

Navigating the Generation Gap: Influence on Academic Performance and Psychosocial Dynamics among College Students: A Thematic Analysis

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Abstract

This qualitative study examines the impact of the generation gap on college student's academic performance and social dynamics. The generation gap, defined as differences in values, beliefs, and experiences between parents and children, significantly affects college life. Through criterion sampling, participants were selected based on their experiences with familial expectations and academic challenges. Guided by ecological systems theory, semi-structured interviews revealed key themes: parental dominance, negative parent-child relationships, and parent versus culture. Findings highlight generational clashes over technology use and communication styles, with older generations favouring traditional methods and younger generations preferring digital and collaborative approaches. The study also underscores the significant role of parenting styles, socioeconomic status, and parental involvement in academic success. Addressing the generation gap is crucial for improving educational effectiveness and fostering positive intergenerational relationships in higher education.

Keywords: Generation Gap, Academic Performance, Psychosocial Dynamics, College Students, Thematic Analysis.

Introduction

In the dynamic landscape of academia, the interaction between generations significantly shapes the experiences and outcomes of college students. The generation gap, which is characterized by differing values and experiences between parents and youth, impacts academic performance and social interactions. This qualitative research explores how generational disparities affect college life by examining the perceptions and experiences of both students and their parents. The study aims to uncover how these differences manifest in the collegiate environment and to identify strategies for fostering understanding and harmony across generations in higher education.

The generation gap shapes students' learning styles, motivation, and academic performance. Nearly 70% of students report that generational differences affect their relationships with parents and teachers, leading to communication barriers and differing educational expectations (Twenge, 2017). Over 60% of educators believe technology widens this gap, impacting student engagement and learning outcomes (Mitzner et al., 2010). With 92% of Gen Z students relying on digital tools compared to 47% of Baby Boomers, disparities in technological adaptability

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further challenge educational interactions (Prensky, 2001). Bridging these differences is essential for a more inclusive academic environment.

Generation Gap

The age or generation gap reflects differing perspectives between generations on views, values, norms, technology, and politics (Clark, 2009). Furlong (2016) highlights that these differences become more pronounced as youth transition into adulthood, often visible in public spaces like markets, malls, and coffee shops. Factors such as age, race, gender, and societal backgrounds drive contrasting beliefs and attitudes, fuelled by evolving values over time (Pabst, 2012).

First introduced by sociologist Karl Mannheim in the early 20th century, the generation gap depicts the cultural and value disconnect between successive generations, shaped by psychosocial factors. Identity formation during adolescence and young adulthood also contributes to this gap, as individuals explore and often diverge from their parents' values (Arnett, 2015). Globalization further exposes younger generations to diverse perspectives, promoting inclusivity, while older generations may adhere to traditional norms (Inglehart & Baker, 2000).

Shifts in family dynamics and communication patterns have widened the generation gap. The rise of nuclear families and digital communication has diminished intergenerational interaction and meaningful dialogue (Fingerman et al., 2009; Twenge, 2017).

Perceptions Related to the Generation Gap

A generation gap denotes the divide between the beliefs and behaviours of different age groups, highlighting differences in politics, values, and pop culture. This gap has widened significantly in the 20th and 21st centuries (Hayes, 2022).

Older generations view technological advancements with scepticism, perceiving them as disruptive and preferring traditional communication methods for their personal touch (Mitzner et al., 2010; Neves & Amaro, 2012). They may see a decline in work ethic and dedication among younger people, and perceive shifts in family roles and educational approaches as departures from traditional values (Smola & Sutton, 2002; Bengtson, 2001; Loveless, 2012).

In contrast, younger generations, or digital natives, see technology as integral to their lives and embrace digital communication for its efficiency (Prensky, 2001; Livingstone & Helsper, 2008). They prioritize work-life balance, flexibility, and alignment with personal values, and support egalitarian roles and modern educational methods that focus on creativity and critical thinking (Twenge & Campbell, 2012) (Bengtson, 2001; Taylor & Keeter, 2010).

Traditional Parenting vs. Young Generation of the 21st Century

The dynamic between conventional parenting practices and the attitudes and behaviours of the young generation in the 21st century reveals significant contrasts that contribute to the generation gap.

