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The Effect of Social and Cultural Factors on Generation Gap

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Abstract: *This study focuses on the effect of social and cultural determinants on generation gap in Tehranian families in 2011. The purpose of this study is to determine effective factors on generation gap in Tehranian families, analytical and empirical patterns and be surveyed by related theories and effective factors. The research was prepared by questions including whether there is a relationship between social and cultural factors of Iran society and generation gap, if so, what determinants are and affect by how much impact factor, then analyze and determine the subject of research. The method of this research is survey method and information gathered by questionnaire from 500 persons of Tehranian families by cluster sampling which are chosen by simple random sampling. Questionnaire which is formed by researcher is based on Likert Spectrum. In order to analyze the information and test research theoretical model, SPSS and lisrel software are used respectively in this paper. The result of this study is found on direct numerical facts of relation pattern between independent and dependent variables; in other words, there is a significance relation between social and cultural factors including life style, location of residency, communication with ones having the same age in the group, social status of parents, access to mass media and education system with dependent variable, generation gap. Moreover, the results of structural equation model imply the relation between independent and dependent variable which can be claimed that presented models have pleasant fitting and there is favorite conformity between depicted model or structural model with empirical data; this means that the variables have suitable qualification to be used in the final model of research.*

Keywords: *Generation, generation gap, family, social, cultural.*

Introduction

Family can be characterized as a fundamental society, structural cell of human life, basic adobe of society and main centre for keeping social norms and values. In addition, it is an infrastructural constant social ties to create a place for human sentiment as well as 'social nurture''. Family is created by marriage and acted as secure sanctum from its beginning. It creates new wave, in which more relations would be connected; inside relationship network. Human being learns sociability process including "should" and "should not" and roles in relation with others. The thing which is important in the family is attention to values, particularly social values, considered as the most substantial element in the social system. Hence, society would be ascended or descended, if social values are controlled or conducted. As a result, families and officials desire to know the factors creating values in the society and find out the way for changing them. (Rosnbaum, 1988: 33)

Social values were affected by the arrival of technology and mass media in the families, as demonstrated some changes in young generation's behaviour and speech. Today, mass media has some disadvantages ,in spite of having some advantages including disappearing of distances, also it is almost clarified human relations.(Eslovin, 2001: 83) Therefore, how we can ignore the effect of mass media or such devices on social groups such as family. Undoubtedly, family evolution in new society is not merely functioned of mass media. (Kazno, 2004: 149)

Herbert Marcuse in the book entitled trends of single people, with the subject of the domination of rationality, discusses the logic of technology; he believes the technical advancement of technology in society, instead of achieving freedom and human domination on the nature, leads to more exploitation of human. From his view point, humans have been mechanized, and lost their aspects of human personality. Moral principles, language,

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culture, art, emotions and almost all of them are in command of technology. As a result, single-dimensional thoughts with the same characteristics in the society have been created, individual rights and freedom taken away from past traditional concept, material culture replaced. (Kaffashi.2005:85).

Each generation, because of being a member at a time, usually has relatively common demands. Two persons, with the same generation, get married and give birth to their children; usually their children belong to the new generation and follow the ideals of their own generation. Then, a gap between parents'' demands and children's demands may be created, humanities scholars declare that as the phenomenon of generation gap.

Today, with advances in science and applicable technology in the societies, problems and new phenomena have been demonstrated that they have never existed in the past, if there have, no particular attending to them. One of the issues that the societies deal with is the phenomenon of generation gap. This phenomenon is the effect and cause of other phenomenon. .Nowadays, raising age of marriage among young people and precautions of families regarding the issues related to population control, age gap between parents and children is gradually growing. This phenomenon was not important in the past, since people got married and gave birth to their children very soon; therefore, age gap between parents and children was not very high. Increasing age gap may cause some problems and in some cases some damages to the society. Increasing age gap between parents and children cause them to belong to their own generation, and each of them goes in search of the values of their generation. If such values have very high differences, and each generation fails to comply with the values of another generation, gap between them will be created .This gap causes some damages to the society. (Iranian Sociological Association, 2004: 570)

In this paper, the researcher is to survey the impact factor of social and cultural determinants of the research entitled 'Effect of social and cultural factors on generation gap in Tehranian families'.

Preliminary studies indicate the fact that there is a relationship between first- grade of social and cultural factors and creating generation gap. In this study, the researcher is trying to study the issue whether social and cultural indicators of Iranian society impact on the family generation gap. Does second-grade of social and cultural factors cause to create generation gap? Is there a relationship between parents' social statue and generation gap? Is there a relationship between life style and generation gap? Is there a relationship between residential area and generation gap? Is there a relationship between young people associate with peer groups and generation gap? Is there a relationship between mass media and generation gap? Is there a relationship between current education system and generation gap?

Surveying the issue of "generation gap" as a social issue which may gradually damage the community is very important. In order to survey and find out this social issue, first, effective factors should be properly analysed so that its consequences will be clarified. Because of being contemporaneous and having relatively the same equipment, facilities, information and science, each generation has almost the same demands. When a generation is time to get married and have children, usually their children will belong to different generation. Moreover, they will require their own values as their parents had different values from their grandparents. This difference is likely to be in two forms: a) follow their parents' values b) persist with the opposite of what parents like. If children follow their parents' values, and their desires sometimes conflict with their parents, generally particular issues will not be created. But if children completely disagree with their parents' values, we will encounter social phenomenon as social science scholars called it "generation gap".

