Understanding Generation Z:
Their Attitudes Towards to Family, Education and Social Life

Çağatay Kılıç

A thesis presented to the

Atatürk Institute for Modern Turkish History
at Boğaziçi University

in partial fulfillment of the requirements for the degree of

Master of Arts

August 2021

Approvals

"Understanding Generation Z: Their Attitudes Towards to Family, Education and Social Life," a thesis prepared by Çağatay Kılıç in partial fulfillment of the requirements for the degree of Master of Arts from the Atatürk Institute for Modern Turkish History at Boğaziçi University, has been approved on 25 August 2021 by:

THESIS ADVISOR

Professor M.Asım Karaömerlioğlu _____
Atatürk Institute for Modern Turkish History
Boğaziçi University

COMMITTEE MEMBERS

Assistant Professor Taylan Acar _____
Sociology
Boğaziçi University

Assistant Professor Begüm Uzun _____
Political Science and International Relations
MEF University

Declaration of Originality

The intellectual content of this thesis, which has been written by me and for which I take full responsibility, is my own, original work, and it has not been previously or concurrently submitted elsewhere for any other examination or degree of higher education. The sources of all paraphrased and quoted materials, concepts, and ideas are fully cited, and the admissible contributions and assistance of others with respect to the conception of the work as well as to linguistic expression are explicitly acknowledged herein.

Copyright © 2021 Çağatay Kılıç.
Some rights reserved.

This work is licensed under a Creative Commons
Attribution-NonCommercial-ShareAlike 4.0 International License.

To view a copy of this license, visit
http://creativecommons.org/licenses/by-nc-sa/4.0/

Abstract

Understanding Generation Z: Their Attitudes Towards to Family, Education and Social Life

Çağatay Kılıç, Master's Candidate at the Atatürk Institute
for Modern Turkish History at Boğaziçi University, 2021

Professor M. Asım Karaömerlioğlu, Thesis Advisor

This thesis analyzes Turkish Generation Z, which has been scrutinizing recently in terms of family, education, and socialization, and also in comparison between its Western counterparts. The research is based on the thought that political and social events affected and changed this generations' attitudes. In Turkey the Generation Z includes individuals born after 2000. To explain the historical background of the term generation, Karl Mannheim's generation theories were used. Twenty- five in-depth interviews were conducted with students from universities in Istanbul. Instead of collecting statistical data, the main aim was to understand Turkish Generation Z. Also the major generations from 20th and 21st century, namely, Silent, Baby Boomer, Generation X, Generation Y, and Generation Z in Europe, America, and Turkey were explained in terms of family, education, social life, and technology. The study consists of Generation Z members who are enrolled at a university in Istanbul, therefore, instead of general conclusions, personal expressions were provided.

35796 words

Özet

Z Kuşağının Aile, Eğitim, ve Sosyal Hayata Yönelik Tutumlarının İncelenmesi

Çağatay Kılıç, Yüksek Lisans Adayı, 2021
Boğaziçi Üniversitesi Atatürk İlkeleri ve İnkılap Tarihi Enstitüsü

Profesör M. Asım Karaömerlioğlu, Tez Danışmanı

Bu çalışmanın amacı Türkiye'de özellikle son yıllarda konuşulmaya başlayan Z kuşağının aile, eğitim ve sosyalleşme üzerine düşüncelerini, tutumlarını incelemek ve Batı'daki Z kuşağı ile karşılaştırmaktır. Toplumların içinde bulunduğu siyasi ve sosyal olayların gençlerin yani kuşakların tutumlarını etkilediği ve değiştirdiği göz önüne alınarak çalışmanın kaynağı oluşturmuştur. Z kuşağı yaş aralığı olarak 2000 sonrası doğanlar alınmıştır. Tarihsel olarak kuşak kavramını açıklamak amacıyla ise Karl Mannheim' ın kuşak teorilerinden yararlanılmıştır. Bu amaçla İstanbul'daki üniversitelerde okuyan 25 kişi ile derinlemesine görüşmeler yapılmıştır. Derinlemesine görüşme yapılmasının nedeni ise istatistiki bir veriden çok bu kuşağı anlamanın amaçlanmasıdır. 20. ve 21. yüzyılda Avrupa, Amerika ve Türkiye'deki beş ana kuşak: Sessiz kuşak, Baby Boomer kuşağı, X kuşağı, Y kuşağı, ve Z kuşağı, eğitim, aile, sosyal hayat ve teknoloji gibi konular üzerinden açıklanmış; karşılaştırmalar yapılmıştır. Çalışma yalnızca İstanbul'da üniversite öğrencilerini kapsadığından genel çıkarımlardan çok kişisel ifadelere yer verilmesine imkân sağlanmıştır.

35796 kelime



To my family

Table of Contents

Acknowledgements *xiii*

1 INTRODUCTION 1

1.1 Theoretical Background 4
1.2 Methodology 10
1.3 Organizations of Chapters 12

2 20TH CENTURY GENERATIONS IN EUROPE AND AMERICA 13

2.1 Greatest Generation 14
2.2 Silent Generation 16
2.3 Baby Boomers 20
2.4 Generation X 24
2.5 Generation Y 28

3 GENERATION Z 35

3.1 Education 38
3.2 Family 41
3.3 Socialization and Digital Media 44

4 GENERATIONS IN TURKEY 53

4.1 Republican Generation 54
4.2 68 and 78 Generation 59
4.3 Generation X 66
4.4 Generation Y 72

5 GENERATION Z IN TURKEY: INTERVIEWS WITH YOUTH STUDYING AT UNIVERSITY IN ISTANBUL 79

5.1 Socialization 80
5.2 Family 89
5.3 Education 96
5.4 Society 103

6 CONCLUSION 111

APPENDICES

A Participants 115

BIBLIOGRAPHY 117

Acknowledgements

First of all, I would like to express my deepest gratitude to my advisor Prof. Dr. M.Asım Karaömerlioğlu, for inspiring me to study generations, for his support, and guidance. Without his guidance and consultancy, this study would not has been possible. I am also grateful to jury members Asst. Prof. Begüm Uzun and Asst. Prof. Taylan Acar for their valuable comments and supports.

This project could not have been accomplished without the support of my beloved İren Yaman. Thank you very much for your patience, and support. I am grateful to the interviewees who participated voluntarily and shared their ideas with me.

I am also grateful Ataturk Institute members. Leyla Kılıç, Kadriye Tamtekin and Dilek Tecirli facilitated everything for us. Additionally, I am gratefull Tracy M Lord for her helpful comments. I thank my friend Hülya Ersoy who gave valuable recommendations about my academic writing. I would like to thank my friends from the Institute, Batıkan, Muhammed, Eyüp Burak, İsmail, and Batuhan, for their support to motivate me for writing this thesis.

Lastly, I would like to express my gratitude to my family. I am grateful to my family for their unconditional support.

NOTE: The in-house editor of the Atatürk Institute has made detailed recommendations with regard to the format, grammar, spelling, usage, syntax, and style of this thesis.

1

Introduction

Throughout history, the term "generation" has been used frequently in various academic disciplines. It is frequently used in daily life as well as in academia, and it can only be used to explain a simple event in daily life or to analyze a complex phenomenon in social sciences. Also, people come across this term in daily newspapers or magazines and on television. Especially recently, people are more exposed to the word generation due to both political and marketing purposes. Nowadays, there have been many discussions about political views or voting preferences of young people in Turkey, especially about those called Generation Z.

The purpose of this thesis is not to explain the political views of Generation Z individuals or to say whether they will change the government in the upcoming elections or not, instead to try to understand the members of this generation's daily lives without being prejudiced or judgmental.

Although today's focus is on the political views and voting potential of young people, I think that in order to understand the political views of young people and to develop policies towards them, first of all, it is necessary to try to understand not only the generation itself but also the conditions in which this generation has been raised.

Although many studies have been carried out in many different academic fields about generations recently, generation studies can be considered as a relatively fresh and ever-developing field of study. Karl

Mannheim made the most significant contribution to the institutionalization and dissemination of generational studies in the field of social sciences with his essay entitled 'Problems of Generations' in 1928. Mannheim, with this work, presented a comprehensive generational theory that explains how social generations are formed and transformed. Alongside Mannheim, the Spanish philosopher Jose Ortega y Gasset made an essential contribution to the institutionalization of generational studies in the field of social sciences with his 1931 book Modern Theme. The amount of generational work that Mannheim and Ortega Gasset paved the way for increased steadily throughout the twentieth century. American researchers Neil Howe and William Strauss contributed to the generational theory of social sciences with their book The Fourth Turning: What the Cycles of History Tell Us About America's Next Rendezvous with Destiny in 1997. Since the emergence of a comprehensive generational theory in the social sciences, Western literature has divided and labeled generations according to their characteristics. Although the names and dates of generational cohorts differ between different genres of literature, there are some globally accepted names and dates formed mainly by Western scholars. Names and dates vary because each generational group worldwide passes different historical processes and has unique experiences. The globally accepted names are chronologically Greatest Generation, Silence Generation, Baby Boomer Generation, Generation X, Generation Y, and Generation Z.

In Western literature, there are several studies conducted by scholars, commentators, and researchers with the help of interviews, surveys, focus groups, or text analyses to identify generational characteristics. While some studies focus on specific characteristics of generations, others aim at understanding generations in a broader context. Contrary to Western literature, generational studies in Turkish literature are generally carried out under youth studies in the field of social sciences. Although youth studies is a newly developing field in Turkey, significant youth research has been done in recent years. In the institutionalization of youth studies in Turkey, the article named Object or Subject? The Paradox of Youth in Turkey which written by Leyla Neyzi and the doctoral

dissertation named Türkiye'de "Gençlik Miti": 1980 sonrası Türkiye Gençliği which was written by Demet Lüküslü had a crucial impact. Although there have been many studies on youth recently, these ones generally aimed at examining young people's political attitudes and behaviors. For example, there are many studies on the political attitudes and behaviors of Baby Boomers, defined as the 68 Generation in Turkey.

While studies on generations in Turkey generally focus on the market behaviors of generations, there are a few studies focusing on the daily lives and concerns of them. An example of the studies that focus on generations' daily lives is 'Youth of 98 in Turkey' conducted by the Konrad-Adenauer Foundation in 1999. After this study, studies to understand the daily lives of young people are generally based on survey studies conducted by non-governmental organizations or research institutions. Zeynep Erdoğan's master thesis, 'Exploring Generation Y Via Attitudes Towards Economy, Education and Marriage', written in 2015, is an example of comprehensive studies aiming at understanding Generation Y in Turkey.

Considering the studies conducted about Generation Z in Turkey, two types of studies stand out in terms of their goals: While some of these studies are carried out by the business world for marketing purposes, others try to forecast the possible attitude that will be adopted by this new generation in the upcoming elections. Beyond these, studies on Generation Z have started in the academic field, and researches have emerged to examine this generation's behavior and characteristics in different fields.

In this study, I will try to understand the perceptions, complaints, and expectations of the young people, called Generation Z, towards education, family, and society of which they are a part of. Young people are constantly being stereotyped and labeled by previous generations. This study aims to focus on what young people say about themselves, not what others say about them.

This thesis aims to understand the similarities and differences between young people in Turkey and their European and American counterparts. Thus, whether there will be a universal generation as well as,

the factors spesific to Turkey, essential in the character development of young people, will be examined.

In this study, answers will be sought to questions such as how Turkish generation Z defines themselves, how they perceive the world and the society they live in their differences from previous generations, and the similarities and differences between them and their peers in Western Europe and the US.

§ 1.1 Theoretical Background

The term generation is being used many times in our daily lives, in both academic and popular culture. This term is used in various academic areas such as sociology, economics, and history. Moreover, people come across this term in newspapers, novels, and on television. The ordinary dictionary meaning of generation is a group of individuals born and living contemporaneously. However, the term generation has been used and continues to be used in many different meanings from the past to the present. In this part, I try to analyze the historical and theoretical background of the term generation.

The notion of generation is one of the historically essential concepts that define individuals' relationships with each other and societies. (Alwin & McCammon, 2007) The concept of generation has been used in many different meanings throughout history. The origins of the concept of generation can be traced to Ancient Greece. (Jaeger, 1985)

In Ancient Greek, the root of the term came from the word genos, whose meaning is reflected in the 'genesthai,' meaning to come into existence. (Nash, 1978) The generation has different meanings in Ancient Greeks, which depended on birth and reproduction and the cycle of life. (Nash, 1978) Although the concept of generation is used in many different meanings, the origin of this notion is based on biological-genealogical studies used in Ancient Greek historiography and poetry to describe the continuing process between the succession of fathers and sons. (Jaeger, 1985) The historical definition of generation depended on the biological

cycle of life between family members, which creates a discontinuity between social and cultural changes. (Jaeger, 1985)

Although the term generation appears in many different post-Ancient Greek works, it is assumed that Auguste Comte did the first scientific study about generations. For Comte, the notion of generation facilities to analyze human life experiences with interpreting of generational activities. (Comte & Martineau, 2009) A succession of generations is the moving force of historical progress, and the tempo of generational change determines the tempo of this progress. After Comte, many names such as John Stuart Mill, Justin Dromel, and Gustav Rumelin worked on generations to help this field gain a place in science. In addition to this, the Enlightenment and Industrial Revolution played an essential role in transforming the generation theme. Increasing life expectancy, the emergence of the youth period with the new economic order brought about by the Industrial Revolution, and the changes in the family structure increased the social power of the concept of generation. (Url & Heine, 2012)

In the 19th century, with the acceleration of social and economic changes with the effect of the Industrial Revolution, interest in the concept of generation gradually increased. (Jaeger, 1985) At the end of the 19th century and 20th century, numerous studies have been carried out on the concept of generation in many different fields, especially in sociology, history, and psychology. Generation studies and theories in different fields have generally contributed to each other and developed. According to Kertzer, there are four common usages for the term generation: kinship descent meaning, birth cohort, life stage, and historical period. (Alwin & McCammon, 2007; Kertzer, 1983)

The generational struggle is one of the leading concepts used extensively by researchers in the literature in order to understand society and social changes. According to Bourdieu, the generational struggle is essential in order to explain the transformation in culture. Bourdieu claimed that the social world consists of many semi-autonomous fields, and the struggle between different generations over the cultural sphere

from these semi-autonomous areas creates significant social changes. (Bourdieu & Passeron, 1990; Edmunds & Turner, 2005; Purhonen, 2016)

Along with Bourdieu, generational conflict takes an essential place in Eisenstadt's works. Eisenstadt claimed that generational conflict is caused by differences between generations. (Eisenstadt, 2013) According to Eisenstadt, youth unrest caused by personal traumas in adolescence is a quick process because attitudes and behaviors of youth must change when young people move into adult social positions. (Eisenstadt, 2013)

One of the essential philosophers who tried to explain the continuation of the cultural traditions in the society by using the continuity of the generations and generational conflicts in the family in the early 20th century is Mentre. However, he did not develop a very systematic theory. (Jaeger, 1985) Mentre distinguished between social generation and family generation, which defined a social generation as a spiritual unity. (Wohl, 1979) According to Mentre, generation was a product of spiritual transformation and which was only defined with psychological and moral terms such as beliefs and desire. (Wohl, 1979)

A significant part of the studies that allowed the concept of generation to be discussed in a theoretical framework in the field of social sciences were carried out in the 20th century. One of the main contributors to the development of the theoretical framework of generation is philosopher Ortega-Gasset. According to Ortega, generation as a dynamic compromise between individual and the mass was the essential concept of history. (Ortega y Gasset, 1961) For Ortega, generations play a crucial role in the movement of historical evolution. Members of generations have specific common characteristics, and these characteristics give them a common physiognomy. Common physiognomy is one of the things that separates generations from previous generations because every generation has unique physiognomy. (Wohl, 1979) Ortega claimed that each generation represented a moment in a nation's vitality; it was a pulsation of the nation's historical potency. Moreover, although each generation is influenced by culture and teachings created by previous generations, they also create their own truths. (Ortega y Gasset, 1961) Ortega said that

the spirit of each generation depended on the balance between things taken from previous generations and what they create. In addition to these, entire generation had a mission to perform, and the potential to accomplish this task depended on the education they received from previous generations. (Wohl, 1979) Ortega assumed that under normal circumstances, the oncoming generations would reshape the world to fit their needs and leave it different from the way they had found. (Wohl, 1979) Furthermore, similar to Mannheim, Ortega accepted that generations possessed styles of life, and generations could be defined in terms of a sensibility, a fate, and a program.

German sociologist Karl Mannheim's work on the generation constitutes a turning point in this field. Mannheim has done an analytical and comprehensive analysis of the term generation. Mannheim's works consisted of the cornerstone of generational theory in social sciences, and his works are still seen as the central reference point in generational studies today. According to him, biological factors are essential for a generation, but these factors are not sole determinants. Along with biological-genealogical factors, social and historical processes are crucial for the formation of a generation. Even though the sociological phenomenon of generation is based on birth and death to some extent, it can not only be irreducible to this biological meaning. (Mannheim, 2009)

According to Mannheim, people who consisted of the same generation should share the same years of birth because people who are born in the same years share a common location of the historical dimension of social process. Having a common location causes individuals to witness certain historical events in a similar way and have similar potential experiences in the face of these events; having similar experiences is one of the defining characteristics of generation formation. (Mannheim, 2009) However, Mannheim claimed that sharing exactly the same birth dates alone is not enough for individuals to be in a shared location.

The main determining factor that creates a similar location is that individuals share the same experiences against the same events; thus, these common experiences enable them to develop mutual generational

consciousness. Individuals who share the same age and location can create an actual generation by participating in the social and intellectual processes in their communities. Moreover, Mannheim claimed that although individuals who make up a generation experience the same historical, economic, and political events and problems in a similar way, these experiences can occur in different ways reasoned by specific various causes, thus those individuals who encounter similar experiences in similar particular ways consist a generational unit. (Alwin & McCammon, 2007; Mannheim, 2009) Thus, many generational units may arise among the constituent individuals of a generation through a variety of different experiences and causes.

Generation studies in the US predominantly depend on numerical and statistical studies. Nevertheless, some studies make a considerable contribution to the development of a theoretical framework of generational studies in social sciences. One of the most prominent studies in generational research is the work of Neil Howe and William Strauss, which has been referenced many times. This work analyzes generation in American society. According to them, both socially and biologically, human life is divided into phases, and each phase of life is the same length as the others. (Howe & Strauss, 1997) Moreover, each generation length same as one phase of life, considered as twenty and twenty-two years. For this theory, a generation is a group of people born over the same span of a phase of life who share a common location in history and have a common persona. Howe and Strauss claimed that each generation has its own persona. (Strauss & Howe, 1991) According to them, location in history has a substantial effect on shaping generations. Generation and generation personas occur in particular historical periods. Generations are not immortal, and generations with different personalities emerge in each different period.

Howe and Strauss call these personas generational archetypes. Each archetype has its unique characteristics, and they only appear in periods appropriate to them. Time is cyclical, and there have been four different types of periods called High, Awakening, Unraveling, Crisis throughout history, and four different generational archetypes defined as Prophet,

Nomad, Hero, Artist have emerged in these four different periods. (Howe & Strauss, 1997) At the same time, each period has the same length as each phase of human life as approximately twenty and twenty-two years. Furthermore, Howe and Strauss accepted similar to other thinkers such as Ortega and Mannheim, that each generation is not only shaped by history but also shapes history. (Howe & Strauss, 1997; Strauss & Howe, 1991) They argued that rapid social change plays a decisive role in shaping generation.

Studies of generation on social sciences have begun to focus on other aspects of generational dimensions since the beginning of the 21st century. Studies conducted in this period were exceedingly inspired by the primary sources of this field, namely Ortega and Mannheim's works. Studies conducted in the 21st century can be regarded as an adaptation of previous studies to conditions of the current times rather than falsifying previous studies. Notable works in the 21st century were conducted by Edmunds and Turner who, use the global generation phenomenon.

According to them, thanks to technological development in communication, significant events have been experienced globally. They claimed that previous researchers restricted the generation concept to national borders. Yet, generations of the late 20th century and early 21st century surpass national borders. For them, as a result of the development of communication, traumatic events have been experienced all around the world, and these globally experienced major events may facilitate the growth of global generations. (Edmunds & Turner, 2005)

Media is an essential function for the development of the global generation and generation awareness. The significant events in the world are spread by media outlets and thus become more traumatic. In the 20th century, television was the primary media body that carried out this function, whereas today, it is the internet. Besides, the increase in mobility, tourism, education, and global labor markets affects the global generation's development. Globally experienced traumas will not necessarily produce uniform pathways and can lead to a variety of contrasting positions. The role of a traumatic event is not to define the consciousness of

a generation formed in its shadow but to provide a focal point where memories and political activism are interconnected. (Edmunds & Turner, 2005)

This thesis is mainly inspired by the generation theory developed by Mannheim and was shaped around it by embracing Mannheim's generation theory. Scholars devised several definitions to explain a generation. The sociological definition of generation, by Karl Mannheim, describing a group of people who share birth years, similar political and social experiences within a specific location, and create similar values, beliefs, and attitudes, is used in this thesis.

§ 1.2 Methodology

In this study, my methodology is based on in-depth interviews. The aim was to better understand how the younger generation views life, their relationships with society, their relationships with their families, how they regard education, and how they socialize by conducting in-depth interviews with the interviewees. Since the in-depth interviews consist of many general and specific topics, the participants were informed that they could leave the interview whenever they wanted and did not have to answer the questions they did not want.

My research is a case study focusing on the Turkish youth generation who enrolled university in Istanbul. I believe that the case study is a suitable research strategy for this thesis; I think it will provide a comprehensive and detailed understanding of the Turkish youth generation, commonly known as Generation Z.

Some limitations were applied when selecting participants for this study. Participants who would be interviewed were selected among young people born after 2000 and had to be university students in Istanbul. The reason for choosing the year of birth as a constraint is that the classification based on birth years is common in studies on generation. Additionally, such a restriction has been applied because being a university student in Istanbul matches the concept of the generational

unit, one of the essential concepts of the generation theory built by Mannheim, both in terms of time and space. Young people who were born after 2000 and enrolled in university in Istanbul are considered one of the generational units of Generation Z in this research. All of the participants in the study were selected from families with middle-income levels.

This thesis is mainly based on the interpretation of the interviewees' ideas, thoughts, and attitudes about their own generation as well as their lives. The primary purpose of this thesis is to understand Turkish Generation Z in-depth, instead of making general statements and obtaining statistical results. This restricted case study is the limitation of this thesis. On the other hand, this thesis can provide insight into Turkish Generation Z and can be used as a beginning point for a more extensive study.