Differences in Values and Beliefs

Traditional parenting emphasizes respect for authority, family values, and societal conformity, prioritizing obedience and collective harmony over individual expression (Chen & Li, 2012). Younger generations, however, focus on individualism, personal freedom, and self-expression, often challenging authority and prioritizing personal goals over traditional norms (Twenge & Campbell, 2012).

Communication Styles

Traditional parents typically use an authoritative communication style, expecting unquestioning obedience and maintaining a hierarchical family structure where parents dictate

decisions (Sorkhabi, 2012). In contrast, younger generations prefer collaborative and open communication, emphasizing dialogue, mutual respect, and understanding over mere compliance (Livingstone & Sefton-Green, 2016).

Educational Expectations

Traditional parents prioritize academic achievement as the foundation for success and stability, often pressuring children to excel in studies and pursue prestigious careers (Kim & Rohner, 2002). The younger generation values a balanced approach to education, blending academic success with personal interests, extracurricular activities, and mental health, advocating a holistic approach to personal growth (Taylor & Keeter, 2010).

Technological Influence

Traditional parents often view technology with caution, concerned about risks like addiction, distraction, and inappropriate content (Livingstone & Helsper, 2008). They may favor traditional communication and entertainment methods, struggling with rapid advancements. Meanwhile, the younger generation, as digital natives, seamlessly integrates technology into daily life, leveraging digital tools for communication, learning, and entertainment, viewing technology as essential and beneficial (Prensky, 2001).

Academic Performance

Academic performance is a key measure of student, school, curriculum, and teacher effectiveness, often evaluated through formal testing. Educational assessment serves seven main purposes: (1) evaluating group achievement for program and school accountability; (2) tracking individual progress; (3) identifying at-risk children; (4) determining eligibility for special programs; (5) diagnosing learning difficulties and strengths; (6) planning instructional strategies and accommodations; and (7) making high-stakes decisions regarding grades, graduation, educational paths, and school quality. These purposes are typically addressed using formal measures, including norm-referenced tests with standardized procedures.

Role of Generation Gap in Academic Performance of Students

The generation gap within student-teacher interactions can significantly impact academic performance and well-being. Key consequences include evolving student characteristics, shifting teacher roles, power dynamics, and rigidity in educational hierarchies, alongside students' perceptions of low control and value (2022). This gap can also create communication issues, sociocultural differences, and varying preferences for educational media (Jodie et al., 2022). The rapid advancement of technology has intensified these differences, affecting perceptions of learning tools among students, teachers, and parents (Manabu et al., 2021). Even a small age difference among students can highlight these gaps (Andrew et al., 2005). Addressing these issues is essential for improving teaching effectiveness, fostering positive self-concepts, and creating a collaborative educational environment.

Psychosocial Dynamics

Social dynamics examines group behavior and interactions among individual members to understand the emergence of complex social behaviors in microorganisms, plants, animals, and humans. While related to sociobiology, it also incorporates principles from physics and complex system sciences.

Psychodynamics or psychodynamic psychology focuses on the systematic study of psychological forces underlying human behavior, emotions, and feelings, particularly in relation to early experiences. It explores the dynamic interplay between conscious and unconscious motivations.

The term psychodynamics also specifically refers to Sigmund Freud's psychoanalytic approach, where he used the concept, inspired by thermodynamics, to describe mental processes as flows of psychological energy within the complex brain.

Ecological Systems Theory

Ecological systems theory, developed by Urie Bronfenbrenner, explores human development within interconnected environmental systems. It posits that individuals are affected by a range of influences, from immediate factors like family and school to broader societal contexts. The key components of ecological systems theory include:

Microsystem

This involves immediate interactions within the family and college, focusing on parent-child relationships and parental support for academic performance.

Mesosystem

This includes the interactions between different microsystems, such as the relationship between parents and the college environment.

Exosystem

This covers broader influences that indirectly affect college students, such as societal attitudes toward education and generational differences in values and beliefs.

Macrosystem

This represents the broader cultural, societal, and institutional factors influencing both parents and college students, including cultural norms about education, social mobility, and family roles.

Chronosystem

This acknowledges the role of time, including how historical events, life transitions, and developmental timing affect the dynamics between parents and college students.