Generation gap describes in different forms, but a simple and comprehensive definition of this issue can be stated : generation gap is a concept that implies tremendously psychological ,social and cultural differences and meaningful insight and knowledge, beliefs, perceptions, expectations, value orientations and behaviour patterns among two generation in a society.(Mansournejad,2003: 89) Now, the main questions in this research are : a) what variables are effective to increase the differences between two generation .b) what is the type of effective variable and to what extent do the variables comply with the model made by the researcher ?

c) By which factors are effective variables classified?

goals that are surveyed in this article include: a) identify the amount of impact factor, the type and shape of the relationship between social and cultural factors in creating a gap between two generation .b) to achieve a theoretical model in order to clarify the generation gap.

Mansour Saee, in an article entitled the role of media in transferring of values and norms as well as generation gap phenomenon and values of new generation, believes the media as social institution acting as transferring social and cultural heritage and social values. Due to prominent role of the media in the society these days to

inform social, cultural and political issues, it circulates new patterns to the society in order that the traditional cultures, values and patterns to be replaced by them .If so, the media is known as a factor of changing the values and norms, it would challenge the traditions and act as an effective factor for changing attitude and behaviour of new generation. Then, this leads to generation gap as well as fails to pass on old generation's experience to new generation. New generation approves uncritically whatever they hear, watch and read from the media, then regard them as a criterion of their attitude, behaviour and act. At this time, role of social institutions like family, schools and peers is fading away to socialize new generation versus the importance of media role is increasing day by day. This article, considering theoretical data and experts' opinion, deals with the issue of generation gap through the media and the role of these devices in the transferring of values and new norms to the society. (Saee.2004:231)

Taghi Azad Armaki in a research emphasized on differences between new and old generation, but the differences are not so great that lead to generation curtailment. Because generation curtailment means discontinuity without intergenerational relationship. In case of existing generational gap, cultural and social disintegration will be certainly occurred. Considering the objective realities in the society and even without any kind of action to study, it can be stated that community is not in the process of disintegration. On the other hand, in terms of structure of Iran community, generations can be defined through family, religion and other social institutions affiliated to each other and the possibility of segregation and the curtailment of generation is gone. In addition to the relationship through the three institutions mentioned, acceptance and belief in shared culture, background and experiences of social units are connecting factors of intergeneration factors. Considering the research findings, the importance of family, Iranian origin, leisure time with family, emphasizing combined values (material and immaterial), traditional music, individualism, emphasis on individual liberty and private ownership imply the general consensus between generation. On the other hand, there are differences between generations in the field of values, individualism, participation, religionism, family, modernity, national pride and reference groups. (Armaki, 2004:67)

Amin Rahimi in an article entitled "what are the causes of gap between generations? " states: In Iran like other nations, particularly developing countries, generation gap and its outcomes result from individual and social status, and finding out a solution for this issue is obvious for everyone. Especially in recent years, despite warnings and attitudes, generation gap is becoming deeply and continuously; turmoil and conflict is growing highly. In this paper, a list of the main factors causing the generation gap in Iranian society is presented including: extensive change and evolution in life status, failure of education, economic conditions, negative resistance versus changing the values as well as family functioning weaknesses, false advertising, the questions remain without any answers, reject different views, unreasonable restrictions, lack of intellectual support.

Generation gap prevents the society from bustle and enthusiasm of young and fresh generation; it causes the deprivation of creativity and innovation in the society. Generation gap deprives the society of becoming a single body, disrupts it from the constructive coherence, and prevents it from veteran experience, valuable skills of behaviour and improving ways. It destroys trust and gives priority to individual interests rather than collective interests. Generation gap leads to dispute and aggression among families, to attract external crises into calm and safe environment of family, to arouse social anxiety, to create quarrel among individuals and age groups against each other in different areas, to weaken emotional ties gradually that are essential for human social life and to generate alienation of individuals in a family, relationship, neighbourhood and city. Generation gap is critical for creating the crisis. (Rahimi, 2008: 198)

Theoretical Framework

Many theories and models have been presented about generation gap however there are three such theories which are more accommodative to the research topic. The views of the holders of such theories will be discussed under the theoretical framework of the present study.

a- Pierre Bourdieu theory of structural conflict: Bourdieu viewed an imbalanced distribution of resources of power, wealth and capital held by current generations in various social arenas as the prime motivation for generational differences. He held that when the material interests of different generational groups, which live in a single society in spatial and temporal coexistence, come into conflict with one another the situation might give rise to generational problems, followed by ideological and cultural gaps.

Bourdieu's views follow a Marxist approach to the notion of conflict which tends to attribute any conflict between two given generations to hegemonic and unequal systems governing different spheres. He considers the

generation gap in the contemporary world as a horizontal issue where the point of departure in the analysis of generation differences is the objective social structure.

The approach tends to study the conflict of material interests among different generational groups, which live in society in spatial and temporal coexistence, as a guiding principle to examine generational problems as well as ideological and cultural gaps, as outcomes of the said infrastructural conflict, in tandem with the social and position and interests of a given generation.

In Bourdieu's view, generation gap in the contemporary life is a horizontal gap in the sense that in the current era, a confrontation between the youth and the elderly in different social spheres, either institutional or non-institutional, indicate a conflict between individuals concerning various situations of power and wealth. In Bourdieu's, the youth – elderly dichotomy is not an objective or factional issue, rather, it is a social structure developed through a struggle between the youth and the elderly in different spheres. Bourdieu urges finding the root cause of generation gap in an unequal distribution of possibilities, resources and positions among different generations, or put it another way, enjoyment of or deprivation from economic, social, political, or cultural resources and opportunities.

Rather than viewing the problem of generation gap through the prism of subjective parameters or based on effect of major historical events on the subjectivity, awareness, and special identity of a generation, an approach more adopted by Manheim, Bourdieu employs an objective approach into explaining generation differences based on the strategic and temporal position of every generation in relation to a series of resources and a conflict among two given generations in order to exploit the aid resources.

