

# STORMS AND STRESS AS PREDICATES AND CORRELATES OF GENERATIONAL GAP

Emmanuel Kayode, Ed-John Institute of Management & Technology

## Abstract

Adolescence is a critical developmental stage characterized by heightened emotional turbulence and stress, often intensifying tensions between young people and older generations. These tensions, rooted in differences in values, communication styles, and perceptions, frequently manifest as a generational gap that affects family relationships, educational environments, and adolescent well-being. While prior studies have examined adolescent development and intergenerational differences, the role of stress and emotional “storms” in shaping and deepening this gap remains underexplored. This study investigated stress and emotional storms as predictors and correlates of the generational gap among adolescents in Ado-Odo Ota Local Government Area, Ogun State, Nigeria.

Using a descriptive survey design, a sample of 70 adolescents was selected through simple random sampling. Data were collected using a self-structured questionnaire validated by experts and tested for reliability (Cronbach’s alpha = 0.74–0.83). Descriptive statistics, correlation, regression, and ANOVA were employed for analysis at a 5% significance level. Findings revealed a strong positive correlation ( $r = 0.784$ ) between stress and the perception of the generational gap, with stress explaining 61.5% of the variance. Communication differences, parental expectations, divergent values, and social media use were identified as major stressors contributing to intergenerational conflict. Moreover, the study found a reciprocal relationship where generational gaps further intensified adolescent stress and emotional instability.

The study concludes that adolescent stress and generational gaps are mutually reinforcing, posing significant implications for mental health, family cohesion, and societal stability. Interventions that prioritize empathy, effective communication, and adaptive parenting are recommended to bridge the divide and support healthier intergenerational relationships.

Key words: Adolescence, Generational gap, Stress, Emotional storms, well-being, Intergenerational conflict, Communication, Family relationships

## CHAPTER ONE INTRODUCTION

### 1.0. Statement of the Problem

Adolescence is a period of significant emotional, psychological, and social change, often accompanied by increased stress and emotional turbulence. These experiences, commonly referred to as "storms," are a natural part of adolescent development but can lead to tensions between adolescents and older generations, including parents, educators, and authority figures. This tension often manifests as a generational gap, a disconnect in values, communication styles, and



perspectives, which can affect family dynamics, educational environments, and the overall well-being of adolescents.

While much has been studied about adolescent development, stress, and emotional changes, the specific role that stress and emotional storms play in both creating and deepening the generational gap remains underexplored. Previous research has primarily focused on the behavioural and attitudinal differences between generations, often neglecting how psychological stress and emotional upheavals act as key drivers of this gap. Moreover, the reciprocal relationship between the generational gap and adolescent stress where misunderstandings between generations may further exacerbate stress and emotional storms has yet to be fully understood.

Addressing this problem is crucial, as the growing generational gap has significant implications for adolescent mental health, family relationships, and societal cohesion. Without a deeper understanding of the underlying causes particularly the role of stress and emotional upheaval—it is difficult to develop effective interventions that can help bridge the gap and improve communication between adolescents and older generations

### **1.1. Objectives of the Study**

The primary goal of this research is to examine the role of stress and emotional storms as predicates and correlates of the generational gap among adolescents. Specifically, the study aims to understand how these psychological factors contribute to the emergence and deepening of the generational divide, as well as how the generational gap, in turn, exacerbates adolescent stress and emotional turbulence. The findings are intended to guide interventions aimed at improving intergenerational understanding and communication.

1. To examine the relationship between stress and generational gaps among adolescents.
2. To investigate the impact of storms on adolescent stress levels and their perception of generational gaps.
3. To identify specific stressors that contribute to generational conflicts and explore how these stressors are perceived differently by adolescents and their parents
4. To explore the role of technology and digital media in shaping generational perceptions and conflicts.



5. To investigate the impact of parental values and expectations on adolescent stress and storms levels and their perception of generational gaps.

### **1.2. Research Questions and Hypotheses**

This study explored the relationship between stress, emotional storms, and the generational gap among adolescents. The following research questions and hypotheses are designed to guide the investigation.

#### Research Questions

Based on the objectives outlined earlier, here are the research questions for the study:

1. How does stress influence the perception of the generational gap among adolescents?
2. How do the challenges and emotional experiences of adolescence contribute to widening the generational gap?
3. How does the generational gap contribute to stress and emotional turbulence among adolescents?

#### Hypotheses

H1: Adolescents with higher stress levels are more likely to perceive significant generational gaps.