I made twenty- five interview. I ask approximately sixty questions to participants about different topics. A semi-structured interview is a method of research used in this thesis. Even though I prepared my questions before the interview, I asked them according to the progress of the interviews.

Snowball sampling method is used in this thesis.Interviews lasted over an two hour on average. As I was going to ask mostly personal questions to the participants, I thought a face to face conversation would allow for this kind of intimate communication, thus all interviews made by face to face. For the same reasons as well as privacy reasons , I said to participants that there is no recording during the interview. Instead of recording, I take some notes with my own hand. Participant will remain anonymous. Therefore, nicknames were used in the study. All interviews conducted by Turkish.

In addition to in-depth interviews, short interviews on spesific topics were held with some people who were faced with the same conditions and those who were born after 2000 and enrolled in college in Istanbul. In addition to these, some observations are also included in the study.

In the study, official statistical sources and studies on youth and generations by non-governmental organizations and research companies were also used as secondary sources.

§ 1.3 Organization of Chapters

This thesis consists of four chapters except for the introduction and conclusion chapters. American and European generations will be explained in the second chapter. Five generations from the twentieth century will be studied and compared in various ways. The Greatest Generation, Silence Generation, Baby Boomers, Generation X, and Generation Y are the names of the five generations in chronological sequence.

In the third chapter, Western Generation Z will be explained in detail. The attitudes and behaviors of the members of this generation living in Europe and the United States towards family, education, and socialization will be explained in this chapter.

In the fourth chapter, the generations who lived in Turkey in the twentieth century will be examined. In this section, the differences between generations in Turkey from their peers in Europe and America and the conditions specific to Turkey will be explained. In this section, while explaining the characteristics of the generations in Turkey, the local names given to these generations, such as Republican Generation and 68 and 78 Generation, will be used.

The last chapter will be the core of this thesis and rely on the statements of my interviewers. The relations of Turkish generation Z with their families and their family perception will be examined. In addition, I will attempt to understand the views of young people on education, their views on society, and their socialization styles through their own expressions.

2

20th Century Generations in Europe and America

In this section, the behavior and characteristics of the different generations of the twentieth century will be explained in detail. The generations that came before Generation Z will be examined in this section to understand better the similarities and differences between Generation Z and their predecessor. In addition, another purpose of this section is to help examine how generations were living in different parts of the world exhibit different attitudes and behaviors from their counterparts due to the different historical, social, and economic events they experience in and around the regions they live. Thus, in the following chapter, generations emerging in Turkey in the 20th century will be examined in detail.

In the following part, five different generations in the 20th century will be investigated and compared in some aspects. In chronological order, the names of these five generations are the Greatest Generation, Silence Generation, Baby Boomers, Generation X, and Generation Y. After these, Generation Z in Europe and America will be analyzed in detail.

§ 2.1 Greatest Generation

The first generation group examined in this part is Greatest Generation, born between 1900 and 1924. The origins of their name came from Tom Brokaw's book Greatest Generation. This generation is also known as G.I Generation and World War Two Generation, according to Neil Howe. The childhood and adolescence of this generation coincided with Great Depression 1929. The Great Depression, which had tremendous effects worldwide, also played a significant role in forming this generation's consciousness and character development. Between 1929, when the economic crisis started, and 1933, the unemployment rate in the USA increased by more than twenty percent. At the end of 1933, twenty-seven percent of the United States' total workforce was unemployed. In addition, between 1929-1931, the US industry shrank by 1/3. The GNP of the US, which was $ 104.4 billion in 1929, dropped to $ 58.5 billion at the end of 1932. (Margo, 1993; Rothbard, 2000)

This generation remembered their parents' experiences during Great Depression. As a result of economic crises, money is not very important to this generation, and its expectations are not very high. (Brokaw, 2004) According to different authors, some of the main characteristics of this generation are self-sufficiency and hard work. The trauma caused by the Great Depression was also an instrument of the formation of these characteristics. (Brokaw, 2004; Strauss & Howe, 1991; Suzanne, 2005)

World War Two is another significant major event that influenced the Greatest Generation. One of the century's most significant events had very different effects both politically and socially throughout the world.

According to experts, 70-85 million people are estimated to have died worldwide during the Second World War. In addition, the Greatest Generation is the leading participant in this war, in which millions of people have been wounded. This generation has a strong sense of duty to their country; thus, service to the country was regarded by this generation as a fundamental obligation of citizenship. Due to these facts, most of the Greatest Generation members participated in war voluntarily. (Suzanne, 2005) Besides that, many people thought discipline and military training were decisive in winning the war, and as a consequence of this thought, the Greatest Generation members are disciplined, and their respect for authority is powerful. (Brokaw, 2004) Greatest Generation members who participated in the Second World War share similar values such as duty, honor, and country. Moreover, as a result of both war and the Great Depression, self-responsibility is one of the main characteristics of this generation.

Another noteworthy feature of the Greatest Generation is family and loyalty to family values. According to them, family as a collective fact and loyalty of family is essential for human life. This generation embraced marriage as a sacred matter, and divorce is not an option for them. (Strauss & Howe, 1991) According to Insider Report, when the divorce rate was 2.5 cases for every 1000 people in 1950, it decreased to 2.3 in 1955. In 1958, the rate even dropped to 2.1, with 368,000 divorces in the US.

Despite the fact that women's roles changed during the war and women became more apparent in society, the family roles stayed patriarchal, and the members of the family shared traditional roles. As a parent, they are constantly watching their children and are known as tolerant parents. The Zeitgeist of their time was to get married, have family and do something for their community.

Greatest Generation is also known as Generation of Joiners. This generation embrace working together for the common good and sharing the common good. They have great beliefs for the community and worked in order to increase the community's living standards constantly. Members of this generation have high participation in both non-governmental

organizations and state governments. These participations are important both common good and teamwork. Moreover, this generation's participation in civic communities helps and reinforces self-governance practices. (Suzanne, 2005) According to them, making the United States a better place is the common good, and in order to do that, they make reasonable attempts and participate in civic organizations. At the same time, for this generation, government as a beneficent actor and trust for government and authority are soaring across members of the Greatest Generation.

§ 2.2 Silent Generation

The last members of this generation were born before the end of the Second World War. Therefore, the beginning of this generation is generally considered the mid-1920s. At the same time, different scholars accept different dates for the beginning of this generation. For example, Carlson considered 1929-1945 or Pennington pointed out 1925-1943, etc. (Carlson, 2008) Although known by many different names, this generation, most commonly known as the Silent Generation, took its name from an article published in Time magazine in 1951. This article was shared with the title Younger Generation, and the name Silent Generation was used here.

There are two reasons why this generation was labeled Silent. One of the reasons is that this generation is traumatic due to the reflection of its characters shaped by the social-economic conditions in which they were born. The other reason why this generation is named the Silent Generation is that this generation consists of very few people demographically.

Members of the Silent Generation were born in hard times. Early members experienced their childhood experiences in the 1930s when the effects of the Great Depression of 1929 were harshly felt. Apart from the economic crisis, they also witnessed the high–tension political climate of the 1930s and World War Two. The Great Depression and Second World War had enormous effects on their character development. Their status

as an only child is higher than that of previous and subsequent generations.

Members of the Silent Generation grew up in families where there was traditional family roles. As a result of this, their mother was usually at home when they were growing up. However, due to the fact that their father participated in Second World War, their mothers are also forced to participate more in business life and moved away from home. Thus, during wartime, members of this generation are forced to spend more time alone. In addition, members of this generation spend their childhood in ethnically more homogeneous neighborhoods because they were born during periods when the ethnic separation was much sharper.

The Silent Generation is the generation that has the smallest population among the generations living in the 20th century. According to Carlson, the number of Silent generation members in the USA is around 44 million. (Carlson, 2008) The main reason why the Silent Generation consists of a small number of people is the sharp decline in the fertility rate. For example, for Bundesamt statistics, the fertility rate in Germany, which was over 4.5 at the beginning of the 20th century, fell below 1.5 at the end of the Second World War. Another example, fertility rate in the US decreased below 2.5 during the 1930s.

Along with these, the small size of this generation has given this generation some advantages. According to Carlson, the class sizes at school are smaller. For this reason, the generation members had a higher chance of playing an active role, and they received more attention from their parents. (Carlson, 2008) Moreover, for Easterlin, since this generation consists of a small number of people, they find jobs in the business world more easily and retire early. (Ermisch & Easterlin, 1982)

One of the essential characteristics of this generation is that this generation gets married at a much earlier age when compared to other generations. According to Neil and Howe, the average age at marriage is twenty-three for males and twenty for females for this generation. (Strauss & Howe, 1991) Also, US Census Bureau statistics show that the age of marriage rate in the US decreased below twenty. Moreover, the

generation in which women marry the most is the Silent Generation, and about ninety-five percent of women are married in the US. (Carlson, 2008) The time between school and marriage is short in the USA as well as worldwide. They are universally the earliest generation to marry.

The main aim of marriage for these generations is a secure continuation of life. As a result of these, they have numerous children; thus, when members of the Silent Generation reached the parental age, the fertility rate started to rise significantly again. According to World Bank data, the fertility rate, which fell below 2.5 in the 1930s, reached 3.6 in 1960 in the US. The average number of children of this generation is 3.3 for the US. (Strauss & Howe, 1991) When children grow up, mothers are usually at home, and taking care of children is regarded as the duty of mothers. When viewed from these angles, Silent parents' families are considered the last example of the traditional family.

Moreover, divorce is common among the Silent generation members because their mid-life coincided with the divorce revolution. Although the divorce rate is relatively high, the remarriage rate is also eminent. Giordano argues that the high rate of remarriage is a factor that helps explain the traditionalist way of life of this generation. According to Giordano, the main reason for remarriages is that Silent parents do not know what the single parent experiment is and avoid it. (Giordano, 1988)

Another vital feature of this generation is that they find work very early. Silent Generation members found work at a very early age, both because of their small numbers and historical conditions. The economic boom in the post-war period and the lack of competition in finding jobs increased the opportunities for members of this generation to find jobs that satisfied them. This generation is the closest generation to full employment in history. It is also considered the wealthiest generation in the US due to its high income and investment opportunities.

Silent generation members have negative memories from both Second World War and the 1929 economic crisis, and they remember their parents' unemployment situations. For these reasons, the primary objective of this generation is to protect their jobs. They are aware that they need to work hard to protect their job; therefore, they are disciplined and

hardworking. Their work ethics are substantially affected by the manufacturing economy. Furthermore, their business life coincides with the transition from blue-collar to white-collar jobs. A small part of the previous generation consists of a white-collar, while more than 1/3 of The Silent Generation comprises white-collar workers. (Carlson, 2008)

Members of the Silent Generation adopt a style of leadership in the workplace. They believe in an authoritarian and hierarchical business relationship in the workplace. Moreover, women's participation in the workplace was delayed slightly due to the fact that women were at home when children were growing up. After their children grew up, they became more involved in business life. Education levels are increasing with each generation remarkably; thus, the Silent Generation is more active in education than the previous generation. Although women's participation in education has increased significantly, for some reason, this participation is inadequate. There was a lack of labor during World War II; consequently, women had to work in the war industry. In addition, due to the early marriage of this generation and the social roles assigned to women, women had to abandon education early. Thus, even though women's participation in both work life and education increased, the public sphere was dominated by men while women remained in the private sphere.

Another important characteristic feature of the Silent Generation is that members of this generation feel excessive respect for authority. According to Carlson, Silent Generation is the last stable generation. (Carlson, 2008) They represent and support stable, consistent attitudes and endeavor to pursue a conservative lifestyle; for instance, they prefer to discuss appropriate topics. They have tremendous faith in government and law and order. This generation has a sharp distinction between good and bad. Although they are not as militaristic as the previous generation in military service, they stand between the Baby Boomers who came after them and the previous Greatest Generation. They took an active role in the conflicts during the Cold War, and for them, duty came before pleasure. However, their characteristics originated from civic-minded. Many Silent Generation members receive daily newspapers regularly and use

the newspaper as the primary source of access to information. (Carlson, 2008)

§ 2.3 Baby Boomers

> Baby Boomers, whose first member was born just after World War II, are generally people born between 1946 and 1964. This generation's name comes from the fact that this generation is in large numbers demographically due to the increased fertility rate after the Second World War. According to Pew, the overall Boomer population in the US is seventy-five million. According to Census Bureau, the average fertility rate in the US between 1950 and 1960 is 3.44, whereas after 1964 fertility rate decreased below 2.5. The fertility rate is rising not only in the US but also in the rest of the world. While the fertility rate in Britain was 2.1 in 1950, it increased steadily in the following years, eventually reaching over 2.9 in 1964. (Sigle-Rushton, 2008)

In the same way, the fertility rate in Germany showed an increasing trend from less than 1.5 in 1950 until the mid-1960s and rose to over 2.5 in 1964. (Kendzia & Zimmermann, 2013) One of the essential differences of Baby Boomers from the Silent Generation is that the Baby Boomer generation has no memory of World War II.

Boomers were born in a world in which it is the golden age for television. Television has essential effects on the character developments of Boomers. Along with these, television is crucial for communication. For these reasons, television has a considerable impact on Boomers' worldview. Members of the Boomer generation grow up in an age of optimism and opportunity. According to Ron Zemke, the child is no longer an economic necessity and biological inevitability for boomers' parents. However, instead, child-rearing is now a situation that provides a hobby and pleasure. (Calhoun, 2005) Children mean hope for Boomer parents, and this generation lives their childhood when the spotlight is on children as a symbol of hope. They were overwhelmingly raised in nuclear families, and Boomers are likely to be recognized as a first generational

cohort in which both parents worked. They were raised in families where they celebrated rather than tolerated. (Johnson & Johnson, 2010)

On the one hand, the post-World War II industrialization of healthcare and education coincides with this period. On the other hand, the fertility boom intersects with postwar economic expansion. In the post-World War II period, economic growth, prosperity, and increase in welfare were observed worldwide, independent of the regimes in countries. (Hobsbawm, 1995)

Along with optimism and economic boom, the Baby Boomer generations grew up during the Cold War era. Political events and developments in the world considerably affect this generation formation, and also, those political and social events gave them their reputation. The boomer generation can be called the social movement generation. They became not only the leading actor of the 1968 events, but they also pioneered the spread and development of many social movements, such as anti-colonialism, civil rights movement, feminism, and the environment movement. Boomer's adolescence and youth overlapped with significant social transformations of societies. The Vietnam War is the most important event for this generation, and it is a significant break not only for the United States but also around the world. Boomers around the world have reached a consensus over opposition to Vietnam, and one of the cornerstones of the process leading up to the 1968 movement is the Vietnam War.

Although the internal dynamics of countries played a role in the emergence of the events of 1968, the events of 1968 also have an universal character. Even though it is not a worldwide organizational movement, there are informal connections between organizations and sympathies for each other. According to Fink and Gasset, 1968 as a global and transnational phenomenon. (Beaulieu, 1999) Moreover, Edmunds claimed that Boomers are the first global generation. (Edmunds & Turner, 2005)

Along with the social movement and student protests, they are delivering their global message. At the same time, there is support for

common themes such as freedom and justice worldwide. (Edmunds & Turner, 2005) In addition, for Ivan Jobs, youth was considered as a new international social class in 1968. Their taste and customs unified them universally, and travel is one of the most critical components which provide these international attitudes for them. (Jobs, 2009) Forms of social protest are similar, and protesters use common items and patterns throughout the world due to the fact that activists have networks of communication, both formal and informal. (Beaulieu, 1999)

According to Hobsbawm, the Boomer generation is the first generation to shift to the left in mass at the end of the 1960s. Movements led by this generation in the 1960s were against capitalism in the Western world, while protests in the Eastern Bloc countries aimed to improve socialism rather than against socialism. (Hobsbawm, 1978) Boomer generations in the Soviet Union called Sputnik Generation. Although they grew up in Cold War conditions, similar to their Western counterparts, they grew up in a period of peaceful and organic development, moving away from the excesses of Stalinism. (Raleigh, 2012)

The Vietnam War is also the most crucial factor which led to emergence of the generation gap between the Boomer generation and their parents. Boomers always question authority caused by events such as Vietnam, 1968 events, and Watergate. In addition, these types of events reduced Baby Boomers' confidence in their governments. At the same time, Boomers interrogate the structure of hierarchical relationships in all aspects of life. In the 1980s, when many companies had a top-down command and control system, Boomers entered the business market and questioned and tried to change this top-down system. (Johnson & Johnson, 2010)

Moreover, they are redefining the roles and manipulating the rules in order to accomplish their self-satisfaction. (Zemke et al., 2000) According to Inglehart, Baby Boomers, as lucky, generation does not feel the threat of poverty due to the fact that they were born in the post-scarcity era. At

the same time, they enter the business in a period of almost full employment, as this is a period of economic growth. In addition to this, the period in which they entered their working life is also the period when middle-class jobs increase. (Roberts, 2012) The main factor in Boomers ' job choices is the opportunity. They go to school in crowded conditions, and participated in team sports in schools; therefore, they learn teamwork. Boomers are also considered the first generation to share their material with school friends and work together at school. (Zemke et al., 2000) They are reluctant to be against their peers in business, see the process as more important than the outcome, are loyal to their managers but expect loyalty themselves. Furthermore, Boomers in the US were working in 2019. According to Pew, twenty-nine percent of those between the ages of sixty-seven and seventy-two continue to work, and sixty-six percent of those between the ages of fifty-four and sixty-four continue to work.

Participation in education is increasing. College enrollment is one of the distinctive characteristics of this generation. According to Will Hunton, one of the most excellent chances of this generation is that they have free school, accessible university facilities. Women's participation in education is also increasing. There is a massive struggle to redefine the social roles of women. They are trying to narrow the gender roles gap in the 1950s. Boomer women can take on more secular roles, thus becoming more independent of social bonds. (Strauss & Howe, 1991) Symbolized by Woodstock, rock music, clothing styles, hippie lifestyle is the signature of the boomer generation and spread worldwide, making them different from the older generations.

Individuality and self-centrism are considered characteristic features of the Boomer generation. Boomers are concerned their freedom and personal gratification. Therefore, they embraced the mentality that if the marriage does not work out, throw it in the trash and look at someone else. (Zemke et al., 2000) Boomers tend to marry; however, divorce is common among members of the Boomer Generation. (Lin & Brown, 2012)

Individualism and free spirit philosophy which Boomers had, contributed to the increasing divorce rate among Boomers.

Moreover, Boomers tend to have fewer children than previous generations. According to Giordano, the average child number of Boomers is approximately two. Birth control pills, which came into use in the US in 1960 and became widespread all over the world, played an essential role in declining of the number of children. With the increase in birth control methods and the combination of other factors, the fertility rate has shown a continuous decline for a long time since the mid-1960s.

Boomers are considered the generation that started the age of consumerism. (Roberts, 2012) Due to the fact that this generation did not grow up preparing for war, it is easier for post-materialist values to spread. They also fail to satisfy their perfectionism impulses and develop a unique understanding of perfectionism. This unique perfectionism also appears on consumption. Boomers are constantly in search of finding themselves. Boomers' deductive logic skills are better than inductive experiment skills for the reason that they are more interested in issues such as searching for themselves, searching for the soul. That is why they are more inclined to be philosophers than scientists. (Strauss & Howe, 1991) Therefore, they have an advanced level of cultural wisdom and high self-esteem.

§ 2.4 Generation X

The generation formed by people born between 1965 and 1980 is called Generation X. Generation X is a smaller cohort than Baby Boomers. One of the reasons why Generation X is a smaller cohort is the decline in fertility rate reasoned by introducing the birth control pill in 1960. According to Pew, the number of those born in the United States between 1965 and 1980 was 65.8 million. According to Population Reference Bureau, the fertility rate in the US, which was over 3.5 in the middle of the sixties, constantly decreased between the mid-1960s and mid-1970s and dropped

1.7 in 1977. This generation's name originated from Douglas Coupland's 1991 book Generation X: Tales for an Accelerated Culture. Moreover, since this generation is characterized as a generation that does not know completely what it wants and what they are, X refers to the unknown.

Members of Generation X are children of the Silent Generations or early Baby Boomers. They live their childhood at a time when their society is focused on adults rather than children. When the stage lights were on the Boomers during their childhood, Generation X was equivalent to a middle child in the shade. (Zemke et al., 2000) Generation is also known as latchkey kids. Along with the increase in divorce rates and the spread of single parenthood, and with the participation of both parents in the business, Generation X children grew up away from adult supervision. Generation X is considered the first generation who raised themselves. Growth away from adult supervision and alone has resulted in X generation members being more peer-oriented than earlier generations. (McCrindle, 2014) Moreover, they are more prone to extreme life experiences caused by growing with the lone wolf mentality. (Zemke et al., 2000)

The period they grew up in is quite different from that of the Boomers. Political and economic instability is felt throughout the 1970s when what is wanted politically after 1968 cannot be achieved. Although the dialogue between the United States and the Soviets continued in the early 1970s, relations gradually deteriorated. The Cold War escalated again with the end of the period of detente with the Soviet invasion of Afghanistan. In addition to political chaos, economic instability, especially after the 1973 Oil Crisis, led to increased unemployment and economic difficulties. According to the US Bureau of Labour, the unemployment rate, which was 4.9 percent when the oil crisis started, reached 8.2 percent at the end of 1975. The political chaos and economic difficulties they witness in the world where they live have an essential impact on Generation X: they had a survival mentality. (Zemke et al., 2000)

Generation X is a generation of technology-prone. It is the first generation to use the personal computer and internet technologically. Thanks

to technology trends, they play a pivotal role in the development of Silicon Valley. (Zemke et al., 2000) According to the article GenXers; Reconsidered, published in Time magazine in 1997, their tendency to technology startups contributed significantly to the economic recovery of the 1990s. In addition, the Sony Walkman, which is very important for this generation and heralds the entry into the digital age, was launched in 1979. Along with Walkman, music becomes an integral part of life for GenXers, and this generation is also called the MTV generation. Moreover, Generation X witnessed the emergence of music videos and provided the emergence of alternative rock culture in the 1990s.

Their participation in education is high compared to their parents and previous generations. Generation X is the last generation where higher education is profitable since college education has become something that requires spending a substantial amount of money after GenXers' college graduation. Women's participation both in work and education has increased. Among Generation X members, women are more likely than man to have a college degree. In the US, Gen Xers women are more educated than men. Moreover, due to changes in business life, they are involved in the lifelong learning process with the spread of pieces of training for business life.