Bourdieu considers the generation problems within the framework of educational classes and systems and reaches invaluable findings through his studies. He outlines several outcomes for the reproduction of class-based privileges in a democratized educational system, including education, awareness, system of claims, and generation gap in resources, generational interests and inter-generational actions, conflict of generational interests and social change. Bourdieu has developed several precious concepts including "temporary irresponsibility of the youth," "mute change," and "symbolic capitals" (Jenkins, 2006: 72)

b- Karl Manheim theory of historical generation: The theory considers the emergence of a genuine generation and development of a distinct generational awareness as an outcome of major historical events mutually experienced by individuals in the 17-25 age bracket within single geographical boundaries. Manheim's approach is a historical and subjective analysis with a focus on special generational experiences, awareness and subjectivity.

Manheim's approach is featured by several general concepts: common history of generation, common social experiences, distinct generational ideology and opinion, impact of ideology and subjectivity on a generation, developed through those experiences, on the inclinations and behavior of the generation as well as interpretation of the ensuing events based on generational views, and, finally, differentiation of sociological generation and biological-demographic generation.

In Manheim's view, the values of a previous generation would not disappear in total rather the new generation would move to redefine the governing values, thoughts and ideologies. Manheim believes that the function of an emerging historical generation is the very axiological and cultural innovation, leading up to a fresh lifestyle.

In Manheim's view, a generation provides a base plate for emergence, transition and perpetuation of newer intellectual and cultural orientations, rooted in a special social-historical setting which helps rear a given generation. Such generational inclinations, crystallized as newer aims, intentions, and solutions for the vital problems of a society, lead up to development and emergence of new generational lifestyle (Yousefi, 2004: 45).

c- Theory of Azad Armaki: The notion of gap in sociology stands for those stable distinctions and differences which emerge I the course of sociopolitical confrontations, the most palpable of which, the gap between the modern and traditional lives conceptualized as the gap between the young generation (or the modern social force) with the past generation (or the traditional social force). Generation gap then points to existence of differences between two generations (including parents and children) in terms of intellectual, cultural and behavioral features, unlike the existence of major contiguities, rooted in social, cultural and historical structures.

Children, albeit living together with their parents in a single cultural atmosphere, tend to acquire different information, orientations and behaviors. Generation gap brews when generational units are developed. Karl Manheim holds that a newer force which has acquired newer positions and different experiences sets the stage

for the formation of generational units. It seems that the difference of positions (knowledge, orientation and behavior) between the two age groups (young vs. old) leads up to emergence of generation gap (Azad armaki, 2004: 567).

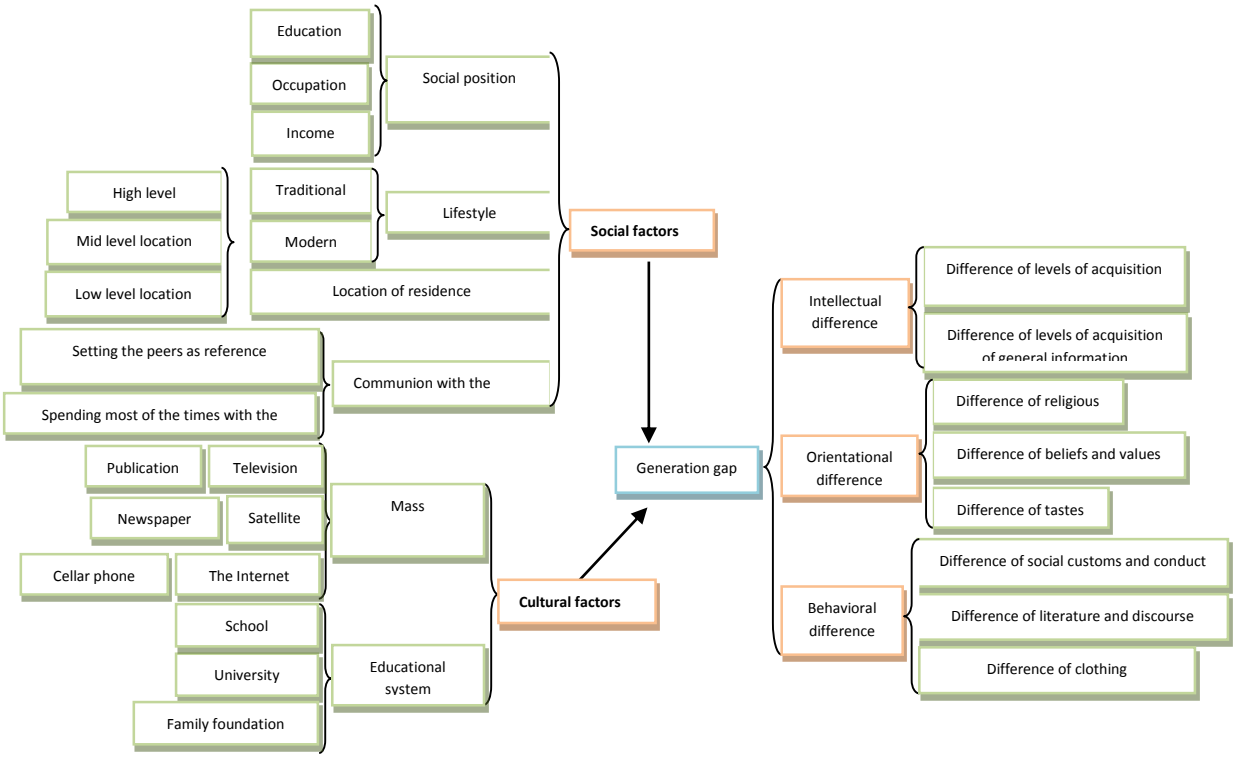
Theoretical Model of Research

Taking the explanatory studies and their related theories discussed above into consideration, and in order to provide a theoretical examination of the effects of independent variables ion the dependent variable, the author would like to outline the variables as follows so as to determine any relationships between the variables through an empirical test.

a- independent variables: lifestyle, status of residence, communion with peers, social position of parents, access to mass communication media, and educational system

b- dependent variable: generation gap with such indicators as intellectual difference, orientation difference, and behavioral difference

The following diagram depicts the two groups of variables and their relationship.