H2: Storms have significant impact on adolescent stress levels and their perception of generational gaps.

H3: The generational gap significantly increases stress and emotional instability among adolescents.

### **1.3. Significance of the Study**

The study on stress and emotional storms as predicates and correlates of the generational gap among adolescents holds significant theoretical, practical, and societal implications. The findings will contribute to the understanding of adolescent development, intergenerational communication, and the psychological challenges that characterize adolescence.

The Storm and Stress concept offers a lens through which we can understand the generational gap, particularly as it relates to the challenges of adolescence. The emotional turbulence, conflict with authority, and risk-taking behaviors characteristic of this stage contribute to the widening of



generational gaps, as younger and older generations often struggle to understand each other's perspectives.

By recognizing and addressing the stress and storms that adolescents face, older generations can play a crucial role in bridging these gaps, fostering healthier intergenerational relationships built on empathy, communication, and mutual understanding.

The findings will also explore current theories about the generational gap by incorporating psychological and emotional variables. Most research on the generational divide has focused on cultural or sociological differences; this study, however, will provide a more nuanced understanding of how emotional and stress-related factors contribute to this gap. By understanding the role of stress and emotional storms in the generational gap, counselors, educators, and psychologists can better tailor support services that address both psychological well-being and familial relationships.

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1. Introduction**

The idea of adolescence as a time of "storm and stress" was first introduced by the psychologist G. Stanley Hall in 1904. He described adolescence as an inherently turbulent developmental phase, marked by emotional conflict, mood instability, and a tendency toward risky behaviors. Hall's theory is rooted in the belief that this period of life is characterized by biological and psychological upheaval, which manifests in conflict between adolescents and authority figures, emotional volatility, and impulsive actions. Although Hall's perspective has been critiqued and refined over the years, the "storm and stress" framework continues to be a foundational concept in developmental psychology.

### **2.2. The Concept of Stress and Storms**

The Stress and Storms theory, rooted in developmental psychology, and the concept of generational gaps are interconnected phenomena that provide a framework for understanding how individuals from different generations interact and experience tension. While stress and stormy periods are most often associated with adolescence, they contribute to and amplify the broader generational gaps observed in society, particularly between adolescents and older generations. The Storm and Stress Theory was initially proposed by G. Stanley Hall in the early 20th century,

described adolescence as a turbulent period marked by emotional volatility, conflict with authority, and risk-taking behaviours. Hall argued that adolescence is inherently a time of conflict, as young people navigate their transition to adulthood.

### **2.3. Key Components of the Storm and Stress Theory**

**Conflict with Authority:** Adolescents often push back against parental and societal expectations, seeking independence, which results in tensions with older generations.

**Emotional Volatility:** Hormonal and psychological changes during adolescence cause heightened emotional responses, leading to mood swings and difficulty regulating emotions.

**Risky Behaviours:** Adolescents engage in more sensation-seeking behaviors (such as experimenting with substances or engaging in risky activities), partially as a way to assert independence and explore new identities. This theory has been widely examined and debated, with modern interpretations suggesting that not all adolescents experience these characteristics to the same extent. Nonetheless, the idea that adolescence is a period of increased stress and emotional storms remains central to understanding the developmental changes that can exacerbate generational gaps.

### **2.3. The Concept of Generational Gap**

Generational gap refers to the differences in values, attitudes, behaviors, and communication styles between one generation and another. It is a sociological phenomenon that arises when different generations, shaped by varying historical, cultural, and technological contexts, exhibit divergent perspectives and approaches to life. The term is often used to explain misunderstandings or conflicts between younger and older generations, particularly in areas such as technology use, work ethics, political beliefs, and social norms.

Generational gaps are rooted in the distinct experiences of different age groups as they grow up in varying environments. A generational gap can manifest as a clash in expectations, behaviors, or preferences between age groups. This gap is most commonly observed between younger people (adolescents and young adults) and older individuals (parents, teachers, employers, etc.).

Some key characteristics of generational gaps include:

- **Different Value Systems:** Younger and older generations often have distinct beliefs and priorities shaped by the time periods in which they grew up.



- **Communication Differences:** Differences in language, communication style, and mediums of interaction (e.g., digital versus face-to-face communication).
- **Technological Competence:** Younger generations tend to be more tech-savvy, while older generations may be less familiar with modern technologies, creating a gap in how each group interacts with the world.
- **Social Norms:** Generations often have different views on social issues such as gender roles, marriage, work-life balance, and authority.

