

DIFFERENCES IN VALUES OF YOUTH AND
ADULTS: AN EXAMINATION OF
THE GENERATION GAP

By

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CHAPTER I

INTRODUCTION

Statement of Problem

The median age of the American population has been decreasing for a number of years, so that more than half of the population is 25 years of age or younger. Census projections indicate that the number and percentage of the young will continue to increase for at least the next decade (Douglas, 1970). Because of their potential as consumers and their central position in society, the young have come to have an even greater effect on the nature of everyday life. In popular literature, songs, movies, and television, youth is often represented as the ideal time of life. Yet in this same culture, the "problems of youth" are the objects of widespread discussion and concern.

Today's young people are rebelling--some of them aggressively and a great many more of them cautiously. Rebellion against adult values is not uncommon among the younger generations. It is common for the young to assert their independence and to challenge their elders' traditions and preconceptions. In turn, it is common for the parent generation to resist the challenge and the change (Klein, 1969). The generational conflict, like class struggle, has been a universal theme of history. Unlike class struggle, however, the conflict of generations has been little studied and little understood (Feuer, 1969).

At this particular time in history, the rebelliousness of young people warrants serious consideration. Rockefeller (1968) states that it seems unmistakably clear that the present generation gap is much more than the age-old rebelliousness of youth. Confrontations between parents and children, authority and youth have become more direct and intense. Many young people are disillusioned with adults and are rejecting the values, standards, and morals of the older generation.

The Time article, "Man of the Year," (1969), states that Paul predicts the relations between the generations may become the central social issue of the next fifty years. Goodman (1969), Keniston (1967), Toynbee (1969), and many others believe the generation gap is a reality and that it is likely to become a more serious problem in the future.

Since conflict between the generations has become a major concern of our society, and since many people are interested in ways of overcoming the generation gap, it is desirable to obtain knowledge concerning both adults' and youths' perceptions in this area. Although some work has been done in the area of parent-adolescent adjustment, there has been little scientific investigation of the factors involved in the conflict of generations. To determine what factors are most important in determining whether or not a difference in values between generations is perceived would increase our understanding of both generations and the relationships between them. It was with this purpose that the study was designed.

Purpose of the Study

The general purpose of this study was to investigate the perceptions of college youth and middle-aged adults in terms of selected

values relating to institutions and relationships between the generations.

The specific purposes of this study were:

1. To develop an instrument, the Value Perception Scale, for measuring perceptions of college youth and adults in terms of values related to institutions and relationships between the generations.
2. To compare the differences in Value Perception Scale scores to:
(a) age, (b) sex, (c) social class, (d) residence for major part of life, (e) youths' ratings of relationship with parents, (f) parents' ratings of relationship with children, (g) youths' ratings of ability to talk with parents, (h) youths' ratings of relationships with persons of the older generation other than parents, (i) parents ratings of children's ability to talk with them, (j) parents' ratings of relationships with persons of the younger generation other than their children, in order to ascertain whether these factors are related to perceptions of values.
3. To compare differences between college students and their mothers in terms of their scores on the Value Perception Scale.

It is believed that such a study will provide information which will be useful to those specialists who have responsibilities for education in family relationships. If, as the literature suggests, there are significant differences in many areas between the present generations of youth and adults, a greater understanding of the perceptions and attitudes of young people and adults is needed in order to provide the basis for education for sound relationships between the generations.

CHAPTER II

REVIEW OF LITERATURE

Theories Concerning the Generation Gap

Adults are out of touch with youth, according to Smith (1962), because of the biological birth cycle, vertical mobility and rapid social change. He views important conflict points between the generations as: (a) the exaggerated sex taboos pressed on youth by parents, (b) the inconsistencies between what parents say and what they do, (c) the absence of transitional rituals and the prolongation of the dependence of American youth, (d) lack of participation of youth in the serious and significant work of life, and (e) the exclusion of youth from significant adult activities.

According to Eisner (1969) the methods society has developed for bringing up children have created the barrier between adults and young people. This barrier has three component parts: segregation by age, institutionalized social life, and a lack of alternative methods of achieving success. Eisner believes society has forced young people to rebel by refusing to allow them freedom of choice for their futures and participation in the adult culture.

Halleck (1969) believes the generation gap has been brought about by a change in values. Due to the impact of new communications media, youth has begun to question any arbitrary structure or method that is imposed on it. A second value change is in values leading to immediate

gratification. Youth concern themselves with enjoyment of the present; the lessons of the past become less relevant. As a result, reverence for material property has diminished and value on human relationships has increased.

Moore (1969) believes that empirical research does not support the popular notion that there is a massive generation gap in our society. The present young adults are the first generation to have modern parents who rejected tradition and began social, moral and religious revolutions. This young adult generation has only continued to feed the change which has been going on in our society for several decades. However, Moore also believes that inequalities in education, employment, housing, cultural enrichment, and health services are a few of the ways through which society is limiting the humanity of its new generation.

The extent of the "gap" between the generations is difficult to assess. Moore reported that Max Lerner, a social critic, believes that the gap between the generations will get bigger before it gets smaller, that traditional paternalism is coming to an end, and that new social structures will be needed to allow adults and young people to be mutually representative in the determination of public policy.

Believing that social strata, social character and family background are as significant as age in understanding social differences, Moore concludes that the generational gap is a reality enhanced not entirely by age differences, but by the larger issue of what it means to be man in the new age. He views these issues between the generations as important:

1. In times of rapid change normal differences between the generations are aggravated and greatly magnified. This is due largely

to a breakdown in communication structures between the generations and the inability of society to maintain little if any continuity between the age groups.

2. Young adults tend to have a limited view of history and are oriented primarily to the present rather than to events of either the past or the future. In contrast, adults tend to look at the present from the point of view of tradition.
3. Another issue is the moral or value gap between the generations. In terms of specific values and moral practices, the differences between the generations may not really be as great as many believe.

Michener (1968) suggests several forces which he believes have formed the older generation: (a) Christian ethics, (b) Puritanical morals, (c) middle-class value on education, (d) struggle for upward mobility, (e) class consciousness, (f) value on competence--the ability to do something, (g) accumulation of money, property, and material things, and (i) optimism. Michener is of the opinion that the complaints of young people center around these issues:

1. The contradiction between what the middle-class says it believes and what it does.
2. The revolt against Puritanical attitudes toward sex.
3. The revolt against education for the purpose of material gain and against the authority of the school.
4. The moral contradictions of the Vietnam war.
5. The middle-class hypocrisy in relation to blacks.

Brown (1969) states that the world in which young adults now find themselves differs dramatically from that in which their parents grew

up. Youth believe that the older generation is not doing enough to end wars, nuclear technology, hunger, malnutrition, poverty, racial strife, and pollution. On the other hand, the older generation believes it has been active in solving world problems by defeating Hitler, reducing poverty in the United States, establishing a mass education system and protecting the world from Soviet expansion.

Gooding (1967) is of the opinion that the central virtues held sacred in the United States for generations--work and getting ahead and achieving security--no longer seem relevant to the younger generation. They often truly believe the only goals of their elders are affluence, power, and meaningless displays of wealth. The young are challenging the older generation in social matters and especially in matters that affect them personally--the draft, sexual behavior, dress, and work.

Nye (1951) states that adolescent behavior is a result of the nature of American society and particularly two aspects of it: (a) its urban industrial character which has made the adolescent's labor of little or no value and his maintenance and education a heavy drain on the financial resources of the family, and (b) the extremely rapid rate of social change which gives the adolescent many experiences that the parent did not have and with which parents, institutions as presently constituted, and the mores are unable to cope in an organized manner.

Rockefeller (1968) suggests that young people today learn faster and mature earlier. They become quickly aware and resentful of the differences between what older people say and what they do. They dislike the imperialism of large organizations and rapid technological change. They feel that time is running out on the great world problems--war, racial injustice, and poverty. In an age of affluence, they are

less concerned about material security and more concerned about basic human values. Rockefeller views the youth revolution as being centered in three of society's institutions: the legal system, the family, and the church.

Fredenburgh (1968) is of the opinion that there has never been a time when there was not conflict between the generations over values, standards, morals and the exercise of judgment and restraint. He believes society puts its young people under incredibly heavy pressure to attend college, to compete intellectually, and to prepare for occupations enjoying high prestige. Furthermore, the young live in the shadow of the Bomb and the war in Vietnam. They resent the fact that the adult world lumps them all together as irresponsible. They disagree with the double standards of the adult world and with the hypocrisy and dishonesty they observe in the older generations's actions.

Fredenburgh lists three influences which have affected the attitudes of today's young adults:

1. The profound impact of the ideas of Sigmund Freud and others which produced a new kind of permissiveness in the rearing and management of children.
2. The growing affluence of the American middle-class society.
3. The absence of any tangible involvement of youth in the work of the world.

Bettleheim (1969) states that most serious writers on the problem of youth have recognized that youth's present difficulties in the Western society are closely related to changed social and economic conditions and to the ensuing difficulty for youth in finding self-realization in work. Whenever society is so organized that youth remains dependent on

the older generation, because of the duration of the education process or for other reasons, and this older generation is not ready to step aside economically, politically, or emotionally, a psychological impasse is created. For youth to come into its own means to a large degree replacing the older generation. Thus the problem of generations, when it goes wrong, may be characterized by saying that whenever the older generation has lost its bearings, the younger generation is lost with it.

Thomas (1969) states that today's youth are unique compared with any previous generation in at least six ways:

1. The definition of "youth" has been changed by making it a longer period of time and by emphasizing it as the most exciting time of life.
2. Today's youth are the "second generation affluent"--their parents have provided an affluent life style for them.
3. This generation is the first to develop a form of self-imposed poverty.
4. The present generation has been liberally educated and is concerned about what is going on around the world.
5. This generation will probably never complete the circle and settle down as former generations of young people have done.
6. Technology has liberated today's generation from the physiological and anatomical limitations of nature.

Thomas further states that young people are taking seriously the values about which the older generation has only talked.

Schlesinger (1969) believes something sets this generation of college students apart from their elders. This young adult generation has grown up in an era when the rate of social change is faster than it

has ever before been in human experience. This constant acceleration in the velocity of history means that lives alter with startling and irresistible rapidity--that inherited ideas and institutions live in constant jeopardy of technological obsolescence. Schlesinger also states that the electronic revolution and the affluent society have given today's youth a distinctive outlook on the world. A fourth fact influencing the young is that an environment of violence has become normal in today's world. The combination of these factors has given the young both an immediacy of involvement in society and a sense of individual helplessness.

Mead (1969) states that young people today reach adulthood in a period of very rapid change. New standards of educational and vocational adjustment, earlier onset of puberty, earlier ages of marriage and parenthood, compulsory military service, great economic prosperity with uncertainty about the future of mankind in general and of the United States in particular--all these conditions have altered the manner in which young people meet the age-old problems of shifting to the status of responsible adults.

In a preliminary report covering the White House Conference on Youth, Havemann (1971) concludes that these generalizations can be made concerning the present generation of youth:

1. The "Youth Movement," composed of young people who tend toward vigorous social protest and demand for change, is relatively small.
2. The majority of young people want change but want to work for it within the system.
3. The nation's young people, especially on the college campuses, are idealistic in their outlook.

Friedenberg (1969) states that the generation gap between youth and adults in contemporary U.S. society reflects real and serious conflict of interest rather than mutual misunderstanding. Youth is a discriminated against minority in the United States. It is excluded from economic opportunity and is seriously exploited by the Selective Service System, the juvenile Court System, and by compulsory school attendance.