Theory of Generations

The Theory of Generations, developed by William Strauss and Neil Howe, posits that history follows a cyclical pattern with recurring generational archetypes—Prophet, Nomad, Hero, and Artist—emerging in a fixed sequence. Each archetype is shaped by the historical context of their coming-of-age and experiences similar formative events, which influence their attitudes, values, and behaviors throughout life. This cycle spans approximately 80-100 years and is divided into four phases: High, Awakening, Unraveling, and Crisis, each affecting the development of the subsequent generation. This theory is useful for understanding how generational characteristics influence college students' academic performance and psychosocial dynamics, including parental expectations and societal attitudes toward education (Strauss & Howe, 1991).

Theory of Intergenerational Conflicts

The Theory of Intergenerational Conflicts explores tensions and disagreements resulting from differing values, beliefs, and behaviors between generations. It focuses on how these conflicts manifest in family dynamics, workplaces, and social interactions. In academia, this theory is vital for understanding the challenges college students encounter when their goals clash with their parents' expectations, which can lead to stress and affect academic performance and psychosocial well-being. It provides a framework for analyzing the origins of these conflicts,

the negotiation processes, and potential resolutions (Gilleard & Higgs, 2002; Tian & Xie, 2019).

Generation Gap and Psychosocial Dynamics of Students

The generation gap significantly affects students' psychosocial dynamics. Older generations often favor face-to-face or phone interactions, while younger ones prefer digital communication methods like texting and social media, leading to potential misunderstandings and disconnection with teachers or parents (Palfrey & Gasser, 2008). Generational slang and colloquial expressions can further create communication barriers and feelings of alienation (Twenge, 2017). Technological proficiency also plays a role; digital-native students are skilled with technology, whereas older generations may struggle, potentially impacting educational dynamics and student learning experiences (Prensky, 2001).

These generational differences extend to social dynamics within peer groups and families. Students may struggle to relate to peers with different cultural and technological backgrounds, and intergenerational conflicts can affect emotional and psychological well-being (Kupperschmidt, 2000). Traditional teaching methods preferred by older educators may not align with the interactive, technology-driven learning styles of modern students, leading to disagreements over curriculum relevance (Oblinger 2005).

Methodology

This study utilized a qualitative research methodology to explore the Influence of the Generation Gap on Academic Performance and Psychosocial Dynamics among College Students.

The Rationale of the Study

The purpose of this study was to examine the impact of intergenerational communication patterns and gaps on the academic performance and social dynamics of college students. Specifically, the research aims to investigate how differences between parents and youth contribute to the generation gap and its effects on college students' experiences. By focusing on the interactions between parents and college students, the study seeks to identify the psychosocial factors influencing academic achievement and social integration within the college environment. This research will provide valuable insights into the mechanisms through which intergenerational communication shapes the college experience. The objective of this study was to gain an increased understanding of how the generation gap between parents and youth influences academic performance and social dynamics among college students.

Research Question

The answer to the following question was explored from the perspective of the youth (college students).

- How do differing communication styles and expectations between parents and youth impact academic performance and social dynamics among college students, particularly in navigating the generation gap?
- This research question was followed by sub-questions such as, can you describe your relationship with your parents during adolescence, and how it has evolved since entering college?
- How do you perceive your parents' attitude towards your education and academic achievements, how has this influenced your academic motivation, performance, and your personal goals?

- In what ways do our family dynamics, including communication patterns and conflict resolution strategies affect your social interactions and relationships within the college environment?
- How do interactions between your family and other social settings (peer group, social circle) shape your socializing as a college student and as a person?
- In what way do societal stereotypes or perceptions about generational differences impact your sense of identity and belonging as a college student?
- Reflecting on your past experiences and transitions from adolescence to college, how have big events or changes in your family or community influenced your academic journey?
- What do you think people from different age groups will get along in the future?
- How do they handle differences in their life experiences, how might this affect college students academically, and socially?
- How do you think it will impact your life in the future?

Sampling Strategy

This study employed criterion sampling to select participants who exemplify the intersection of familial expectations and academic experiences. By targeting college students who struggle to reconcile their aspirations with parental influences, the study captures the nuanced dynamics of the parent-youth relationship. Criterion sampling ensures that all participants have relevant experiences (Creswell, 2007).