Research Hypotheses

The hypotheses in question in relation to the aims of the research are as follows:

1) There is a relationship between the social factors and generation gap.

Subsidiary hypotheses:

1-1 There is a relationship between social status of parents and generation gap

1-2 There is a relationship between lifestyle and generation gap

1-3 There is a relationship between communion with peers and generation gap

1-4 There is a relationship between location of residence and generation gap

2) There is a relationship between the cultural factors and generation gap.

Subsidiary hypotheses:

2-1 There is a relationship between access to mass communication media and generation gap

2-2 There is a relationship between educational system and generation gap

Table 1 indicates the second-tier indicators of the independent variables, namely social and cultural factors on the one hand, and the dependent variable of generation gap on the other.

Table (1): Second-tier indicators of independent and dependent variables

latent variables	**a- Independent variables (observed indicators or variables)**
Social factors	1-Social status of parents comprise of income, education, occupation; 2- Lifestyle, either modern or traditional; 3- Location of residence at three levels of high, medium, or low; 4- Communion with peers, among others by setting the peers as reference in major decision makings or by spending most of the times with the peers
Cultural factors	1-Mass communication media, namely television, satellite, the internet, publication, newspaper, and cellar phones- 2- Educational system comprised school, university, and family foundation
	b- Dependent variable (indicators)
Generation gap	1- Intellectual differences, namely difference of levels of acquisition of scientific information, and difference of levels of acquisition of general information 2- Orientation differences, namely difference of religious percepts, difference of beliefs and values, and difference of tastes 3- Behavioral differences, namely difference of social customs and conduct, difference of literature and discourse, and difference of clothing

Research Methodology

Several methods of research have been applied in the present study stated below.

a- Attributive method has been applied to develop a theoretical framework by which to render the social realities transparent and to provide a literature of past studies

b- Survey method has been applied to collect data as well as to classify, explain and analyze them. Put it another way, the method of survey was applied as the final and main method for the present research because, among others, the method makes it possible to examine the research hypotheses and to revisit the samples under study and to generalize the findings.

Population

Population of the present research has been families residing in Tehran in 2011. The samples under study are young people, 20 to 25 years old, residing in Tehran.

Sampling and Sample Size

Young people aged 20 to 25 were selected from the districts 1, 8 and 16 in Tehran through cluster sampling method. In a next stage, simple random method was applied to execute the research instrument. Cochran formula was applied to determine the size of sample. Put in more exact term, out of the total number of young people (20,041 individuals) 500 samples were considered and examined. Research instrument in the present research is a researcher-developed questionnaire, designed in keeping with Likert scale.

Pilot test or preliminary study

a) Validity of research: Validity of content is one of several aspects of validity which stands for the validity of the forming components of a measurement instrument. Assessment of content validity is usually conducted by specialists in a given case of study. For the same reason, content validity results depend on the judgments of evaluators (Kalantari, 2003: 77). To get assured about validity of the questionnaire, the questions, items and the

scale adopted, specialists in the domain of study (professors in psychology and sociology) were consulted. The items which were agreed upon were considered in the measurement instrument while other items which the specialists viewed as having little to do with the object of study were removed. Accordingly, out of total 50 items offered to 20 judges in assessment instrument, only 27 items received a stamp of approval by 18 judges. The obtained Content Validity Ratio (CVR) was 0/80 which shows an acceptable amount.

b) Reliability of research: Reliability is a quantitative and technical issue. Reliability more deals with the question of how precisely or exactly the measurement instrument would measure a given phenomenon or attribute. Cronbach's alpha coefficient applied to the variables in question, in relation to the adopted items at Likert scale's level helped show that the measurement instrument enjoys a high efficiency taking the high alpha coefficient into consideration.

In the preliminary study, a limited population of statistical society (50 individuals) was selected from the sample under study and next the adjusted questionnaire was administered to them. With the intended data extracted and the results examined, the weak and strong points of the questionnaire were determined and the deficiencies of certain questions were removed. In summary, the selected items were examined in two preliminary and final analyses with the obtained results showing that the scales applied into the research enjoy an acceptable level of reliability: the correlation coefficients in the final analysis showed an increase and the alpha coefficients of the scales in the preliminary and the final analysis were 0/89 and 0/92 respectively, both being a high figure.

Structural Equation Modeling (SEM)

Structural Equation Modeling (SEM) stands for a technique of data analysis which has been designed to assess any relationship between two given types of variables, namely observed variables and latent variables. a- Observed variables stand for those variables which have been measured directly and have been observed. b- Latent or hidden variables stand for those variables which are dealt with as theoretical structure. When such statistical techniques as stage wise regression and variance analysis are applied, a researcher conducts his or her intended statistical analyses on those variables which have been measured directly. The issue however faces some limitations when the researcher decides to test the theoretical structure.

Structural Equation Modeling then proves more privileged than other data analysis techniques in that it provides a researcher with the possibility to test any complex theoretical model through a single analysis. The most privileged feature of the Structural Equation Modeling technique is that it provides for a simultaneous analysis and processing of the existing relationships between the variables of an assessment model. Put it another way, the technique allows a researcher to conduct a causal analysis of both latent and observed variables in a simultaneous manner (Marnama, 1997: 341).

In applying the Structural Equation Modeling, a major component is to assess how fit a given model or observed data proved to be. Researchers usually tend to apply goodness of fit index in assessing how a given model or observed data prove fit.