Feuer (1969) discusses generational conflicts as a recurrent theme throughout history. He defines a generation in the sociological sense as consisting of "persons in a common age group who in their formative years have known the same historical experiences, shared the same hopes and disappointments, and experienced a common disillusionment with respect to the elder age groups" (p. 25). He believes that there is present among youth a disillusionment with and rejection of the values of the older generation. Youth have the conviction that their generation has a special mission to fulfill where the older generation has failed.

Generational conflict tends to occur in societies where the older generation possesses a disproportionate amount of economic and political power and social status. In recent years the American student has been depicted as the object of such generational exploitation. Moreover, conflict tends to arise where political apathy or a sense of helplessness prevails among the people.

Feuer explains that when there is no conflict between the generations in a society, it is in generational equilibrium. This equilibrium exists when no generation feels that its energies and intelligence are being frustrated by the others, when no generation feels it is being deprived of its proper place in society because of its years, and

when no generation feels that it must solve more than its share of society's problems.

Konopka, (1969) at an annual conference of the Child Study Association of America, presented specific issues of this period in history that lead to serious conflict between the generations:

1. The great variety of people and life styles.
2. The changing mores of our society.
3. The lack of intimacy in our society.
4. The knowledge explosion.
5. The impact of the affluent society and the striving for comfort and security in life.

Schiamberg (1969) suggests several reasons for the so-called "conflict of generations" in Western societies: (a) the different content of experience for youth of the present and for their parents; (b) the lack of clearly defined steps marking the decrease of parental authority; and (c) the resulting differences between parents and youth on the psychological and sociological levels (youthful imagination versus adult experience on the psychological level and the parental role as supervisor versus youth's need for independent experience on the sociological level). Nontechnical societies which have relatively clearcut and accepted societal goals and values have less adolescent-parent conflict than societies in which individuals are confronted with the choice of many different occupations and life styles. Where conditions exist which could create gaps in experience between parents and young people, the stage is set for more numerous intergenerational conflicts.

Bloustein (1971) believes today's youth find themselves in a world dominated as never before by bureaucracy and technology. It is a world

in which science and rationality have begun to dominate man instead of being used by him. Comforts and material goods have been produced and accumulated out of proportion to their appropriate place in the life of man. Finally, the adult population has suffered a failure of confidence in its capacity to succeed according to its own standards. According to Bloustein, these four interrelated factors explain why so many of today's youth either withdraw into anomie or express an urge to find a totally new lifestyle rather than merely another generational modification of the old one.

The review of literature on theories concerning the generation gap reveals that there is, in the United States, a wide-spread belief that a gap exists between the present generations of youth and adults. The most frequently occurring theories concerning factors which contribute to the generation gap are:

1. The "experience gap" between the generations.
2. The freedom offered by affluence.
3. The impact of technology
4. The Bomb and the war in Vietnam
5. The hypocrisy, moral complacency, and ideological inconsistencies of the older generation.
6. The exclusion of youth from the adult world and from economic opportunity.

Adult-Youth Relationships

Kinloch (1970), in a study of parent-youth conflict found differences in issues perceived by students as being very important to their parents and to themselves. The students, while emphasizing the importance of

attitudes towards their parents more than they perceived their parents as doing, emphasized "understanding each other" far more. The adolescents emphasized personal issues such as "ridicule" and "understanding" far more than they perceived their parents as doing, while they deemphasized more positional issues such as "disobedience," "church attendance," and "neglecting school work." Kinloch concludes that differing emphases and role definitions reflect a parent-child gap which results in conflict between the generations.

A Fortune survey, conducted by Daniel Yankelovich (Main, 1969), interviewed 723 college students and 617 nonstudents between the ages of seventeen and twenty-three, as well as about half of their parents. The answers established that parents disagree widely with their children on matters of sex, religion, dress, patriotism, and so forth. By classifying the parents as college or noncollege, the investigator also observed a gap between these two groups which revealed that parents can be closer to their children than they are to other parents.

Yankelovich also found that a slight majority of college students said that they enjoy the company of their parents and that their parents seem to be leading enjoyable and fulfilling lives. But 65 percent of college students and 57 percent of the young people who do not go to college want a life different from that of their parents. Yankelovich believes that a parent who is college-educated, upper-income, and permissive, even if he himself is relatively satisfied with society, is more likely than others to rear a young adult who is alienated from society and adopts the new values.

In a study of 73 typical males during the four years of high school, Offer and associates (1969) found that the boys tended to feel close to

one of the parents but rarely to both. Although fifty-five percent of the subjects stated that they took after their fathers, not all of them reported feeling close to them emotionally, the majority feeling that their mothers understood them better in that respect. Very few indicated that they were equally close to both parents and just as few believed that they were close to neither parent. On the other hand, the parents felt quite differently about their children. About a third of the parents reported that neither parent was close to the child; another third that both parents felt the boy was closer to the mother.

The great majority of Offer's subjects (80%) stated that their parents approved of their future plans, which in these cases usually meant going to college. Only two subjects believed that their parents did not approve of their future plans. The others were not certain.

Offer found that the teenage males he studied were proud and contributing members to their own families. They were able to discuss most of their problems and concerns openly with their parents; the exception was their sexual feelings and impulses. Both the teenager and his parents believed that they had a relatively good relationship and they were proud of the relationship. The data strongly indicate that for the majority of the teenagers Offer studied there was no major gap of understanding and communication between the generations. The adolescent saw his mother as warm and understanding; although his feelings toward her were often ambivalent, he always felt that they understood each other. Communication was flowing and open. On the other hand, the relationship with the father, although comparatively stultified and less warm, was one of respect and distant admiration. The adolescent's communication with the

father did not concern emotion-laden aspects of his life, but it did concern all his vocational and education interests.

Adelson (1970) states that one definition of generational conflict locates it in rebellion against parental authority, or in the failure of parents and their adolescent youngsters to understand and communicate with each other. He believes the evidence suggests there is no extensive degree of alienation between parents and children. Adelson reports that Bengston collected data from more than 500 students enrolled in three Southern California colleges. About eighty percent of them reported generally close and friendly relationships with their parents; specifically, 79 percent felt somewhat close or very close, 81 percent regarded communication as good, and 78 percent felt that their parents understood them all or most of the time.

Nye (1951) found that adolescents are, on the average, better adjusted to parents in high than in low socio-economic level families. The higher scores of high socio-economic group are not explained by the differential distribution of certain characteristics associated with both adolescent-parent adjustment and socio-economic level. These characteristics include proportion of broken homes, size of family, employment status of the mother, and rural or urban residence of the family. Significant socio-economic differences remain when each of the associated factors is held constant.

The staff of Louis Harris and Associates, Inc., interviewed approximately 775 adolescents for Newsweek ("The Teenagers," 1966) and found that a great majority of the teenagers had a good relationship with their parents. Only 12 percent reported that their parents tried to run their lives while 86 percent said their parents did not interfere in their

affairs. Only 14 percent believe their parents should be more understanding. The majority of teenagers agreed with their parents on what they consider important in life, the value of money, companions, and what they wear. They disagree heartily with their parents about new dances, rock-and-roll, television, movies, hair styles, and make-up.

In reporting a Gallup Poll concerning youth's and parents' perceptions of each other, Brown (1969) states that the parental generation is viewed by young people as (a) too set in it's ways, (b) too conservative, (c) indifferent and apathetic, (d) unable to communicate, (e) materialistic, (f) too authoritarian, and (g) racially prejudiced. Parents view young people as (a) undisciplined, (b) lacking respect for authority, (c) over-indulged, (d) irresponsible, and (e) too self-assured and smug.

Schlesinger (1969) concludes that today's young adults are not generally angry with their parents. Often they regard their fathers and mothers with a certain compassion as the victims of the System which they themselves are determined to resist. In many cases they are applying the values which their parents affirmed; they are not so much rebelling against their parents' attitudes as extending them. Revolt against parents is no longer a big issue.

In a study of high school students, Bienvenu (1969) found that good listening habits, freedom of expression, understanding and acceptance are associated with a higher degree of communication between parents and adolescents. Criticism, sarcasm, lack of trust, and lack of acceptance of the adolescent by the parents are associated with a significantly lower degree of communication. Mothers appeared to be more critical than fathers, and fathers were believed to be a little more trusting than mothers. Parental respect for youth's opinions, compliments and

praise, and expression of confidence in their abilities were indicated by students as signs of good communication.

In a study of young people in the United States and Denmark, Kandel and Lesser (1969) found that adolescents are treated longer as children by United States parents than by Danish parents, which results in a greater feeling of dependency among U.S. adolescents. A strong positive association is found between the adolescents' satisfaction with the freedom granted them and their attitude toward their parents. Students who feel they get enough freedom from their parents are more likely to feel extremely close to them, talk problems over with them, and depend on them for advice.

In a study of middle and working class youth, Schmuck (1965) found that over 65 percent of the adolescents' concerns centered around parents. The statements of the adolescents interviewed indicated that they were unable to communicate with their parents successfully; that the generations were not bridging the psychological gap between them. The girls reported that they were denied privacy while the males perceived parents as being hypocritical.

At least 40 percent of the youth remarked about problems with teachers, the most frequent concern involving lack of intimacy and personal contact between generations. There was a feeling among the youth that teachers are phony, distrustful, and not interested in youth.

In a study of 251 high school students, Herzog and Sudia (1970) found that about half viewed the generation gap as a real problem. The other half were divided between those who said it was seen as a problem by some young people but not by others and those who said it was not viewed as a problem at all. By far the majority viewed the generation

gap as a gap in understanding or communication. Many students felt a factor contributing to the gap was the failure of parents to grant the young person full status as a person entitled to respect and trust. About one subject in ten reported that parents were seen as being hypocritical. Over one-third of the young people explicitly referred to value clashes between the generations, and many more discussed value-related points.

In a nation-wide survey of high school students concerning the generation gap, the Scholastic Research Center (Senior Scholastic, 1969) found that 98 percent of the students reported there was a gap between their generation and the adult generation with regard to general outlook on life. Ninety percent of the students perceived a gap in trust between generations while 97 percent felt there was a gap in understanding. The young people cited these general reasons as important in causing a gap between generations: (a) adults are not adaptable to change and growth, (b) adults do not understand young people, (c) adults are unwilling to discuss things with young people.

In summary, the literature suggests that the majority of young people have good relationships with their parents and with persons of the older generation. However, many young people believe there is lack of communications and understanding between the generations.

Morals and Values

Schlesinger (1969) believes that most of today's young people, in spite of rebellions, are preparing themselves to earn a living in our present society. Most still have the same political and economic views as their parents. Most, until 1968, supported military escalation in Vietnam. Most believe in God, law and order, the Republican and

Democratic parties and the capitalist system. However, the children of the sixties have grown sensitive to the gap between what their parents say their values are and what (as the young see it) their values really are.

The findings of Offer (1969) do not support the suggestions that there is a subculture influencing or creating special value systems for adolescents. The evidence indicates that both generations share the same basic values (his italics). Offer believes this scale of values would include the religious, moral, ethical, and political standards of the individual, as well as the individual's goals and aspirations in life. It would not include such superficial preferences as the kind of clothes one wears and how one wears them, the kind of music one listens to, or the kind of food one likes.

Sixty-four percent of Offer's subjects stated that religion had been helpful to them in the past. But in a different part of the same interview, when asked how often they went to church, only 37 percent answered "every Sunday." The rest of the group was divided between those who did not attend church at all and those who attended infrequently. Eighty percent of the subjects approved of premarital sexual intercourse but only after high school. The main conscious reason that the teenagers gave for not engaging in sexual intercourse in high school was the fear that the girl would get pregnant. Sex education had not been given, and although many thought it should be, none believed they had profited from anything they had been told by teachers or parents.