AIDS is one of the most decisive events affecting Generation X's character development and transforming their social lives. Giving the name to AIDS / HIV and spreading and attracting attention around the world coincides with the adolescence of Generation X. AIDS has placed on members of Generation X the idea that sex will kill them. According to a study, sexual activities are predominantly limited to one partner. Ninety-one percent of the participants in the study say they have had at least one partner in their lifetime. (“Generation X: Americans born 1965 to 1976,” 2005)

Although marriage remains a common phenomenon, the number of unmarried people is also too high to be underestimated. In the United States, the marriage rate has been on a steady decline since 1970. (Cruz, 2012) Although there is a certain amount of divorce, there is also remarriage, and meanwhile, the age of marriage and the age of having children

increased. Fertility rates which decreased during the 1970s, entered an upward trend again in the 1980s.

Since the members of Generation X are the parents of some of the members of Generation Z, which is the main subject of this thesis, it is also necessary to mention the parenting attitudes of the members of Generation X. According to Strauss and Howe, Generation X parents are defined as stealth fighter parents rather than helicopter parents. (Strauss & Howe, 1991) As parents, they do not concentrate on minor issues considerably, and they intervene strongly and effectively in serious events. They know and choose when they should attack and when to step back. They are defined as security moms and committed dads that are more protective, and more interventionist than Boomer. They spend considerable time on surveillance and monitoring activities that their children do. For example, they control internet history in order to understand their kids' activities. In addition, they closely monitor children's school lives and are in constant contact with school members and the parents of other children. Moreover, They are more interested in how schools will create opportunities for children, and how the proper education should be, and they develop themselves in child-rearing and teaching methods.

GenXers are the last cohort who experienced the golden age of American prosperity. (Strauss & Howe, 1991) Members of Generation X do not pay significant attention to work. Even though preceding generations considered business life a survival tool, Generation X members considered business life to be mindless, dull, and exhausted. They think that business life and private life should be divided. (Yu. & Miller, 2005) According to Gen Xers, business is a just business; therefore, their work ethics is insufficient. (Jurkiewicz, 2000; Zemke et al., 2000) Generation X is not willing to work with the same employer for a long time. According to Pew Research, the proportion who have worked in the same workplace for more than 15 years is just fifteen percent. (Fry, 2018) Generation X prefers more flexible working hours and an informal working environment, and in addition, Generation X thinks they need to be given a certain degree of freedom by managers to get more productivity from themselves. They

think that managers should earn respect based on their personality and performances, not their titles. Although GenXers have teamwork abilities substantially, they give greater importance to short-term reward and commitment to self. (Jurkiewicz, 2000) Since they grow up with the computers and technological advances, they have a predisposition to high-tech jobs. Combining their interest in high tech with entrepreneurial behavior, they play a role in creating a high-tech industry that would provide economic recovery in the 1990s. (McCrindle, 2014; Zemke et al., 2000)

Individualism and cynical attitudes are some of the most common characteristics of GenXers. According to a study conducted by Stanford University in 1998, Generation X members have shown more cynicism and disaffection than previous generations. However, on the other hand, they have soaring self-confidence caused by growth alone. (Zemke et al., 2000) They believed that the world they live in is individualistic; thus, there is no common interest in the world, and everybody pursues their own interest and does what is best for themselves. (Johnson & Johnson, 2010; MacKellar, 2014; Strauss & Howe, 1991) They prefer equal relationships rather than hierarchical ones, but also they have respect for authority and are reluctant to challenge it. Members of Generation X have greater confidence in good intentions and well-designed corporate processes. In addition, personal accountability and bottom-line initiatives are more reliable for Generation X. (Strauss & Howe, 1991)

§ 2.5 Generation Y

Generation Y consists of individuals born in the last two decades of the twentieth century. In general, members of Generation Y are considered to be born between 1980 and 2000 or between 1980 and 1995. One of the reasons why we called this generation, GenY is that Y came from 'why', referring to the fact that members of this generation interrogate almost everything. (Viswanathan & Jain, 2013) According to Strauss and Howe, due to the fact that the letter Y comes after the letter X in the

alphabet, this generation is called Generation Y. Moreover, this generation is also called the Peter Pan Generation. (Levickaite, 2010) Levickaite claimed that they do not want to grow up and stay home more than any other generation. In addition to these, members of this generation are also called Generation Me because they have confidence and tolerance on the one hand, but on the other hand, they have a sense of entitlement and narcissism. (Twenge, 2008) The other name most commonly used for Generation Y, especially in the US, is Millenials. According to the Oxford Dictionary, Millenials are called people who reached young adulthood in the 21st century.

One of the most used names for this generation is echo boomers. One of the reasons for this is that they are demographically similar to Baby Boomers due to an increased birth rate. According to US Census Bureau, the fertility rate, which was 1.77 in 1980, entered a continuously increasing trend until 1995 and reached 2.03 in 1995. According to Pew, members of Generation Y constituted 28.6 percent of the US population in 2013. Moreover, for Pew Research which was conducted in 2016, Generation Y transcended Baby Boomers to become the largest living generation in the United States. (Fry, 2016)

Another reason why this generation was called echo boomers is that the parents of Generation Y usually consist of Baby Boomers. Their parents have crucial effects on GenYers' character development, and parents of GenYers who are called helicopter parents have interfered with every sphere of their children's lives. Generation Y is usually planned children and born in a nuclear family and raised alone, similar to Generation X. Divorce is a common phenomenon during their childhood. Even though they have a comfortable childhood, the transition to adulthood is a slow and troublesome process. (Oliver & Huntley, 2007) They are exposed to parents who know everything, follow every moment, and interfere in everything. However, Generation Y members' relationship with their parents is more egalitarian rather than hierarchical. In addition, the relationship between parents and GenYers is similar to friendship which

means that their relationships are based on counseling, support, and assistance. (Oliver & Huntley, 2007) For these reasons, their relationship with Baby Boomers, who have both trainers and parents, is pleasant. (Pew Research Center, 2010)

Members of Generation Y tend to live with the family even if they are over the age of 18. This is often about economic difficulties and constraints in finding a job. (Viswanathan & Jain, 2013) In addition, because this generation is more focused on their school and career rather than on the new relationship or the new family, they tend to stay with their families and consult their parents about their future. (Pew Research Center, 2010) Moreover, members of Generation Y are tribal creatures. (Oliver & Huntley, 2007) According to Huntley, Generation Y members have an excellent bond with their friends, and friends mean family to them. Their friends allow GenYers to avoid domestic situations, and besides, they love to spend time with their friends; for them, a friend comes before a relationship. (Gravett, 2009) Furthermore, GenYers know everything about their friends, and their friends also have a remarkable influence on their lifestyle.

9/11 attacks and the 2008 economic crisis are turning points in the lives of this generation, and these events have significantly affected the character of Generation Y. Generation Y is the generation most affected by the 2008 economic crisis and the global economic downturn after it. (Calhoun, 2005) Moreover, especially after the 9/11 events, due to the fact that terror attacks spread all around the world, GenYers think that they lived with uncertainty. (Oliver & Huntley, 2007) Although it did not have as significant an impact as the 2008 crisis and the September 11 attacks, the developments in the 1990s also had an impinge on Generation Y. In the 1980s and 1990s, there was industrial reconstruction in Western Europe, Canada, and the United States, and an increase in the proportion of temporary and part-time jobs. (Krahn & Galambos, 2014) In addition, GenYers experienced a downsizing divorce rate and higher education, which user pay for the first time. (Oliver & Huntley, 2007)

Generation Y is the last digital immigrant generation in history. According to Prensky, he argues that people born in the digital age are

digital natives, while digital immigrants are people who are not born in the digital age and learn about digital developments later and adapt to the digital age eventually. (Prensky, 2014) According to a study conducted in the US in 2007, ninety-four percent of Gen Yers said that they have a mobile phone, and ninety-seven percent said that they have a computer. (Junco & Mastrodicasa, 2007) Generation Y is the first always-connected generation in history, and eighty percent of them said that they have slept with their mobile phones. (Home & Strauss, 2018; Pew Research Center, 2010).

GenYers embrace all kinds of digital developments. According to GenYers, using technology distinguishes them from older generations and making them different. The mobile phone is the icon for Generation Y; the mobile phone represents a tool and is considered a personal accessory, which is also a symbol of freedom and flexibility. (Oliver & Huntley, 2007) They could not imagine the world without cell phones. Moreover, GenYers do not understand how previous generations connect with each other and how they meet their friends. Members of Generation Y connected 7/24 and above the sixty-five percent of them used a computer before five ages. (Calhoun, 2005) Moreover, Calhoun claimed that they are considered an authority when growing up, and parents consult GenYers for digital issues. They actively participate in social networks. Social media has become an inextricable part of GenYers. They use social media for entertainment, socializing, and leisure purposes. According to Bolton, GenYers need technology in order to satisfy their entertainment impulses. (Bolton et al., 2013)

GenYers is the first generation to think of themselves as a global generation. (Howe & Strauss, 2018) According to Howe and Strauss, primary reasons why GenYers thinks of themselves as global is the spread of the internet and another reason is satellite television. Moreover, Generation Y is the first global consumer segment caused by global internet connection and worldwide communication. Members of Generation Y shared common global youth culture of music, fashion, and movies. (Oliver & Huntley, 2007) GenYers always questioned authority. (Pew Research

Center, 2010) As a result of the crises in the world, this generation has become the pioneer of many social movements with its influence on social media. (Milkman, 2017) Many movements such as Occupy Wall Street, the Arab Spring, and the Ukrainian protests emerged and developed under the leadership of Generation Y members. GenYers was one of the most prominent participants of the 21st-century social movements in many parts of the world, such as Brazil, Canada, and Chile.

GenYers envisioned education as a significant matter in order to live a better life in their adulthood. For this reason, GenYers are highly involved in university education, and they intend to participate in further education. However, they face a massive debt burden at the end of their education, as they usually fund their university education themselves. In addition, the transition to business life after education has become a more complex and exhaustive process than before. (Krahn & Galambos, 2014)

Generation Y is more reluctant than other generations to marry and have children, and the generation who married at the lowest rate is Generation Y. According to Pew Research, in 2013, only twenty-six percent of Millenials between 18 and 32 are married. (MacKellar, 2014) One of the reasons for the decline in the marriage rate for the US is the decline in stable full-time jobs. A research conducted by Wharton School in 2010, approximately fifty percent of Millenials do not plan to have children. Therefore, the age of having children is increasing in parallel with the age of marriage. GenYers are more open to nonconventional behaviors related to parenting and marriage. They are equipped with child-rearing, and they try to improve themselves.

Members of Generation Y are starting their careers at a time when unemployment is rising. The 2008 economic crisis is affecting this generation enormously; thus, they cannot be picky about business and lower their expectations. However, despite all these, they are optimistic about their future. (Pew Research Center, 2010; Posnick-Goodwin, 2010) GenYers devote more time to their private lives than work life, but they also have a hardworking attitude to work to establish a balance between work life and private life. (Luscombe Jenna, Lewis Ioni, 2013) They want to be

supported to show their hard work in business; in that sense, support means real-time feedback. (Calhoun, 2005) GenYers expected from their employer regular feedback and want to be rewarded for their contribution. Millennials perceive work as a place to make a difference. In business life, GenYers are described as multitasking, goal-oriented. (Berkup, 2014; Van den Bergh et al., 2014) They have high expectations clear goals, and they are committed to their companies, and in return for their commitment, they want to be believed in and given opportunities to improve themselves.

They want to be a team player. According to a survey, seventy-two percent of GenYers want to be part of productive teams. (Luscombe Jenna, Lewis Ioni, 2013) Their comfort in technology affects their workplace preferences, and for example, they prefer communication over e-mail rather than face-to-face communication. According to BBC, GenYers have worked in part-time jobs more than other generations. Furthermore, social responsibility has effects on both job preferences and consumption preferences of Generation Y. According to the Core 2013 survey, if the company is concerned with social issues, ninety percent GenYers said that their trust for the company increased, and also eighty-nine percent of GenYers said loyalty increased. Members of Generation Y understand the global market and have a consumer perspective because GenYers are lifelong consumers. (Luscombe, Lewis, 2013) They are prone to buy customized products and personalized services. (Bolton et al., 2013)

According to Pew Research, sixty-one percent of Millenials saw their generations as unique, and they claimed their generations have distinct characteristics. (Pew Research Center, 2010) Due to the fact that GenYers have grown in value, they have high self-esteem. They embrace multiple modes of self-expression thanks to social media. Great number of Millennials live in a metropolitan area, and they are reluctant to live in the countryside. According to Huntley, freedom, choice options, and flexibility are essentials for this generation. (Oliver & Huntley, 2007) This generation wants a structure where their independence and freedom are not restricted; therefore, they are often multicultural and civic-minded.

According to Economist research (2013), GenYers are more liberal than older generations on social and political issues. Along with this, for Pew research, sixty-eight percent of GenYers support same-sex marriage, percentage that is the highest among generations. Moreover, according to Pew study in 2014, over the fifty percent of Millenials defined themselves as independent when asked which political party they supported. According to the same research, only nineteen percent of GenYers said that most people could be trusted. (Pew, 2014)

3

Generation Z

In this section, Generation Z, which is the main subject of this thesis, is examined in detail. In this section, Generation Z is meant to be Generation Z in the West. The reason for the distinction between Generation Z in the West and Generation Z in Turkish is that national conditions are one of the criteria that play a decisive role in the characteristics of generations. In the introduction of the chapter, the basic features of Generation Z will be mentioned. Then, Generation Z's socialization intentions, relations with their families, and their views on education will be explained in detail.

Generation Z is defined as a group of people who were born after 1995. (Jason R. Dorsey, 2020.; Seemiller & Grace, 2019; Tulgan, 2013) The main reason why 1995 was chosen as the start date of this generation is that Generation Z is the post 9/11 generation. (Seemiller & Grace, 2019) People who were born after 1995 do not remember what happened on September 11. Gen Zers learn things related to the 9/11 attacks in their history classes and the internet. (Jason R. Dorsey, 2020) Along with these, GenZers who live outside of the US are exposed to this situation in classes with geographical lenses. For all these reasons, while the September 11 attacks were one of the critical events affecting the characters of Gen Y

members, Gen Zers do not properly understand the chaos and tragedy caused by this event. (Fromm, 2015) One of the main differences between Gen Yers and GenZers stems from these different perceptions and memories of the 9/11 attacks.

According to Zebra IQ, the worldwide population of GenZ born between 1995 and 2010 is approximately three billion, and this generation constitutes thirty-five percent of the world population. Even though Generation Z does not remember the 9/11 attacks, at the same time, they live with constant terror, such as Orlando Club shooting in 2016, Manchester Attack in 2017. (Parker et al., 2019) Besides, GenZers witnessed Arab Spring, religious terror, and the rise of populism. For these reasons, one of the top concerns of Generation Z is random violence. (Smith & Cawthon, 2017) Moreover, many GenZers were born and lived in urban areas; therefore, they have encountered various subcultures. (Turner & Turner, 2018)

According to World Bank data, while only thirty-three percent of the world's population lived in urban areas in 1960, this rate increased to over fifty-five percent in 2019. When we look at the basis of countries, especially when we look at Western Europe and the USA, the ratio of the urban population to the total population is eighty-two percent in the USA, while this ratio is seventy-four percent for the European Union. According to Pew Research, this generation is the most ethnically diverse generation in history. In the US, eighty-two percent of Baby Boomers are white, while in 2019, only fifty-two percent of GenZ members are white. (Parker & Igielnik, 2020)

GenZers are a modest generation about diversity, racial equality, and immigration issues because they come from urban life and they coexist with different ethnic cultures. Along with diversity issues, Generation Z cares about climate change, gender, and social justice issues, and they refuse the existing status quo about these topics. In these topics, GenZers

can behave similarly to people who have a far-left ideology. (Jason R. Dorsey, 2020) Defining demand of GenZers on social and political issues is human equality. (Fromm, 2015)

GenZers are pragmatic. They avoid risky behaviors and have less tendency to take a risk. (Fromm, 2015; Seemiller & Grace, 2019) According to studies with Gen Z, members of Generation Z describe themselves as fair and honest. (Sparks&Honey, 2014) Moreover, members of Generation Z define themselves as open-minded and responsible. (Seemiller et al., 2019) According to a 2017 study conducted by GenZers who attended college, eighty-three percent of young people said that they see their empathy abilities above the society average.

Success is one of the essential sources of motivation for GenZers, and seventy-four percent of GenZers find motivation through achievements. (Seemiller & Grace, 2019) According to studies, more than half GenZers indicate that personal accomplishments are valuable for them, and the proportion of GenZers who care about personal success is eleven percent higher than the proportion of Generation Y. (Fromm, 2015) They often argue that the title should be earned, not given from birth or from above. Moreover, unlike previous generations, Generation Z believe that if something is getting harder, they should try it differently. In addition, if they fail in something, they tend to leave that topic and try something new, rather than stay on what they have failed and try again and again. (Darla Rothman, 2020)

Technology is the crucial matter which gives Generation Z its distinctive characteristic. GenZers the first generation to grow up without remembering the world without the internet. This generation is considered as an initial digital native generation. The technology dependence of members of GenZers shaped their attitudes and behaviors ultimately. The essential features that distinguish Generation Z from other generations are due to the fact that they were born into the digital world.

§ 3.1 Education

Most of the GenZers are in the educational stage in their lives these days. GenZers are the main subject in education, and they are involved in intense relations with the educational system. For these reasons, it is noteworthy that explaining GenZers' view of education, their expectations from education, and their relationship with their instructors.

Education has become an indispensable part of life as the education policies, which are applied universally, increase the duration of education worldwide. According to Adobe Study, the average person spends more time in education than previous generations. (Anon, 2016) Members of Generation Z are both widely involved in education and remain in the education process for a long time. In addition, GenZ is the generation most inclined to pursue a college education in the US. In 2018, fifty-seven percent of people aged 18-21 were enrolled at university, while this rate was fifty-two percent in the same age group in the previous generation. (Parker & Igielnik, 2020) Moreover, according to Kids Count Data Center, the proportion of people aged 16-19 who are high school students or dropouts has dropped from eleven percent to four percent between 2000 and 2018.

Education is essential factor shaping an individual's success and societal prosperity, according to GenZers. (Hampton et al., 2020) GenZers participate in university education widely; however, GenZers desire to be part of global education as they are aware of changing educational dynamics. The learning experience of GenZers is not limited to campuses. For example, Duolingo, one of the most preferred applications on Google Play and the Apple Store, provides free language education. According to the Duolingo website, it has over three hundred million active users and

approximately forty-two million monthly active users. Moreover, websites such as Coursera and OpenCourse, provide students with courses offered at various universities around the world over the internet.

Countless platforms are available that help the members of Generation Z find any information easily. (Smith & Cawthon, 2017) Nowadays, information has become more democratic and accessible than ever before. Generation Z can access unlimited information from various places. GenZers reach detailed information and videos quickly to find out what events which previous generations experienced. (Generation, 2015)

The most prominent tool used by Generation Z for self-learning is Youtube. GenZers uses Youtube similar to search engines. Generation Z members are searching and learning directly on Youtube for things they are curious about, and the subjects they are interested in. This generation is called YouTube a Google tube. (Dorsey, 2020) Youtube is essential for this generation in the educational sense. For example, if they have math class, they move on YouTube and learn their class. 2/3 of GenZers use YouTube for learning new information and their educational purposes, and half of the GenZers say they cannot live without YouTube. According to Sparks Honey research, fifty-two percent of Generation Z members utilize YouTube to supplement their online courses. The multimedia nature of the video allows students to witness a virtual experience by going beyond just reading about the topics.

At the same time, Youtube is an indication that there is a new form of education. GenZers who participated in higher education have numerous possibilities that older generations did not have. Many GenZers come to the classroom with smartphones, tablets, and laptops; thus, they stay connected even during the lesson. This situation creates a new type of learning environment. Students can access more information online than their teachers have ever known and taught them by staying connected. (Hampton et al., 2020)

Technology has become an indispensable part of the educational process. Many students use video and multimedia content as classroom tools. Sixty-three percent of GenZers say they watch online lessons. In addition, eighty-five percent of the students utilize online resources for their homework. (Smith & Cawthon, 2017) Moreover, more than fifty percent of Gen Z members spend 2-5 hours on classroom-related assignments outside of the classroom that is in the digital environment.

Changing conditions in the education system have also changed students' demands and perspectives on the education system. In their education process, GenZers embrace the social learning environment in which they are directly involved. (Kozinsky, 2017) GenZers are unwilling to be passive learners. The learning method that Generation Z members prefer and find the most effective is observation and practice. According to Kozinsky, fifty-one percent of GenZers think that they learn by doing and it is the most efficient way. (Kozinsky, 2017) For GenZers, creativity should be considered a significant component of classroom activities. (Anon, 2016) At the same time, Gen Zers desire the personalized way of learning in their educational process. Therefore, GenZers demand a curriculum that they prepare according to their own educational plans. (Acer, 2017)

GenZers' collaborative learning environment is not limited to personal interaction, but they want their digital tools to be intensely adapted to the learning process. In today's world, where technology is fully integrated into life, they also demand technology to be an essential part of education. (Kozinsky, 2017) According to Adobe study, ninety-three percent of GenZ said that interactive digital media should be added to the education process. (Anon, 2016)

Members of Generation Z, who have an attention span of approximately eight seconds, can have an attention problem very easily. Suffering from poor concentration and short attention span, GenZers see the structure of the lesson and the instructor's in-class attitude as the most fundamental variables that will help them direct their focus to the lesson.

GenZers expect the instructor to be excited about what to teach. (Seemiller & Grace, 2019) Due to the fact that the members of Generation Z can access information very quickly thanks to the digital world, they also demand quick answers from their teachers. (Swanzen, 2018) For GenZ, visual learning methods are more effective than traditional methods such as reading and listening; thus, GenZ does not prefer learning through reading and listening. This generation expects educators to develop innovative methods and add digital content to the curriculum. (Seemiller, 2020)They think that simulations, applications, and games can be used to ensure interaction within the classroom.

§ 3.2 Family

Family is one of the prominent and most influential factors in the character development of a new generation, and therefore it is essential to examine the relationships of Generation Z with their families. Eighty-nine percent of GenZers think that their families are the most influential people during their character development. (Seemiller & Grace, 2019)

The parents of Generation Z are primarily members of Generation X, and some of them are from Generation Y. Parents of GenZers often experience the 2008 economic crisis extensively, which affects families' parenting styles.(Dorsey, 2020) Parenting dynamics and styles of each generation are different from each other. Gen Xers are called latchkey kids because of their parents, and millennials experience helicopter parenting while GenZers witness much more different parenting relationships called a trusted mentor. (Smith & Cawthon, 2017) Many different names call GenZers parents; Howe and Strauss use the stealth-fighter parent concept to describe GenZ parents, while the concept of co-pilot parent is also used for GenZers parents.