Sample Characteristics

The sample consisted of college students aged 17–25.

Inclusion Criteria

- Enrolled in undergraduate programs.
- Aged 17–25.
- Willing to share experiences on the generation gap's impact on academics and social life.
- Self-identified as experiencing conflicts with parents over academic expectations.
- Enrolled in their current program for at least one semester.

Exclusion Criteria

- Outside the 17–25 age range.
- No reported conflicts with parents over academic expectation.

Data Collection

The study received ethical approval from the Department Doctoral Program Committee. Permissions were obtained from college department heads, and participants provided informed consent with assurances of confidentiality. Data were collected through a socio-demographic questionnaire and semi-structured interviews, guided by previous literature and relevant theories.

Four college students were recruited: one pursuing a degree in computer science, two in psychology, and one in business. Interviews lasted 30–60 minutes, were recorded, transcribed, and anonymized. Observational notes were taken to document contextual insights.

Participant Characteristics

Participants were selected based on specific inclusion criteria, including college students aged 17–25 who experienced conflicts with parents over academic expectations and social dynamics. The sample included one computer science student, two psychology students, and

one business student. Their experiences highlight the impact of the generation gap on academic pursuits and interpersonal relationships.

Explication of Data

The data analysis followed Hycner's (Grunewald, 2004) five-step explication process:

(a) bracketing and phenomenological reduction, (b) delineating units of meaning, (c) clustering meanings into themes, (d) summarizing and validating interviews, and (e) extracting general and unique themes for a composite summary.

Researchers transcribed and repeatedly reviewed interviews, ensuring closeness to the data. Significant statements were extracted, categorized into meaning units, and synthesized into themes, providing a comprehensive analysis of participants' lived experiences.

Data Verification

To address concerns about qualitative research credibility, strategies such as frequent debriefing, peer review, and member checks were employed (Shenton, 2004).

Result

Four college students were interviewed for this study on navigating the generation gap and its influence on academic performance and psychosocial dynamics. After analyzing the data, several themes emerged: Parent Dominancy, Negative Parent-Child Relationship, and Parents versus Culture. These themes illustrate the psychological and social issues faced by college students dealing with generational differences. Participants often experience psychological challenges as well as social difficulties stemming from the generational gap. The findings highlight how differing generational viewpoints impact academic performance and psychosocial well-being.

Theme I: Parent Dominance

Parental control significantly shapes students' autonomy, academic engagement, and social interactions. Participants reported restrictions on privacy, social activities, media usage, and extracurricular involvement, often leading to frustration and conflict.

Constrained Interaction

Strict curfews, limited social outings, and constant monitoring create tension between parents and children. Students feel misunderstood and restricted in forming friendships and participating in social gatherings.

Participant 1: "My parents don't allow me to go out with friends, leading to frequent arguments. Even attending gatherings with cousins is often prohibited."

Participant 2: "My parents believe going out influences my mindset negatively, but I disagree. We should be able to meet people and make friends."

Participant 3: "My creativity has declined because social interaction has stopped. I can only go to university, nothing else."

Participant 4: "Getting permission for college trips is tough. They prefer I invite friends' home or attend gatherings with family supervision."

Limit and Restricted Use of Media

Participants described parental control over screen time, monitored online activity, and negative perceptions of media, making it harder to engage with technology-driven learning.

Participant 1: "My parents dislike media use, especially my dad. They scold me if I watch dramas or use my phone unnecessarily."

Participant 2: "Technology is essential for education, but our parents see it as a bad influence. They struggle to adapt to its increasing role."

Participation Barrier

Parents, particularly for girls, restrict engagement in activities beyond academics due to safety concerns and traditional beliefs, limiting personal growth.

Participant 1: "I have talents, but my parents neither support nor allow me to pursue them."

Participant 2: "I want to explore online jobs, but my family insists I focus only on studies."

Participant 3: "Parents see a girl's role as marriage and household responsibilities, not career or extracurricular activities."

Participant 4: "As a middle child, I face more restrictions than my siblings. They don't see the importance of extracurricular involvement."

Theme II: Negative Parent-Child Relationship

Parental rigidity and lack of support create emotional distance and frustration. Students struggle to express their aspirations due to traditional mindsets, leading to strained family dynamics.