Coleman (1961) believes the parents of teenagers have a different scale of values than their children, but he found a sharp divergence

between the professed values of the parents and the interpretation of the parents' values by the teenagers.

Differences were found by the Fortune survey (Main, 1969) between college and noncollege youth on questions concerning moral convictions. Noncollege youth may be dissatisfied with the society in general, but they are not ready to throw off the traditional beliefs and convictions of their parents. Thirty-eight percent of college youth and 64 percent of noncollege youth consider religion very important. Sixty-four percent of college and 41 percent of noncollege youth believe premarital sexual behavior is not a moral issue.

Both Flacks (1967) of the University of Chicago and Keniston (1967) of Yale University found a high correlation between the beliefs of young adult protesters and their parents as well as between those held by non-protesters and their parents. On the basis of these two studies, there seems to be little evidence that young adults have been converted from or have rebelled against, values and beliefs held by their parents. In the Keniston findings there are no signs of a major disjunction between the young adult and the adult cultures. A majority of young adults are not critical of the larger society; even the activists were in general agreement with parental beliefs and values, although it was believed by some that their parents were sometimes "less-than-sincere" and had often failed to "practice what they preached."

Moore (1969) states that today's young adults are more aware of the issues than previous generations and are deeply involved in formulating ways to be morally responsible in the areas of life they feel are important. The result is that they have emphasized human relationships, the right of individuals to differ, and the importance of personal conscience.

The young may not differ much from adults in their beliefs, but they do differ in what they do with their belief. The difference between the two groups is that young adults are more inclined to translate moral beliefs into practice with greater ease and are much more literal in following through on what they say they believe than their parents are.

Moore cites a recent study at Berkley which found a high correlation between the attitudes of young adults and their parents on civil rights, the war in Vietnam and social welfare. Another study found that two thirds of the students in the sample felt their sexual attitudes and beliefs were similar to those of their parents. From the empirical data available, Moore formulates two generalizations about the moral situation of young adults: (a) a shift in morality is taking place in our society, and (b) the emerging morality is neither as new or as radical as its proponents claim.

Moore is of the opinion that today most young adults find religion remote and unrelated to their life needs. He states that most studies indicate that the prevailing mood is not so much rebellion or rejection as it is apathy. Religion has not been for most young adults a vital influence in their growing up nor a significant factor in the lives of their parents. The result is a generation that is less inclined toward religion and much more secularly oriented.

Moore also believes there is little doubt as to the direction young adults are going in formulating a morality of sexual conduct. The distance between the sexes is decreasing, and there is emerging greater sexual equality. Moore reports a study of sexual attitudes of the girls enrolled in a woman's college and of the attitudes of a comparative sample at two neighboring men's colleges. The report by a student

commission on social affairs made the following conclusions: (a) few, if any students condemn (although not all would condone) sexual intimacy between couples who were serious about each other, (b) the students were generally unsure about the standards derived from parents as they had not had an opportunity to fully test them, (c) a large percentage of the girls would not rule out the possibility of sexual intercourse with a young man they loved, (d) the majority derived the personal standards from parents and not from Christian ethics; religion had little influence on their moral conduct, (e) the vast majority believed that morality today is an individual matter and that uniform standards cannot be applied to today's young adults, (f) the students did not condone a free expression of sex, although they were divided as to what is the most appropriate time for sexual expression. A few reported that it should be reserved for marriage, although a majority indicated that sex is most appropriate when associated with love, regardless of whether a formal marriage exists.

In interpreting the findings of Fortune Magazine on the generation gap, Adelson (1970) states that:

1. An overwhelming majority of the young--as many as eighty percent--tend to be traditionalists in values.
2. There is a sharp division within the younger generation between the minority that chooses a liberal education and both those who do not go to college and the majority of college students who are vocationally oriented.

Adelson believes the Fortune poll brings out another important fact: Many of those interviewed--well over eighty percent--report that they

do not believe that there are great differences in values between themselves and their parents.

In a report entitled *Youth and the Establishment*, the Task Force on Youth, established in the spring of 1970 by John D. Rockefeller III, revealed the results of interviews with 872 college students and 403 business executives and other establishment leaders (Boone, 1971). In the course of their research, they found evidence that the youth revolution is not a passing fad but will have lasting major effects upon our way of life and that student anger, frustration and criticism of traditional values will become deeper as time goes by. For the most part, business leaders and students agreed on issues which should be of concern to society, such as peace, poverty, racism, pollution, drug addiction, and population.

In reporting their findings, the researchers divided students into two groups: One is classified as the career-minded students who are attending college for traditional and practical reasons, the other is the forerunner group of students who are most vocal in their dissatisfaction with the "system." The majority of forerunner students have adopted new values involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, a challenge to authority, a search for more meaningful personal relationships, a quest for meaningful work, and a chance to make a social contribution.

Swerdloff (1969), in an in-depth study of the people of Akron, Ohio, observed no visible opposition of the children to their parents' values. The youth were not in favor of drugs, marijuana, nonviolent protests, or hippies. Sexual attitudes, attitudes toward war, and attitudes toward blacks were basically the same as the older generation.

The review of literature concerning morals and values indicates that the majority of young people hold values which are basically similar to those of their parents; however, it is believed that young people are more literal in following through on what they say they believe than are their parents.

Institutions and Society

Moore (1969) states that empirical studies of those persons that might be described as the more exaggerated young adult types, such as dissenters and hippies, conclude that these persons have not abandoned the democratic, humanistic, and permissive attitudes of the larger culture. What has happened is that the more traditional norms of the culture have been so fully incorporated into the life-styles of these young adults that they have found themselves in conflict with the less democratic and more bureaucratic structures of adult society. The present cultural conflict between the generations is largely related to the young adults' rejection of that part of the middle-class system which allowed all beliefs to be tempered by moderation, especially if they might threaten the unity of society or result in conflict.

According to Moore, research findings are in general agreement that young adults have not departed basically from the norms of the larger society but are expressing them in new and more radical ways.

Schlesinger (1969) reports that the present conflict begins with a profound dislike by young adults, aggressive among the activists and muted, but none the less essential, among the quieter majority, for the society which produced them.

A Fortune survey conducted by Daniel Yankelovich, Inc. (Main, 1969) revealed that noncollege youth takes nearly as critical a view of society as college youth. When asked if they thought the American way of life was superior to that of any other country, only eighteen percent of the students and thirty-three percent of the nonstudents agreed.

Students and nonstudents differ on how they believe the country should handle its problems. Noncollege youth are not at all eager for the kind of reform that appeals to college students. The nonstudents accept the authority of police (78 percent noncollege versus 48 percent), and agree that it is worthwhile to fight to contain Communism (69 percent versus 43 percent). Sixty percent of noncollege youth and only thirty-five percent of college youth believe patriotism is very important.

Offer (1969) found that the teenagers he studied were by and large an integral part of the culture within which they lived. They were proud of their schools, of their communities, and the achievements of their parents.

The Task Force on Youth (Boone, 1971) found that an intrinsic part of the new values of many of the younger generation is the questioning of every aspect of society, its institutions and traditional American values. Students were most critical of the penal system, political parties, the military and big business.

In summary, the literature suggests that many of the younger generation have become dissatisfied with the American society and with the manner in which the older generation has tried to solve the nation's problems.

Summary

The review of literature on the generation gap indicates the following:

1. There is, in the United States, a wide-spread belief that a gap exists between the present generations of youth and adults.
2. These theories concerning the factors contributing to the generation gap occur so frequently they acquire importance:
 - a. The "experience gap" between the generations resulting in adults imposing outmoded restrictions and demands on youth.
 - b. The freedom offered by affluence.
 - c. The impact of technology.
 - d. The Bomb and the war in Vietnam.
 - e. The hypocrisy, moral complacency, and ideological inconsistencies of the older generation.
 - f. The exclusion of youth from the adult world and from economic opportunity.
3. The majority of young people have good relationships with their parents and persons of the older generation.
4. The majority of young people hold values which are basically similar to those of their parents; however, it is believed that young people are more literal in following through on what they say they believe than are their parents.
5. Many young people believe there is lack of communication and understanding between the generations.
6. Many of the younger generation have become dissatisfied with the American society and with the manner in which the older generation has tried to solve the nation's problems.

CHAPTER III

PROCEDURE

Selection of Subjects

The subjects for this study were 49 male and 76 female college students and 90 female adults who were mothers of the students. The college students were those enrolled in the undergraduate marriage course, Family Relations and Child Development 3142, at Oklahoma State University during the spring of 1971. The various colleges and departments of Oklahoma State University are represented in this course offered by the Department of Family Relations and Child Development. The adults were mothers of those enrolled in the marriage course. The college students were between the ages of 18 and 24 and the parents were between the ages of 37 and 64 and were primarily members of middle-class families. All of the subjects were born in the United States.

Measurement of Background Variables

The first section of the instrument was composed of items concerned with background information of the respondents. The students were asked to respond to items concerning: (a) age, (b) sex, (c) social status, (d) marital status, (e) country of birth, and (f) residence for major part of life. The mothers responded to items including: (a) age, (b) marital status, and (c) country of birth.

The McGuire-White (1955) Index of Social Status (short form) was used to assess the status of each college student, based on the criteria of the subjects' fathers' occupation, source of income, and level of educational attainment.

Also included in the general information section of the students' questionnaire were the following items concerning the respondent's perceptions of his relationships with others:

1. Check the one which most nearly describes your relationship with your father: (above average, average, below average).
2. Check the one which most nearly describes your relationship with your mother: (above average, average, below average).
3. Do you feel you can talk with your parents freely about your problems and things that concern you? (rarely, average, often).
4. Check the one which most nearly describes your relationships with persons of the older generation other than your parents: (above average, average, below average).

Included in the general information section of the parents' questionnaire were the following items concerning the respondent's perceptions of her relationships with others:

1. Check the one which most nearly describes your relationship with your children: (above average, average, below average).
2. Do you believe your children feel they can talk with you freely about their problems and things that concern them? (rarely, average, often).
3. Check the one which most nearly describes your relationship with young people other than your children: (above average, average, below average).

Measurement of Perception of Values

Value Perception Scale

The Value Perception Scale consisted of 68 statements which were developed as a result of an extensive review of the literature and utilized to assess perceptions of both college youth and middle-aged adults in terms of values related to institutions and relationships between the generations. The major areas around which the scale items were developed included communication, understanding and trust, morals and values, adult-youth relationships, and institutions and society.

The items were presented to a panel of six family life specialists, all of whom held advanced degrees. The panel was asked to evaluate the items in terms of the following questions:

1. Is the item clear?
2. Does it measure perceptions concerning values related to institutions and relationships between the generations?
3. Is the item very specific?
4. Is the item significant?

Of the original number of items, 32 were rejected by the specialists. In view of the recommendations of these judges, corrections and modifications of the remaining items were made, resulting in the final form of the questionnaire which was submitted to the respondents. (See Appendix C).

Administration

The self-administered questionnaire was distributed by the instructor during the regularly scheduled marriage class, Family Relations and

Child Development 3142, at Oklahoma State University. The students were asked to complete the questionnaire and return it during the class period. Each student was also requested to address an envelope and an explanatory letter which were mailed with the questionnaire to his mother. In order to assure anonymity of responses, but in order to facilitate comparisons between parent-child pairs, both students and parents were requested to sign the questionnaire with the mother's maiden name.

Scoring

A three point Likert-type scale was utilized on which respondents indicated one of the following responses for each statement: agree, uncertain, or disagree. The following is an example of the statements: "The older generation is more materialistic than the younger generation."

A numerical value of two was assigned when the response given by the subjects indicated a gap between the generations, and a value of zero was assigned when the response indicated no gap between the generations. The sum of the numbered values represented the score of each respondent on the Value Perception Scale. The key utilized in scoring each questionnaire is presented in Appendix D.