While Generation Z witnesses a period in which family structure changes and norms evolve, this generation is also a product of these changing dynamics. One of the most fundamental changes in family structure is the increase in single-parent households. Twenty-two percent of households with children in America compromised of single-parent households in 2017. (Seemiller & Grace, 2019) In addition to the increase in non-married parents, there is a significant increase in the number of multi-generation households. While thirty-seven percent of parents were married couples raising their own children in 1960, today, only sixteen percent of households consist of nuclear families in the US. (Fromm, 2015)

GenZ says their family heavily influences them. Eighty-eight percent of GenZs say they see their parents as role models. (Smith & Cawthon, 2017) Generation Z members tend to see their family as friends. Between sixty and eighty-five percent of this generation said that they are very close to their families. (Seemiller & Grace, 2019) For GenZers, family is the primary source of sentimental and financial support. Instead of being embarrassed by the proximity of their parents, GenZers are delighted to spend time with their parents and prefer to hang out with their families. (Fromm, 2015) At the same time, GenXers, who are the parents of the GenZers, are more concerned about spending quality time with their children rather than raising the perfect child. (Swanzen, 2018)

Roles of individuals within the family and communication between family members have become more democratic and open on family structure in today's world. (Fromm, 2015) GenZers consider their parents as co-pilots rather than seeing their parents as perpetually hovering or constantly monitoring their every move, and they invited them to their ride. (Seemiller & Grace, 2019) Along with that, sixty-nine percent of GenZers reckon their parent as role models. (Smith & Cawthon, 2017) The majority of GenZers state that their families are extensively involved in their decision-making processes.

Moreover, GenZers say that their families are the most influential people in the decision-making process. GenZers consult their families before deciding on an important issue. In addition, members of Generation Z pursue advice from their parents on almost anything, not just specific

topics. Many Generation Z members claim that they can talk to their families about topics considered taboo in society, such as drugs, alcohol, and protected sex. (Smith & Cawthon, 2017). According to Pew Research, ninety-four percent of parents say they talk to with their children about appropriate online content, while ninety-two percent say they discuss appropriate behavior with their children. (Anderson et al., 2016)

As parents are involved in the decision-making processes of Generation Z, GenZers also intensely participate in the decision-making processes of families. When decisions are made on many various issues, families receive their children's opinions, and these ideas are taken into account by the family members. For Ernst & Young Report about GenZ, ninety-three percent of parents state that their children are involved in making decisions about what to spend. (Merriman, 2015) Moreover, according to research conducted by IBM, sixty percent of GenZers claimed that they effectively participated in family decision-making processes. (Cheung et al., 2017) In addition, even though single-parent families or dual-income families spend less time with their children, they also include their children in decision-making processes. (Fromm, 2015)

Although GenZers maintain an excellent relationship with their parents, their parents continue to monitor the Generation Z constantly. However, parents of Genration Z know where they will attack instead of making moves about everything, and they perpetually keep their children under surveillance. According to the Pew Research Center study, even though ninety percent of parents trust their children in social media, sixty-one percent of parents say that they control the websites their children visit, and sixty percent of the parents say they control their children's social media accounts. (Anderson et al., 2016; Smith & Cawthon, 2017) In addition, when parents establish a democratic, open, and dialogue-based relationship with their children, again, parents carefully monitor and hover over their children's behavior in all areas.

Families of GenZers have an important place in the life of GenZ. According to Gen Z Starter Studies, more than fifty percent of GenZer determined that solid family life is one of the most crucial requirements of the

good life. Moreover, for College Group Study, sixty-five percent of GenZers cite family as one of the five most important characteristics of an ideal life. Also, seventy percent of GenZers say the family will be an essential priority in the future. (Broadbent et al., 2017)

GenXers, parents of the members of Generation Z want to develop individual responsibility values for their children. (Smith & Cawthon, 2017) At the same time, they encourage their children to be independent by raising them to be pragmatic. (Swanzen, 2018) Fifty percent of GenZers are encouraged by their parents to gain professional experience. (Seemiller & Grace, 2019)

§ 3.3 Socialization and Digital Media

Generation Z is the first digitally native generation in history, and they are 7/24 connected. (Dorsey, 2020; Fromm, 2015; Seemiller et al., 2019) One of the main reasons why this generation is called a digital native is that Generation Z does not know the world without the internet. (Seemiller & Grace, 2019) GenZers are always connected, and they intend to do everything online. All generations have extensive access to the internet, but GenZers do not remember the pre-internet era and have been part of the digital world since their birth. The average first mobile phone age for GenZers is twelve. (Seemiller & Grace, 2019) According to Common Sense Media Research, eighty-eight percent of GenZers used laptops between five and eight. Even when they do not have their own technological tools, GenZ get involved in the digital world from a very young age thanks to their parents' technological tools such as tablets, phones. Moreover, many Gen Z have their first digital footprints in the digital world with sonogram photos shared by their parents, even before they are in the world. (Fromm, 2015)

The internet and digital life are the matters that have the most influence on the behaviors and characteristics of Generation Z. Their world is entirely constructed by technology, especially the internet. (Smith &

Cawthon, 2017) GenZers make a new definition of standard thanks to the internet and technological developments. Perpetual connectivity and real-time access to information associated with quick and consistent communication are considered normal for GenZers. (Seemiller & Grace, 2019; Smith & Cawthon, 2017) While GenZers learn fast, they consume fast as well. (Fromm, 2015) Therefore, speed is one of the most indispensable components of the normal that this generation defines. The normal for this generation is ordering at the click of a button and delivering the ordered items on the same day. (Dorsey, 2020)

Generation Z is not only in constant connection with their local environment but also with the whole world. This constant global connection also plays a decisive role in shaping the perspectives and behaviors of GenZers. (Seemiller & Grace, 2019) Technology and the digital world have a mission to facilitate the evolution of personal identity and social sets. (Morris, 2020) Thus, the digital world provides a new identity creation tool for Generation Z. The digital lives and identities of GenZers also affect their relationships in real life. (Fromm, 2015)

The internet is an indispensable component of Generation Z, and this generation tends to manage all their work on the internet. Although the internet possesses an important place in the life of this generation, social media websites, which render this generation in constant contact with their peers, families, and the World, are the most common reason for using the internet. According to We Are Digital Report, there are 4.14 billion social media users in the world in 2020. (We Are Social, 2020) Although all generations are actively engaged in social media use, Generation Z has more accounts on different platforms than other generations because they were born into social media and grew up in this environment. More than fifty percent of GenZers possess more than three social media accounts on various social media sites. (Seemiller & Grace, 2019) According to a State of GenZ study conducted in 2019, ninety-five percent of GenZers use and access social media. (Dorsey, 2020) GenZers uses social media for many different purposes, such as entertainment, and

information retrieval. Along with this, social media is the default communication instrument for Generation Z. (Dorsey, 2020)

GenZers uses social media very effectively and comfortably. Instant messaging is the main form of communication used by this generation on or outside of social media. GenZers prefer texting rather than phone calls. According to Pew Research Center, Generation Z sends an average of 109.5 instant messages per day. Speed, which is one of the essential characteristics provided by the internet and digital media to this generation, also affects the communication preferences of this generation. Therefore, Generation Z expects fast and personalized communication. (Dorsey, 2020) Moreover, Generation Z members can communicate with each other very quickly without being in the exact location thanks to social media, and they can also communicate with each other via many applications. (Fromm, 2015) Regular communication for GenZers is communication through social media, video apps, and messaging apps.

The communication style of Generation Z differs from other generations in certain aspects. Generation Z members extensively employ instruments such as emojis, icons, gifs. In addition, Generation Z members are qualified enough to accomplish all communication through these emojis. (Smith & Cawthon, 2017) Furthermore, memes, which Generation Z mostly prefers, are one of the forms of communication that have emerged with this generation. More than fifty percent of GenZers do not prefer to communicate via e-mails and phone calls because they think phone calls and e-mail are considered excessively formal and take too much time. (Smith & Cawthon, 2017)

People have the chance to be online 24/7 and connected to all around the world; GenZers uses these facilities. Every member of Generation Z is online for a minimum of an hour on a daily basis. In addition, most GenZers are online between two and seven hours every day. (Giunta, 2017; Smith & Cawthon, 2017) Moreover, GenZers can be connected to any particular device such as phones, tablets, and laptops simultaneously. Since they are connected with many devices at the same time, GenZers can manage their work from different devices at identical times. For example, while doing homework on the computer, they can watch videos on the

tablet and communicate with their friends through the smartphone. This is why many GenZers say they are multitasking when defining themselves. In addition, more than fifty percent of GenZers say being multitasking does not have any negative impact on their work. (Seemiller & Grace, 2019) However, besides the positive effects of being multitasking, GenZers are splitting their time and focus into multiple screens online at the same time. Thus, being multitasking negatively affects the focus of GenZers, whose attention span is already modest.

While GenZers are online on many alternative devices simultaneously, their primary device preference is smartphones, and GenZers' phones have always been smartphones. Seventy-five percent of GenZers say that the device they care about most and prefer first is smartphones. (Fromm, 2015) Moreover, fifty-five percent of GenZers pointed out they spend more than five hours a day on smartphones. (Dorsey, 2020) According to Pew Research Center, thirty-one percent of GenZers indicate that they feel uncomfortable even when they are away from their phones for half an hour. (Parker & Igielnik, 2020)

One of the most common uses of GenZers to use the digital world is for entertainment. GenZers define watching practices through digital media over mobile screens. Generation Z prefers streaming platforms such as Netflix, Hulu, and HboMax instead of television in order to watch something. Streaming platforms allow this generation to access the content they want at any time and on the screen. (Seemiller & Grace, 2019) Moreover, although there are countless degrees of content in the digital world, GenZers always prefer selective broadcasting that is free or inexpensive but also based on reviews and recommendations from friends and users. (Fromm, 2015)

Video content is almost everything for Generation Z; therefore, YouTube is the essential social media network for this generation. GenZers consume video content for everything, including entertainment, lessons and information acquisition, and so on. According to We are Digital 2020 Report, while two billion people access YouTube every day, the number of videos watched daily reached one million. (We Are Social, 2020) We Are

Flint studies conducted in 2018 showed that ninety-six percent of GenZers access YouTube regularly. Besides entertainment content, YouTube has also become one of the essential sources for access to information. Ninety-seven percent of GenZers watch videos from YouTube at least once a week to learn how to do something they are interested in. (Dorsey, 2020) According to research conducted by Google, seventy percent of GenZers watch videos for three or more hours a day, and this ratio is three times higher than the video watching rates of adults. (Seemiller & Grace, 2019)

Moreover, while ninety-three percent of college student GenZers visit YouTube once a week, most of them access it multiple times per day. (Smith & Cawthon, 2017) For GenZers, YouTube can also be used as a personal branding instrument because GenZers are not just video consumers, but numerous GenZers widely produce content on Youtube. As a result of this, a professional group known as YouTubers has emerged today.

Another social media network that Generation Z uses most widely after Youtube is Instagram. Ninety-five point eight percent GenZers have an Instagram account. Instagram is a platform where lifestyle experiences, identity, and personal values are showcased for Generation Z. Instagram is considered an instrument for this generation to show themselves to the world; therefore, GenZers are creating their own brands' thanks to Instagram. This generation considers this platform as an application that allows GenZers to demonstrate how they want the world to see them. (Dorsey, 2020) Therefore, prime time does not mean anything about television; for GenZers, prime time is the right time to post photos on social media sites. (Dorsey, 2020) Moreover, according to members of Generation Z, the use of Instagram accounts is an issue to worry about; GenZers are considering optimizing the number of likes for their photos. (Fromm, 2015)

Snapchat has been one of the most prominent social media networks among GenZers since its foundation in 2011. According to We are Digital Report, while Snapchat has 433 million active users globally; fifty-eight point nine percent of these users consist of a member of Generation Z.

(We Are Social, 2020) One of the fundamental reasons why Generation Z widely prefers Snapchat is that Snapchat is the most effective and rapid application that provides the instant and screen-based visual communication demanded by this generation. (Dorsey, 2020) In addition, Snapchat offers a solution the security concerns of this generation, as it can send photos only to people they choose and delete the photo after the photo is seen. Snapchat allows GenZers' self-selected people to present their reality rather than the perfect moment Instagram offers. Therefore, while GenZers take more than forty photos for a post on Instagram, they take only three or four photos for Snapchat. (Dorsey, 2020)

Members of Generation Z perceive Facebook as old-fashioned and think that it is suitable for the elderly. Although most GenZers have Facebook accounts, they do not use it actively because it is old-fashioned, and their parents actively participate in Facebook. Only fifty-three percent of GenZers who have an account on Facebook post on their accounts. (Seemiller & Grace, 2019)

GenZers utilize Twitter primarily in order to access news and information. Twitter possesses 353 million active users worldwide; in the meantime, thirty point seven percent of all users comprise GenZers. (We Are Social, 2020) Twitter offers the opportunity to follow the latest news quickly and instantly for GenZers, in addition to being a real-time source of information on particular topics. The hashtag feature provided by Twitter makes it easy to get information on specific topics, and also GenZers can easily filter the topics of their interest. (Seemiller & Grace, 2019; Smith & Cawthon, 2017)

Generation Z can freely express their opinions on social media networks such as Twitter and blogs from an early age. For this reason, Twitter is perceived as a kind of activism platform for GenZers where they can express their opinions freely and comfortably on various issues. (Dorsey, 2020; Morris, 2020) GenZers interact with social movements from an early age through social media networks; at the same time, GenZers do not hesitate to express their support for these social movements through social media networks through likes, shares, and comments. As

a generation with a high degree of community awareness, GenZers feel they have the power to make such changes through social media today, rather than dreaming of making specific changes in society in the future. Therefore, they raise awareness and achieve success through social media activism on specific issues like ALS Bucket Challenge and Greta Thunberg's climate activism. (Fromm, 2015) Moreover, GenZers deals not only with local events but also with global ones.

Games are one of the most outstanding entertainment instruments provided by the digital world to Generation Z. The average of individuals playing games on any device is eighty-seven percent globally. In comparison, this rate rises to ninety-five percent for Generation Z. (We Are Social, 2020). Sixty-eight percent of the Generation Z members state that the game is an indispensable and fundamental component of their identity when they describe themselves. (Dorsey, 2020) The video game is now defined as a significant socialization instrument rather than an anti-social behavior. Forty-one percent of GenZers play multiplayer games with their friends. (Seemiller & Grace, 2019) Moreover, seventy-four percent of GenZers perceives video game as a way to communicate with friends. (Dorsey, 2020) In addition, in the last few years, gamers have been broadcasting their videos live or recorded from the Twitch application; therefore, watching game videos is increasingly common among GenZers. According to TwitchTracker, Twitch reached a total of 1116 billion minutes of viewing in 2020.

The digital world allows people to meet online, affecting their friendship and dating preferences. (Seemiller & Grace, 2019) Social media networks and dating apps reduce the chance of blind dating. GenZers said that they check social media accounts of people whom they will meet, and if they have common interests and connections with the person they will meet, they say their worries about dating are reduced. (Smith & Cawthon, 2017) Moreover, shared connections and mutual interest have decisive effect on the dating and friendship preferences of GenZers. Forty-five percent of GenZers indicate that they show their interest in the person they are interested in through social media likes, comments, and sharing. (Seemiller & Grace, 2019)

The digital world and social media networks have undoubtedly shaped the identities, behaviors, and attitudes of GenZers to a great extent. While the digital world's impact on GenZers is generally positive, social media networks and the digital world also have some adverse effects, especially on the mental health of GenZers. Forty-six percent of GenZers indicate that social media networks cause deterioration of their mental health. (Dorsey, 2020) First of all, GenZers are constantly connected, and being online for a long time causes Generation Z members to have a sedentary lifestyle. (Smith & Cawthon, 2017)

Along with that, fifty-five percent of GenZers determine that they feel stressed and worried about their social media posts. (Dorsey, 2020) GenZers are concerned about privacy and security issues stemming from being exposed to intense harassment and cyberbullying via social media. Privacy and security issues are essential indicators for GenZers to choose a social media network to be part of. Due to the fact that GenZers is constantly connected and knows that their peers are also connected, there is a fear of being disconnected, called FOLO which is fear of living offline. Moreover, Generation Z is afraid that they can miss something that their friends share when they are offline, and this is called Fomo, which means fear of missing out. Sixty-one percent of GenZers want to see their social media posts obtain likes and comments. (Giunta, 2017) In addition, fifty-three percent of GenZers indicate that the number of followers and subscribers in social media networks is valuable. (Seemiller & Grace, 2019)

4

Generations in Turkey

The notion of generation always has been a valuable concept in Turkish socio-economic life. Generation terms have been used in order to explain some events and moments. In this chapter, I try to explain 20th-century generations in Turkey in order to understand what conditions shaped them and how they shaped Turkey's social-economic lives. In addition, it will be essential to mention the previous generations in order to make sense of the similarities and differences of today's young generation from the older generations.

Term youth and generation as a social category are products of modernity, and they became widespread in the 19th century in Europe. Along with Europe, these notions have become popular in Ottoman during the 19th century. Francois Georgon claimed that the term generation started to be widely used in Ottoman Empire with the Young Turk generation. (Lüküslü, 2009) Since the 19th century, young people have always been one of the important actors in Turkish history, and some particular generations have played a vital role at some turning points. In the 19th century, the Young Turk generation, who were educated in new schools that were opened towards modernization in education, took their ideas to save the empire in these new educational institutions. Saving the

empire is the most prominent idea for Young Turk's generation. Although the Young Turks could not save the empire, they built a new modern nation-state around the secular, enlightened ideas they acquired.

This chapter will explain the essential characteristics and behavior patterns of the generations born in Turkey in the 20th century. Despite their similarities, each generation shows different characteristics from the previous generation in Turkish history. (Kentel,2005)

Earlier chapters tried to analyze the generations living in the 20th century in Western Europe and the United States. Turkey is analyzed separately because the generations were living in each country present specific conditions and it is thought that the specific conditions of the countries are essential in generation formation. In this section, four generations named Republican, Baby Boomer, Generation X, and Generation Y will be explained in detail.

§ 4.1 Republican Generation

The Silent Generation of Turkey, who people were born between 1926 and 1945, is the first generation of Turkish Republics; for this reason, this generation is generally named a Republican Generation in Turkish literature. Republican Generation experienced establishing a new state step by step and faced enormous changes.

The Turkish state has been at war with the Tripoli War, the Balkan War, the First World War, and the War of Independence since about 1910. War conditions are one of the main determinant factors for the character development of the Republican Generation. Survival mentality is one of the most notable features of Republican Generations.

When the new republic was established, the economy was devastated, caused by destructive wars which lasted for many years. Economic development is the top priority of the new regime, and in order to achieve the new regime intended to create a national economy within new borders. The 1920s and 1930s were characterized as a rapid recovery in

agricultural and rural areas. (Pamuk, 2017) The development in the agricultural field was significant because, in the early days of the republic, a large part of the population was employed in the agricultural sector due to rare industrialization. With the return to the peaceful environment between 1923 and 1930, the increase in national income spread to all classes and strata. (Boratav, 2008) The average annual increase in per capita income was around 8.4 percent between 1923 and 1929. (Pamuk, 2017)

Great Depression in 1929, which occurred in the US, deeply affected Turkey and the whole world. After the 1929 Great Depression, state role in the economy was increased during the 1930s in Turkey, a period characterized by protectionism and statism in the economic sense. (Boratav, 2008) Associated with statism and protectionism, the first serious steps towards industrialization were taken in the 1930s. The average annual increase in per capita income was around 3.5 percent. (Pamuk, 2017)

People who work in the agriculture sector consisted of seventy-five percent of the total labor force. According to the 1935 census, seventy-nine percent of men and sixty-five percent of women worked in the agricultural sector. (Shorter, 1985) Although necessary steps have been taken towards industrialization, the status is low. The number of workers working in the industry sector, 20-30 thousand in 1923, increased to 800 thousand in 1953. (Karpat, 1967) Although national income declined during the Second World War, increase in per capita income between 1923 and 1950 was over one hundred percent. (Boratav, 2008; Pamuk, 2017)

Since the beginning of the twentieth century, significant population losses have been experienced due to land losses and wars. According to the 1927 national census, the total population of Turkey was 13.9 million, when only sixteen percent of the total population were living in urban areas. (Pamuk, 2017; Shorter, 1985) While the population of the country increased to 17 million in 1940, the urban population increased to

eighteen percent. By 1950, the population had increased to 20 million, but the urban population remained around twenty-five percent.

The Republican elite has implemented pronatalist policies since establishing the republic in order to increase the population. According to public sanitation law in 1930, the use of contraceptive protection is prohibited. Therefore, the fertility rate, which was 6.4 in 1928, would rise above 7 in the 1930s. (TAYA, 2014)

After the establishment of the republic, the education of the young generations became one of the principal duties of the republic. (Lüküslü, 2009) The primary aim of the republican regime is creating new people who have republican values and were free from the restrictive features of the future; therefore, new Turkish youth is at the center of Turkish nationalism. (Neyzi, 2001) According to Mustafa Kemal, the aim of education is to raise new generations loyal to the Turkish nation and state and make them ready to fight against the enemies of the Turkish nation. (Kaplan, 1999) For these reasons, Kemalist ideology wants to homogenize education and raise young generations that have internalized Kemalist principles. Thus, while one of the main tasks of education is to form a national character in new generations, the other is to raise new generations loyal to the Turkish state, and they should be ready to fight against foreign ideas and enemies. (Kaplan, 1999)

In the intellectual world of the Kemalist elite, the existence of the republic must precede the existence of the individual, and the new generation should be ready to sacrifice itself for the nation when necessary. (Neyzi, 2001) In addition to these, another mission of the education policy to be applied to the new generation is to teach the generations the information that will be useful in working life through national education. (Lüküslü, 2009)

Due to the desire and necessity of raising a new generation, the new Kemalist regime attached great importance to education. In 1923 when

the republic was founded, the literacy rate was only eleven percent, as well as the ratio of the overall number of students to the total population, is three percent. (Gürüz, 2008) Two thousand nine hundred fourteen students participated in college education in the 1923-1924 education year. (Lüküslü, 2009) Turkish state began comprehensive reforms in order to improve the quality of education, which would ultimatelyhelp it implement its goals. In 1924, the Law of Unification of Education laid the foundations of the secular education system. Mixed education was introduced to primary schools in 1924, and then secondary schools and high schools in the following years. (Okçabol, 2005) While the number of colleges increased from 9 in 1923 to 19 in 1938, the number of students increased from 2914 to 10213. In 1949-1950, the number of students enrolled in higher education exceeded 25000. (Gürüz, 2008; Okçabol, 2005) Significant improvements have also been made in the number of primary and secondary schools.