Generational gaps emerge as different age groups are exposed to unique sociocultural and technological contexts that shape their worldview. These differences become apparent in areas like politics, work, family dynamics, and communication. The concept gained prominence in the 20th century, particularly during periods of rapid social change such as the 1960s, when the counterculture movement in Western societies highlighted stark differences between the youth and the older generation.

## **2.4. Theoretical Framework**

### **Key Theories and Models of Generational Differences**

Several scholars and sociologists have developed models to explain generational differences. These models often categorize generations based on the shared experiences that shape their attitudes, behaviours, and beliefs.

#### **Mannheim's Theory of Generations**

Karl Mannheim, a German sociologist, proposed one of the foundational theories of generations. He argued that individuals of the same generation are shaped by similar historical events and social conditions. Mannheim's theory emphasizes the role of historical context in shaping the mindset of different age cohorts. He posited that individuals born within a similar time period form a generational unit, which develops a collective consciousness distinct from other generations.

#### **Generational Cohort Theory**

Generational Cohort Theory categorizes people into generational groups based on the period in which they were born, and assumes that shared cultural experiences during formative years result in distinct worldviews. These generational cohorts are often named:



- Baby Boomers (born 1946–1964): Characterized by post-World War II optimism, economic growth, and traditional values. Baby Boomers tend to value hard work, loyalty to employers, and long-term financial security.
- Generation X (born 1965–1980): Shaped by economic uncertainties and a shift toward individualism, Generation X is often described as skeptical and self-reliant. This generation came of age during the rise of digital technology, though they were not as immersed in it as younger generations.
- Millennials (born 1981–1996): Also known as Generation Y, Millennials are characterized by their comfort with technology, liberal attitudes toward social issues, and preference for work-life balance. They are often perceived as valuing experiences over material goods and being socially conscious.
- Generation Z (born 1997–2012): As digital natives, Generation Z has grown up in a world dominated by smartphones, social media, and global connectivity. They are typically seen as socially progressive, entrepreneurial, and highly adaptive to new technology.

## **2.6. Studies on Adolescents Stress and Storms**

Jeffrey Arnett revisited Hall's ideas on storm and stress in adolescence in his paper “Adolescence and Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties” (1999). Arnett argued that while not all adolescents experience severe storm and stress, there is evidence that many encountered heightened levels of conflict with parents, mood disruptions, and engagement in risky behaviour during this period. Arnett found that conflict with parents and older generations is a significant feature of adolescence, but it is not as universal or intense as Hall suggested. This conflict often centres around issues of autonomy and independence, which leads to the widening of generational gaps.



Chen et al., (2016) in his study on “Parental Expectations, Academic Stress, and Adolescents’ Well-being: A Cross-cultural Study” study explored the relationship between parental expectations and academic stress among adolescents across different cultures. The researchers found that high parental expectations often lead to greater stress and conflict, particularly when adolescents perceive these expectations as unrealistic or misaligned with their personal goals.

Twenge et al., (2020) examined how different generations experience and manage stress, particularly in light of modern stressors such as technology and social media. The researchers found that younger generations, especially Generation Z, report higher levels of stress than older generations, in part due to increased exposure to social media, economic pressures, and societal expectations. The study also found that younger generations are more likely to use digital communication and social media as coping mechanisms, while older generations tend to use face-to-face communication or avoid stressors altogether.

Smith et al (2017) explored how generational differences in communication styles contribute to family conflict, particularly during adolescence. The researchers found that younger generations tend to favor digital communication (e.g., texting, social media), while older generations prefer in-person or phone conversations. The study revealed that these differences in communication styles can lead to frustration on both sides, with older adults perceiving digital communication as impersonal or inadequate, and younger individuals feeling misunderstood or ignored when they use technology as their primary mode of communication.

## 2.7. Further Theories on the Relationship between Stress and Generational Gap

### Ecological Systems Theory (Bronfenbrenner)

This theory posits that individuals are influenced by different layers of their environment, from the family (microsystem) to broader societal influences (macrosystem). A generational gap can be understood as the differences in the macro- and exosystemic environments of different generations, while stressors ("storms") affect the adolescent's immediate environment, which can lead to intergenerational conflicts.

### Family Systems Theory (Bowen)

Family Systems Theory suggests that family members are emotionally interconnected, and stress in one member can affect the whole system. Intergenerational stress may manifest as



communication problems or conflicts between parents and adolescents. The theory could be used to explore how stressors like societal pressures or family changes (divorce, financial instability, etc.) contribute to a generational gap in values, beliefs, and behaviors.