Analysis of Data

A percentage and frequency count was used to analyze the various background characteristics of the respondents.

The chi square test was utilized in an item analysis of the Value Perception Scale in order to determine if the items significantly discriminated those respondents falling in the upper and lower quartiles on the basis of total scale scores. The chi square test was also

utilized in order to determine if the differences in the responses of youth and adults to each item of the Value Perception Scale were significant. A Spearman-Brown Correction formula was employed to measure the reliability of the items utilizing the split-half technique.

A Wilcoxon matched-pairs, signed-ranks test was used to examine the following null hypothesis:

1. There is no significant difference in the scores of college students and their mothers on the Value Perception Scale.

A Kruskal-Wallis one-way analysis of variance was employed to examine the following null hypotheses:

2. There is no significant difference in Value Perception Scale scores classified according to: (a) age; (b) social class; (c) residence for major part of life; (d) youths' ratings of relationship with father; (e) youths' ratings of relationship with mother; (f) parents' ratings of relationship with children; (g) youths' ratings of ability to talk with parents; (h) parents ratings of children's ability to talk with them; (i) youths' ratings of relationships with persons of the older generation other than their parents; (j) parents' ratings of relationships with persons of the younger generation other than their children.

The Mann-Whitney U test was employed to examine the following null hypothesis:

3. There is no significant difference in Value Perception Scale scores classified according to sex.

CHAPTER IV

RESULTS

Description of Subjects

A detailed description of the subjects who participated in this study is presented in Table I.

TABLE I
CHARACTERISTICS OF THE SUBJECTS

| Variables | Classification | Number | Percent |
|----------------------------------|-------------------------|--------|---------|
| | <u>College Students</u> | | |
| Sex | Male | 49 | 39.2 |
| | Female | 76 | 60.8 |
| Age | 18-20 | 77 | 61.6 |
| | 21-22 | 44 | 35.2 |
| | 23-24 | 4 | 3.2 |
| Marital Status | Single | 107 | 85.6 |
| | Married | 18 | 14.4 |
| Social Class | Upper-Middle | 59 | 47.2 |
| | Lower-Middle | 53 | 42.4 |
| | Upper-Lower | 13 | 10.4 |
| Residence for Major Part of Life | On a farm or in country | 23 | 18.4 |
| | Small town under 25,000 | 42 | 34.4 |
| | City of 50,000-100,000 | 28 | 22.4 |
| | City of over 100,000 | 32 | 24.8 |

TABLE I (Continued)

| Variables | Classification | Number | Percent |
|---|----------------|--------|---------|
| Relationship with Father | Above Average | 57 | 45.6 |
| | Average | 58 | 46.4 |
| | Below Average | 9 | 8.0 |
| Relationship with Mother | Above Average | 68 | 54.4 |
| | Average | 49 | 39.2 |
| | Below Average | 7 | 6.4 |
| Able to talk with parents | Rarely | 26 | 20.8 |
| | Average | 41 | 32.8 |
| | Often | 58 | 46.4 |
| Relationship with members of the older generation other than parents | Above Average | 64 | 51.2 |
| | Average | 58 | 46.4 |
| | Below Average | 3 | 2.4 |
| <u>Middle-aged Adults</u> | | | |
| Age | 35-39 | 3 | 3.4 |
| | 40-44 | 30 | 33.7 |
| | 45-49 | 23 | 25.8 |
| | 50-54 | 19 | 21.3 |
| | 55-65 | 14 | 15.8 |
| Marital Status | Married | 85 | 94.4 |
| | Divorced | 1 | 1.1 |
| | Widowed | 4 | 4.5 |
| Relationship with children | Above Average | 50 | 55.6 |
| | Average | 40 | 44.4 |
| | Below Average | 0 | 0 |
| Childrens' Ability to talk with them | Rarely | 0 | 0 |
| | Average | 42 | 46.7 |
| | Often | 48 | 53.3 |
| Relationship with young people other than their children | Above Average | 26 | 28.9 |
| | Average | 64 | 71.1 |
| | Below Average | 0 | 0 |

The college students who responded to the questionnaire were primarily single and ranged in age from 18 to 24 years, with the greatest proportion in the age category 18-20 years (61.6 percent). The social class of most of the subjects was either upper-middle class (47.2 percent) or lower-middle class (42.4 percent), with very few (10.4 percent) in the upper-lower class. The greatest percentage of students reported that their relationships with their fathers were above average (45.6 percent) or average (46.4 percent); only eight percent reported that their relationships were below average. Most of the students stated that their relationships with their mothers were above average (54.4 percent) or average (39.2 percent). While 46.4 percent of the students reported that they felt they could talk freely with their parents, there were 20.8 percent who believed they could rarely talk with their parents. The greatest proportion (51.2 percent) reported that their relationships with members of the older generation were above average, while 46.4 percent reported they were average and only 2.4 percent reported below average relationships.

The mothers who participated in the study were between the ages of 37 and 64 years, with the greatest number being between the ages of 40 to 50. The greatest proportion (55.6 percent) of parents reported that their relationships with their children were above average, while 44.4 percent stated their relationships were average and none stated they were below average. Most of the mothers believed their children felt they could talk freely with their parents (53.3 percent), and none believed their children rarely felt they could talk with their parents. The parents reported their relationships with members of the younger generation as being above average or average.

The Item Analysis

In order to obtain an index of the validity of the items in the Value Perception Scale, a chi square test was utilized to determine which items significantly differentiate those subjects scoring in the upper quartile and those subjects scoring in the lower quartile on the basis of total scores. Table II indicates that of the 68 items in the questionnaire 61 were found to be significantly discriminating at the .05 level or beyond.

TABLE II
ITEM ANALYSIS REFLECTING DISCRIMINATING
ITEMS ON THE VALUE PERCEPTION SCALE

| Item | df | χ^2 | Level of Significance |
|--|----|----------|-----------------------|
| 1. The majority of young people are willing to listen to the opinions of the older generation. | 2 | 11.81 | .01 |
| 2. The majority of members of the older generation don't understand young people. | 2 | 10.96 | .01 |
| 3. The older generation is more materialistic than the younger generation. | 2 | 17.34 | .001 |
| 4. Most young people of college age believe their parents should grant them more freedom. | 2 | 9.25 | .01 |
| 5. Most young people know more about today's world than their parents. | 2 | 17.48 | .001 |

TABLE II (Continued)

| Item | df | χ^2 | Level of Significance |
|---|----|----------|-----------------------|
| 6. The majority of young people have respect for the older generation. | 2 | 9.92 | .01 |
| 7. Most parents don't approve of the friends their sons and daughters choose. | 2 | 9.19 | .05 |
| 8. Most young people are discarding certain values that the older generation believes should be kept. | 2 | 19.80 | .001 |
| 9. Young people, to a greater extent than the older generation, are critical of their families. | 2 | 11.82 | .01 |
| 10. Most young people think they are superior to the older generation. | 2 | 15.64 | .001 |
| 11. Most of the older generation are willing to give young people credit for what they accomplish. | 2 | 15.40 | .001 |
| 12. The older generation is more racially prejudiced than young people. | 2 | 6.65 | .05 |
| 13. Most of the older generation can be trusted to advise youth wisely. | 2 | 10.15 | .01 |
| 14. The older generation is more apathetic than the younger generation concerning world problems. | 2 | 9.54 | .05 |
| 15. Most young people are critical of the older generation. | 2 | 20.86 | .001 |

TABLE II (Continued)

| Item | df | χ^2 | Level of Significance |
|---|----|----------|-----------------------|
| 16. The majority of young people have lost confidence in the older generation's ability to run our country. | 2 | 19.39 | .001 |
| 17. Most of the older generation are jealous of young people. | 2 | 11.50 | .01 |
| 18. Most young people would rather talk over their problems with their friends than with their parents. | 2 | 15.17 | .001 |
| 19. Young people are more careless with money than the older generation. | 2 | 2.28 | n.s. |
| 20. Most of the older generation are willing to discuss serious national problems with members of the younger generation. | 2 | 8.52 | .05 |
| 21. Most young people resent being "pushed" into doing what the older generation thinks they should. | 2 | 6.64 | .05 |
| 22. Most young people are too irresponsible to be given the power to vote. | 2 | 6.92 | .05 |
| 23. The older generation, to a greater extent than youth, judge people by outside appearances, such as dress and hair styles, rather than by more important criteria. | 2 | 7.06 | .05 |
| 24. Most young people hesitate to ask their parents questions concerning sex. | 2 | 4.24 | n.s. |

TABLE II (Continued)

| Item | df | χ^2 | Level of Significance |
|---|----|----------|-----------------------|
| 25. The older generation is not really as interested in the serious world problems of our day--such as war, poverty, racism, pollution--as youth are. | 2 | 17.93 | .001 |
| 26. Most of the older generation trust young people's judgment. | 2 | 37.20 | .001 |
| 27. The majority of the older generation try to keep young people from growing up. | 2 | 9.62 | .05 |
| 28. Most young people don't care to be around members of the older generation. | 2 | 21.23 | .001 |
| 29. Most of the older generation respect members of the younger generation. | 2 | 37.22 | .001 |
| 30. A serious problem facing our society is the lack of communication between the generations. | 2 | 7.57 | .05 |
| 31. Most of the older generation don't approve of the way young people dress. | 2 | 14.10 | .001 |
| 32. Most of the older generation do not allow young people to make their own decisions. | 2 | 38.18 | .001 |
| 33. Most young people do not warrant the confidence their parents place in them. | 2 | 5.53 | n.s. |
| 34. Most of the older generation resent it when young people disagree with them. | 2 | 41.89 | .001 |
| 35. Most of the younger generation is more idealistic than the older generation. | 2 | 12.97 | .01 |

TABLE II (Continued)

| Item | df | χ^2 | Level of Significance |
|---|----|----------|-----------------------|
| 36. Most young people try to understand their parents' viewpoint. | 2 | 14.74 | .001 |
| 37. The majority of young people don't feel comfortable around members of the older generation. | 2 | 31.98 | .001 |
| 38. More of the older generation than youth think long hair on boys is distasteful. | 2 | 3.15 | n.s. |
| 39. Young people have to "make a scene" before the older generation will listen to them. | 2 | 35.50 | .001 |
| 40. Most of the older generation give pretty sound advice to young people. | 2 | 21.97 | .001 |
| 41. Most of the older generation are more hypocritical than youth--they don't "practice what they preach." | 2 | 25.91 | .001 |
| 42. Most young people would rather not discuss their futures with their parents. | 2 | 15.26 | .001 |
| 43. The majority of the older generation are willing to make changes in our educational system which youth believe are desirable. | 2 | 27.73 | .001 |
| 44. Most young people feel "what's the use" after they try to explain their conduct to their parents. | 2 | 27.26 | .001 |
| 45. Human relationships are more important to the younger generation than to the older generation. | 2 | 18.29 | .001 |
| 46. Most parents don't like to have their sons' and daughters' friends around. | 2 | 9.19 | .05 |

TABLE II (Continued)

| Item | df | χ^2 | Level of Significance |
|--|----|----------|-----------------------|
| 47. Most young people have a stereotyped image of the older generation. | 2 | 17.43 | .001 |
| 48. Most young people and their parents agree on basic goals and values for life. | 2 | 18.39 | .001 |
| 49. The older generation, to a greater extent than youth, over-emphasizes the importance of money and economic security. | 2 | 20.54 | .001 |
| 50. Most young people think "what my parents don't know won't hurt them." | 2 | 16.29 | .001 |
| 51. Most of the older generation are willing to listen to young people's side when they disagree. | 2 | 36.25 | .001 |
| 52. Most young people's views concerning human sexuality are similar to those of their parents. | 2 | 27.61 | .001 |
| 53. Most young people are willing to accept more responsibility than their parents will give them. | 2 | 5.39 | n.s. |
| 54. Most youth have little use for the religion of their parents. | 2 | 24.95 | .001 |
| 55. Young people are more aware of the injustices that abound in our society than are members of the older generation. | 2 | 23.98 | .001 |
| 56. Most of the older generation can't discuss an issue with a young person without ending up in an argument. | 2 | 37.27 | .001 |
| 57. The older generation is willing for young people to have more power in school affairs. | 2 | 31.76 | .001 |