Although very progressive developments were experienced in education, access to education was limited and challenging, considering the conditions of the period. In the 1920s, it was complicated for a child to get an education in Anatolia because children had to go to school on their own and on foot, regardless of the distance. (Onur, 2009) Moreover, despite all efforts in schooling, in 1938, forty percent of school-age children in cities and towns and seventy-eight percent of children in villages were unable to access education. (Sakaoğlu, 2003)

With the appointment of Hasan Ali Yücel to the ministry of education, developments in education have accelerated. The number of primary schools, which was 6700 at the end of 1938, rose to 13655 in 1946, when Hasan Ali Yücel left office. At the same time, education has been diversified with the Village Institutes, and significant progress has been made in technical education. In addition, the 1940s are considered the most successful period of secondary schools and high schools because there was

a balance between the number of schools, the number of students, and the teaching staff. (Okçabol, 2005; Sakaoğlu, 2003)

Considering the difficulty of accessing education in the countryside and the importance given to education by the regime, it is clear that members of the Republican Generation who have the opportunity to receive an outstanding education internalize the republican values intensively. (Lüküslü, 2009)

Physical education also played an essential role in the education of young people, who were given the role of protector of the regime by the state. Physical activities, which find themselves represented primarily in sports, are considered not only leisure activities but also practical activities by the republic's ruling elite. The fundamental purpose of physical pieces of training and sport policies is to restore and raise the health of the population, especially children and young people, which have deteriorated due to epidemics, war, and malnutrition. (Akın, 2009) By including an intense physical education in nationalist education, the regime aimed to raise tough, courageous, and resilient generations. (Öztan Güven, 2012) Therefore, the Republican Generation had a rigorous education throughout their childhood, and they were generally subjected to rigid behavior. Adults did not welcome the childish behavior of children.

Family is one of the crucial phenomena for the Republican Generation. Members of this generation usually live with extended families. The family is designed as a state-owned institution with a slight sense of homeland. (Tevfik, 1936) Therefore, the family is considered a religious community. Moreover, marriage has considerable meaning as marriage is the first step towards the holy imagined family. Both state and parents demand respect from their children when respect to family members and authorities and obedience to the law are essential characteristics of the Republican Generation. (Öztan Güven, 2012)

The structure of the family was highly patriarchal in the early republic era. The republican system also contributes to the reproduction of the patriarchal system. Although women have entered the public sphere, an essential duty assigned to women is to be mothers and wives. (Lüküslü, 2009)

Even though the republic generation grows up under challenging conditions, there is great hope in them. Witnessing the establishment of the republic, its first steps, and the establishment of institutions is the most crucial reason why this generation is hopeful. Mina Urgan, who belongs to Republican Generation, claimed that they knew they would not go hungry if they worked, adequately trained. (Urgan, 2000) Furthermore, Cahit Arf, another member of the Republican Generation, argues that thanks to the war of liberation and the republic, they felt very self-confident and that there would be no problem in the world that they could not solve. (Balbay, 2012) The Republican Generation felt most significant pressure on them to be socially responsible. To Republican Generation, an essential duty is to be beneficial to society. (Atabek, 2003)

§ 4.2 68 and 78 Generation

Turkish Baby Boomers who were born between 1946 and 1964, generally named 68 Generation and 78 Generation due to political events, in the 1960s and 1970s, whose main actors were the members of this generation.

Boomers were born after the Second World War, after which Turkey faced significant changes, as well as all countries in the world. The most significant change in Turkey's political life, which affects all aspects of

social life during this period, is the transition from a one-party system to a multi-party system in 1945, reasoned by internal and external dynamics. After this transition, Democrat Party came to power in 1950, and Turkey experienced substantial transformations under the Democrat Party government between 1950 and 1960. Moreover, Turkey became a member of NATO and Western camps and subsequently, participated in Korean War, which means that a solid and broad Americanization process began in every aspect of life in Turkey.

In 1950, when Democrat Party came into power, only twenty-four percent of Turkey's population lived in urban areas. (Pamuk, 2017) In 1960, the urban population ratio had increased to thirty-two percent. Although significant steps were taken in the field of industrialization during the single-party period, most of the Turkish society depended on agriculture. Therefore, the importance attached to the agricultural sector under the Democratic Party was an essential part of Democrat Party policies. (Pamuk, 2017) Mechanization of the agriculture sector rose rapidly thanks to Marshall aid from the US. The cultivated land are went up by more than fifty percent in the 1950s. (Pamuk, 2017) Moreover, credits and subsidies provided to the agriculture sector considerably increased in the 1950s. It was the landlords who benefited the most from Menderes' economic policies. (Ahmad, 2019)

Unlike rapid economic development between 1950 and 1954, between 1954 and 1960, liberal foreign policies resulting from post-war expansion conjuncture came to an end, and the economy in general stagnated and fluctuated. (Boratav, 2008) The Democratic Party's rule ended with a military coup on May 27, 1960, mainly formed by low-ranking soldiers. Then, a new constitution based on liberal values was adopted in 1961. 1961 Constitution has a tremendous indirect effect on the formation of the Turkish Baby Boomer generation. With the new constitution, Turkey surpassed more liberal politics without any structural background. (Ahmad, 2019)

Democrat Party's road, factory, and dam construction projects brought rural and urban areas closer to each other. Moreover, an improvement in the industry sector causes rural to urban immigration. (Demir, 2012) The urban population was increasing steadily. The urban population, which was five million in 1950 when the Democratic Party came to power, approached nine million in 1960. Urbanization has a considerable effect on Turkish society both positively and negatively. In a negative sense, immigration caused irregular urbanization and slums. (Boratav, 2008)

According to the 1960 census, sixty percent of the total population consists of under twenty-five age. (Köknel, 1979) The fertility rate, which declined during the Second World War, rose to 6.9 in 1946. The fertility rate was 6.5 in 1953, and this rate dropped to 5.7 in 1968. One of the reasons for the decline in the fertility rate in the 1960s was lifting the prohibitions on birth control methods implemented by the government since establishing the republic. Twenty-two percent of women stated that they used birth-control methods in 1963, while this rate rose to thirty-two percent in 1968 and thirty-eight percent in 1973. (TAYA, 2014)

The education system experienced significant structural changes just as all the other countries did. The number of educational facilities increased rapidly during the 1950s and 1960s. The primary education schooling rate in Turkey, which was twenty-three percent in 1923, rose from fifty-five percent in 1950 to sixty-seven percent in 1960. (Gürüz, 2008) Moreover, the literacy rate, which was thirty-four percent in 1950, rise thirty-nine percent in 1960 to forty-eight percent in 1965. (Sakaoğlu, 2003)

Similar to the transformations seen in lower levels of education have also occurred in higher education. Turkish education system had adopted Classical European university system before the 1950s, however, the transition of the university system from European to American system took place as a result of the ideological preferences of Democrat Party. (Gürüz,

2008) Turkish universities commenced becoming massified. College number in Turkey, which was thirty-four in 1950, increased to forty-nine in 1960, and to one hundred fifty-two in 1970. (Okçabol, 2005)

Although university education started to become massive, university students still represent a small community in the entire population. While a student in higher education which 1660 in 1927, rise 63051 in 1960 to 146299 in 1968. (Kışlalı, 1974) Moreover, the proletarianization process of elites began due to the massification of universities caused by the increasing quantity of university students. (Lüküslü, 2009)

One of the most critical features that characterize Turkish Baby Boomers is the extreme politicization of young people, especially university students, divided into two opposite poles, between right and leftists. (Neyzi, 2001) One thousand nine hundred sixty-eight student movements are considered to be a turning point for Turkey's political and intellectual life as well as all around the globe and Turkish Baby Boomer is also called 68 Generation. Although the 1968 events come to mind when student events or generations are considered in Turkey, the politicization of students is observed intensely before 1968. In the 1960s, Turkish Baby Boomers identified themselves as a mission that transforms society. (Neyzi, 2001) Due to the fact that this generation thinks that they have a voice over country problems, they based this thought on the idea that the youth had a right over the May 27 coup. (Karadeniz, 1975)

Youth usually defend the principles of Mustafa Kemal and ideas and legitimacy of May 27 between 1960 and 1965. (Karadeniz, 1975) In addition, a new social opposition emerged from the second half of the 1960s with the urban social opposition and the politicization of romantic university students. (Kentel, 2005) Even though events of the 1968s have common causes all around the globe, every country has its own reasons and background. Demonstrations and events in universities in Turkey started to emerge after 1965. (Mardin, 1978) In the early events, the demands were usually to participate in the administration, remove specific

exams, and remove fees, while the course of action students preferred generally consisted of boycotts and forums. (Alper, 2010; Bican, 1970) Moreover, the students were uncomfortable with the authoritarian attitudes of some faculty members; thus, they aimed to communicate more with faculty members and democratically do this. (Tezcan, 1991)

When we came to 1968, the quest for freedom and the war against all kinds of authority was added to these demands of the students, as in the rest of the world. With the addition of country problems to the demands of the university after 1968, university problems were also linked to country problems. (Kışlalı, 1974) 68 Generation demanded a new order that the people of Turkey would live happily. (Bican, 1970) The original philosophy of 1968 is that it is possible for people to live equally and freely in a society.

68 Generation made an anti-authoritarian cultural revolt against both the political and cultural order, including traditions such as avaoding smoking in the presence of their father. (Akçam, 1998) A new generation of musicians emerged in the cultural field, trying to adapt Western music backgrounds to Anatolian melodies, and trying to create a Turkish version of rock music with Western protest elements. (Aydın & Taşkın, 2014)

For Turkish Baby Boomers, not reading political and theoretical books, being ignorant could be ridiculed; therefore, all of them tried to learn something about country politics and economics. (Çalışlar, 1989) Moreover, 68 generations are considered the most educated generation in terms of politics in Turkey's history. (Alpay, 1988)

Even though the events of 1968 had a cultural dimension, Turkey 1968 was in a much more political character compared to other countries. (Belge, 1988) Studies on Turkey's 1968 rebellions revealed that authoritarian and elitist tendencies were much higher than libertarian tendencies and that elitist and nationalist tendencies among university students

were at a higher level than Boomers of other countries. (Lüküslü, 2009) Moreover, some studies demonstrated that notions of respect and loyalty to authority and state, as well as nationalism were common among 68 Generation. (Aygün & Imamoğlu, 2002)

Turkish Boomers are more politicized than their counterparts in the Western world, and their characters do not develop in favor of individuality and freedom because of Turkish political culture. (Belge, 1988) Unlike Western 1968, a new anti-imperialist generation which unfit for backwardness grow up in Turkey in the 1960s. (Bulut, 2011)

By the 1970s, a Boomer generation emerged that became more sharply polarized, politicized, and dominated by violence. (Kentel, 2005; Mardin, 1978) 78 Generation who participated struggle before finished their education characterized by militant character; thus, learning new things and reading books are not common among members of the 78 Generation. (Balbay, 2012; Can, 2001) 78 Generation is created by Turkish society itself, and they are products of society's demands rather than the outer part of society. The main objective of the 78 Generation, according to them, is changing the order. (Can, 2001) Approximately seventy-four percent of Turkish Boomers are not satisfied with the legal and social order. (Kışlalı, 1974)

The large majority of Boomers continue to live in small towns and villages with their extended families. Patriarchal character is obvious in the family structure. Even though the visibility of women in society increases, male children are valued more in both villages and cities. (Şemin, 1973) Encouraging young girls to speak with adults is considered a shame for large part of society. Although the number of female students attending higher education during this period is much less than male students, they come from more educated families and belong to higher socio-economic groups. (Lüküslü, 2009)

Boomers think that their families are predominantly conservative and repressive. (Köknel, 1979) Even though Boomers acknowledged and interiorized family structure, forty percent of Boomers complained about their families' attitudes, with fifty-eight percent of Boomers criticizing their families' religious mindset. Moreover, children cannot freely express their opinions in front of their families, so even though there is a decrease in their self-esteem, they regain their self-confidence through going to university and being politicized. (Şemin, 1973)

While Boomers, who were university students in the 1960s, thought they would not have trouble finding a job when they finished university, anxiety for the future became a common phenomenon among the members of this generation in the 1970s. (Lüküslü, 2009) According to Kışlalı, the rate of those who do not have financial concerns is only sixteen percent.

Boomers were brought up to be altruistic, that is, they tend to think of someone else before themselves. This generation cares about the issues of other people, countries and is always ready to sacrifice. (Neyzi, 2001) Therefore, they impose a mission of raising awareness in society. University students visit villages during summer holidays, establish a dialogue with farmers and workers, and try to find solutions to their problems. The diploma is in the second place for this generation; the rate of those who think that the primary purpose of attending university is to be beneficial to society is forty-two percent for this generation. (Balbay, 2012; Kışlalı, 1974)

§ 4.3 Generation X

Generation X consists of people who were born between 1965 and the 1980s. Although this generation has witnessed the climate of violence in their childhood, what affected their characters was the 1980 coup and the transformation in Turkey afterward. Thus, the 1980 coup and the transformation that took place afterward, besides profoundly affecting Turkey's social and economic life, is the primary determinant of the character development of the X generation.

Turkey experienced tremendous changes in politics, culture, and socio-economic areas in the 1980s. The transformation in the field of economy in the 1980s in Turkey expresses a break from the past and a tendency towards a new path. In addition, economic transformation is the driving force behind most of the transformations and developments in other fields. The new economic transformation, the foundations of which were laid with the decisions of January 24, 1980, and later consolidated during the September 12 military regime and the Motherland Party rule, broke with the previous statist policies and is characterized by a more open liberal model. By improving the balance of payments and reducing inflation, lowering inflation, and ensuring stability, in the long run, January 24 decisions mainly aimed to create an outward-oriented economy, in particular export-oriented, placing more emphasis on the domestic market. (Pamuk, 2017) January 24 decisions; additionally being a stabilization policy, was a structural adjustment program aiming at the two strategic goals such as market freedom at home and abroad and the strengthening of domestic capital against labor, which the capital was marketed through the World Bank. (Boratav, 2008)

Adjustment and neoliberalism are the concepts that best characterized the 1980s in Turkey. (Barbaros & Zurcher, 2017) Economic liberalization steps were taken throughout the 1980s, the stock exchange was established in 1986, and essential steps were taken to liberalize and open up the financial sector. (Pamuk, 2017) Moreover, the 1980s is a period when bourgeois ideology dominated the economy and society. (Boratav, 2008)

Turkey also experienced a rapid urbanization process, in which migration from rural areas to cities intensified in the 1980s. (Arat & Pamuk, 2019) The urban population rate, which was twenty-four percent in 1950, increased forty-four percent in 1980, and rose tofifty-nine percent in 1990. (Bayhan, 1997; Pamuk, 2017) Governments discovered the importance of construction of mass housing in order to eradicate urban problems caused by rapid urbanization. In addition, rapid urbanization has significantly increased inequalities, both between rural and urban areas and between different areas within the same city. (Arat & Pamuk, 2019)

The total population of Turkey is forty-four million in 1980. The fertility rate and population growth rate decreased throughout the 1980s when the population growth rate was 2.2. (Pamuk, 2017) The fertility rate in Turkey, which was 5.7 in 1968, decreased to 5.6 in 1973, and to 4 in 1980. (TAYA, 2014)

With the effect of the increase in urbanization and societal transformations, Generation X lives in smaller families than the previous generations. The nuclear family form has been established in the social life of Turkey as a standard family form. The nuclear family ratio, which was fifty-nine percent in 1968, rose to sixty-one percent in 1983 and sixty-seven percent in 1993. (TAYA, 2014) In 1990, the average household size of urban families was 4.33, and according to a study conducted in 1998, 70.9 percent of Generation X members live with their families. (Bayhan, 1997; Merkezi., 1999)

While the family continues to play a decisive role in forming the identity of the Generation X members, generational conflict and disagreements between Generation X and their parents are also on the rise. (Neyzi, 2001) Generational conflict between Generation X and their families has occurred among especially urban families. The main reasons for generational conflicts between Generation X and their families are political ideologies, relationships with the opposite sex, and intervention friendship. (Bayhan, 1997) According to research, forty-one percent of members of Generation X think that the elders do not understand them, with sixty-one percent of Generation X claiming that they have difficulty communicating with adults. (Bayhan, 1997; Merkezi., 1999)

The visibility of women in society gradually increased, especially despite the rise of the women's movement and women's studies in the 1980s, the patriarchal character of the family continued to stand intense in some ways. (Lüküslü, 2009) According to Konrad-Adenauer-Stiftung research, thirty-seven percent of Generation X say that whatever decision the father makes in the family, it has to be accepted by other members. (Merkezi., 1999) Moreover, fifty percent of women were illiterate in 1980. (Sakaoğlu, 2003) However, Turkish Generation X have tended to embrace more egalitarian values than their parents in gender equality. Eighty-two percent of GenX say that spouses should contribute equally to family income, while sixty-two percent of GenX say they think having a job is the key to women's independence. (Lüküslü, 2009; Merkezi., 1999)

Although they have significant disagreements with their families on various issues, sixty-eight percent of Gen X members envisioned the family as the top priority institution they must adapt to in order to feel happy and secure. Moreover, sixty-one percent of Generation X think that their mother understands them best, while seventy percent of them defend that family is one of the primary values and institutions that make life meaningful. (Merkezi., 1999) Despite rapid urbanization, economic and social transformations, the family continues to occupy an important

place both economically and emotionally in the lives of Generation X members. (Lüküslü, 2009)

The Turkish-Islamic synthesis constituted the general framework of the official ideology after the 1980 coup. The new regime aimed to raise the young generations homogeneously by making the 1970s hostile, under the basis of the Turkish-Islamic synthesis, through higher education under the supervision of the Higher Education Council, along with primary and secondary education. (Boratav, 2008) There have been quantitative improvements in education in line with both externalization and these purposes. The literacy rate, which was sixty-eight percent in 1980, rapidly increased eighty-one percent in 1990. (Arat & Pamuk, 2019; Bayhan, 1997) Moreover, the proportion of students in colleges in which was eighteen percent in 1979-1980 education year, went up to twenty-six percent in 1995. (Gürüz, 2008)

The September 12 regime determines the reconstruction of the youth, the X generation at that time, as a mission. The 1982 Constitution, along with articles that undermine the autonomous and subject identity of the young generation and initiate the objectification process, also aims to homogenize young people ideologically. (Lüküslü, 2009; Saktanber, 2007) When Ozal and his Motherland Party came to power, the first function of the youth began to be accepted as pursuing their own interests.

Members of Generation X are generally more educated than their parents. According to a study, forty percent of Generation X claimed that education is one of the three most essential elements of life. In the same research, thirty-eight percent of Generation X said that the primary purpose of education is to gain knowledge and skills, while thirty-six percent answered this question by saying that it was to be beneficial to the homeland and the nation. When asked what they were educated for, thirty-eight percent answered as being beneficial to their country and nation, for thirty-five percent of Generation X members it is to gain knowledge

and skills, and for thirty-one percent of them, it is to gain the ability to think. (Merkezi., 1999)

Although there are quantitative improvements in education in Turkey, the quality of education is gradually decreasing in these years. (Sakaoğlu, 2003) Therefore, compliances about education have increased gradually. Forty-five percent of Generation X complained that education was based on rote learning, forty percent complained about technical inadequacies, and thirty-five percent criticized the insufficiency of teachers. Moreover, forty-nine percent of Generation X expected a qualified education from the school and teachers. (Merkezi., 1999) Therefore, while the school was losing its importance in Generation X life, friends and informal communication networks replaced the school. (Neyzi, 2001)

The shared experience of generations after 1980 was their increasing independence from the mission of the protector of the state that the Kemalist state attributed to them. The new generations that grew up in the period following the military coup of 1980 grew up both in an authoritarian environment where social reasoning was blocked and participation was restricted and in the illusion of freedom offered by the free market economy with the transition to neoliberalism. (Alemdaroğlu, 2005)

Depoliticization and consumption are the prominent notions that defined Generation X. (Alemdaroğlu, 2005) The entry of new generations into consumption and depoliticization processes is the imposition of the conditions of the period rather than their own demands. In the 1980s, culture became subject to the market in a way that had never been seen before. Advertising introduced unlimited images in a short time, and with the publication of best-selling magazines, a new language of public opinion and communication emerged. (Gürbilek, 1992) Moreover, television has a significant impact on the character development of Generation X. Sixty percent of households had a chance to access color tv in the 1990s (Arat & Pamuk, 2019) In the new cultural environment, thanks to

television, this generation has been instilled with the philosophy of getting rich in a short time by being a model, footballer, and singer. (Bayhan, 1997)

Generation X embraced the values of the consumer society. (Atabek, 2003) Because of the transformation that Turkey went through, consumption power became a status symbol. They are described as more pragmatic and individualistic than previous generations but also as lacking collective responsibility. (Bayhan, 1997; Neyzi, 2001)

According to studies, Generation X is characterized as a conformist generation that places more emphasis on money than previous generations. Generation X, living in the Turkish society after 1980, where everything is based on money and economic status, know that they cannot get a good education without money and they will not have good health services; thus, they attach a great deal of importance to money and economic status. (Lüküslü, 2009) Moreover, sixty-seven percent of Generation X think that unemployment is the biggest problem which youth is faced with. (Merkezi., 1999) Money is the only guarantee for Generation X, who in despair believe that nothing will happen even though they work hard because they grew up in the destructive competition of capitalism; thus, they want to earn as much money as possible. (Urgan, 2000)

Ideas such as the drive to achieve, risk-taking, hard work, and tendency to compete for the society, which developed with the free market economy in the 1990s, were mostly adopted among Generation X members. (Aygün & Imamoĝlu, 2002) Sixty-one percent of Generation X says aimlessness, ideallessness, and callousness are common in their generation. (Merkezi., 1999) One of the most common expressions that will describe the X generation is that 'if we are not hopeful that something will change, other alternatives to change are not on our agenda'. (İplikçi, 2013)

Although Generation X is described as apolitical, this does not mean that they are not interested in the country's agenda. This generation is sensitive to politics and the country's agenda, but they do not trust the environment of politics. They are also deliberately excluded from the political sphere by the ruling elite. Although they were described as individualistic and selfish, they pioneered the efforts to organize recovery steps after the 1999 earthquake and showed that they were both sensitive to social issues and had a collective consciousness. (Lüküslü, 2009; Neyzi, 2001)

§ 4.4 Generation Y

Generation Y consists of people who were born between 1981 and 1999, and approximately eighteen million Turkish people belong to Generation Y. The period in which this generation lived its childhood and youth in Turkey can be divided into how Turkish political and economic life characterized instability between 1987 and 2001, then 2001 and onward characterized by JDP one party-rule. (Pamuk, 2017)

Between 1987 and 2002, the inflation rate in Turkey was consistently above forty percent; this rate exceeded a hundred percent in 1994. (Pamuk, 2017) The inflation rate, which was 68.6 percent in 2001, decreased to 8.7 percent in 2008 even, it started to rise again after this date. In addition, the unemployment rate, which was 8.1 in 2001, has gradually increased since then and rose to 13.6 in 2008. (Aydın & Taşkın, 2014)

One of the critical factors in the character development of Generation Y is the fast-food culture that entered the country and spread gradually in the 1990s. This generation is the most important representative of fast

food culture. That's why it is sometimes referred to as the McDonalds generation because most of the time, parents took their children to McDonald's to reward them, and McDonald's has deeply affected the eating habits of this generation. (Ekşili & Antalyalı, 2017)

Approximately eighteen million of the population of Turkey constitutes the Y generation. As a result of the transformation experienced after 1980, this generation is the first generation with a higher urban population than previous generations. In addition, according to Turkstat data, the fertility rate, which was 4.3 in 1978, decreased to 4 in 1983, and to 3 in 1988 when reduced to 2.6 in 1998. Sixty-eight percent of the couples born before 1980 considered three or four children as the ideal number of children, while the proportion of those born after 1990 was only thirty-seven percent who saw three or four children as ideal.