The most common fit index is the probability statistics of Chi squared which helps indicate the significance of difference between a fit assessed model and the covariance matrix obtained from an observed sample (Bentler & Bonett, 1980; Gerbing & Anderson, 1993; Marsh Balla & McDonald, 1998). For the same reason, researchers apply several indexes of assessment in assessing the goodness of fit, namely 1- goodness of fit index (GFI), 2- adjusted goodness of fit index (AGFI), 3- Ratio of Chi squared to degree of freedom, and, 4- Normed fit index (NFI).

The amounts of the stated indexes are basically affected by external and indefinite factors (such as size of sample and number of items or indicators) rather than deficiency in the fit analysis of a model. That is to say given there was no appropriate fit in an analysis, external factors might have been to blame rather than the nature of a model (Gerbing & Anderson, 1984; H. and Bentler, 1998; Marsh et al, 1998).

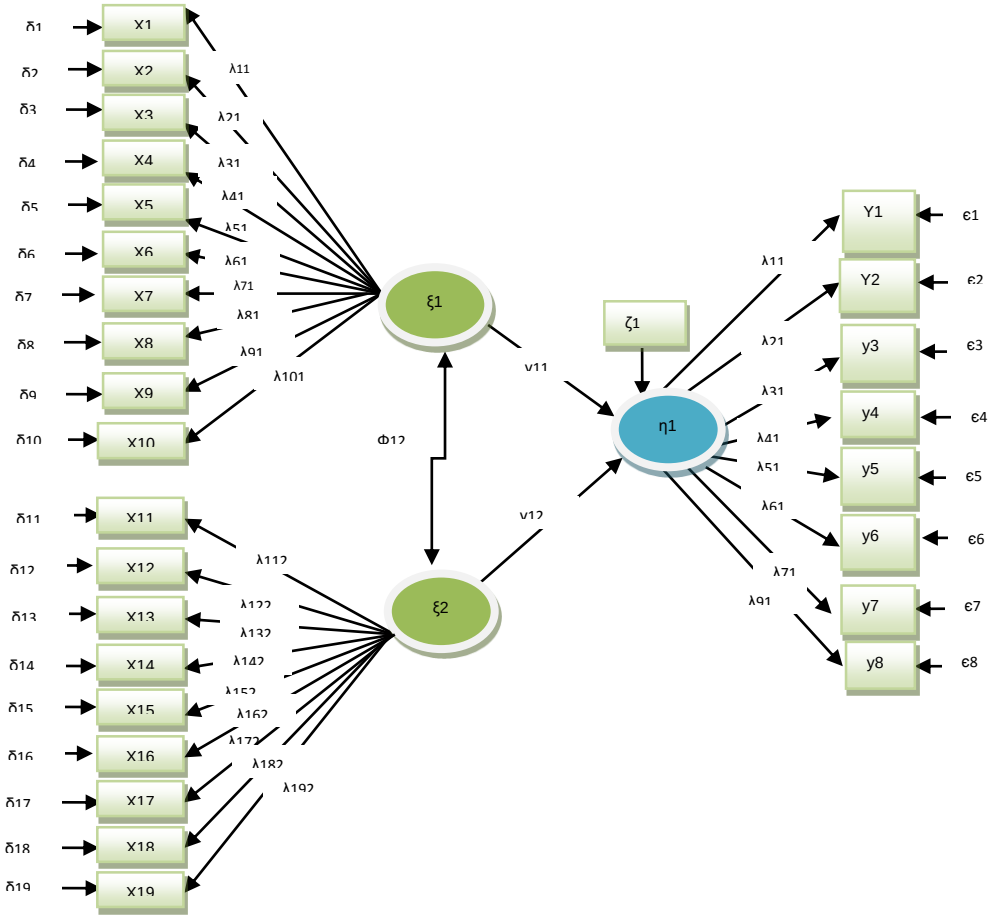
In contrast, such other fit indexes as 1- Tucker-Lewis index (TLI), 2- Incremental fit index (IFI), 3- Comparative fit index (CFI), 4- Root mean square error of approximation (RMSEA), and 5- Standardized root mean square residual (SRMR) are less affected by external, troublesome factors so that an obtained result would more indicative of an existing deficiency in the model fit assessment. That is to say given there was no appropriate fit in an analysis, the nature of the mode might have been more to blame than external factors.

To sum up the fit indexes, the amount of the root mean square error of approximation (RMSEA), developed by Steger as different measurement error for both degrees of freedom, has been applied here. The amount of the root mean square error of approximation (RMSEA) which actually stands for the test of deviation of every degree of freedom shall be less than 0.05 for those models with favorable fit while higher amounts until 0/08 point to reasonable error of approximation in the statistical society. Models with an RMSEA of more than 0/10 have an unfavorable fit. H. and Bentler have suggested amounts of less than or equal to 0/06 as indicative of favorable fit for a given model (Homan, 2005: 245).

At the end of the study, the researcher has utilized the privileged structural modeling in examining the causal relationship among the latent variables as well as the relationship of each latent variable with their related indicators (observed variables). To that effect, first the dependent variable and the independent variables were separately examined with the indicators as observed variables so as to get assured suitable indicators have been considered for the latent variable. In a next step, the indexes of the independent variables were separately tested with the dependent variable through Lisrel model (Structural Equation Modeling). Next, the indexes of several independent variables were tested together with the dependent variable (generation gap) through the Lisrel model. The present research considers social and cultural factors as latent variables. Based on the reasoning stated in the structural equation modeling, the basis for decision making on the preciseness or otherwise impreciseness of the hypotheses in question in the adopted data analysis method has been extracted through the RMSEA index. Taking this fact into account, let me note that according to H. and Bentler, in case the amount of the index shows to be less than 0/08, the model is fit whereas in case it is more than or equal to 0/08, the model shall not be approved (Kalantari, 2009: 131). The outcomes of the structural equation modeling of the variables have been presented in the following diagrams.