### 3. Social Identity Theory (Tajfel and Turner)

Social Identity Theory posits that individuals derive their identity from the groups to which they belong. The generational gap could be examined in terms of adolescents identifying more with their peer groups than with older generations, which may be exacerbated by stress ("storms") that heighten in-group and out-group distinctions. Adolescents may experience stress when trying to reconcile differences in values and expectations between their peer group and the older generation (e.g., parents or teachers), leading to a widened generational gap.

### 4. Developmental Stress and Coping Models (Lazarus and Folkman)

This model emphasizes how individuals appraise stressors and cope with them. Adolescents may experience unique stressors (academic pressure, identity formation, peer relationships), and their coping mechanisms might differ from those of older generations. Differences in how adolescents and their parents appraise and respond to stress could lead to a generational gap in understanding and communication. This theory could also examine how adolescents' perceived lack of support from older generations exacerbates their stress.

## **CHAPTER THREE RESEARCH METHODS**

### **3.1 Design of the Study**

This study employed a descriptive research design. The design would permit the selection of a sample from the population and using the information generated to make inferences to the entire population provided the sample exhibits representativeness in the study. , the researcher considered the survey type as most suitable for this study because it availed the researcher the opportunity to describe accordingly the concepts of stress and storms as correlates and predicate of generation gap among older adolescents in Ado-Odo Ota LGA.



### **3.2 Population of the Study**

This research work was domiciled in Ado-Odo Ota Local Government Area of Ogun State located in Ogun state, south-western Nigeria. Ogun State is home to about 1.2 million adolescents and young people, who make up nearly one-third (30.7%) of the state's 3.8 million inhabitants according to a report launched by Ogun State primary Health Care Board on Adolescent Reproductive Health Strategic Framework (2018-2022). The population of this study will be taken from Adolescents in Ado-Odo Ota LGA.

### **3.3 Sample and Sampling Techniques**

The researcher adopted a simple random sampling technique to draw out the sample for the study. Simple random sampling is a sampling method in which the researcher randomly selects a subset of participants from a population

### **3.4. Instrument for Data Collection**

Data was collected through the use of a self-structured survey questionnaire. Relevant variables were amalgamated in agreement with the objectives of the study, research questions and hypotheses to build a self-structured instrument titled Stress and Storms as predicate and correlates of Generation gap among Adolescents for the study. The questionnaire encompasses items with a four points scale made available for the respondents to make their responses known. Section "A" elicits demographic and personal information of the respondent such as age, sex, family structure, siblings and educational level. Sections B, C and D includes information on the relationship between stress, storms and generational gap,

### **3.6 Validity**

Face and content validity was used to test the appropriateness of the questionnaire to measure what it is purposed to measure. Face validation aims to determine the relevance of the questionnaire to the objectives of the study, research questions, hypothesis, and clarity of expression. In subjecting the instrument to face and content validation, copies of the draft of the questionnaire were validated by the professional colleagues and other experts to improve the quality of the instrument.

### **3.7 Reliability of the Instrument**

To ensure the reliability of the instruments, internal consistency reliability was conducted and a trial-test was conducted using five (5) respondents who falls within the category of the population of the study.

The needed data was gathered with the use of questionnaire. After collecting the data, the responses from each section were subjected to Cronbach Alpha statistical analysis to obtain the reliability estimates of 0.83, 0.74 and 0.79 for sections B, C and D respectively, which were considered reliable enough to assess the variables being measured for the study.

**3.8. Method of Data Collection**

Survey questionnaire was administered to some of students in some selected neighbourhood in Ado-Odo Ota local government area. After the administration and collection of the questionnaire from the respondents, the researcher coded the responses of the students to the items based on the set scoring key.

**3.9 Method of Data Analysis**

Descriptive statistics was deployed to answer all the research questions, that is, percentage distribution, correlation and simple regression. The analysis of Hypothesis was done using ANOVA. All hypotheses were tested at 5% significance level. For Appropriateness the Statistical Package for Social Sciences (SPSS) was used.