The 1980 coup has significant effects on the families of Generation Y; therefore, Generation Y was raised in a more controlled way by their families. As Generation Y grows up, they grow up without hearing politics and past stories from their families. On the one hand, families want their children to grow up apolitical; on the other hand, one of the goals of the regime is to ensure that this generation apolitical, thus, families do not tell Generation Y members about the 1980s; they try to raise their children to avoid meddling. (İplikçi, 2013)

Eighty-five percent of Generation Y members grow up in nuclear families. Families consist of an average of 4.5 people. (TEPA, 2008; Zeylan, 2007) According to Kustepe Research, when Generation Y members were asked about the issues they least agreed on with their families, twelve percent said it was about freedom, and eleven percent said it was about money. In addition to these, spending and consumption habits, friend selection, dress code, and entertainment style come to the fore as the issues that create the most conflict between parents and Generation Y children. (TAYA, 2014)

According to a 2011 study, fifty-six percent of parents said they were scolding their children, and seventy-seven percent of them said they scolded their children in 2006. Although this rate has decreased slightly compared to the past, it is still considerably high. (TAYA, 2014) Moreover, the punishment mechanism for children is a widespread situation.

Thirty-nine percent of Generation Y members think they have family problems. At the same time, twenty-eight percent of young people say they see domestic violence as one of the most serious problems. (Zeylan, 2007) While the main reason for arguments with the mother is the course subjects, the issue which led to quarrels with their fathers most is coming home late. (TEPA, 2008)

Even though there were conflicts within the family, the family continued to play an essential role in the lives of Generation Y members. The vast majority of Generation Y members feel that their parents always love them and care for their problems. Thirty-five percent of Generation Y members think that the family is the dominant institution that prepares them for life, while forty-three percent say there is no issue they are in disagreement with their families. (Kazgan, 2002; Zeylan, 2007)

While the number of universities was seventy-seven in 2003, in 2007 this number increased to one hundred and fifteen. In addition, from 1981 to 2007, the number of students in higher education increased approximately ten times and reached two and a half million, to reach over five million in the 2013-2014 academic year. (Gürüz, 2008)

As a result of February 28, compulsory education, which was five years, was increased to eight years as of the 1997-1998 academic year. While the schooling rate in primary education was eighty-four percent in 1997, the year that eight-year compulsory education began, this rate rose to over ninety percent in 2006. In addition, according to Ministry of Education statistics, the schooling rate in secondary education, which was

thirty-eight percent in 1997, rosed to fifty-seven percent in 2007. Generation Y members have severe complaints about teachers' attitudes and competencies in education. According to a study conducted by the Prime Ministry, sixty percent of students said they had been subjected to verbal violence by their teachers at school, and forty-nine percent to physical violence. (TEPA, 2008)

The Gezi Park Resistance, the most significant mass action Turkey experienced recently, started in 2013 against the government's request to build an Artillery Barracks instead of Gezi Park in Taksim and soon expanded into a major rebellion against the government. The main heroes of the Gezi Park protests, one of most significant developments in Turkey's recent history, are the members of Generation Y. The Gezi Park riots were a rebellion of a youth who thought their future was stolen against the executive staff. Generation Y, who are labeled apolitical generation, prove themselves to Turkish society with Gezi Events. People who are usually not interested in politics participated in Gezi Events because it was the first time the government threatened the way of life this much. (İplikçi, 2013) According to one person who participated in Gezi events, what mattered initially was preventing the trees from being cut; however, the main reason for high participation is a very high restriction of freedom on almost every aspect of life. Moreover, some participants stated that the reasons for joining the Gezi revolts were the accumulation of the policies implemented by the government for years. In addition, some of the members of Generation Y claimed that police brutality which they saw on screen, especially May 31, triggered them to participate in the events.

Gezi Events is one of the essential turning points for members of Generation Y. The Gezi events revealed great energy; Generation Y, which was stigmatized as apolitical until the Gezi events broke out, broke the feeling of despair and fear at one point. Generation Y members who participated in the Gezi Resistance stated that opposing something as a

whole was very effective. (İplikçi, 2013) With the Gezi Rebellion, a new sense of humor and a new language emerged, clearly revealing Generation Y's differences from previous generations. In addition, the Gezi events further clarified the ruptures and polarizations between Generation Y and previous generations. Moreover, the Gezi events played a role in increasing the social visibility of some of the discriminated components of society, especially the LGBT+ and feminist movement, and raising society's awareness.

Although internet and computer usage has become widespread in Turkey, television continues to occupy an important place in the childhood and youth of Generation Y members. According to a study conducted in 2007, Generation Y members watched television for an average of three hours a day on weekdays and an average of three and a half hours a day on weekends. (Zeylan, 2007) When looking at the most preferred content by Generation Y members on television, domestic TV series is the most preferred content with sixty-eight percent, while foreign film content is the second with forty-five percent.

Fifty-four percent of Generation Y has their own personal computer in 2008. While sixty-eight percent of Generation Y members say they use the internet, only thirty-three percent of those who have the internet at home is. Therefore, even though computers and the internet started to become widespread during the adolescence and youth of Generation Y members, the most effective digital tool on character development is the television and mobile phone. The emergence of social media platforms coincides with the adolescence of Generation Y members. Generation Y members generally prefer chat programs such as MSN. In addition, Generation Y members commonly use the internet to watch foreign TV series. Many Generation Y members state that the foreign TV series they watched both on the internet and on television in their adolescence and youth positively affects their English learning. Although the internet is gradually becoming available to keep up with the agenda, the primary agenda resources are newspapers and television for Generation Y in its

adolescence and youth. They can also be referred to as Generation Y, the internet cafe generation for Turkey. This generation is the generation that experiences the most intensive internet cafe experience in Turkey. Through internet cafes, Generation Y was in an environment where they could socialize both online and offline. (Binark et al., 2009) With the increasingly widespread use of the Internet, Generation Y, like other generations, has kept pace with the Internet age. Thirty-three percent of Generation Y members stated that they use the internet for more than twenty hours a week, according to a 2013 study. In addition, the most popular social media platform for Generation Y was Facebook with forty-six percent, while Twitter became the second popular platform with forty-one percent. (Akdemir et al., 2013)

Generation Y can be characterized as a generation that strives to be different. They have a desire to be different from previous generations on many issues such as clothing and behavior. However, they fear that being too different will lead to exclusion. They generally believe in enjoying life; thus, they want fun and flexibility in their work-life as well. Colleagues are essential for both fun and success. (Deloitte, 2016) Generation Y feels that they can achieve success through teamwork and also consider the feedback from their managers to be an essential component of success, and they prefer work environments where they are involved in the planning process and express their opinions freely. (Akdemir et al., 2013) Striking a balance between business life and private life is something Generation Y members pay attention to. They want to devote their lives outside of work to their own interests.

5

Generation Z in Turkey- Interviews with youth studying at university in Istanbul

Generation Z refers to people who were born after 2000. According to Tukstat statistics, 25 543 939 Generation Z individuals were born in 2000 and later in Turkey. At the same time, 13 114 438 of this population consists of male individuals, 12 429 501 female individuals. This generation constitutes approximately thirty percent of Turkey's population. In addition, according to 2019 data, Turkey has a higher youth population ratio than European Union member states. (Turkstat, 2020)

The most decisive factors in the character development of this generation are their growth in the age of social media and metropolises. (Ağırdır, 2020) While 64.9% of Turkey's population lived in urban areas in 2000, 92.8% of the total population lived in urban areas in 2019.

Karl Mannheim, by whom this study was inspired, says that a generation consists of many different generational units. In this study, considered a generational unit, Generation Z members, that is individuals born after 2000, and studying at a university in Istanbul, were chosen as the focus group. One of the main reasons for the selection of university students in Istanbul was the fact that 57 of the 195 universities in Turkey are located in Istanbul. Twenty-nine percent of the universities in the country are located in Istanbul; moreover, while the total number of

university students in Turkey is around eight million, the number of those studying in Istanbul alone is about two million.

This chapter relies on the results of 25 in-depth interviews with youth who are students at universities in Istanbul and were born in 2000 and after 2000. In this section, the opinions, thoughts, and comments of the interviewees, who are members of Generation Z in Turkey, on social life, education, family, and society will be evaluated. In addition to in-depth interviews, statistical studies and non-governmental organizations' works about youth will be used to analyze features and attitudes of Turkish Generation Z.

§ 5.1 Socialization

The technological developments in which Generation Z was born and grew up have impacted the character of this generation and the way this generation socializes. The key terms characterizing this generation are smartphones and the Internet. According to Turkstat statistics, while 53.7 percent of households had a mobile phone in 2004, this rate increased to 99.4 percent in 2020. Likewise, while only 7 percent of households in Turkey had internet access in 2004, this rate increased to 90.7 percent in 2020. (Türkiye İstatistik Kurumu (TÜİK), 2021a)

This generation does not remember the pre-smartphone era. They can be considered as Turkey's first digitally native generation. Compared to Western Europe and the United States, this generation in Turkey has access to digital tools at a later age compared to their counterparts in the West, but it is the generation that accessed technology the earliest in Turkey. According to Turkstat statistics, the average age of access to mobile phones in Turkey is ten, while the average age of access to computers is eight. (Türkiye İstatistik Kurumu (TÜİK), 2021b) According to the research conducted by the MAK research company, more than fifty percent of young people say that the cell phone is an indispensable device, while it is the internet for sixty-two percent of them. (MAK & Yeditepe, 2020) This

generation thinks that technology is an excellent thing and that everyone should enjoy its benefits.

Z1, an Economics student, said: *Older people are constantly criticizing us about technology, but let us see if there is a country that rejects technology and is thriving. That is why I take full advantage of the possibilities of technology; I think everyone should do the same.*

Viewing experiences have changed tremendously in recent years. Today's younger generation is among those who are most affected by this change. While the rate of those who consider television important in 2015 was fifty percent, this rate decreased to twenty-five percent in 2018. (RTÜK, 2018) The vast majority of this study's focus group say they cannot remember the last time they watched TV. Those who watch television regularly say that they only watch television for live sports events. In addition, although the number of cinemas, which was 2692 in 2017, increased to 2820 in 2019, the number of spectators decreased from sixty-eight million to fifty-six million based on the same years. (Turkstat, 2020) Digital platforms have replaced watching television and going to the movies. Young people are the primary consumers of digital platforms in Turkey as is the case in the rest of the world. The content diversity and their ability to offer a viewing experience account for the reason why they prefer these platforms.

Z3, a law student, said: *There is much different content, I can watch it whenever I want, and I can access it on many different devices. I think it is a great convenience to have the chance to watch it anytime, anywhere.*

Z14, a mechanical engineering student, said: *In an era when everything was available for free on the Internet, it was ridiculous to pay to watch something, but I think that digital platforms are paid for even because there are no advertisements at the moment*.

Moreover, this generation prefers to access information and news more through different channels compared to their parents. According to the RTUK study, it is seen that watching television in order to get news/information becomes more common as age groups increase. While the rate of watching television for the 15-24 age group to get news/information was 19.5%, this rate was found to be 40.6% for those aged 65 and over. The rate of the members of this generation who trust the conventional media is only ten percent. The primary source of information for this generation is the Internet. According to KONDA's study, the rate of those who said the Internet is the first place to look when they need information was forty percent in 2015; in addition, when only university graduates are taken into account, this rate was seventy-four percent in 2019. (Konda, 2019) As a result of the interviews I conducted, YouTube appears to be the platform preferred most to obtain information, while Twitter seems to be the central social media platform for this purpose.

Z23, a political science student, said: *When I want to learn something, I look directly at Youtube because you find everything you need there and also it offers visual content.I learn some things more quickly in the form of videos; for this reason, Youtube is usually the first place I search to learn something.*

Z25, a student at the Faculty of Medicine: *When I research something, I first look at Youtube. For example, when I was choosing a university, I first searched Youtube content about it, and listened to the experiences of students studying at different universities and departments.*

YouTube means more than just social media at the point it has reached today. All of the focus groups I interviewed say they visit at least one or more YouTube per day. YouTube's availability, quality ratio, being rich in more comprehensive content, having content on every subject such as lectures, music, entertainment puts Youtube at a different point from other applications.

The most preferred social media of this generation is Instagram. According to a study, among all social media applications, Instagram is the first preference of seventy-six percent of this generation in Turkey. According to the We Are Digital 2021 report, there are approximately forty-six million active Instagram users in Turkey, and sixty-three percent of the users are under thirty-five. In this study with students enrolled at a university in Istanbul, all participants have an Instagram account. The main reason why Instagram is prominent among this generation is that it provides a fresh and juvenile outlook for users.

Z22, a management student, said: *We are already bored with many things in our daily lives; Instagram provides an escape from them. Also, Instagram is not as political as Twitter, not as old as Facebook.*

Z7, a veterinary medicine student, said: *All of my friends and acquaintances use Instagram, so I did not think much about opening an account. Instagram appeals primarily to young people. It was a place where we did not have parents initially, which of course, affected my choice.*

On the other hand, Instagram triggers some negative features as well. Instagram leads young people to be concerned about the number of likes they get. Story sharing has become one of the most preferred forms of sharing in order to avoid the anxiety of appreciation.

Z13, a student from the Department of English teaching, said: *I spend an average of forty minutes in total sharing posts on Instagram. I also follow the likes, of course, to see who liked it, of course, but not all the time, I check my account every two hours, but of course, I want my posts to be liked.*

Twitter stands out as the most preferred social media platform by today's youth after Instagram. (MAK & Yeditepe, 2020) According to a study conducted by Habitat, forty-five percent of Turkish youth who have a

Twitter account visit Twitter one or more times a day. (Erdoğan, 2017) Twitter provides this generation with space where they follow the national and world agenda and express themselves. Social media in general, and Twitter in particular, is a field rather than a tool for this generation. According to studies, fifty-two percent of youth said that they could express their thoughts freely on social media. (MAK & Yeditepe, 2020)

This generation uses the space provided by Twitter for free speech as space for organizing, social activism space, and awareness-raising space. Social media is the central area of activism for this generation. Thanks to social media, a decentralized unity can be created in a short time.

Z4, a dentistry student, said: *My grandfather and uncles were politically very active before the 1980 coup. They get angry with me because according to them, my generation does not know anything, and I do not speak up for anything. However, we are aware of everything, and I think we know that economy is getting worse; we see the country's situation. They think we do not speak out because we do not go out on the street as they did, but we the new generation, also rebel on social media against things that bother us, and I think it is equally effective. We are able to reach many people, and sometimes we can attain some important results; for example, suspects who are released on sexual assault for women have been retaken into custody many times thanks to the pressure put by social media.*

Z24, a Philosophy student said: When I am going to react on a subject, I do not need to be outside; I express my thoughts on social media, especially Twitter, and react. I also think it works; if nothing else, I think we create awareness.

This generation is creating a new type of activism through social media. In the middle of 2020, when the university exam dates changed with the government decision, many young people who organized in a very short time showed a great reaction on social media. Over a million tweets were posted on the #OyMoyYok hashtag. President Erdogan's conversation with young people on YouTube broke a dislike record, and the comments

were closed to the audience after the young people reacted to the comments. Young people who believed that the change in the university exam date was related to tourism decreased the score of the application of the company owned by the tourism minister from 4.1 to 1.1 on Google Play. All of these can be considered as examples of activism developed by this generation.

Digital games are one of the essential features that distinguish this generation from previous generations. In Turkey, approximately thirty-two million people play games, and four million people have e-sports awareness. (Türkiye E-Spor Federasyonu, 2019) The Turkish Digital Games Federation was established in 2011, and this federation was connected to the Emerging Sports Federation in 2013. The Turkish E-Sports Federation was established in 2018 upon the developments in the gaming world and the increasing interest in them. In the sample I interviewed, eight of the twenty-five people stated that they regularly play computer or console games, while six people say that they occasionally play games on various devices.

Z10, a chemical engineering student, said: *Since we have to deal with many things in our daily lives, games offer me an escape from them. I also spend time with my friends, thanks to the games, I met new people and make friends. In addition, I really learned English through games. I never listened to English lessons, but I spent much time trying to understand the games' story and trying to figure out how to pass the levels.*

At the same time, most of the young people who play games consume game content, especially on platforms such as Twitch. Broadcasting about the games or recording videos while playing games have become a profession on its own these days. According to the Turkey Game Industry 2020 report, game broadcaster Ferit Karakaya has the most subscribers on Twitch with 2.19 million subscribers. (Gaming Turkey, 2020) In addition, according to the, We Are Social Report, the game Minecraft ranks seventh among the most searched words on YouTube in 2020 in Turkey.

Z21, a molecular biology and genetics student, said: *I watch game videos on Youtube to get information about new games or to learn about the story of the games. In fact, there is not much difference between researching other things I am curious about them, so I watch game publishers.*

Z11, a mining engineer student: *According to the adults, it is ridiculous to watch his/her broadcast while someone else is playing. However, it is not like that, and I think I am the only one watching it for fun. It is a good conversation, and it is also fun and informative. After all, it is like meeting a group with the same interest in the same subject, because at the same time, chatting with other people is also an interactive thing.*

This generation in Turkey is constantly connected 24/7, similar to their peers in Western Europe and the United States. The majority of the group I interviewed said that they prefer to keep their phones connected to the Internet all the time. Seven people said that they stayed connected even while they were sleeping and they watched and listened to something.

Z17, a student at Economics department, said: *Even when I go to bed at night, I play something from Netflix or Youtube. Sometimes I play podcasts. That is how I sleep watching or listening to something. Sometimes the things I start stay on open until morning. Sometimes I do it because there is no time left for the things I want to watch or listen to during the day, and sometimes I just turn on something while I sleep so that there is a sound in the background.*

Although they are constantly connected to the digital world, their views on addiction differ from those of other generations. For this generation, constantly looking at social media is not an indicator of addiction; instead, the more they share, the more addicted they are.

Z2, an architecture student, said: *We use social media more consciously than older generations; at least, unlike the elderly, we do not believe*

everything we see on Facebook like the elderly. They tell us that we are addicted to social media and phones, but as I said, we are not; we are conscious. I do not think I am addicted to social media, I spend much time on social media, but I think this is normal. I do not share much on social media, so I am not addicted.

Z25, a medicine student: *I think it is normal to follow social media frequently because we follow the agenda, look at something, or research something related to the lessons. I think those who constantly share something are addicted, especially on Instagram. I do not live my life for social media. Rather, I use social media for my life.*

Smartphones and Internet have now become an integral part of our lives. These have also affected the communication channels and forms. While the previous generation, Generation Y, is characterized by short messages as the primary form of communication, Generation Z is characterized by online messaging applications. According to the data of the Ministry of Transport and Infrastructure, the monthly average number of messages, which was one hundred and fifty-four in 2010, increased to one hundred and sixty-three in 2015; however, it has decreased gradually since this date and decreased to an average of forty text messages per month in 2020. Young people communicate with the same people through more than one application at the same time. While talking on Whatsapp, on the one hand, they communicate with each other by sharing posts on Twitter and Instagram, and young people generally prefer visual communication through memes, gifs, and videos.

Young people have a very mixed heterogeneous group of friends. According to the study carried out by the Tüses Foundation, the rate of those who say that they have a homogeneous group of friends with whom they agree on every issue is only four percent. (Lüküslü et al., 2018) lAs a result of my interviews, all of the participants said that they do not have significant criteria for friendship and that they can be friends with anyone. However, one of the situations that should be mentioned here is

that although young people say that they can be friends with anyone, they have criteria that determine their friendship level with someone.

Z19, an English teaching student, said: *I have been friends with many people until now; I do not have any criteria to be friends with someone. However, I have certain limits, for example, I do not talk politics with my friends who have different political views, but I do not become very close friends with them, or; I do not become very close friends with the person whom I do not trust.*

Z5, a computer engineering student: *I have no criteria for friendship; I make friends with anyone. I like to share something with others, and I think I can chat with anyone. However, of course, there are certain things that I care about; according to these, I determine my level of friendship with others. I want my close friends to defend me in my absence.*

This generation pays attention primarily to the way of speaking and tone of the people they have just met. Twelve of the interviewees stated that they pay attention to the speaking style and tone of the people they have just met. Eight participants stated that they paid attention to sincerity first when they meet a new person.

Z18, a civil engineering student: *I pay attention to the way of speaking and the style of someone I have just met; the way they express themselves is more important than what they say. I also find such cliché questions absurd. Older generations often ask questions such as 'where are you from' when we first meet. Why does it matter? I do not think such things mean anything to our generation.*

When asked about the topics that young people usually talk about with their friends, very different answers were given ranging from a romantic relationship to sports. Even though young people respond on different topics, such as economy and politics, it is striking that almost all of this generational unit talk about the conditions the country is faced with.