TABLE II (Continued)

| Item | df | χ^2 | Level of Significance |
|--|----|----------|-----------------------|
| 58. Many of the ideals and values young people have been taught are not relevant to the world today. | 2 | 22.02 | .001 |
| 59. The majority of the older generation try to listen with an open mind to young people. | 2 | 43.66 | .001 |
| 60. Youth adapt to change more easily than the older generation. | 2 | 1.02 | n.s. |
| 61. Most young people get along well with their parents. | 2 | 18.49 | .001 |
| 62. Most of the older generation do not trust young people. | 2 | 22.29 | .001 |
| 63. Most young people are willing to talk to their parents about personal problems. | 2 | 21.85 | .001 |
| 64. The majority of young people believe in a moral code which differs from that of their parents. | 2 | 26.10 | .001 |
| 65. Most young people respect authority. | 2 | 14.04 | .001 |
| 66. Most of the older generation are willing to allow youth to participate in important community or government decisions. | 2 | 19.48 | .001 |
| 67. Most of the older generation have a stereotyped image of youth. | 2 | 21.31 | .001 |
| 68. The older generation is more concerned with the future than the younger generation is. | 2 | 2.24 | n.s. |

A split-half reliability coefficient, computed with the Spearman Brown Correction formula, of .67 was obtained in determining an index of the reliability of the items in the Value Perception Scale.

Responses to the Value Perception Scale Items

When the responses of each generation to the items of the Value Perception Scale were compared (Table III), significant differences were found in a number of areas. Differences occurred between the responses of the two generations when asked if young people know more about today's world than their parents. The majority of adults believed this statement to be true while most of the students disagreed.

TABLE III
RESPONSES TO THE VALUE PERCEPTION SCALE

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|--|----------|------------------|---------------------------|---------------------|
| 1. The majority of young people are willing to listen to the opinions of the older generation. | Students | 64.80 | 13.60 | 21.60 |
| | Parents | 72.53 | 13.19 | 14.29 |
| 2. The majority of members of the older generation don't understand young people | Students | 41.60 | 20.00 | 38.40 |
| | Parents | 54.95 | 9.89 | 35.16 |
| 3. The older generation is more materialistic than the younger generation. | Students | 48.80 | 22.40 | 28.80 |
| | Parents | 53.85 | 16.48 | 29.67 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|---|----------|------------------|---------------------------|---------------------|
| 4. Most young people of college age believe their parents should grant them more freedom. | Students | 71.20 | 11.20 | 17.60 |
| | Parents | 67.03 | 5.49 | 27.47 |
| 5. Most young people know more about today's world than their parents. | Students | 30.40 | 19.20 | 50.40** |
| | Parents | 54.95 | 12.09 | 32.97 |
| 6. The majority of young people have respect for the older generation. | Students | 74.40 | 18.40 | 7.20* |
| | Parents | 78.02 | 7.69 | 14.29 |
| 7. Most parents don't approve of the friends their sons and daughters choose. | Students | 5.60 | 8.00 | 86.40 |
| | Parents | 10.99 | 2.20 | 86.81 |
| 8. Most young people are discarding certain values that the older generation believes should be kept. | Students | 61.60 | 16.80 | 21.60 |
| | Parents | 58.24 | 13.19 | 28.57 |
| 9. Young people, to a greater extent than the older generation, are critical of their families. | Students | 53.60 | 24.00 | 22.40 |
| | Parents | 56.04 | 13.19 | 30.77 |
| 10. Most young people think they are superior to the older generation. | Students | 28.00 | 15.20 | 56.80 |
| | Parents | 34.07 | 15.38 | 50.55 |
| 11. Most of the older generation are willing to give young people credit for what they accomplish. | Students | 76.80 | 10.40 | 12.80* |
| | Parents | 89.01 | 2.20 | 8.79 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|---|----------|------------------|---------------------------|---------------------|
| 12. The older generation is more racially prejudiced than young people. | Students | 82.40 | 10.40 | 7.20 |
| | Parents | 90.11 | 5.49 | 4.40 |
| 13. Most of the older generation can be trusted to advise youth wisely. | Students | 58.40 | 31.20 | 10.40* |
| | Parents | 68.13 | 16.48 | 15.38 |
| 14. The older generation is more apathetic than the younger generation concerning world problems. | Students | 36.80 | 23.20 | 40.40 |
| | Parents | 27.47 | 26.37 | 46.15 |
| 15. Most young people are critical of the older generation. | Students | 63.20 | 16.00 | 20.80** |
| | Parents | 42.86 | 13.19 | 43.96 |
| 16. The majority of young people have lost confidence in the older generation's ability to run our country. | Students | 38.40 | 19.20 | 42.40 |
| | Parents | 45.05 | 12.09 | 42.86 |
| 17. Most of the older generation are jealous of young people. | Students | 12.80 | 24.80 | 62.40** |
| | Parents | 10.99 | 7.69 | 81.32 |
| 18. Most young people would rather talk over their problems with their friends than their parents. | Students | 80.00 | 11.20 | 8.80* |
| | Parents | 65.93 | 13.19 | 20.88 |
| 19. Young people are more careless with money than the older generation. | Students | 46.40 | 23.20 | 30.40*** |
| | Parents | 75.82 | 5.49 | 18.68 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|---|----------|------------------|---------------------------|---------------------|
| 20. Most of the older generation are willing to discuss serious national problems with members of the younger generation. | Students | 46.40 | 19.20 | 34.40 |
| | Parents | 59.34 | 10.99 | 29.67 |
| 21. Most young people resent being "pushed" into doing what the older generation thinks they should. | Students | 92.80 | 3.20 | 4.00 |
| | Parents | 95.60 | 2.20 | 2.20 |
| 22. Most young people are too irresponsible to be given the power to vote. | Students | 6.40 | 15.20 | 78.40 |
| | Parents | 15.38 | 41.29 | 70.33 |
| 23. The older generation, to a greater extent than youth, judge people by outside appearances, such as dress and hair styles, rather than by more important criteria. | Students | 84.00 | 8.00 | 8.00* |
| | Parents | 78.02 | 3.30 | 18.68 |
| 24. Most young people hesitate to ask their parents questions concerning sex. | Students | 90.40 | 7.20 | 2.40*** |
| | Parents | 75.82 | 7.69 | 16.48 |
| 25. The older generation is not really as interested in the serious world problems of our day--such as war, poverty, racism, pollution--as youth are. | Students | 32.00 | 11.20 | 56.80** |
| | Parents | 19.78 | 3.30 | 76.92 |
| 26. Most of the older generation trust young people's judgment. | Students | 19.20 | 33.60 | 47.20* |
| | Parents | 32.97 | 23.08 | 43.96 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|--|----------|------------------|---------------------------|---------------------|
| 27. The majority of the older generation try to keep young people from growing up. | Students | 24.80 | 16.80 | 58.40 |
| | Parents | 31.87 | 7.69 | 60.44 |
| 28. Most young people don't care to be around members of the older generation. | Students | 36.00 | 21.60 | 42.40 |
| | Parents | 48.35 | 13.19 | 38.46 |
| 29. Most of the older generation respect members of the younger generation. | Students | 40.00 | 34.40 | 25.60** |
| | Parents | 62.64 | 15.38 | 21.98 |
| 30. A serious problem facing our society is the lack of communication between the generations. | Students | 80.80 | 12.80 | 6.40 |
| | Parents | 72.53 | 13.19 | 14.29 |
| 31. Most of the older generation don't approve of the way young people dress. | Students | 72.80 | 13.60 | 13.60 |
| | Parents | 80.22 | 4.40 | 15.38 |
| 32. Most of the older generation do not allow young people to make their own decisions. | Students | 32.00 | 21.60 | 46.40 |
| | Parents | 29.67 | 14.29 | 56.04 |
| 33. Most young people do not warrant the confidence their parents place in them. | Students | 11.20 | 16.00 | 72.80 |
| | Parents | 12.09 | 7.69 | 80.22 |
| 34. Most of the older generation resent it when young people disagree with them. | Students | 62.40 | 14.40 | 23.20 |
| | Parents | 51.65 | 14.29 | 34.07 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|--|----------|------------------|---------------------------|---------------------|
| 35. Most of the younger generation is more idealistic than the older generation. | Students | 69.60 | 15.20 | 15.20 |
| | Parents | 67.03 | 13.19 | 19.78 |
| 36. Most young people try to understand their parents' viewpoint. | Students | 41.60 | 27.20 | 31.20 |
| | Parents | 53.85 | 20.88 | 25.27 |
| 37. The majority of young people don't feel comfortable around members of the older generation. | Students | 36.00 | 14.40 | 49.60 |
| | Parents | 32.97 | 21.98 | 45.05 |
| 38. More of the older generation than youth think long hair on boys is distasteful. | Students | 94.40 | 2.40 | 3.20 |
| | Parents | 95.60 | 2.20 | 2.20 |
| 39. Young people have to "make a scene" before the older generation will listen to them. | Students | 24.00 | 13.60 | 62.40 |
| | Parents | 16.48 | 10.99 | 72.53 |
| 40. Most of the older generation give pretty sound advice to young people. | Students | 72.80 | 24.00 | 3.20** |
| | Parents | 85.71 | 6.59 | 7.69 |
| 41. Most of the older generation are more hypocritical than youth--they don't "practice what they preach". | Students | 50.40 | 21.60 | 28.00 |
| | Parents | 50.55 | 16.48 | 32.97 |
| 42. Most young people would rather not discuss their futures with their parents. | Students | 13.60 | 14.40 | 72.00 |
| | Parents | 7.69 | 13.19 | 79.12 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|---|----------|------------------|---------------------------|---------------------|
| 43. The majority of the older generation are willing to make changes in our educational system which youth believe are desirable. | Students | 28.00 | 21.60 | 50.40* |
| | Parents | 39.56 | 29.67 | 30.77 |
| 44. Most young people feel "what's the use" after they try to explain their conduct to their parents. | Students | 47.20 | 24.80 | 28.00 |
| | Parents | 40.66 | 27.47 | 31.87 |
| 45. Human relationships are more important to the younger generation than to the older generation. | Students | 44.80 | 20.80 | 34.40*** |
| | Parents | 21.98 | 18.68 | 59.34 |
| 46. Most parents don't like to have their sons' and daughters' friends around. | Students | 4.00 | 4.80 | 91.20 |
| | Parents | 5.49 | 2.20 | 92.31 |
| 47. Most young people have a stereotyped image of the older generation. | Students | 68.00 | 11.20 | 20.80* |
| | Parents | 52.75 | 21.98 | 25.27 |
| 48. Most young people and their parents agree on basic goals and values for life. | Students | 56.00 | 12.00 | 32.00 |
| | Parents | 69.23 | 10.99 | 19.78 |
| 49. The older generation, to a greater extent than youth, over-emphasizes the importance of money and economic security. | Students | 69.60 | 7.20 | 23.20 |
| | Parents | 73.63 | 6.59 | 19.78 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|--|----------|------------------|---------------------------|---------------------|
| 50. Most young people think "what my parents don't know won't hurt them". | Students | 68.00 | 12.80 | 19.20** |
| | Parents | 45.05 | 17.58 | 37.36 |
| 51. Most of the older generation are willing to listen to young people's side when they disagree. | Students | 44.00 | 25.60 | 30.40*** |
| | Parents | 71.43 | 8.79 | 19.78 |
| 52. Most young people's views concerning human sexuality are similar to those of their parents. | Students | 26.40 | 11.20 | 62.40* |
| | Parents | 39.56 | 15.38 | 45.05 |
| 53. Most young people are willing to accept more responsibility than their parents will give them. | Students | 69.60 | 16.80 | 13.60 |
| | Parents | 81.32 | 8.79 | 9.89 |
| 54. Most youth have little use for the religion of their parents. | Students | 14.40 | 19.20 | 66.40 |
| | Parents | 18.68 | 8.79 | 72.53 |
| 55. Young people are more aware of the injustices that abound in our society than are members of the older generation. | Students | 55.20 | 15.20 | 29.60 |
| | Parents | 49.45 | 13.19 | 37.36 |
| 56. Most of the older generation can't discuss an issue with a young person without ending up in an argument. | Students | 40.80 | 16.80 | 42.40 |
| | Parents | 47.25 | 14.29 | 38.46 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|--|----------|------------------|---------------------------|---------------------|
| 57. The older generation is willing for young people to have more power in school affairs. | Students | 17.60 | 20.00 | 62.40*** |
| | Parents | 40.66 | 20.88 | 38.46 |
| 58. Many of the ideals and values young people have been taught are not relevant to the world today. | Students | 25.60 | 14.40 | 60.00 |
| | Parents | 15.38 | 9.89 | 74.73 |
| 59. The majority of the older generation try to listen with an open mind to young people. | Students | 33.60 | 30.40 | 36.00*** |
| | Parents | 59.34 | 16.48 | 24.18 |
| 60. Youth adapt to change more easily than the older generation. | Students | 94.40 | 4.80 | 0.80* |
| | Parents | 93.41 | 1.10 | 5.49 |
| 61. Most young people get along well with their parents. | Students | 56.80 | 25.60 | 17.60 |
| | Parents | 60.44 | 19.78 | 19.78 |
| 62. Most of the older generation do not trust young people. | Students | 17.60 | 28.80 | 53.60*** |
| | Parents | 24.18 | 7.69 | 68.13 |
| 63. Most young people are willing to talk to their parents about personal problems. | Students | 38.40 | 23.20 | 38.40* |
| | Parents | 57.14 | 15.38 | 27.47 |
| 64. The majority of young people believe in a moral code which differs from that of their parents. | Students | 60.00 | 20.80 | 19.20* |
| | Parents | 45.05 | 18.68 | 36.26 |