Constrained Support

Support from parents is often conditional, influenced by extended family and societal expectations rather than individual needs.

Participant 1: "Parents prioritize relatives' opinions over ours. Even when my mother supports me, external family pressure changes her stance."

Participant 2: "Personal aspirations are seen as disrespectful. Parents want good grades but also impose unnecessary restrictions."

Participant 3: "They support my studies but dismiss my other interests, like playing badminton at the national level."

Educational Inequality

Participants reported experiencing educational inequality as girls, where their academic pursuits were overshadowed by societal emphasis on marriage. They expressed frustration over the lack of importance given to their education compared to their male counterparts, who received greater attention and financial support. Instead of encouraging their academic ambitions, family and societal focus remained on marriage, limiting their personal and intellectual growth.

Participant 1: "No one asks me about education matters. My brother, who is studying Chartered Accountancy, gets all the attention and financial support, whereas my good grades are acknowledged with just a simple 'good.'"

Participant 2: "Although early marriages were more common in our parents' time, the mindset still persists. Girls are expected to prioritize marriage over education, whereas boys' education and careers are given utmost importance."

Participant 3: "Women's education was historically undervalued, and even today, traces of that mindset remain. Parents still prioritize marriage and household duties over education, despite girls having their own goals and aspirations."

Participant 4: "While I am allowed to study, when it comes to working, I face restrictions. My brother has full freedom, but I am told, 'What's the need? You don't have to work.' Even my parents don't support me in this regard."

Marital Hypocrisy

A clear disparity exists in the freedom granted to brothers and sisters regarding marital decisions. While boys are often allowed to choose their spouses, girls face strict societal and

familial restrictions. This double standard highlights deep-rooted gender biases and expectations.

Participant 1: "When my father found chats with male school friends on my phone, he got angry, confiscated my phone, and even stopped me from attending my academy, affecting my studies. Meanwhile, my brother interacts freely with the opposite gender without any restrictions."

Participant 2: "Boys are given opportunities for education and career, while girls are questioned about marriage by the age of 22. Parental pressure increases due to societal expectations."

Generational Clashes

Participants noted conflicts arising from differences in thinking between them and their parents, who adhere to traditional values while society rapidly evolves. These generational gaps create tension in daily life.

Participant 1: "My relationship with my parents is fine, but every discussion leads to a clash of thinking."

Participant 2: "Our parents strongly emphasize religion and culture. While we acknowledge our mistakes, following strict religious and cultural norms in today's world is challenging, causing confusion and stress."

Participant 3: "My parents believe only academics matter, but extracurricular activities are equally essential. Their support in these areas would enhance my overall performance."

Generational Misalignment

Participants felt their parents struggle to adapt to modern values, fearing societal judgment. This resistance widens the generational gap and affects their ability to form identities in a changing world.

Participant 1: "Fashion designing is a recognized field today, but my parents dismiss it, believing it is unsuitable for respectable people. Their thinking remains tied to their time."

Participant 2: "Cultural influence is strong in my family. When I adopt new perspectives from society, my parents perceive it negatively and label me as outspoken or disrespectful."

Participant 3: "Attire norms have changed, but my parents still disapprove of wearing jeans and a shirt without a dupatta. Their mindset remains stuck in the 90s."

Theme III: Parents versus Culture

Participants felt their parents prioritized cultural traditions over their personal aspirations, affecting their academic and career choices. The pressure to conform to traditional values limited their decision-making autonomy.

Parental Cultural Imposition

Parents enforced traditional values, often disregarding modern career choices or personal preferences.

Participant 1: "My parents initially agree with me, but under societal pressure, they withdraw support, fearing criticism."

Participant 2: "As a Syed, cultural boundaries restrict my choices. Even before discussing career options with my parents, I must consider these limitations."

Participant 3: "I wanted to pursue fashion designing, but societal pressure convinced my father that it was an inappropriate profession, forcing me to abandon my dream."

Gendered Education

Participants reported that cultural norms continue to devalue girls' education, prioritizing traditional gender roles over academic growth.

Participant 1: "My parents discourage my education due to societal concerns, prioritizing cultural values over my academic interests."

Participant 2: "In our parents' time, boys' education was emphasized, and even today, girls are often restricted to completing basic education before marriage, than focusing on careers."

