-population. Naturally it led to the investigation of college students and their fathers.

This investigation has two sample groups, 1. students and 2 their fathers. The student samples are of first year bachelor degree students. Students in the first year degree courses are selected because the educational effects are expected to crystallize by this stage. Moreover these students are on the average of youth stage and later part of adolescence stage.

While selecting student samples the caste and religion are used as criteria. The researcher selected 300 students and their respective fathers. The researcher selected these samples, whose both parents are alive. Before issuing the schedule the researcher took proper care regarding this aspect. At the same time he selected the samples only those whose parents are residing Dharwad-Hubli Corporation Area. Of all 300 respondents 225 respondents are Hindus and 75 are non-Hindus. Among Hindus the researcher made three categories on the basis of caste and subcaste viz.,
1. **Upper Caste** - Brahmins and Jangamas

2. **Middle Caste** - Lingayats, Reddy, Vaishya, Kamma, Maratha, Devanga, Panchala etc.

3. **SC/ST** - Samagar, Chalavadi, Madar, Harijana, Beda, Nayaka etc.

4. **Non-Hindus** - Muslims, Christians, Jains, Buddhists and the like

Deliberately the researcher selected 75 respondents from each strata. Thus while selecting the samples the researcher gave preference only to the religion and caste and sub-caste. Therefore the researcher selected “purposive sampling method” for selecting the samples.

**Pilot Study**

In the studies, where questionnaires and interview schedules are being sued it is essential that the whole schedule should be pre-tested. This is pilot study. It is therefore essential that a sample should be picked out of the universe and it should be tested. Needless to say that this sample should be representative, once the defects of the questions in the schedule have come to light these should be removed and questions modified in the light of defects identified.

Therefore before entering the field the researcher made a pilot study to test the validity of the interview schedule. The researcher selected 60 students and their respective fathers for pilot study, 15 respondents from each notified strata are selected for the pilot study, with the help of which the objectivity of interview schedule was tested.
After making some modifications interview schedule was prepared systematically and objectively. Thus on the basis of the response obtained in the pilot study, the interview schedule was properly structured by the researcher by excluding irrelevant questions and by including certain question which would elicit data to support the objectives of the study.

**B. Secondary Sources**

Secondary data is also equally important with primary data. There is perhaps no useful study in which some published material is not used. The secondary data provide necessary background material for the problem under investigation. These also provide preliminary orientation and save labour by providing information about the work already done in the field. With the help of secondary data one also comes to know about the techniques of research already used and utility of each technique for a particular type of research. These materials are more useful in the preparation of questionnaire or schedule. Therefore it is said that before putting the questions in the schedule whole literature dealing with the subject matter should be clearly and carefully studied.

Therefore in the present study the secondary data was collected from libraries and statistical departments. It was collected from census reports, district census handbook, district gazetteer, books, dissertations, thesis, national and international journals and other reports, which throw more light on the subject under study.
Scheme of Chapters

The present study is divided into six main chapters. The chapter scheme is made for the purpose of systematic analysis and evaluation of the subject of the research.

Chapter I deals with the introduction, intergenerational conflict, relationship between family and socialization, influence of peer group on adolescents and review of some available literature on generation gap.

Chapter II deals with the methodology the theoretical orientation and the locale of the study

Chapter III throws light on the socio-economic status of the respondents

Chapter IV deals with intergenerational conflict regarding some habits and personal life of the students

Chapter V deals with generation gap on family life, recreation, religion, sexual life and marriage, which is the main chapter of the thesis.

Chapter VI summarises the findings and gives conclusions.

Data Classification and Tabulation

Classification of data collected is not only essential but it is unavoidable without such a classification whole data will remain jumbled, complex and un-understandable. Therefore, classification is necessary to arrange the data in some scientific manner. To put this data in concise, precise and logical order tabulation of the data is inevitable. Without tabulation whole data is likely to get complicated. Therefore to classify and tabulate the data the researcher edited the interview
schedules for completeness, accuracy and uniformity. The classification and tabulation of the data was done with the help of computers.

Limitations of the Study

The present study is subjected to some limitations. This study is confined only to first year Bachelor Degree students of urban area. During the time of field work the researcher had to face some problems. Some informants provided the required information easily and some were not. The researcher tried to persuade the respondents and achieved it. Similarly, the investigator faced lot of problems while getting information through the fathers of the students. The researcher had to go their houses often and often. When the investigator visited the houses, some fathers were not at home, some were asked to come another day and some fathers got the schedule and asked the researcher to collect another day. While interviewing the illiterate fathers, the researcher himself filled the schedules by asking questions. At the same time it is equally difficult to persuade the students to get the required information.