Findings

Figure (1): Structural and measurement equations for internal and external variables



If the above model in the figure 1 is assigned as a criterion of structural and measurement equations for internal and external variables, such equations will be as follows:

a) structural equations

$$\eta_1 = \gamma_{11}\xi_1 + \gamma_{12}\xi_2 + \zeta_1$$

b) Measurement equations for internal variables

$$y_1 = \lambda_{11}\eta_1 + \varepsilon_1 \qquad y_2 = \lambda_{21}\eta_1 + \varepsilon_2 \qquad y_3 = \lambda_{31}\eta_1 + \varepsilon_3 \qquad y_4 = \lambda_{41}\eta_1 + \varepsilon_4$$

$$y_5 = \lambda_{51}\eta_1 + \varepsilon_5 \qquad y_6 = \lambda_{61}\eta_1 + \varepsilon_6 \qquad y_7 = \lambda_{71}\eta_1 + \varepsilon_7 \qquad y_8 = \lambda_{81}\eta_1 + \varepsilon_8$$

c) Measurement equations for external variables

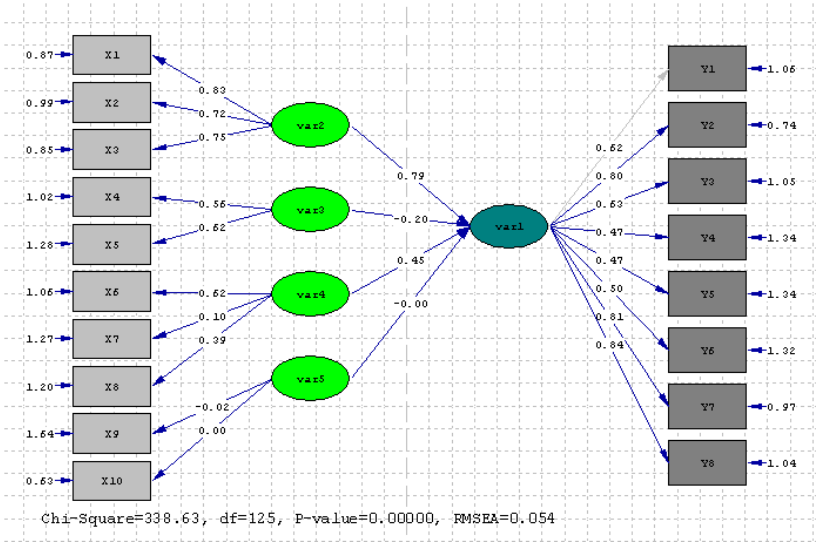
$$x_1 = \lambda_{11}\xi_1 + \delta_1 \qquad x_2 = \lambda_{21}\xi_1 + \delta_2 \qquad x_3 = \lambda_{31}\xi_1 + \delta_3 \qquad x_4 = \lambda_{41}\xi_1 + \delta_4 \qquad x_5 = \lambda_{51}\xi_1 + \delta_5$$

$$x_6 = \lambda_{61}\xi_1 + \delta_6 \qquad x_7 = \lambda_{71}\xi_1 + \delta_7 \qquad x_8 = \lambda_{81}\xi_1 + \delta_8 \qquad x_9 = \lambda_{91}\xi_1 + \delta_9 \qquad x_{10} = \lambda_{101}\xi_1 + \delta_{10}$$

$$x_{11} = \lambda_{112}\xi_2 + \delta_{11} \qquad x_{12} = \lambda_{122}\xi_2 + \delta_{12} \qquad x_{13} = \lambda_{132}\xi_2 + \delta_{13} \qquad x_{14} = \lambda_{142}\xi_2 + \delta_{14} \qquad x_{15} = \lambda_{152}\xi_2 + \delta_{15}$$

$$x_{16} = \lambda_{162}\xi_2 + \delta_{16} \qquad x_{17} = \lambda_{172}\xi_2 + \delta_{17} \qquad x_{18} = \lambda_{182}\xi_2 + \delta_{18} \qquad x_{19} = \lambda_{192}\xi_2 + \delta_{19}$$

Figure (2): Diagram of first tier indicators of social factors(x1 to x10) in relation to generation gap (y1 – y8)



The amount of the statistics of Chi squared in the figure two is some 338.63 which is meaningful at α = 0.000. Put it another way, the model of relationship between the social factors (var2 – var5), comprised of social status of parents (var2) measured through 3 questions (x1 – x3), lifestyle (var3) measured through 2 questions (x4 – x5), location of residence (var4), measured through 3 questions (x6 – x8), communion with peers (var5) measured through 2 questions (x9 – x10), as the independent variable, in relation to the dependent variable of generation gap (var1), comprised of difference of levels of acquisition of scientific and general information, difference of religious percepts, difference of beliefs and values, difference of tastes, difference of social customs and conduct, and difference of discourse and clothing (y1 – y8), measured though 8 questions are not different from the factual model of data.

Since the amount of the model's goodness of fit index equals 0/91, it can be argued that the model has an acceptable fit with reality. The obtained coefficient points to a reverse relationship between lifestyle and communion with peers on the one hand and generation gap on the other. Put it another way, the more an

individual is inclined to modern lifestyle and further communion with peers, the less the generation gap grows. The model however indicates that the social status of parents and location of residence has a direct impact on the generation gap, providing some confirmation to Bourdiue's views as regards the theoretical framework.