§ 5.2 Family

Generation Z is the most urbanized generation of Turkey. Most of the members belonging to this generation were born in cities. More importantly, a significant majority of them grew up in cities. According to TUIK data, while the rate of the urban population in Turkey was 64.9 percent in 2000, this rate increased to 92.8 percent in 2019. (Türkiye İstatistik Kurumu (TÜİK), 2021c)

This generation has generally grown up in small families. According to TUIK data, Sixty-five percent of the total households in Turkey consist of a single nuclear family. In addition, the household size, which was 4 in 2008, decreased to 3.30 in 2020. (Türkiye İstatistik Kurumu (TÜİK), 2021a) The fertility rate, which was 2.38 in 2001, fell below two in 2019 to 1.88.

The generation to which the parents belong plays a decisive role in the relations of this young generation with their families. For example, if the parents of the Generation Z individual are members of Generation Y, their parents adopt a more protective and intrusive parenting style is called helicopter parenting towards the individual. On the other hand, if parents of Generation Z members belong to Generation X, they give more autonomy to their children, and they do not interfere in everything related to their children's lives; they are selective about the situations in which they will intervene. Since the parents of the generational unit, which forms the basis of our study, are members of Generation X, it can be said that Generation Z members participating in our study grew up in families that provided them with space and autonomy.

Friendship relations draw attention as one of the areas where autonomy is given to Generation Z members by their parents. Fifteen of the in-depth interviews stated that their parents never interfered in their choice of friends, while three participants stated that their families did so when they were in high school and middle school. Seven people stated that their parents did not interfere in their choice of friends but gave

them advice and expressed their opinions about their prospective friends.

Z19, an English teaching student, said: *My family does not interfere with my choice of friendships. In fact, they do not know most of my friends, they only know my close friends, but my parents do not interfere, they trust me in that regard. They have not said anything about any of my friends until today. They only ask when I am staying with someone to get to know them, but they have never said anything about making friends with that person.*

Z16, a veterinary medicine student: *My family is not currently involved in my friendship choice, but I would not allow them to interfere anyway. However, when I first started high school, they made attempts to interfere. Fethiye is a small place, and everyone knows one another, so they heard terrible things about someone I knew. Then they came and told me that they did not want me to be friends with that person. I responded harshly to this, and we had a fight back then. After that, they never said anything like, 'we do not want you to be friends with that person again', but they usually ask about my friends or tells their opinions about their acquaintances.*

Youth stand out as a generation with a high desire to participate in decision-making processes nowadays. They want to play a role not only in matters related to themselves but also in the decision mechanisms in general. (Ağırdır, 2020) Eighteen of the twenty-five participants in the study state that they consult their families when they are about to make an important decision in their lives. However, the remarkable point is that all of the participants state that they research on the subject before consulting someone else and that their own thoughts and research have the most significant influence on the subject they will decide on, regardless of whom they consult.

Z8, a physical education teacher candidate, said: *I listen to my feelings and logic first. Then I research the subject. We have a resource like the*

Internet, and I do not ask anyone anything without using such an opportunity. After doing my own research and forming specific ideas in my head, I also consult with my family. Nevertheless, I would not do it just because someone told me to do it that way; I think about everything last and decide what I think is appropriate. In the end, I decide on my own, but my family is also influential; of course, I ask their opinions because I value them, so if I do not value their opinions, I would not ask anyway.

On the other hand, Generation Z members are also involved in the decision-making processes of their families from an early age. Seventeen of interviewers said that their parents ask them their opinions, and they participated decision-making process in the family. In addition, five participants claim that their parents asked for their opinions while making decisions on specific issues in the family; however, these ideas are not taken into consideration, and their parents do not give these ideas sufficient value.

Z9, a medicine student, said: *My family asks my opinion on almost every subject and gives importance to my opinions. Even though I am the youngest in the family, they consider what I say when a decision is made.*

Z11, a mining engineering student: *My family takes into account my views when making decisions on specific issues, often even more so than mine and my sisters, such as making vacation plans.*

Z15, an international trade student: *Actually, they ask my opinion, but what I say does not affect me much. They usually read what they know; they just ask me. Of course, my opinion is essential, but if my father's opinion is worth 3x, my opinion is usually worth x.*

According to a study on the relationship between Generation Z and their parents, being involved in decision-making processes and influencing each other in Turkey, eighty-seven percent of young people state that

their family will not be affected by their voting preferences in an election. Additionally, fifty-five percent of the respondents argue that they could influence their parents' voting choices. In addition, eighty-eight percent of youth think that their parents are ready to help them while making a decision. (Erdoğan, 2017)

Generation Z, in general, emerges as a generation that grew up without a role model. A great majority of participants imply that there is no one whose traits and pleasant characteristics they would consider adopting. Some participants claimed that they want to have particular features of their parents.

Z3, who is an aircraft engineering student, said: *My mother is a very calm person, my father is a good manager due to his job (he is a shipmaster). He knows how to manage. I would like to have my mother's calmness and my father's ability to manage.*

Since the desire to be identified as an individual is one of the distinguishing characteristics of Generation Z, the relationship they establish with their families is based on a more democratic ground. According to research, eighty-four percent of youth claimed that they could talk to their parents about their problems. (Erdoğan, 2017)

While some of the participants in the study said that they did not tell their families anything, some stated that they shared every detail of their private life with their families. Some participants stated that they generally told everything to their families without giving details. The remarkable point is that regardless of how much they share with their families, almost all of the interview participants stated that they could share anything with their families if they wanted to.

Z9, is a medicine student, said: *There is nothing I cannot tell my family about, but in general, I do not tell certain things because I want to solve some issues myself, but I can tell them anything from the status of my relationships to lessons. There is no taboo subject between us.*

Z19, an English teaching student: *There is nothing that I am afraid to tell my family, that is to say, if I tell them about certain things, they may react harshly, but we can get along by talking, there is no subject about which we cannot talk. However, I do not prefer to tell, and I even think there are some things that should not be told to one's parents.*

Z2, who is an architecture student: *I share everything with my family; I share all the details of my private life. I guess it is a habit from childhood, but they never forced me to tell them what I did at school on that day,or made me tell them who my boyfriend was. We have a healthy family communication in which everyone tells everything to each other, I do not remember how it was possible, but we always shared everything with one another; I also share it with my family. Sometimes there were times when I talked to my mother on the phone for three or four hours to tell the details of what I had been through, and what I told did not have to be such vital events.*

On the other hand, Generation Z stands out as the generation that has the most generational conflict with their parents in the history of Turkey with their families. (Küçükşabanoğlu, 2021) One of the reasons for the increase in generation conflict between parents and children is the increasing age gap between parents and children, which has increased the average age of marriage and having children. According to TURKSTAT, the average age at first marriage, which was 26 for men in 2001, increased to 27.9 in 2019. Similarly, while the average age at first marriage for women was 22.7 in 2001, it increased to 25 in 2019.

Moreover, this generation is the first generation to have lower expectations of prosperity than their families. For this reason, The economic conditions experienced by this generation are one of the factors that trigger the arguments they have with their families. Also, lower wealth expectancy is one of the most prominent causes for increasing average age of marriage among young people.

Young people complain that they cannot form a common language with their parents. According to the youth, most of the disagreements that the young people have with their families stem from the families not understanding the youth. The issue that interviewees mainly focus on about disagreements is their parents' inability to keep up with the times in some issues.

Z23, a political science student, said: *The family is the place where one feels safest and most secure, but sometimes it can be the source of many pressures. Sometimes we are subject to certain impositions, and I feel like there is an effort to impose their own experiences on us. However, they do not understand that the world is changing, and they are still acting as if the current conditions were the same as the ones in their times.*

Z1, an economy student: *Of course they want what is good for us, but sometimes what they think is for our good turns out to be bad for us. What seems normal to us is not normal to them.*

Eighteen of the interviewees stated that they had disagreements with their parents about their lifestyles. In addition, eight of the interviewees stated that they had disagreements with their families on political issues, while six people stated that they had discussions about responsibilities. The majority of the participants state that they try to resolve their disagreements with their families by talking. It is also noteworthy that the majority of the participants stated that disagreements did not turn into fights but resulted in finding a middle ground.

Z20, who is a linguistics student: *We have disagreements on many issues; this is very normal. However, we communicate, when there is a disagreement, everyone expresses themselves freely, and I try to express myself too. Therefore, disagreements often do not turn into arguments.*

Although Generation Z generally tries to solve their problems through non-hierarchical communication, on the one hand, they try to reconcile

with their families in their relations with their parents; on the other hand, they do things that their families do not want. All the participants in the in-depth interviews state that they do things that their family does not consent from time to time. The majority of the participants stated that they were at the stage where they said they would do something without asking their families for permission first.

Z13, who is an English teaching student: *I generally exhibit behaviors that make sense to me, sometimes even things that my parents do not want me to do. At first, I was upset when I was doing things my family did not want me to do, but I never regretted it anyway, after all, my family trusts me, and they know that I will not do anything dangerous or unreasonable, even if I do things they do not want me to.*

The process of transitioning to adulthood has become longer and more complex nowadays. (IPC,2021) Thus, there was an increase in the time that young people spent with their families. Moreover, Generation Z is the first generation in the world to have less income than their parents. (Kuran,2020) Added to this, under conditions specific to Turkey, the dependency of young people on their families increases. According to the Youth study conducted by SODEV, seventy percent of young people say that it is not possible to establish a life independent of their families with their current income. (SODEV, 2020) In addition, according to the study conducted by the Istanpol research company, most young people are suffering from financial difficulties, and they think that their family is their only source of financial security. (IstanPol, 2020)

§ 5.3 Education

In this section, Turkish Generation Z's perspectives on the education system, their expectations, and problems with education will be examined. It is valuable to examine their views on education since almost all of this generation is in the period of their lives when they are part of education.

The education system in Turkey has always been one of the issues that has been discussed and criticized most. Although the investments made in education are increasing and there are quantitative developments in education, the opinion that the quality of education is far from a satisfactory level is expected. According to the Ministry of Education data, while the enrollment rate in pre-school education was 26.63 percent in the 2012/2013 academic year, this rate increased to 41.78 percent in the 2019-2020 academic year. (MEB,2020) Although the increase seen in Turkey seems remarkable, considering that the OECD average is close to 90 percent in pre-school enrollment rate, inadequacy becomes apparent. (Şirin, 2020) While the budget allocated to education in Turkey was 22.5 billion Turkish Liras in 2006, this figure increased to 37.7 billion Turkish Liras in 2010 and 162.2 billion Turkish Liras in 2020.

In 2019, the primary school enrollment rate in Turkey was 91.9 percent, the secondary school enrollment rate is 93.3%, the high school enrollment rate is 84.2 percent, and the higher education enrollment rate is 44.1 percent. Although the enrollment rates at sub-university levels are relatively high, in terms of the quality of education, Turkey is consistently below the OECD average between 2003 and 2018, according to the results of the PISA exam. According to the 2018 PISA exam results, the OECD average in the field of reading was 487, while the average score of Turkey remained at 466. In addition, while the OECD average is 489 in the field of mathematics, the average in Turkey is 454. In science, the OECD average is 489, while the average in Turkey is 468. (OECD,2018)

According to the Higher Education Institution statistics, there are 195 universities in Turkey as of 2020. In the 2020-2021 academic year, 1 780 448 students enrolled in higher education, and the total number of university students was determined as 8 240 997. (YOK, 2020)

While talking about the attitudes and perceptions of the students participating in the study, one of the most critical issues that should be noted is the position of educators in the perception of students. Teaching has always been regarded as a respected profession in society since the foundation of the Republic. Moreover, teachers have been given special duties in raising the new generations envisioned by the regime. For these reasons, teachers came to the fore as figures who played a vital role in shaping students' way of thinking. However, with the developments in the world and in Turkey, there are specific changes in teachers' perceptions. Twelve of the students who participated in the interview stated that they do not see their teachers as an authority. Eight participants stated that teachers are authority, but they are not as influential on themselves as they were on previous generations.

The most important reason for the change in the perception towards teachers has been the spread, democratization, and accessibility of information. In the interviews, most participants stated that they accessed lessons on the subject they wanted from different teachers through different platforms. With the widespread availability of information on this subject, it is possible to deduce that Generation Z members expect different things from their teachers than they did in the past.

Z14, who is a mechanical engineering student, said: *I do not listen to lectures that do not interest me. Because after all, if I want, I can listen to it on Youtube. The way the teacher explains the subject is essential now, I think, because you can find many alternatives on the same subject on the Internet. You can access the mechanical engineering courses of universities such as Harvard and MIT for free, and there is such an opportunity. When you write the topic title on the Internet, thousands of resources appear, so I do not think anyone learns from their teachers anymore.*

One of the common responses received when participants were asked about their ideal teacher image was, they mostly stated that the teacher must strive to understand students.

Z6, a teacher candidate, said; *The teacher should try to understand the other person, and we are all different; everyone should not be treated as one type. Distinctive features need to be accepted and planned according to these differences.*

Moreover, the participants, especially those studying technical sciences, state that their teachers should combine theory with practice and that they should closely follow current developments in their fields.

Z5, who is a computer engineering student, said: *The teacher should guide the student. I can learn theoretical education by reading a book or watching a video; the teacher should guide me on how to transfer this theoretical knowledge to daily life or functional areas.*

Z18, who is a civil engineering student: *The teacher should definitely follow the developments in the field and refresh himself. Recently, one of our teachers opened a presentation in a class; under the presentation, it says 2016. Nothing has changed since 2016. Have you ever not felt the need to change some things in your course? I really do not understand. The teacher should definitely have a command of current issues, and discussions should be able to answer when I ask a question on current issues and be competent to express his/her opinion.*

Almost all of the participants think that digital tools should be added to the course in order to increase the efficiency of education and the interest in the courses.

Z22, a Management student: *In my opinion, taking exams is an old-fashioned thing; games can be played instead, projects can be given instead.*

For example, I am talking about my own field, there are simulation applications, you have a company, and you control every operation of the company, from accounting to purchasing, marketing or there is a stock market application, again simulation; You can follow the analysis of your investments. In my opinion, it is both more instructive and more productive to spend more time in such applications rather than taking an exam by writing the financial statements of a company.

The most important thing that Generation Z members pay attention to in their communication with their teachers is whether they are valued as individuals or not, as in all areas of their lives. In communication with their teachers, the tremendous demand voiced by the participants is to be respected by the teachers and to have open communication.

Z13, who is an English teaching student, said: *The relationship between student and teacher should be based on respect. No matter how old the other person is, the teacher should accept and respect him/her as an individual. Unfortunately, in our society, respect is generally expected to be one-sided, and we are constantly accused of being disrespectful by teachers from time to time. For example, I came and asked you a question; why would I ask a question if I do not respect you? Nevertheless, some teachers interpret respect in terms of nonsense; It has called me disrespectful because of the email I wrote. It seems very unreasonable to me to consider the concept of respect over such nonsense. As I said, I ask you questions, and I listen to what you say; I do not listen to people I do not respect. In addition, teachers should also respect students and take into account students' criticism of them.*

Z24, who is a philosophy student: *I think the student should feel valued in communication between the student and the teacher. It has to be an intimate relationship. For example, when a teacher was explaining the midterm exam results, he called everyone to his room one by one and explained the exam results to everyone one by one. This is excellent*

communication for me, and I feel valued because it also affected my motivation towards the course.

Z15, who is an international trade student: *The teacher should have a library shelf, a shelf that the student can access at any time, but there should be no coercion, there should be no restrictions or commands such as 'read this book here',or 'read this many pages'.*

This generation continues their education at a time when the role of education is being questioned. Despite being the generation with the highest level of education and the longest remaining in education, it seems that education has failed to realize its promises. Eighty percent of the youth state that the education system cannot provide enough education to prepare them for life. (Ağırdır, 2020) Young people state that education should carry them somewhere, but it does not. According to SODEV research, 40 percent of young people think that universities in Turkey do not provide them with the necessary equipment to find a job. (SODEV, 2020)

While eleven of the participants stated that the social opportunities provided by the universities were insufficient, nineteen participants mentioned social opportunities as one of the most important things that universities should provide to individuals.

Z23, a political science student: *Many people come to the university from different places, so university is a decisive area for self-discovery and development. Meeting and chatting with different people is also directly related to the social opportunities provided by the university. Therefore, the university should definitely provide a wide range of social opportunities, there should be clubs in many different fields from sports to art, from career to social issues, and many activities should be organized.*

In addition, another common issue that university students complain about is the technical facilities of universities. Accommodation is one such facility that students demand from universities. According to the Higher Education Institution statistics, the number of state-affiliated dormitories in Turkey was 190 in 2001-2002, while this number reached 793

in 2019-2020. Considering Istanbul, which is the sample of this study, 24 state-affiliated dormitories served in 2019-2020. (YOK,2020) Even if the dormitories and private dormitories owned by the universities are included in this number, the accommodation capacity is well below the total number of students.

Technical areas that the participants complain about can be classified as the inadequacy of cafeteria services, the lack of laboratory services, insufficiency of classrooms. It would be appropriate to conclude that students generally complain about field and space congestion in their universities. Students stated that facilities that will help their academic and social lives should be accesible in universities.

Considering the problems of the education system, twelve of the participants stated that the biggest problem of the education system is that it is based on memorization and examination.

Z21, who is a Molecular Biology and Genetics student, said: *I think the biggest problem is that the education system is based on memorization, and a single exam determines everything. It aims to make students learn some information by rote for the exam, not to teach them meaningful knowledge. There is also much competition; people cannot discover themselves in this competitive system. For example, I played basketball for about ten years, but I had to quit in the year of the university entrance exam. Actually, my family told me not to quit, but when everyone around you gets into the exam psychology, you have to do so as well. The exam process is a period that psychologically exhausts young people.*

Z9, a Medicine Faculty student: *The biggest problem of the education system is that it is based on exams, and this exam is not very relevant to the lessons we were taught so far. The fact that there is too much competition causes one type of person to grow up. No one can focus on their own interest, and everyone has to study for the exam. In addition, the university*

exam creates many inequalities. My family had the means to send me to private courses and spend money on my education, but there are many people who do not have such opportunities. I ranked well in the university exam, got a good score, but it does not make much sense. It is not possible to have healthy competition in an environment where there is such an inequality of opportunity.

Six of the interviewees stated that they think the biggest problem of the education system is inequality of opportunity. Apart from this, the majority of the participants expressed the inequality of opportunity as a serious problem while talking about the problems of the education system. According to the study conducted by the Istanbul Metropolitan Municipality, seventy-nine percent of the youth stated that they think that there is no equality of opportunity in Turkey. (IBB,2021) Moreover, according to a study by the British Council, fifty-six percent of respondents think that networks are more important than education in personal success. (British Council, 2017)

Z20, who is a linguistic student: *Inequality of opportunity is a problem that needs to be solved urgently. There are many people who do not have access to adequate education, and people disappear in the current system. That is why adding people to education is a big problem; people cannot be part of education.*

According to the participants, one of the fundamental problems of the education system is the lack of qualified people in positions of authority. While the participants criticized the quality of teachers in the education system, they also criticized the decision-makers.

Z19 who is an English teaching student: *Education is under the control of politicians, not those who are competent in education, and the system is constantly changing. Every time the minister changes, something is built anew. There is no continuity in education.*

Z1, an economy student: *There is no order in education; everything is insufficient. No matter what job you want to do in this country, everyone has to receive an education; thus, the skills of the educators must be very high. However, in our society, it is easy to become a teacher. They also have problems; of course, many teachers cannot be appointed; I do not say anything about them, and I get angry with the system. Being a teacher in a country must be a tricky thing; after all, you have the potential to affect the lives of many people, but in our country, it is not; The minimum entrance scores of the teaching departments are low, and the education they offer is insufficient. These situations also affect the total quality of education.*

In this section, the relationship between Generation Z members and education has been examined. Remarkably, the expectations of this generation from teachers have changed with the democratization of knowledge. Contrary to what older generations see, the teacher is not a source of information but a guide in the new generation's eyes. In addition, this generation expects to be considered as individuals when forming relationships with their teachers. All of the participants have opinions about the problems of the education system.

§ 5.4 Society

This part will analyze how the generational unit, which participated in this study, express themselves, their thoughts about other older generations, and their attitudes and behaviors toward society.

Participants in the interviews stated that they believe in generations and twenty-two of interviewees said that they feel belongs to a generation. One of the noteworthy points is that although young people think that they are part of a generation, they have reservations about naming their generation. Some of the interviewers believed that generation names are designed to fit them into stereotypes.

Z15, an international trade student: *I feel that I belong to a generation, so when I look at my own age group, I see that we are different from the elderly. Generational differences indeed do exist, but giving a name to this generation is not something I prefer. I am against adjectives, labels; Naming generations is like labeling them; thus, I do not like them.*

One of the essential characteristics of this generation is freedom. According to a study by SODEV, sixty-eight percent of young people think it is crucial to be able to express their thoughts independently. In addition, fifty-two percent of youth stated that it is a necessity for others to express their thoughts freely. (SODEV, 2020) Interviewers who participated in this research argue that freedom and liberty are essential for them. Moreover, Generation Z is a generation that has a high desire to be defined as individuals regardless of their age, and this desire can be considered as interacting with the importance given to this freedom.

This generational unit defined itself as unbiased and open-minded. While nineteen of the participants stated that they were open-minded when talking about the characteristics of their own generation, at the same time, fifteen participants expressed that they were open-minded while expressing their differences from previous generations. Furthermore, this generation states that rational thinking ability and awareness are one of the prominent defining features of their generation.

Z12, who is a Western language student: *We follow the developments in the world more, we see different lives, which allows us to be open-minded. We also research; we do not blindly believe what we see. We can approach things without prejudice.*

All of the participants in the study have a fear of not being able to find a job in the future. One of the biggest concerns of this generation unit about the future is the concerns about living conditions. According to Turkstat data, 18.2 percent of young people between the ages of 18-24 in 2020 think that the most important problem of the country is

unemployment. (Turkstat, 2021) According to a study conducted by the Istanbul Metropolitan Municipality, eighty-six percent of young people think it is challenging to find a job in Turkey without an acquaintance. (IBB, 2021) In addition, according to another study, seventy-seven percent of teens think that even if one person is more talented, the people who have friends in the right places can beat him/her and get a job. (MAK & Yeditepe, 2020)

The situation in the country and the future concerns of young people make this generation a hopeless generation. Turkish Generation Z emerges as a generation with a much higher level of hopelessness than its European and US counterparts. One of the things that young people's despair is caused by is the desire of young people to make much money in a short time. Seventy-seven percent of the people who deposited money in Theodex, which made its name known as the crypto money market fraud in Turkey in 2021, consisted of individuals under the age of thirty-four, while half of those depositing money were individuals between the ages of eighteen and twenty-four. In addition, according to the data of the Istanbul Stock Exchange, the number of individuals between the ages of twenty and thirty-four who invested in the stock market between 2020 and 2021 has increased approximately four times.