TABLE III (Continued)

| Item | Group | Agree Percent | Uncer- tain Percent | Disagree Percent |
|--|----------|------------------|---------------------------|---------------------|
| 65. Most young people respect authority | Students | 63.20 | 25.60 | 11.20* |
| | Parents | 76.92 | 10.99 | 12.09 |
| 66. Most of the older generation are willing to allow youth to participate in important community or government decisions. | Students | 34.40 | 20.80 | 44.80*** |
| | Parents | 63.74 | 13.19 | 23.08 |
| 67. Most of the older generation have a stereotyped image of youth. | Students | 65.60 | 12.00 | 22.40** |
| | Parents | 43.96 | 18.68 | 37.36 |
| 68. The older generation is more concerned with the future than the younger generation is. | Students | 16.00 | 10.40 | 73.60* |
| | Parents | 29.67 | 13.19 | 57.14 |

* Significant at the .05 level

** Significant at the .01 level

*** Significant at the .001 level

A greater percentage of the adults (75.82) than the students (46.40) believed that young people are more careless with money than the older generation. The majority of both generations agreed that the older generation, to a greater extent than youth, over-emphasizes the importance of money.

More students (63.20 percent) than parents (42.86 percent) believed young people are critical of the older generation. However, the great

majority of both youth and adults agreed that young people have respect for the older generation, while fewer of the students (40.00 percent) than the adults (62.64 percent) believed the older generation respects the younger generation. More parents than students believed young people respect authority, although both agreed to this statement. A greater percentage of the adults (81.32) than the youth (62.40) disagreed with the statement that the older generation is jealous of young people.

Both the students and the adults agreed that the older generation is willing to give young people credit for what they accomplish, but parents agreed to a greater extent (89.01 percent) than youth (76.80 percent). While the majority of both students and parents disagreed that the older generation trusts young people's judgment, more parents believed this statement to be true than students. However, when asked to respond to the statement, "Most of the older generation do not trust young people," 53.60 percent of the youth and 68.13 percent of the adults disagreed.

More of the youth (80.00 percent) than the adults (65.93 percent) believed young people would rather talk over their problems with their friends than with their parents. In addition, more adults (57.14 percent) than youth (38.40 percent) reported that young people are willing to talk to their parents about personal problems. Parents, to a greater extent than students, agreed that most of the older generation can be trusted to give sound advice to young people.

A great majority of the students and parents believed young people hesitate to ask their parents questions concerning sex; however, more students (90.40 percent) than parents (75.82 percent) agreed to this statement. A greater percentage of the youth (62.40) than the adults

(45.05) did not believe young people's views concerning human sexuality are similar to those of their parents. In addition, 60.00 percent of the students and 45.05 percent of the parents reported that young people believe in a moral code which differs from that of their parents.

Eighty-four percent of the students and 78.02 percent of the adults agreed that the older generation, to a greater extent than the youth, judges people by outside appearances. A greater percentage of young people (68.00) than adults (52.75) believed youth has a stereotyped image of the older generation, while 65.60 percent of young people and 43.96 percent of adults believed the older generation has a stereotyped image of youth.

The majority of adults (59.34 percent) disagreed that human relationships are more important to the younger generation than to the older generation while the greatest proportion of youth (44.88 percent) agreed to this statement.

The majority of parents (63.74 percent) agreed that the older generation is willing to allow youth to participate in important community or government decisions, while the majority of students (44.80 percent) disagreed with this statement. Only 17.60 percent of the students believed the older generation is willing for young people to have more power in school affairs, but 40.66 percent of the adults believed this statement to be true. Over half of the youth did not believe the older generation is willing to make changes in our educational system, while the greatest proportion of adults agreed with this statement.

A greater proportion of the parents (71.43 percent) than the students (44.00 percent) agreed that the older generation is willing to listen to young people's side when they disagree. The greatest

percentage of adults (59.34) believed the older generation tries to listen with an open mind to young people, while only 33.60 percent of youth agreed with this statement.

Examination of Hypotheses

Hypothesis I. There is no significant difference in the scores of college students and their mothers on the Value Perception Scale.

A Wilcoxon matched-pairs, signed-ranks test was utilized to determine if significant differences existed in the scores of college students and their mothers on the Value Perception Scale. The results presented in Table IV indicate that the difference in Value Perception Scale scores was significant at the .05 level. The evidence suggests that the college students reflected a greater difference between the generations, in terms of values related to institutions and relationships between the generations, than did their parents.

TABLE IV

Z SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE
SCORES OF COLLEGE STUDENTS AND THEIR MOTHERS

| Classification | Number | Mean Score | Z | Level of Significance |
|------------------|--------|------------|-------|-----------------------|
| College Students | 90 | 60.30 | -2.43 | .05 |
| Mothers | 90 | 53.87 | | |

Hypothesis II (a). There is no significant difference in Value Perception Scale scores classified according to age.

The Kruskal-Wallis one-way analysis of variance was utilized in determining if significant differences existed in Value Perception Scale scores of college students according to age. As shown in Table V, an H score of 1.46 was obtained indicating that differences in Value Perception Scale scores were not significantly related to age.

TABLE V

H SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION
SCALE SCORES CLASSIFIED ACCORDING TO AGE

| Age | Number | Average Rank | H | Level of Significance |
|-------|--------|--------------|------|-----------------------|
| 18-20 | 77 | 62.90 | 1.46 | n.s. |
| 21-22 | 44 | 61.26 | | |
| 23-24 | 4 | 84.13 | | |

Hypothesis II (b). There is no significant difference in Value Perception Scale scores classified according to social class.

In examining this hypothesis, the Kruskal-Wallis one-way analysis of variance was utilized to determine if there were significant differences in Value Perception Scale scores classified according to social class. Table VI indicates that the H score obtained was not significant.

TABLE VI

H SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE
SCORES CLASSIFIED ACCORDING TO SOCIAL CLASS

| Social Class | Number | Average Rank | H | Level of Significance |
|--------------|--------|--------------|------|-----------------------|
| Upper-middle | 59 | 63.14 | 0.13 | n.s. |
| Lower-middle | 53 | 62.09 | | |
| Upper-lower | 13 | 66.08 | | |

Hypothesis II (c). There is no significant difference in Value Perception Scale scores classified according to residence for major part of life.

The Kruskal-Wallis one-way analysis of variance revealed that the difference in Value Perception Scale scores according to residence for major part of life was significant at the .05 level (see Table VII). The evidence suggests that students who had lived in larger towns for the major part of their lives reflected a greater gap between the generations than students who had lived in small towns or in the country.

Hypothesis II (d). There is no significant difference in Value Perception Scale scores classified according to youths' ratings of relationship with father.

In examining this hypothesis, the Kruskal-Wallis one-way analysis of variance was used. As Table VIII indicates, the difference in Value Perception Scale scores according to the students' ratings of their relationships with their fathers was significant at the .001 level. The

evidence indicates that students who rated their relationships with their fathers as below average or average reflected a greater difference between the generations, in terms of values related to institutions and relationships between the generations, than did students who rated their relationships as above average.

TABLE VII
H SCORES REFLECTING DIFFERENCES IN VALUE PERCEPTION
SCALE SCORES CLASSIFIED ACCORDING TO
RESIDENCE FOR MAJOR PART OF LIFE

| Residence | Number | Average Rank | H | Level of Significance |
|---------------------------|--------|--------------|------|-----------------------|
| On farm or in country | 23 | 50.48 | 9.96 | .05 |
| Town of less than 25,000 | 42 | 54.93 | | |
| 50,000-100,000 population | 28 | 71.66 | | |
| Over 100,000 | 32 | 75.02 | | |

Hypothesis II (e). There is no significant difference in Value Perception Scale scores classified according to youths' ratings of relationship with mother.

The Kruskal-Wallis one-way analysis of variance was utilized to determine if a significant difference in Value Perception Scale scores existed according to the students' ratings of their relationships with their mothers. The results presented in Table IX suggest that students

who rated their relationships with their mothers a below average or average reflected a greater gap between the generations than did the students who rated relationships with their mothers as above average.

TABLE VIII

H SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION
SCALE SCORES CLASSIFIED ACCORDING TO YOUTHS
 RATING OF RELATIONSHIP WITH FATHER

| Rating | Number | Average Rank | H | Level of Significance |
|---------------|--------|--------------|-------|-----------------------|
| Above Average | 57 | 49.42 | | |
| Average | 58 | 73.65 | 13.98 | .001 |
| Below Average | 9 | 73.50 | | |

TABLE IX

H SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION
SCALE SCORES CLASSIFIED ACCORDING TO YOUTHS
 RATING OF RELATIONSHIP WITH MOTHER

| Rating | Number | Average Rank | H | Level of Significance |
|---------------|--------|--------------|-------|-----------------------|
| Above Average | 68 | 52.89 | | |
| Average | 49 | 73.70 | 10.84 | .01 |
| Below Average | 7 | 77.43 | | |

Hypothesis II (f). There is no significant difference in Value Perception Scale scores classified according to parents' ratings of relationship with children.