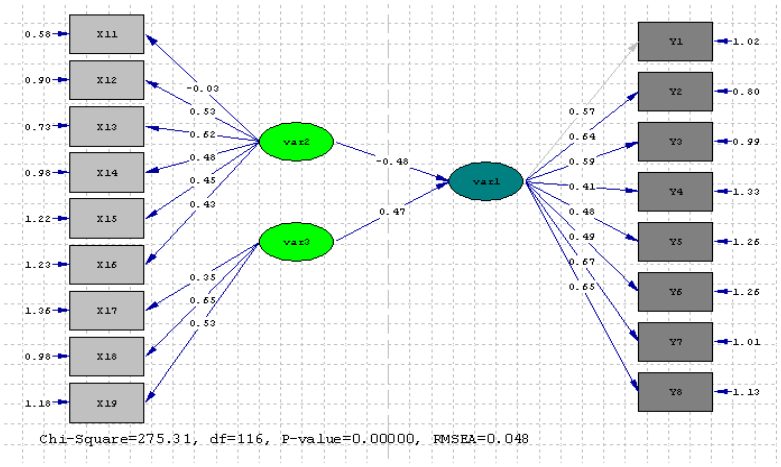
Table (2): Indexes related to fit of the model presented by the researcher:

Index	Amount	Interpretation
Chi squared (ratio of likelihood)	338.63	Full fit at $\alpha = 0.001$
Tucker-Lewis (non-normed fit index)	0.95	Excellent fit (parameter: higher than 0.90)
Bonett-Bentler (normed fit index)	0.93	Excellent fit (parameter: higher than 0.90)
Holter	0.74	Excellent fit (parameter: higher than 0.70)
Root mean square error of approximation (RMSEA)	0.054	Excellent fit (parameter: equal to or less than 0.08)
GFI	0.91	Excellent fit (parameter: higher than 0.90)

Putting the focus on the six goodness-of-fit indexes, we can assess how fit the presented model prove, on the one hand, and how precise the empirical data are. Thus, a favorable consistency has been provided between the depicted model and the model structured with empirical data. Put it another way, with an emphasis on structural equation, a favorable model has been designed concerning the relationship between the first tier indicators of social factors and the generation gap.

To sum up, the model presented by the researcher enjoys a full fit as the Tucker-Lewis non normed index (0.95) and the Bonett-Bentler normed index (0.93) are both higher than 0.90. Furthermore, Holter index (0.74) is more than 0.70 and the Root mean square error of approximation (0.054) is less than 0.08 which stands indicative of the model's fit.

Figure (3): Results of test of first tier indicators of social factors (x11 – x19) in relation to generation gap (y1 - y8)



The amount of the statistics of Chi squared in the figure three is some 275.31 which is meaningful at $\alpha = 0.000$. Put it another way, the model of relationship between the first tier indicators of social factors (x11 – x19), comprised of mass communication media (var2) measured through 6 questions (x11 – x16), and educational system (var3) measured through 3 questions (x17 – x19), as the independent variable, in relation to the dependent variable of generation gap (var1), comprised of difference of levels of acquisition of scientific and general information, difference of religious percepts, difference of beliefs and values, difference of tastes, difference of social customs and conduct, and difference of discourse and clothing (y1 – y8), measured though 8 questions are not different from the factual model of data.

Since the amount of the model's goodness of fit index equals 0.93, it can be argued that the model has an acceptable fit with reality. The obtained coefficient points to a reverse relationship between access to mass media communication and generation gap. Put it another way, the more an individual is inclined to mass communication media, the less the generation gap grows. The model however indicates that the educational system has a direct impact on the generation gap. That is to say, the educational system in Iran, comprised of

school, university and family, has increased the generation gap, with the share of impact of university on students more than others.

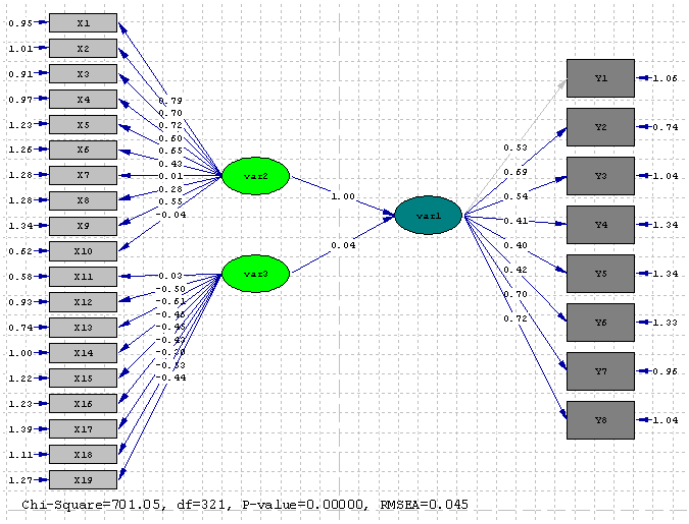
Table (3): Indexes related to fit of the model presented by the researcher:

Index	Amount	Interpretation
Chi squared (ratio of likelihood)	275.31	Full fit at $\alpha = 0.001$
Tucker-Lewis (non-normed fit index)	0.92	Excellent fit (parameter: higher than 0.90)
Bonett-Bentler (normed fit index)	0.92	Excellent fit (parameter: higher than 0.90)
Holter	0.72	Excellent fit (parameter: higher than 0.70
Root mean square error of approximation(RMSEA)	0.048	Excellent fit (parameter: equal to or less than0.08)
GFI	0.93	Excellent fit (parameter: higher than 0.90)

Putting the focus on the six goodness-of-fit indexes, we can assess how fit the presented model prove, on the one hand, and how precise the empirical data are. Thus, a favorable consistency has been provided between the depicted model and the model structured with empirical data. Put it another way, with an emphasis on structural equation, a favorable model has been designed concerning the relationship between the first tier indicators of cultural factors and the generation gap.