**CHAPTER FOUR  
RESULTS, ANALYSIS AND DISCUSSION OF FINDINGS**

**4.1 Socio-demographic Characteristics of the Respondents**

**Socio-demographic Characteristics of the Respondents**

<b>Item</b>	<b>Frequency (n=70)</b>	<b>Percentage (%)</b>
<b>Age</b>		
13-15	0	0.0
16-18	18	25.7
19-21	40	57.1
21 and above	12	17.1
<b>Sex</b>		
Male	24	34.3
Female	46	65.7
<b>Family Structure</b>		
Both Parents	46	65.7
Single Guardian Others	24	34.3



<b>Siblings</b>		
1	06	8.6
2-3	32	45.7
4 and above	32	45.7
Current Educational Level		
JSS		
SSS		
College/University	70	100

**Table 1**

The demographic analysis reveals that the sample is predominantly composed of older adolescents and young adults (19-21 years) which gives 57.1% indicating that the findings primarily reflect the experiences and perceptions of older adolescents and young adults. There is a higher representation of females in the sample at 65.7% which may influence the findings, particularly in areas where gender differences in stress and generational perceptions are significant.

Most respondents come from two-parent households with 65.7% and 34.3% for single parents. This may affect their experiences of stress and generational gaps differently compared to those from single-parent or guardian-led households.

The findings are specific to college/university students, which may influence the types of stressors and generational gaps experienced. Understanding these demographics is crucial for interpreting the results and considering the context in which these adolescents experience stress and generational differences.

### 4.2 Answering Research Question 1

4.2.1 How does stress influence the perception of the generational gap among adolescents?

**Table 2**

#### STRESS AS A PREDICATE OF PERCEIVED GENERATION GAP AMONG ADOLESCENTS SCALE (SAPPGAAS).

ITEMS	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Young people today are not happy	16 (22.9%)	48 (68.6%)	4 (5.7%)	2 (2.9%)
'I'm stressed' is now a common slang among the youth	28 (40.0%)	40 (57.1%)	2 (2.9%)	0 (0%)
I experience stress because of family expectations	10 (14.3%)	42 (60.0%)	18 (25.7%)	0 (0%)
I feel overwhelmed by my academic responsibilities	16 (22.9%)	40 (57.1%)	4 (5.7%)	10 (14.3%)
I find it hard to balance school, family, and social life	6 (8.6%)	20 (28.6%)	40 (57.1%)	4 (5.7%)
Rebellion is a response to unfavourable outcomes	8 (11.4%)	8 (11.4%)	36 (51.4%)	18 (25.7%)
More young adult exhibit negative attitude nowadays	20 (28.6%)	42 (60.0%)	0 (0%)	8 (11.4%)



<b>I struggle with emotional stress due to conflicts at home</b>	0 (0%)	14 (20.0%)	38 (54.3%)	18 (25.7%)
<b>Social media has no negative influence in my generation</b>	6 (8.6%)	14 (20.0%)	30 (42.9%)	20 (28.6%)
<b>Most young people today have no disagreement with their parents</b>	10 (14.3%)	10 (14.3%)	26 (37.1%)	34 (48.6%)
<b>I worry more about my future</b>	36 (51.4%)	30 (42.9%)	0 (0%)	4 (5.7%)
<b>I feel like I have little control over my life</b>	10 (14.3%)	30 (42.9%)	30 (42.9%)	0 (0%)
<b>I often feel misunderstood by my parents</b>	10 (14.3%)	34 (48.6%)	16 (22.9%)	10 (14.3%)
<b>I disagree with my parents on important issues.</b>	0 (0%)	28 (40.0%)	28 (40.0%)	14(20.0%)
<b>My parents and I have different values</b>	10 (14.3%)	30 (42.9%)	18 (25.7%)	12 (17.1%)
<b>I feel comfortable talking to my parents about my problems</b>	8 (11.4%)	34 (48.6%)	18 (25.7%)	10 (14.3%)
<b>I often argue with my parents about my choices and lifestyle.</b>	14 (20.0%)	14 (20.0%)	32 (45.7%)	10 (14.3%)
<b>I feel stressed due to disagreements or misunderstandings with my parents</b>	14 (20.0%)	26 (37.1%)	18 (25.7%)	12 (17.1%)
<b>My parents don't understand the challenges I face as a student</b>	26 (37.1%)	30 (42.9%)	10 (14.3%)	4 (5.7%)
<b>The way my parents grew up is very different from my experiences</b>	34 (48.6%)	28 (40.0%)	4 (5.7%)	4 (5.7%)
<b>I find it difficult to communicate with my parents about my problems</b>	14 (20.0%)	22 (31.4%)	28 (40.0%)	6 (8.6%)
<b>My parents and I have different views on technology and social media</b>	22 (31.4%)	32 (45.7%)	12 (17.1%)	4 (5.7%)
<b>The way my parents grew up is very different from my experiences</b>	28 (40.0%)	40 (57.1%)	2 (2.9%)	0 (0%)
<b>I often feel misunderstood by my parents</b>	14 (20.0%)	22 (31.4%)	34 (48.6%)	10 (14.3%)
<b>My parents make no effort to understand my perspective</b>	10 (14.3%)	8 (11.4%)	32 (45.7%)	20 (28.6%)
<b>I feel comfortable talking to my parents about personal matters</b>	22 (31.4%)	22 (31.4%)	16 (22.9%)	10 (14.3%)