The Kruskal-Wallis one-way analysis of variance revealed that no significant differences existed in Value Perception Scale scores classified according to the parents' ratings of their relationships with their children (see Table X).

TABLE X

H SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE SCORES CLASSIFIED ACCORDING TO PARENTS' RATINGS OF RELATIONSHIP WITH CHILDREN

| Rating | Number | Average Rank | H | Level of Significance |
|---------------|--------|--------------|------|-----------------------|
| Above Average | 50 | 40.69 | 3.82 | n.s. |
| Average | 40 | 51.51 | | |
| Below Average | 0 | | | |

Hypothesis II (g). There is no significant difference in Value Perception Scale scores classified according to youths' ratings of ability to talk with parents.

In order to determine if there was a significant difference in Value Perception Scale scores classified according to the students' ratings of their ability to talk freely with their parents, a Kruskal-

Wallis one-way analysis of variance was applied. An H score of 15.48 was obtained, indicating that the differences were significant at the .001 level (see Table XI). The evidence suggests that students who believed they can often talk freely with their parents about their problems and things that concern them reflected less difference between the older and younger generations. A greater difference between the generations was reflected by students who believed they can talk freely with their parents only rarely or average

TABLE XI

H SCORE REFLECTING DIFFERENCES IN VALUE PERCEPTION
SCALE SCORES CLASSIFIED ACCORDING TO YOUTHS'
RATINGS OF ABILITY TO TALK WITH PARENTS

| Rating | Number | Average Rank | H | Level of Significance |
|---------|--------|--------------|-------|-----------------------|
| Rarely | 26 | 77.69 | 15.48 | .001 |
| Average | 41 | 72.89 | | |
| Often | 58 | 49.42 | | |

Hypothesis II (h). There is no significant difference in Value Perception Scale scores classified according to parents' ratings of children's ability to talk with them.

In examining this hypothesis, the Kruskal-Wallis one-way analysis of variance was again used. As the H score indicates in Table XII,

there was no significant difference in Value Perception Scale scores classified according to the parents' ratings of their children's ability to talk freely with them about their problems and things that concern them.

TABLE XII

H SCORES REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE SCORES CLASSIFIED ACCORDING TO PARENTS' RATINGS OF CHILDREN'S ABILITY TO TALK WITH THEM

| Rating | Number | Average Rank | H | Level of Significance |
|---------|--------|--------------|------|-----------------------|
| Rarely | 0 | | 2.59 | n.s. |
| Average | 42 | 50.24 | | |
| Often | 48 | 41.35 | | |

Hypothesis II (i). There is no significant difference in Value Perception Scale scores classified according to youths' ratings of relationships with persons of the older generation other than their parents.

In examining this hypothesis, the Kruskal-Wallis one-way analysis of variance was utilized to determine if there were significant differences in Value Perception Scale scores classified according to the students' ratings of their relationships with persons of the older generation other than their parents. Table XIII indicates that the H score obtained was significant at the .05 level. The evidence suggests that

students who believed their relationships with members of the older generation were average or above average reflected a lesser gap between the generations than did students who believed their relationships were below average.

TABLE XIII

H SCORES REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE
SCORES CLASSIFIED ACCORDING TO YOUTHS' RATINGS OF
RELATIONSHIPS WITH PERSONS OF THE OLDER
GENERATION OTHER THAN THEIR PARENTS

| Rating | Number | Average Rank | H | Level of Significance |
|---------------|--------|--------------|------|-----------------------|
| Above Average | 64 | 55.93 | | |
| Average | 58 | 68.34 | 8.86 | .05 |
| Below Average | 3 | 110.50 | | |

Hypothesis II (i). There is no significant difference in Value Perception Scale scores classified according to parents' ratings of relationships with persons of the younger generation other than their children.

In order to determine if there was a significant difference in Value Perception Scale scores classified according to the parents' ratings of their relationships with persons of the younger generation other than their children, a Kruskal-Wallis one-way analysis of variance was applied. An H score of 0.85 was obtained, indicating that there was no significant difference (see Table XIV).

TABLE XIV

H SCORES REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE SCORES
CLASSIFIED ACCORDING TO PARENTS' RATINGS OF RELATIONSHIPS
WITH PERSONS OF THE YOUNGER GENERATION
OTHER THAN THEIR CHILDREN

| Rating | Number | Average Rank | H | Level of Significance |
|---------------|--------|--------------|------|-----------------------|
| Above Average | 26 | 49.48 | 0.85 | n.s. |
| Average | 64 | 43.88 | | |
| Below Average | 0 | | | |

Hypothesis III. There is no significant difference in Value Perception Scale scores according to sex.

The Mann-Whitney U test was utilized to examine the significance of the differences in Value Perception Scale scores classified according to sex. Table XV shows that the difference was not significant.

TABLE XV

MANN-WHITNEY U SCORES REFLECTING DIFFERENCES IN VALUE PERCEPTION SCALE SCORES CLASSIFIED ACCORDING TO SEX

| Sex | Number | Mean Score | Z | Level of Significance |
|--------|--------|------------|--------|-----------------------|
| Female | 76 | 62.40 | | |
| Male | 49 | 62.56 | -0.195 | n.s. |

CHAPTER V

SUMMARY

The purpose of this study was to develop an instrument, the Value Perception Scale, to measure the perceptions of college youth and middle-aged adults in terms of selected values relating to institutions and relationships between the generations, and to relate Value Perception Scale scores to selected personal and social factors.

The sample was composed of 125 college students enrolled in the undergraduate marriage course, Family Relations and Child Development 3142 during the spring of 1971, and 90 middle-aged adults who were mothers of the students. The students ranged in age from 18 to 24 years, and their mothers were between the ages of 37 and 64.

The questionnaire submitted to the subjects consisted of an information sheet for securing background information, and the Value Perception Scale, designed to measure their perceptions of values relating to institutions and relationships between the generations.

The chi square test was used in an item analysis of the Value Perception Scale to determine those items that significantly differentiated the subjects scoring in the upper quartile and the lower quartile groups on the basis of the total scale scores. A chi square test was also used to determine if the differences in the responses of youth and adults to each item of the Value Perception Scale were significant. The Wilcoxon matched-pairs, signed-ranks test was used to determine if significant

differences existed in scores of college students and their mothers on the Value Perception Scale.

The Kruskal-Wallis one-way analysis of variance was used to determine if Value Perception Scale scores were independent of: (a) age; (b) social class; (c) residence for major part of life; (d) youths' ratings of relationship with parents; (e) parents' ratings of relationships with children; (f) youths' ratings of ability to talk with parents; (g) parents' ratings of children's ability to talk with them; (h) youths' ratings of relationships with persons of the older generation other than their parents; and (i) parents' ratings of relationships with persons of the younger generation other than their children.

The Mann-Whitney U test was used to determine if Value Perception Scale scores were independent of sex.

The results and conclusions of the study were as follows:

1. Sixty-one of the 68 items of the Value Perception Scale were significantly discriminating at the .05 level or beyond.
2. A split-half reliability coefficient, computed with the Spearman-Brown Correction Formula, of .67 was obtained.
3. The Wilcoxon matched-pairs signed-ranks test revealed that the college students reflected a greater difference between the generations than did the mothers. The difference in scores was significant at the .05 level.
4. Differences in the responses of youth and adults were found to be significant at the .05 level or beyond on 29 of the 68 items.
5. The Kruskal-Wallis one-way analysis of variance revealed that students who had lived in larger towns for the major part of

their lives reflected a greater gap between the generations than students who had lived in small towns or in the country.

6. Students who rated their relationships with their fathers as below average or average reflected a greater difference between the generations than did students who rated their relationships as above average.
7. The Kruskal-Wallis one-way analysis of variance revealed that students who rated their relationships with their mothers as below average or average reflected a greater gap between generations than students who rated their relationships as above average.
8. A greater difference between the generations in terms of values was reflected by students who believed they could talk freely with their parents only rarely or "average" than by students who believed they could talk freely often.
9. The Kruskal-Wallis one-way analysis of variance revealed that students who believed their relationships with members of the older generation other than their parents were above average reflected a lesser gap between the generations than did students who believed their relationships were average or below average.
10. Factors that were not significantly related to Value Perception Scale scores were: (a) age, (b) social class, (c) parents' ratings of relationships with children, (d) parents' rating of children's ability to talk with them, (e) parents' ratings of relationships with persons of the younger generation other than their children, and (f) sex.

One conclusion which might be drawn from the results of this study is that both the students and the parents believed that a difference in the values of youth and adults existed at least in some areas. The finding that the students and parents perceived a generation gap lends support to the many theories which state that the generation gap is a reality. This finding also corresponds with the finding of the Scholastic Research Center (Senior Scholastic, 1969) that the great majority of their subjects believed there was a gap between the generations in general outlook on life, trust, and understanding. The results of the present study coincide with the finding of Herzog and Sudia (1970) that about half their subjects viewed the generation gap as a real problem.

It is interesting to note that the young people who participated in this study believed there is a greater generation gap than did their mothers. However, when the responses of both generations to individual items of the Value Perception Scale were compared, significant differences were found for only 29 of the 68 items, which suggests that, while there were areas in which the perceptions of the students and the parents were different, there were also many areas in which their perceptions were similar. This finding corresponds with the opinion of Moore (1969) that there is not evidence to support the belief that there is a widespread generation gap in our society. This finding also coincides with those studies which have found no great differences in values between young people and their parents.

The major conclusion which seems to emerge from the results of this study is that there was a relationship between the college students' perceptions of the generation gap and their relationships with their parents and other members of the older generation. This finding

parallels studies in which subjects who believed they had good relationships with their parents also reported no major gap in communication, understanding, or values (Offer, 1969; Kinloch, 1970; Adelson, 1970). Because of less conflict with their own parents, it is logical that these youth might be more inclined to perceive less difference between the generations than youth whose relationships with the older generation were not good. It is interesting to note, however, that the parents' perceptions of the generation gap were not significantly related to their relationships with their children or other members of the younger generation.

The finding of this study that young people who had lived in larger towns for most of their lives reflected a greater difference between the generations than young people who had lived in smaller towns or in the country, suggests that there is a relationship between the environment in which the youth were reared and their perceptions of the differences between young people and adults. As suggested by Konopka (1969) and Schiamberg (1969), youth who are exposed to a wider variety of people, situations, and life styles may be more inclined to develop ideas and opinions which differ from those of their parents.

This study was concerned only with those students enrolled in Family Relations and Child Development 3142 during the spring semester, 1971, and their mothers. This group is considered a representative segment of the student-parent population of Oklahoma State University, however it could not be regarded as representative of the total student-parent population of the United States. It is recommended that further studies be done in various sections of the country and with both college and non-college youth and both their parents in order that broader

generalizations regarding youth and adults' perceptions of the differences between generations might be made.

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APPENDIX A

DATA SHEETS

STUDENTS' DATA SHEET

You are requested to assist in a research project to obtain knowledge about differences in values between the generations. The study concerns the views of both parents and their children in this area. Both you and your mother are requested to respond to this questionnaire.

In order to assure anonymity of your responses, but to allow comparisons between parent-child pairs, please sign the questionnaire with your mother's maiden name.

Your cooperation in this research project is greatly appreciated. Your contribution to a research project of this type helps us to gain greater knowledge and insight into family relationships.

Please answer the following questions as accurately as you can. It is important that you answer all questions which are appropriate.