To sum up, the model presented by the researcher enjoys a full fit as the Tucker-Lewis non normed index (0.92) and the Bonett-Bentler normed index (0.92) are both higher than 0.90. Furthermore, Holter index (0.72) is more than 0.70 and the Root mean square error of approximation (0.048) is less than 0.08 which stands indicative of the model's fit.

Figure (4): Results of test of second tier indicators of social factors in relation to generation gap



The amount of the statistics of Chi squared in the figure four is some 701.05 which is meaningful at $\alpha = 0.000$. Put it another way, the model of relationship between the aspects of social factors (var1), comprised of social status of parents (occupation, income and education of parents) measured through 3 questions (x1 – x3), lifestyle measured through two question (x4 – x5) and location of residence measured through 3 questions (x6 – x8), communion with the peers measured through 2 questions (x9 – x10), and cultural factors (var3), comprised of mass communication media, including television, satellite, newspaper, the Internet, etc measured through 6 questions (x11 – x16), educational system, comprised of family, school and university measured through 3 questions (x17 – x19), as the independent variable, in relation to the dependent variable of generation gap (var1), comprised of difference of levels of acquisition of scientific and general information, difference of religious percepts, difference of beliefs and values, difference of tastes, difference of social customs and conduct, and difference of discourse and clothing (y1 – y8), measured though 8 questions are not different from the factual model of data.

Since the amount of the model's goodness of fit index equals 0.93, it can be argued that the model has an acceptable fit with reality. The obtained coefficient points to a direct relationship between second tier indicators of social and cultural factors with generation gap. Put it another way, the more and the higher an individual attends to the second tier indicators of social and cultural factors, the more the generation gap grows. The coefficient of effect of the second tier indicators of social factors however is larger than those of the cultural factors, helping the researcher to argue for the views of Manheim and Azad Armaki in the empirical test.

Table (4): Indexes related to fit of the model presented by the researcher:

Index	Amount	Interpretation
Chi squared (ratio of likelihood)	701.05	Full fit at $\alpha = 0.001$
Tucker-Lewis (non-normed fit index)	0.93	Excellent fit (parameter: higher than0.90)
Bonett-Bentler (normed fit index)	0.92	Excellent fit (parameter: higher than 0.90)
Holter	0.72	Excellent fit (parameter: higher than 0.70)
Root mean square error of approximation(RMSEA)	0.045	Excellent fit (parameter: equal to or less than 0.08)
GFI	0.93	Excellent fit (parameter: higher than 0.90)

Putting the focus on the six goodness-of-fit indexes, we can assess how fit the presented model prove, on the one hand, and how precise the empirical data are. Thus, a favorable consistency has been provided between the depicted model and the model structured with empirical data. Put it another way, with an emphasis on structural equation, a favorable model has been designed concerning the relationship between the second tier indicators of social and cultural factors and the generation gap.

To sum up the research, I'd like to say that the model presented by me enjoys a full fit as the Tucker-Lewis non normed index (0.93) and the Bonett-Bentler normed index (0.92) are both higher than 0.90. Furthermore, Holter index (0.72) is more than 0.70 and the Root mean square error of approximation (0.045) is less than 0.08 which stands indicative of the model's fit.

It seems that the existing differences and gaps between the generations in Iran are more related to such personal affairs as religious percepts, lifestyle, types of clothing, and, in general, matters of taste. For an observation of the generation differences in personal affairs, I'd like to mention several indicators: difference of aspirations and goals of two given generations, difference of concepts of the two generations, difference of role models of the two generations, difference of daily talk's idioms and expressions of the two generations (so that many idioms and expressions used daily by children could not be comprehended by their parents), difference of appearance, clothing and type of speech between the two generations, and finally, difference of life expectations, and, subsequently, difference of lifestyle. These palpable traits in the lifestyle of a new generation have led up to emergence of a new, different situation for a coming generation.

The palpable gap between the two generations, concerning their personal beliefs, could be better understood through several indicators. Younger people consider themselves as substantially lesser religious or even non-religious. Moreover, when investigating how much people are determined to say their prayers, a meaningful difference is shown between the age groups compared to the past, so that people of lower ages have a more negative attitude towards the present situation of the society I terms of determination to say the daily prayers. The age group more than other age groups holds that people in the past were more determined to say their prayers. The gap is also visible in the levels of determination in joining congregational prayers, mass Friday prayers ceremonies, annual fasting rituals, going to mosque, and re-enacting of the religious views of sources of jurisprudence.

The empirical findings of the present research into account help indicate that in case the traditional families in Iran avoid their tenacious religious stereotypes concerning the orientations of their children towards modern lifestyle and instead allow them to choose their own choice, the generation gap and the differences would grow smaller. One would have a good reason to say that any generation which comes to being carries the elements and technology of its own era and the parents would be unable to prevent the issue. Moreover, communion with the peers with a common language and though would provide a conduit for the transition of knowledge and information, making it more unlikely for a young person to remain within the traditional boundaries of his or her family.

As regards the education of parents, I'd like to suggest motivate and encourage the parents for more education and promote their studies. It is also suggested encourage parents and their children to promote their use of mass communication media. A boost in the academic system through a promotion of scientific strength of the students could also help reduce the generation gap.

I'd like to suggest my colleagues in sociology conduct further researches on the social and cultural factors behind the generation gap so as to examine the net effect of other variables through the application of part and partial correlation coefficients.

I also suggest examine the factors affecting the generation gap in a smaller sample conducted in several cities through deep interview technique in the course of time, conducted separately by panel based or research based methods so that their effects are examined in the course of time. I hope the amount and coefficient of effect of each factor could be examined more precisely through a comparison of samples and control of variables.

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