The direction of respondents' answers in the questionnaire model regarding stress as a predictor of the perceived generational gap among adolescents: On general happiness and stress, significant majority (68.6%) agreed, indicating a prevalent perception of unhappiness among youth.: Almost all respondents (97.1%) agreed that 'I'm stressed' is now a common slang among the youth', highlighting the normalization of stress in youth culture. (74.3%) agreed that family expectations contribute to their stress while (80%) agreed that academic responsibilities are overwhelming. Balancing Life: Most respondents (57.1%) disagreed that they find it hard to balance school, family, and social life, suggesting some manage this balance better. A significant majority (88.6%) agreed that more young adults exhibit negative attitudes nowadays. : A significant portion (85.7%) disagreed that most young people have no disagreements with their parents.



On control Over Life, responses were split, with equal percentages (42.9%) agreeing and disagreeing about having little control over their lives while (62.9%) agreed that they often feel misunderstood by their parents. A large majority (94.3%) agreed that they worry more about their future.

On their views about different Upbringings, a significant majority (88.6%) agreed that their parents' upbringing is very different from their own experiences. Respondent views on technology also have a wide variant with (77.1%) agreeing that they and their parents have different views on technology and social media. A large portion (80%) agreed that their parents don't understand the challenges they face as students.

### 4.2.2. Research Question 2

How do the challenges and emotional experiences of adolescence contribute to widening the generational gap?

**Table 3**

#### ADOLESCENCE STORMS AS CORRELATES THAT WIDENS GENERATION GAP SCALE

ITEMS	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Most youth experience emotional instability	36 (51.4%)	34(48.6%)	0 (0%)	0 (0%)
I felt my independence and autonomy is being impeded by my guardians/parents	6(8.6%)	20 (28.5%)	32(45.7%)	12 (17.1%)
Adolescence now found comfort in drug and peer group once they encounter difficulties	16 (22.9%)	34 (48.6%)	6 (8.6%)	10 (14.3%)
I often feel disconnected from my parents because they don't understand my emotional struggles	8 (11.4%)	20 (28.5%)	32 (45.7%)	10 (14.3%)
Most youth exhibit irrational behaviours today than we have in the past	26 (37.1%)	32 (45.7%)	6 (8.6%)	6 (8.6%)
Young people now engage in risky behaviours like drug abuse, pornography etc	30 (42.9%)	34 (48.6%)	4 (5.7%)	2 (2.9%)
My opinion at home is always seen as irrelevant hence I tend to overreact	10 (14.3%)	16 (22.9%)	28 (40.0%)	16 (22.9%)
Overthinking, anxiety, worry is common among young people	30 (42.9%)	24 (34.3%)	6 (8.6%)	10 (14.3%)
Hormonal and biological changes contribute to adolescence violent behaviour	10 (14.3%)	34 (48.6%)	20 (28.5%)	6 (8.6%)
I found it difficult to adjust to my parents beliefs on relationship, social and cultural norms	6 (8.6%)	34 (48.6%)	28 (40.0%)	6(8.6%)
I often challenge rules and authority, and I could be disrespectful.	4 (5.7%)	12 (17.1%)	28 (40.0%)	26 (37.1%)
My parents are out of vogue once it comes to technology and social life	4 (5.7%)	20 (28.5%)	30 (42.9%)	16 (22.9%)
Relationship, choice of friends, dressing usually cause disagreement between me and my parents	14 (20.0%)	16 (22.9%)	18 (25.7%)	12 (17.1%)