Participant 3: "My father initially enrolled me in Open University, but due to societal pressure, he withdrew my admission. I rejoined a girls' college after a significant educational gap."

Traditional Pressure, Cultural Interference

Participants highlighted that societal pressure significantly influenced parental decisions, restricting their career aspirations and personal growth.

Participant 1: "Cultural norms prevent us from working or pursuing careers. Parents fail to recognize the importance of a girl's job."

Participant 2: "Fashion trends have evolved, yet culturally rooted individuals struggle to accept these changes. When we adopt new styles, we face judgment and criticism."

Participant 3: "Girls' education is still undervalued in our culture. Our opinions are dismissed, reinforcing male dominance in society."

Societal Influence

Societal expectations strongly influenced parental decisions, often overshadowing the individual needs and aspirations of participants. This pressure forced them to conform to societal norms at the expense of personal growth and autonomy.

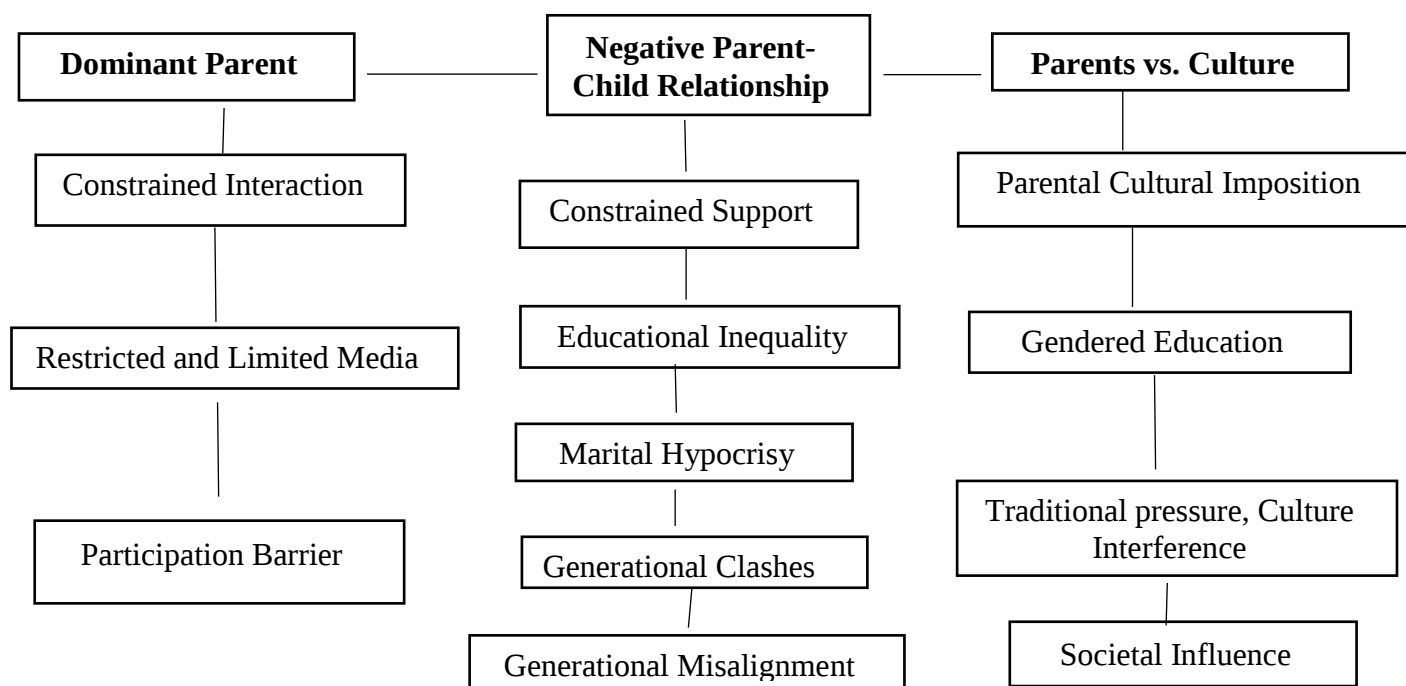
Participant 1: "Societal stereotypes shape our personalities. Whether we follow norms or challenge them, society always has an opinion."