1. Sex: _____ male
 _____ female
2. Age: _____ 18-20
 _____ 21-22
 _____ 23-24
 _____ Over 24
3. Marital Status: _____ Single
 _____ Married
 _____ Divorced
 _____ Separated
 _____ Widowed
4. Were you born in the U.S.A.? _____ yes
 _____ no

5. In school, your father completed grades:

- _____ 1. none
- _____ 2. 1-4
- _____ 3. 5-7
- _____ 4. 8-11
- _____ 5. 12 or high school equivalent
- _____ 6. 1-3 years of college
- _____ 7. college graduate
- _____ 8. graduate work

6. The occupation of the head of your household is: _____

7. The main source of income for the head of your household is:

- _____ 1. Hourly wages, piece work, weekly checks
- _____ 2. Salary, commissions, monthly checks
- _____ 3. Profits, royalties, fees from a business or profession
- _____ 4. Savings and investments
- _____ 5. Private relief, odd jobs, share cropping, seasonal work
- _____ 6. Public relief or charity

8. For the major part of your life you have lived:

- _____ 1. On a farm or in the country
- _____ 2. In a community of less than 25,000 population
- _____ 3. In a community of 50,000-100,000 population
- _____ 4. In a community of over 100,000 population

9. Check the one which most nearly describes your relationship with your father.

- _____ 1. Above average
- _____ 2. Average
- _____ 3. Below average

10. Check the one which most nearly describes your relationship with your mother:

_____ 1. Above average

_____ 2. Average

_____ 3. Below average

11. Do you feel that you can talk with your parents freely about your problems and things that concern you?

_____ 1. Rarely

_____ 2. Average

_____ 3. Often

12. Check the one which most nearly describes your relationships with persons of the older generation other than your parents:

_____ 1. Above average

_____ 2. Average

_____ 3. Below average

PARENTS' DATA SHEET

Please answer the following questions as accurately as you can. Since your name is not required, please try to give honest responses.

1. Marital status: _____ Married
_____ Divorced
_____ Separated
_____ Widowed
2. Age: _____
3. Were you born in the U.S.A.? _____ yes
_____ no
4. Check the one which most nearly describes your relationship with your children:
_____ 1. Above average
_____ 2. Average
_____ 3. Below average
5. Do you believe your children feel they can talk with you freely about their problems and things that concern them?
_____ 1. Rarely
_____ 2. Average
_____ 3. Often
6. Check the one which most nearly describes your relationships with young people other than your children:
_____ 1. Above average
_____ 2. Average
_____ 3. Below

APPENDIX B

LETTER TO MOTHERS

LETTER TO MOTHERS

Dear ,

I have participated in a study at Oklahoma State University utilizing the enclosed questionnaire. The purpose of the study is to compare the differences in views of parents and their children regarding areas of concern to both families and society. If you are willing to participate in the study with me, please respond to the questionnaire and return it in the envelope provided within 48 hours.

In order to assure anonymity of our responses, but in order to facilitate comparisons between parent-child pairs, please sign the questionnaire with your maiden name. Since I have identified my questionnaire with your maiden name, this will enable the investigators to identify our questionnaires without revealing our identities.

This study is one which is being directed by Dr. James Walters of the Department of Family Relations and Child Development at Oklahoma State University. The research is being conducted by one of the graduate students who is a candidate for the Master of Science degree. Your participation in this project will be greatly appreciated and will make a contribution to a study concerned with an analysis of differences in values between generations.

APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE

Directions: Indicate your response to each statement by circling the letters that correspond to your opinions about the statements:

Key: Agree A
 Undecided ?
 Disagree D

There are no right or wrong answers; please answer according to your opinion.

- A ? D 1. The majority of young people are willing to listen to the opinions of the older generation.
- A ? D 2. The majority of members of the older generation don't understand young people.
- A ? D 3. The older generation is more materialistic than the younger generation.
- A ? D 4. Most young people of college age believe their parents should grant them more freedom.
- A ? D 5. Most young people know more about today's world than their parents do.
- A ? D 6. The majority of young people have respect for the older generation.
- A ? D 7. Most parents don't approve of the friends their sons and daughters choose.
- A ? D 8. Most young people are discarding certain values that the older generation believes should be kept.
- A ? D 9. Young people, to a greater extent than the older generation, are critical of their families.
- A ? D 10. Most young people think they are superior to the older generation.
- A ? D 11. Most of the older generation are willing to give young people credit for what they accomplish.
- A ? D 12. The older generation is more racially prejudiced than the young people.

- A ? D 13. Most of the older generation can be trusted to advise youth wisely.
- A ? D 14. The older generation is more apathetic than the younger generation concerning world problems.
- A ? D 15. Most young people are critical of the older generation.
- A ? D 16. The majority of young people have lost confidence in the older generations' ability to run our country.
- A ? D 17. Most of the older generation are jealous of young people.
- A ? D 18. Most young people would rather talk ~~over~~ their problems with their friends than with their parents.
- A ? D 19. Young people are more careless with money than the older generation.
- A ? D 20. Most of the older generation are willing to discuss serious national problems with members of the younger generation.
- A ? D 21. Most young people resent being "pushed" into doing what the older generation thinks they should.
- A ? D 22. Most young people are too irresponsible to be given the power to vote.
- A ? D 23. The older generation, to a greater extent than youth, judge people by outside appearances, such as dress and hair styles, rather than by more important criteria.
- A ? D 24. Most young people hesitate to ask their parents questions concerning sex.
- A ? D 25. The older generation is not really as interested in the serious world problems of our day--such as war, poverty, racism, pollution--as are youth.
- A ? D 26. Most of the older generation trust young people's judgment.
- A ? D 27. The majority of the older generation try to keep young people from growing up.
- A ? D 28. Most young people don't care to be around members of the older generation.
- A ? D 29. Most of the older generation respect members of the younger generation.
- A ? D 30. A serious problem facing our society is the lack of communication between the generations.

- A ? D 31. Most of the older generation don't approve of the way young people dress.
- A ? D 32. Most of the older generation do not allow young people to make their own decisions.
- A ? D 33. Most young people do not warrant the confidence their parents place in them.
- A ? D 34. Most of the older generation resent it when young people disagree with them.
- A ? D 35. Most of the younger generation is more idealistic than the older generation.
- A ? D 36. Most young people try to understand their parents' viewpoint.
- A ? D 37. The majority of young people don't feel comfortable around members of the older generation.
- A ? D 38. More of the older generation than youth think long hair on boys is distasteful.
- A ? D 39. Young people have to "make a scene" before the older generation will listen to them.
- A ? D 40. Most of the older generation give pretty sound advice to young people.
- A ? D 41. Most of the older generation are more hypocritical than youth--they don't "practice what they preach."
- A ? D 42. Most young people would rather not discuss their futures with their parents.
- A ? D 43. The majority of the older generation are willing to make changes in our educational system which youth believe are desirable.
- A ? D 44. Most young people feel "what's the use" after they try to explain their conduct to their parents.
- A ? D 45. Human relationships are more important to the younger generation than to the older generation.
- A ? D 46. Most parents don't like to have their sons' and daughters' friends around.
- A ? D 47. Most young people have a stereotyped image of the older generation.
- A ? D 48. Most young people and their parents agree on basic goals and values for life.

- A ? D 49. The older generation, to a greater extent than youth, over-emphasizes the importance of money and economic security.
- A ? D 50. Most young people think "what my parents don't know won't hurt them."
- A ? D 51. Most of the older generation are willing to listen to young people's side when they disagree.
- A ? D 52. Most young people's views concerning human sexuality are similar to those of their parents.
- A ? D 53. Most young people are willing to accept more responsibility than their parents will give them.
- A ? D 54. Most youth have little use for the religion of their parents.
- A ? D 55. Young people are more aware of the injustices that abound in our society than are members of the older generation.
- A ? D 56. Most of the older generation can't discuss an issue with a young person without ending up in an argument.
- A ? D 57. The older generation is willing for young people to have power in school affairs.
- A ? D 58. Many of the ideals and values young people have been taught are not relevant to the world today.
- A ? D 59. The majority of the older generation try to listen with an open mind to young people.
- A ? D 60. Youth adapt to change more easily than the older generation.
- A ? D 61. Most young people get along well with their parents.
- A ? D 62. Most of the older generation do not trust young people.
- A ? D 63. Most young people are willing to talk to their parents about personal problems.
- A ? D 64. The majority of young people believe in a moral code which differs from that of their parents.
- A ? D 65. Most young people respect authority.
- A ? D 66. Most of the older generation are willing to allow youth to participate in important community or government decisions.

- A ? D 67. Most of the older generation have a stereotyped image of youth.
- A ? D 68. The older generation is more concerned with the future than the younger generation is.

APPENDIX D

SCORING KEY FOR THE VALUE PERCEPTION SCALE

SCORING KEY FOR THE VALUE PERCEPTION SCALE

| | A | ? | D | | A | ? | D | | A | ? | D | | A | ? | D |
|-----|---|---|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|
| 1. | 0 | 1 | 2 | 23. | 2 | 1 | 0 | 45. | 2 | 1 | 0 | 67. | 2 | 1 | 0 |
| 2. | 2 | 1 | 0 | 24. | 2 | 1 | 0 | 46. | 2 | 1 | 0 | 68. | 2 | 1 | 0 |
| 3. | 2 | 1 | 0 | 25. | 2 | 1 | 0 | 47. | 2 | 1 | 0 | | | | |
| 4. | 2 | 1 | 0 | 26. | 0 | 1 | 2 | 48. | 0 | 1 | 2 | | | | |
| 5. | 2 | 1 | 0 | 27. | 2 | 1 | 0 | 49. | 2 | 1 | 0 | | | | |
| 6. | 0 | 1 | 2 | 28. | 2 | 1 | 0 | 50. | 2 | 1 | 0 | | | | |
| 7. | 2 | 1 | 0 | 29. | 0 | 1 | 2 | 51. | 0 | 1 | 2 | | | | |
| 8. | 2 | 1 | 0 | 30. | 2 | 1 | 0 | 52. | 0 | 1 | 2 | | | | |
| 9. | 2 | 1 | 0 | 31. | 2 | 1 | 0 | 53. | 2 | 1 | 0 | | | | |
| 10. | 2 | 1 | 0 | 32. | 2 | 1 | 0 | 54. | 2 | 1 | 0 | | | | |
| 11. | 0 | 1 | 2 | 33. | 2 | 1 | 0 | 55. | 2 | 1 | 0 | | | | |
| 12. | 2 | 1 | 0 | 34. | 2 | 1 | 0 | 56. | 2 | 1 | 0 | | | | |
| 13. | 0 | 1 | 2 | 35. | 2 | 1 | 0 | 57. | 0 | 1 | 2 | | | | |
| 14. | 2 | 1 | 0 | 36. | 0 | 1 | 2 | 58. | 2 | 1 | 0 | | | | |
| 15. | 2 | 1 | 0 | 37. | 2 | 1 | 0 | 59. | 0 | 1 | 2 | | | | |
| 16. | 2 | 1 | 0 | 38. | 2 | 1 | 0 | 60. | 2 | 1 | 0 | | | | |
| 17. | 2 | 1 | 0 | 39. | 2 | 1 | 0 | 61. | 0 | 1 | 2 | | | | |
| 18. | 2 | 1 | 0 | 40. | 0 | 1 | 2 | 62. | 2 | 1 | 0 | | | | |
| 19. | 2 | 1 | 0 | 41. | 2 | 1 | 0 | 63. | 0 | 1 | 2 | | | | |
| 20. | 0 | 1 | 2 | 42. | 2 | 1 | 0 | 64. | 2 | 1 | 0 | | | | |
| 21. | 2 | 1 | 0 | 43. | 0 | 1 | 2 | 65. | 0 | 1 | 2 | | | | |
| 22. | 2 | 1 | 0 | 44. | 2 | 1 | 0 | 66. | 0 | 1 | 2 | | | | |

VITA

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