<b>My parents /guardian agreed with the hours I spend on my phone</b>	10 (14.3%)	12 (17.1%)	26 (37.1%)	22(31.4%)
<b>There's a gap in communication and technology between adolescence and their parents</b>	16 (22.9%)	44 (62.9%)	6 (8.6%)	4 (5.7%)
<b>Adolescence face different challenges compared to previous generation</b>	20 (28.5%)	34 (48.6%)	6 (8.6%)	10 (14.3%)
<b>Most adolescence are judge for behaving irrationally rather than understanding them</b>	26 (37.1%)	34 (48.6%)	8 (11.4%)	4 (5.7%)
<b>I often avoid talking to my parents about important issues because they wouldn't understand</b>	10 (14.3%)	20 (28.5%)	26 (37.1%)	14 (20.0%)
<b>When I express strong emotions, my parents respond in a calm and understanding manner</b>	14 (20.0%)	36 (51.4%)	14 (20.0%)	6 (5.7%)
<b>I believe my parents' advice is out of touch with modern life</b>	2 (2.9%)	16 (22.9%)	32 (45.7%)	20 (28.6%)
<b>I often argue with my parents about how they expect me to behave</b>	8 (11.4%)	18 (25.7%)	24 (34.3%)	20 (28.6%)

**Fig.3**

A significant majority (94.3%) agreed that communication differences are a major factor in the generation gap while (88.5%) agreed highlighted role of social media in widening the generational divide. In respect Values, Norms, and Beliefs; 771% agreed, suggesting that the generation gap leads to differing values and beliefs. A significant majority (88.5%) agreed that there's major shift in societal beliefs, technology, and cultural settings. Most parents refuse to adjust to changes in values, technology, and global trends as a large majority (85.8%) agreed suggesting parents resistance to change.

88% agreed that there's a significant difference between parents' upbringing and adolescents' experiences highlighting the perceived difference in upbringing. On open communication between parents and adolescents on sensitive issues without argument, responses were mixed, with 51.4% agreeing and 48.6% disagreeing. A large majority (82.8%) agreed felt emotionally upset when parents don't understand feelings or problems that lack of understanding from parents is a significant issue.

On whether relationship with parents affects emotional well-being, 77.1% disagreed, suggesting that many adolescents do not feel their relationship with their parents significantly impacts their emotional well-being. 40% agreed and 60% disagreed to feeling emotionally upset when parents don't understand their feelings or problems. On Conflicts with parents about academic performance causing stress, (62.9%) disagreed, suggesting that academic performance conflicts are not a major source of stress for many adolescents.

Responses were mixed social life opinions with 51.4% disagreeing that Parents’ opinions on social life causing stress but 40% agreed, indicating varied experiences.

On whether they find it hard discussing personal matters with their due to different thinking, responses were mixed, with 38.6% agreeing and 61.4% disagreeing, indicating varied experiences.

**4.2.3. Answering Research Question 3**

How does the generational gap contribute to stress and emotional turbulence among adolescents?

**Table 4**

**GENERATION GAP AS A PREDICATE OF STRESS AND STORMS AMONG ADOLESCENCE**

ITEMS	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Communication is one of the major shift in generation gap	20 (28.6%)	46 (65.7%)	12 (17.1%)	2 (2.9%)
Social media create a major divide between parents and teenagers	22 (31.4%)	40 (57.1%)	4 (5.7%)	4 (5.7%)
Generation gap had created different values, norms and beliefs	22 (31.4%)	32 (45.7%)	8 (11.4%)	8 (11.4%)
There’s a major shift in the societal beliefs, technology and cultural settings today compared to the past.	26 (37.1%)	36 (51.4%)	6 (8.6%)	2 (2.9%)
Most parents refuse to adjust to the changes in values, technology and global trends	16 (22.9%)	44 (62.9%)	6 (8.6%)	4 (5.7%)
Family impact and influence had reduced drastically	0 (0%)	38 (54.3%)	24 (34.3%)	8 (11.4%)
I believe there is a significant difference between my parents’ upbringing and my experiences	12 (17.1%)	46 (65.7%)	10 (14.3%)	2 (2.9%)
My parents and I can talk openly about sensitive topics without arguing.	12 (17.1%)	24 (34.3%)	18 (25.7%)	16 (22.9%)
I often feel emotionally drained after conflicts with my parents	6 (8.6%)	30 (42.9%)	14 (20.0%)	20 (28.6%)
My relationship with my parents affects my emotional well-being.	2 (2.9%)	14 (20.0%)	26 (37.1%)	28 (40.0%)
I feel emotionally upset when my parents don't understand my feelings or problems	12 (17.1%)	46 (65.7%)	12 (17.1%)	2 (2.9%)



Responses were mixed social life opinions with 51.4% disagreeing that Parents’ opinions on social life causing stress but 40% agreed, indicating varied experiences.