Participant 2: "My father, being traditional and religious, wants us to strictly adhere to certain norms, which directly impacts our career choices."

Participant 3: "Society constantly judges us, whether we do something good or bad. It's impossible to meet its expectations."

Participant 4: "Parents value society's opinion over ours, which negatively impacts our academics and decision-making. The current societal atmosphere is restrictive and unsupportive."

Figure 01: Flow Chart for Thematic Analysis



Discussion

Qualitative research plays a crucial role in educational studies, addressing the "how" and "why" of complex social phenomena (Cleland, 2017). This study explored the generation gap's impact on academic performance and psychosocial dynamics among college students through thematic analysis, identifying key themes and subthemes.

The authoritarian parenting style, characterized by strict rules and limited autonomy, emerged as a major theme. According to Baumrind's (1967) Parenting Styles Theory, authoritarian parents enforce obedience, often restricting open communication, which exacerbates the generation gap (Dasgupta, 1998). Constrained interactions occur when work-life stress limits parental engagement, aligning with Bronfenbrenner's (1979) Ecological Systems Theory, which highlights how external pressures influence familial relationships. Media restrictions further illustrate generational conflicts, as younger generations view technology as a tool for growth, while older generations see it as a disruption (Aggarwal et al., 2017).

Neglectful or inconsistent parenting significantly affects a child's psychological well-being. Attachment Theory (Bowlby, 1969) explains how limited parental support can lead to insecure attachment, fostering dependency and emotional distress (Kapur, 2023). Educational inequality, particularly gender-based disparities, reflects Social Role Theory (Eagly, 1987), which posits that societal norms shape parental expectations regarding education. Cultural stratification further reinforces gender-based limitations, restricting opportunities for female students (Hannum et al., 2009).

Generational clashes stem from differing values and priorities, leading to communication gaps and conflicting expectations (Twenge & Campbell, 2008). This aligns with Erikson's (1968) Psychosocial Development Theory, where identity formation in young adults is often challenged by intergenerational conflicts. Misalignment with parental and societal expectations creates stress, self-doubt, and identity struggles (McRae, 2024).

Parental cultural imposition shapes children's autonomy and decision-making. Cross-Cultural Theory (Kausar & Shafique, 2008) highlights that while Western models encourage independence, collectivist cultures prioritize familial influence. Authoritative parenting, often lower in non-Western cultures, impacts children's self-perception and autonomy (Steinberg, 1990). Gendered education disparities reinforce patriarchal values, where male education is prioritized, limiting female empowerment and self-sufficiency (Smith, 2024).

Social influence plays a critical role in decision-making, shaping behaviors through conformity, peer pressure, and obedience (Patel, 2023). Bandura's (1977) Social Learning Theory explains how individuals adapt behaviors based on observed societal norms, affecting risk-taking and career aspirations. Traditional values and cultural interference further contribute to psychosocial stress, influencing students' academic motivation and personal development.

This study underscores the profound impact of generational gaps on academic performance and psychosocial well-being. Theoretical frameworks provide a structured understanding of how parental dominance, cultural expectations, and social influences shape student experiences. Addressing these gaps through improved communication, cultural adaptability, and gender-inclusive policies can foster healthier parent-child relationships and support students' personal and academic growth.

Future Implications

Future research should include a larger and more diverse sample to enhance generalizability, incorporating participants from various cultural, socioeconomic, and educational backgrounds. A mixed-methods approach combining qualitative and quantitative methods could provide a more comprehensive analysis, validating themes with empirical data. Additionally, including parental perspectives would offer a balanced understanding of the generation gap. Educational

programs that inform parents about evolving societal challenges could help reduce conflicts and foster a more supportive environment for students.

Conclusion

This study highlights the significant impact of generational differences on students' academic performance and psychosocial well-being. Parental dominance, cultural expectations, and social influences shape the dynamics between generations, often leading to conflicts that affect personal and academic growth. The application of theoretical frameworks such as Parenting Styles Theory, Social Role Theory, and Attachment Theory provides deeper insights into these issues. Addressing these generational gaps through improved communication, cultural adaptability, and inclusive policies can help create a more supportive and understanding environment for students. Future research should further explore these themes with broader samples and methodological approaches to develop strategies that foster healthier intergenerational relationships.

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