On whether they find it hard discussing personal matters with their due to different thinking, responses were mixed, with 38.6% agreeing and 61.4% disagreeing, indicating varied experiences.

**4.2.3. Answering Research Question 3**

How does the generational gap contribute to stress and emotional turbulence among adolescents?

**Table 4**

**GENERATION GAP AS A PREDICATE OF STRESS AND STORMS AMONG  
ADOLESCENCE**

<b>ITEMS</b>	<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
Communication is one of the major shift in generation gap	20 (28.6%)	46 (65.7%)	12 (17.1%)	2 (2.9%)
Social media create a major divide between parents and teenagers	22 (31.4%)	40 (57.1%)	4 (5.7%)	4 (5.7%)
Generation gap had created different values, norms and beliefs	22 (31.4%)	32 (45.7%)	8 (11.4%)	8 (11.4%)
There’s a major shift in the societal beliefs, technology and cultural settings today compared to the past.	26 (37.1%)	36 (51.4%)	6 (8.6%)	2 (2.9%)
Most parents refuse to adjust to the changes in values, technology and global trends	16 (22.9%)	44 (62- 9%)	6 (8.6%)	4 (5.7%)
Family impact and influence had reduced drastically	0 (0%)	38 (54.3%)	24 (34.3%)	8 (11.4%)
I believe there is a significant difference between my parents’ upbringing and my experiences	12 (17.1%)	46 (65.7%)	10 (14.3%)	2 (2.9%)
My parents and I can talk openly about sensitive topics without arguing.	12 (17.1%)	24 (34.3%)	18 (25.7%)	16 (22.9%)
I often feel emotionally drained after conflicts with my parents	6 (8.6%)	30 (42.9%)	14 (20.0%)	20 (28.6%)
My relationship with my parents affects my emotional well-being.	2 (2.9%)	14 (20.0%)	26 (37.1%)	28 (40.0%)
I feel emotionally upset when my parents don't understand my feelings or problems	12 (17.1%)	46 (65.7%)	12 (17.1%)	2 (2.9%)

**1. TEST OF HYPOTHESIS**

Adolescents with higher stress levels are more likely to perceive significant generational gaps.

**Table 5 RELATIONSHIPS BETWEEN STRESS AND GENERATIONAL GAP**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.784 <sup>a</sup>	.615	.580	.26840	.615	17.567	1	11	.002

a. Predictors: (Constant), Strongly Disagreed

**Model Summary Interpretation**

The correlation coefficient of 0.784 indicates a strong positive relationship between the predictor Stress and the dependent variable (GENGAP). The R Square value shows that approximately 61.5% of the variance in the dependent variable can be explained by the predictor. This indicates a substantial fit. The Adjusted R-Square value of 0.580 adjusts the R Square for the number of predictors in the model. It is slightly lower than the R Square, which is typical, and it accounts for the model’s complexity. The Std. Error of the Estimate 0.26840, which also represent the standard deviation of the residuals (prediction errors). A lower value indicates a better fit of the model.

**Table 6 REGRESSION ANALYSIS OF THE RELATIONSHIPS BETWEEN STRESS AND GENERATIONAL GAP**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.266	1	1.266	17.567	.002 <sup>b</sup>
	Residual	.792	11	.072		
	Total	2.058	12			

a. Dependent Variable: GENGAP

b. Predictors: (Constant), Strongly Disagreed

**ANOVA Table Interpretation**



The ANOVA table showed the Regression Sum of Squares of 1.266 which represents the variation of explained in the model. Residual Sum of Squares gives 0.792 which represents the variation not explained by the model. The total variation in the dependent variable is 2.058.

The degree of freedom for Regression is 1 and 11 for Residual. The F-statistic which is the ANOVA stands at 17.567, calculated as the ratio of the mean square regression to the mean square residual. This tests the overall significance of the model.

The p-value which stands at 0.002 indicates that the model is statistically significant. Since it is less than 0.05, we can conclude that the predictor significantly contributes to the model.

The model suggests that the predictor “Stress” has a significant and strong positive relationship with the dependent variable (GENGAP), explaining a substantial portion of its variance. The model fit is good, and the predictor significantly contributes to the model’s explanatory power

### **Conclusion**

The generational gap is a complex phenomenon shaped by historical, cultural, and technological differences. While it often leads to misunderstandings and conflict, it also presents opportunities for learning and growth. By understanding the unique perspectives of each generation and fostering open communication, society can work to bridge these gaps and create more inclusive and cohesive intergenerational relationships.

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