The economic situation in the country has led to an increase in the unhappiness of the youth. According to Turkstat data, the rate of young people who say they are happy has decreased from fifty-six percent in 2019 to forty-seven percent in 2020. (Türkiye İstatistik Kurumu (TÜİK), 2021c) Due to the conditions specific to Turkey, a large part of this generation wants to live abroad. According to the Istanpol research, the majority of young people stated that they would like to live in other countries with better working conditions and living standards when they have the opportunity. (IstanPol, 2020) In addition, according to the study conducted by the Istanbul Metropolitan Municipality, seventy-six percent of the youth stated that they would like to work abroad if possible. (İBB, 2021) It should be noted here that while the secondary plan of the previous

generations is to go abroad, staying in Turkey seems to be the secondary plan for Generation Z.

All of the interviewees stated that they wanted to go abroad. In addition, six people stated that they were afraid of not being able to go abroad in the future and that the only thing that motivated them to do something is to work to go abroad.

Z3, who is an aircraft engineering student, said: *If you ask me to tell you anything about the future, I call you despair. I used to be a person who would never consider migrating to another country, but now I could go without a backward glance if I have the opportunity. I cannot even predict the next five years in Turkey. I have anxiety attacks.*

Z7, a veterinary medicine student: *Although there are motivating factors for a few days, it turns into unhappiness in the long run. Bad things happen all the time in the country, and I have no hope that it will get any better. There is not much that motivates me about the future; working to leave this country motivates me.*

One of the most defining characteristics of this generation is their anger towards the generations before them. The anger felt towards previous generations and society shows itself in every field, as well as in going abroad.

Z22, a Management student: *Sometimes, some politicians or elders say that young people should not go, stay here and make their country better; these kinds of phrases do not seem to be realistic. Besides, I have no debt for this country which has given me nothing. I get angry with statements that tell me to stay and fix the country. Those who made this country this way expect something from us. That is ridiculous, and they owe us.*

Generation Z is often accused of not being interested in politics by adults. However, studies show that this is not the case, and this generation is interested in politics. In addition, Turkish Generation Z is much

more interested in political issues compared to their peers in Europe and the United States. While they stay away from corporate political discussions, they are highly conscious of the problems of the country and the world. Seventy percent of the youth in the country think that the current political parties cannot solve the country's problems. (Ağırdır, 2020) One of the main reasons why they are not interested in corporate politics is that this generation does not feel that they are cared for by political leaders. In addition, the political debates are the area where the anger felt by the Z generation against the previous generations is expressed most. Generation Z thinks that older generations should be held responsible for the country's situations and blames them.

Z8, a physical education teacher, said: *We are aware of everything, we follow the world, we see what is happening in the country. We have to follow the economy, even if we do not want to. I think we follow politics and talk to our friends. However, political parties only see us as votes, and they do not try to understand us; they do not know what we want.*

Z22, a management student: *Sometimes I cannot stand older people giving advice. Generations before us are entirely responsible for the country's current plight. Despite this, they tell us fairy tales like we do not know, and it was like this in our time. They think that we should have difficulties just because they had difficulties.*

One of the results of this study is that Generation Z has experienced a break with traditional concepts. The meanings of certain traditional concepts to this generation are different from what they meant to previous generations. Eighteen of the participants in the study said that age and experience were not sufficient criteria to respect someone. Twenty-one of the participants in the study stated that they would not respect someone just because they were older than them. For this generation, the first thing that comes to mind when talking about respect is respect for human rights and the environment.

Z9, who is a medicine student: *My grandfather is a bigoted person, but I love him so much, maybe it's because we spent a lot of time in my childhood. One day he gave me a fifteen-minute lesson on respect. He said sentences like 'you should pay attention to your clothes, and pay attention to the way you sit in front of the elders and your behavior'. Three minutes after our conversation, he makes hate speeches to someone. Now, this seems absurd to me, so in my grandfather's eyes, I am acting disrespectfully, but he sees himself in the right to say something about someone else's life. Very strange indeed.*

One of the crucial points to be noted is that Generation Z stands out as the most conscious generation on gender and environmental issues. During the study, when talking about these issues with the participants, the vast majority of them stated that these issues are not something to talk about or discuss and that everyone should have a high environmental and gender sensitivity. Unlike the previous generations, because they grew up amid the climate crisis, this generation unit is very sensitive about the environment, and taking steps to solve the climate crisis is among their demands of top priority. In addition, the perspectives of previous generations on environmental issues and gender issues are among the subjects they find very strange. Many Generation Z students in Turkey, influenced by climate activist Greta Thunberg, initiated actions against the climate crisis, and many Generation Z members participated in the actions called Friday's for Future.

Z12, a student of Western languages and literature: *There was a banner; I can't believe I still have to protest this shit. In other words, the disasters we have experienced are apparent, and steps must be taken immediately. In addition, one of the most strange points is how come people have done nothing about this issue until today? I really do not understand why some people do not care about the environment. I think this is an internal thing in our generation, and it is not something to be discussed. Everyone*

cares about environmental issues, and this is a fact; there is nothing to think about.

As a remarkable point to be noted, when the participants were asked about society's biggest problem in the interviews, some of the participants stated that some features differentiated them from previous generations, and also they considered the absence of these features as the biggest problem of the society. For example, while describing her generation, Z7 stated that they are more understanding than previous generations, and when asked about society's biggest problem, she also stated that the biggest problem of society is lack of understanding. Similarly, while Z13 said that one of the defining characteristics of the generation she belongs to is that they listen to different ideas and have an open mind, she said that the biggest problem of the society is that people do not listen to different opinions and that everyone thinks what they know is right.

When the answers are evaluated given by the participants to the question asking what the biggest problem of the society is, the answers that stand out are ignorance, lack of research, and intolerance.

6

Conclusion

Generations have always been a useful concept in order to explain social transformations in societies. The concept of generation is widely used in daily life to explain the differences between the elder and the youth or to explain the transformations in society. Generations are affected by the social transformations and historical events they experienced, and they also have the power to trigger social transformations.

This thesis attempts to analyze new patterns and behaviors embraced by Turkish Generation Z members with the help of in-depth interviews and a review of generation literature. This thesis tries to how Generation Z members define themselves and their attitudes and behaviors on issues such as education, family, and socialization. In addition, with the help of international literature, the attitudes and behaviors of Generation Z members in the Western world are examined, and the common and different attitudes and behaviors of Generation Z members in Turkey with their Western peers were tried to be revealed. Thus, although there are common features between generations, it has been revealed that the locations of the generations in which they are born and live are one of the determining factors in the formation of the characters and behaviors of the generations.

This thesis has tried to explain the essential characteristics and behavior patterns of the generations that emerged before Generation Z in Turkey.

The effects of Turkey's unique conditions and historical events on the formation of generations and their character development have been examined. Thus, the similarities and differences between Generation Z members and previous generations are analyzed.

This case study is based on in-depth interviews with twenty-five Generation Z members born in 2000 and later studying at a university in Istanbul. First of all, the size of the thesis sample in this case study and the relative homogeneity of the sample in terms of education level and habitat make it difficult to draw firm conclusions and make large generalizations about Generation Z. However, some analyzes that emerged as a result of the interviews conducted in this thesis should be mentioned in order to give an idea to the studies to be conducted with larger samples.

One of the essential points to be mentioned is that the members of Generation Z want to be defined as individuals in all areas of social life, regardless of their age and social status. This generation can be considered as the first digitally native generation of Turkey. The idea of being an individual is an indispensable part of their character starting from their childhood, thanks to the digital world. For this reason, Generation Z members demand respect from their teachers and parents. Moreover, they want to participate in decision-making processes in every field. In addition, they also want to be involved in the construction processes of decision-making mechanisms. They demand to participate in more democratic relations in education life as well as family life.

The second finding that is noteworthy is that freedom is essential for Generation Z members. Generation Z members have been freely expressing their opinions on social media since their childhood. While the members of Generation Z describe themselves as open-minded, they consider it very important for others to express their opinions freely. For Generation Z members living in Turkey, previous generations' restricting their freedom, interfering with their lifestyles, and criticizing their lifestyles are considered intolerable behaviors.

Another aspect of Generation Z members is that they are angry with the generations before them. They blame previous generations for being responsible for the economic, political, and social situation in Turkey.

Moreover, Generation Z members think that older people do not understand youth, and they do not endeavor to learn youth perceptions. This generational unit is more engaged in political life than its Western counterpart—the Twitter usage rate of Turkish Generation Z members is considerably higher than their Western Generation Z counterparts. They describe themselves as hopeless and pessimistic as a result of Turkish political and economic conditions. Members of Generation Y, which is the generation preceding Generation Z, also describe themselves as hopeless; however, the difference between Generation Z and Y is that Generation Z members' sense of belonging towards a country is noteworthily lower than previous generations' sense of belonging towards Turkey. Generation Z members state that they would prefer a life abroad if they had the opportunity. They have lost their hope that the country's problems will be resolved.

Participants of this case study consider themselves as a member of a generation. They primarily defined their generations as conscious, open-minded, and investigators. At the same time, the participants pointed out that society's biggest problem is unconsciousness, not being open-minded, and not researching. It can be said that parents and teachers, who were strongly regarded as authority figures by previous generations, were not obviously accepted as an authority by Generation Z. The reason for this is the extreme expansion of the digital world, along with the universalization, democratization, and accessibility of information.

Generation Z members are now starting to reach the life stage that will affect the social life of Turkey. For this reason, it is aimed that this thesis will be an introductory study in terms of trying to understand Generation Z, which has the potential to shape Turkey's social, economic, and political life.

As a result, this thesis highlighted the attitudes of Turkish Generation Z members and emphasized the importance of generational studies within the scope of social sciences. In addition, with the help of this thesis, the attitudes of the Turkish Generation Z towards family, education, and socialization have been revealed. In light of these thesis points and the

literature review, I believe that it paves the way for further research on social sciences about Generation Z.

Appendix A Participants

Participant	Birth Year	Sex	University	Departmant
Z1	2001	Male	Istanbul University	Economics
Z2	2001	Female	Istanbul Technical University	Architecture
Z3	2001	Female	Istanbul Technical University	Aeronautical Engineering
Z4	2002	Female	Marmara University	Dentistry
Z5	2001	Female	Yıldız Technical University	Computer Engineering
Z6	2002	Male	Marmara University	Science Teacher
Z7	2002	Female	Istanbul University	Veterinary
Z8	2002	Male	Marmara University	Physical education teacher
Z9	2001	Female	Istanbul University	Medicine
Z10	2000	Male	Istanbul Technical University	Chemical Engineering
Z11	2000	Male	Istanbul Technical University	Mining Engineering
Z12	2001	Female	Boğaziçi University	Western Languages and Literature
Z13	2002	Female	Boğaziçi University	English Teacher
Z14	2001	Male	Yıldız Technical University	Mechanical Engineering
Z15	2000	Male	Boğaziçi University	International Trade
Z16	2001	Female	Istanbul University	Veterinary
Z17	2002	Female	Galatasaray University	Economics
Z18	2001	Male	Istanbul Technical University	Civil Engineering
Z19	2000	Female	Boğaziçi University	English Teacher
Z20	2002	Male	Boğaziçi University	Linguistics
Z21	2002	Male	Yıldız Technical University	Molecular biology and genetics
Z22	2000	Female	Galatasaray University	Management
Z23	2002	Male	Galatasaray University	Political Science
Z24	2001	Male	Galatasaray University	Philosophy
Z25	2001	Female	Istanbul University	Medicine

Bibliography

Acer. (2017). *Generation Z: The Future of Classrooms | Acer for Education*. https://acerforeducation.acer.com/education-trends/generation-z-what-is-the-future-of-classrooms/

Ağırdır, B. (2020, July 7). *Z kuşağı; İyi Parti, MHP ve HDP'ye yakın duruyor, öfkeleri baskın, daha net pozisyon istiyorlar*. T24. https://t24.com.tr/video/bekir-agirdir-z-kusagi-iyi-parti-mhp-ve-hdp-ye-yakin-duruyor-ofkeleri-baskin-daha-net-pozisyon-istiyorlar,30420

Ahmad, F. (2019). *Modern Türkiye'nin Oluşumu*. Kaynak Yayınları.

Akçam, T. (1998, May). 68'den Geriye Ne Kaldı? *Birikim 109*, 40–44.

AKDEMİR, A., KONAKAY, G., & DEMİRKAYA, H. (2013). Y Kuşağının Kariyer Algısı, Kariyer Değişimi Ve Liderlik Tarzı Beklentilerinin Araştırılması. *Ekonomi ve Yönetim Araştırmaları Dergisi*, *2*(2), 11–42. https://dergipark.org.tr/tr/pub/eyad/813938

Akın, Y. (2009). *Gürbüz ve Yavuz Evlatlar-Erken Cumhuriyet'te Beden Terbiyesi ve Spor* (4th ed.). İletişim.

Alemdaroğlu, A. (2005). Bir imkan olarak gençlik. *Birikim 196*, 21–29.

Alpay, Ş. (1988). 68 kuşağı üzerine bir deneme. *Toplum ve Bilim 41*, 167–185.

Alper, E. (2010). Reconsidering social movements in Turkey: The case of the 1968-71 protest cycle. *New Perspectives on Turkey*, *43*, 63–96. https://doi.org/10.1017/S089663460000577X

Alwin, D. F., & McCammon, R. J. (2007). Rethinking Generations. *Research in Human Development*, *4*(3–4), 219–237. https://doi.org/10.1080/15427600701663072

Anderson, M., Singh, A., & Page, D. (2016). Parents, teens and digital monitoring. *Pew Research Center: Internet, Science & Tech*.

Anon. (2016). *GenZ in the classroom: creating the future*. Adobeeducate.Com.

Arat, Y., & Pamuk, S. (2019). *Turkey between democracy and authoritarianism*. Cambridge University Press.

Atabek, E. (2003). *Modern Dünyada Değer Kayması ve Gençlik*. Alkım Yayınevi.

Aydın, S., & Taşkın, Y. (2014). *1960'tan günümüze Türkiye tarihi* (K. Ünavar (ed.)). İletişim.

Aygün, Z. K., & Imamoğlu, E. O. (2002). Value domains of turkish adults and university students. *Journal of Social Psychology*, *142*(3), 333–351. https://doi.org/10.1080/00224540209603903

Balbay, M. (2012). *78'liler*. Cumhuriyet Kitapları.

Barbaros, F., & Zurcher, E. J. (2017). *Modernizmin yansımaları : 80'li yıllarda Türkiye*. Efil Yayınevi.

Bayhan, V. (1997). *Üniversite gençliğinde anomi ve yabancılaşma*. Kültür Bakanlığı.

Beaulieu, G. (1999). 1968 The World Transformed , by Carole Fink, Philipp Gasset, and Getlef Junker 1968 The World Transformed , by Carole Fink, Philipp Gasset, and Getlef Junker. Washington, D.C., German Historical Institute and New York, Cambridge University Press, 1998. x. *Canadian Journal of History*. https://doi.org/10.3138/cjh.34.3.479

Belge, M. (1988). 68 ve sonrasında sol hareket. *Toplum ve Bilim 41*, 153–166.

Berkup, S. B. (2014). Working with generations X and Y In generation Z period: Management of different generations in business life. *Mediterranean Journal of Social Sciences*, *5*(19), 218–229. https://doi.org/10.5901/mjss.2014.v5n19p218

Bican, M. (1970). *Devrim için gençlik hareketleri*. Güvendi Matbaası.

Binark, M., Bayraktutan Sütcü, G., & Buçakçı, F. (2009). How Turkish young people utilize Internet cafes: the results of ethnographic research in Ankara. *Observatorio (OBS*)*, *3*(1), 286–310. https://doi.org/10.15847/obsOBS312009249

Bolton, R. N., Parasuraman, A., Hoefnagels, A., Migchels, N., Kabadayi, S., Gruber, T., Loureiro, Y. K., & Solnet, D. (2013). Understanding Generation Y and their use of social media: A review and research agenda. *Journal of Service Management*. https://doi.org/10.1108/09564231311326987

Boratav, K. (2008). *Türkiye iktisat tarihi, 1908-2007*. İmge Kitabevi.

Bourdieu, P., & Passeron, J.-C. (1990). *Reproduction in Education, Society adn Culture*.

British Council. (2017). *NEXT GENERATION TÜRKİYE*.

Broadbent, E., Gougoulis, J., Lui, N., Pota, V., & Simons, J. (2017). GENERATION Z: GLOBAL CITIZENSHIP SURVEY. In *varkeyfoundation.org*.

Brokaw, T. (2004). The greatest generation. In *Random House*.

Bulut, F. (2011). 68 Kuşağı Gençlik Olaylarının Uluslararası Boyutu ve Türkiye'de 68 Kuşağına Göre Atatürk ve Atatürkçülük Anlayışı. *Çağdaş Türkiye Tarihi Araştırmaları Dergisi*, *11*(23), 123–149.

Calhoun, S. K. (2005). Generations at Work: Managing the Clash of Boomers, Gen Xers and Gen Yers in the Workplace. In *AAOHN journal : official journal of the American Association of Occupational Health Nurses* (Vol. 53, Issue 11).

Çalışlar, O. (1989). *Başkaldırının yedi rengi*. Milliyet Yayınları.

Can, C. (2001). *78'liler sorguluyor*. Mart Matbaacılık Sanatları.

Carlson, E. (2008). The lucky few: Between the greatest generation and the baby boom. In *The Lucky Few: Between the Greatest Generation and the Baby Boom*. https://doi.org/10.1007/978-1-4020-8541-3

Cheung, J., Glass, S., David, M., & Wong, C. K. (2017). Uniquely Generation Z. *IBM Executive Report*, 1–21. https://www.ibm.com/downloads/cas/9PPL5YOX

Comte, A., & Martineau, H. (2009). The Positive Philosophy of Auguste Comte. In *The Positive Philosophy of Auguste Comte*. https://doi.org/10.1017/cbo9780511701450

Cruz, J. (2012). *Marriage : More Than a Century of Change*. *2010*, 2010–2011.

Darla Rothman, P. . (2020). A tsunami of learning called generation Z. *Journal of Chemical Information and Modeling*.

Deloitte. (n.d.). *Deloitte Y Kuşağı Araştırması | Deloitte | Social impact, Innovation*. Retrieved August 1, 2021, from https://www2.deloitte.com/tr/tr/pages/about-deloitte/articles/millennialsurvey-tr.html

Demir, I. (2012). The development and current state of youth research in Turkey: An overview. *Young*, *20*(1), 89–114. https://doi.org/10.1177/110330881102000105

Dorsey, J. (2020). *Zconomy*.

Edmunds, J., & Turner, B. S. (2005). Global generations: Social change in the twentieth century. *British Journal of Sociology*, *56*(4), 559–577. https://doi.org/10.1111/j.1468-4446.2005.00083.x

Eisenstadt, S. N. (2013). From generation to generation: Age groups and social structure. In *From Generation to Generation: Age Groups and Social Structure*. https://doi.org/10.4324/9781315007199

Ekşili, N., & Antalyalı, Ö. L. (2017). TÜRKİYE'DE Y KUŞAĞI ÖZELLİKLERİNİ BELİRLEMEYE YÖNELİK BİR ÇALIŞMA: OKUL YÖNETİCİLERİ ÜZERİNE BİR ARAŞTIRMA. *Humanities Sciences*, *12*(3), 90–111. https://doi.org/10.12739/NWSA.2017.12.3.4C0219

Erdoğan, E. (2017). Türkiye'de Gençleri İyi Olma Hali Saha Araştirmasi Bulgulari. *Habitat Derneği*. https://habitatdernegi.org/wp-content/uploads/turkiye-de-genclerin-iyi-olma-hali-raporu.pdf

Ermisch, J., & Easterlin, R. A. (1982). Birth and Fortune. The Impact of Numbers on Personal Welfare. *Population Studies*. https://doi.org/10.2307/2174164

Fromm, J. (2015). Marketing to Gen Z : the rules for reaching this vast, and very different, generation of influencers. In *Marketing to Generation Z*.

Fry, R. (2016). Millennials overtake Baby Boomers as America's largest generation | Pew Research Center. *Pew Research Center*.

Fry, R. (2018). Millennials are the Largest Generation in the U.S. Labor Force. *Pew Research Center*.

Gaming Turkey. (2020). *Oyun Sektörü Raporu 2020*.

Generation, T. H. E. F. (2015). *Gen Z 2025*. Generation, T. H. E. F. (n.d.). Gen Z 2025.

Generation X: Americans born 1965 to 1976. (2005). *Choice Reviews Online*. https://doi.org/10.5860/choice.42-3175a

Giordano, J. A. (1988). Parents of the Baby Boomers: A New Generation of Young-Old. *Family Relations*, *37*(4), 411. https://doi.org/10.2307/584112

Giunta, C. (2017). An Emerging Awareness of Generation Z Students for Higher Education Professors. *Archives of Business Research*. https://doi.org/10.14738/abr.54.2962

Gravett, L. (2009). *Bridging the Generation Gap: How to Get Radio Babies, Boomers, Gen Xers, and Gen Yers to Work Together and Achieve More*.

Gürbilek, N. (1992). *Vitrinde yaşamak : 1980'lerin kültürel iklimi*. Metis.

Gürüz, K. (2008). *Yirmi Birinci Yüzyılın Başında Türk Milli Eğitim Sistemi*. Türkiye İş Bankası Kültür Yayınları.

Hampton, D., Welsh, D., & Wiggins, A. T. (2020). Learning Preferences and Engagement Level of Generation Z Nursing Students. *Nurse Educator*. https://doi.org/10.1097/NNE.0000000000000710

Hobsbawm, E. (1978). 1968 - A Retrospect. *Marxism Today*, 130.

Hobsbawm, E. (1995). *Age of Extremes*. Abacus.

Home, N., & Strauss, W. (2018). Millenials Rising : The Next Generation. *Small Business and the City*.

Howe, N., & Strauss, W. (1997). *The Fourth Turning: An American Prophecy - What the Cycles of History Tell Us About America's Next Rendezvous with Destiny:* Three Rivers Press.

İBB. (2021). *Üniversite Mezunu Ev Gençler Araştırması Raporu*.

İplikçi, M. (2013). *Biz orada mutluyduk : Gezi Parkı direnişindeki gençler anlatıyor*. Doğan Kitap.

IstanPol. (2020). *TÜRKİYE'DE GENÇLERİN GÜVENCESİZLİĞİ: ÇALIŞMA, GEÇİM VE YAŞAM ALGISI*. www.festr.org

Jaeger, H. (1985). Generations in History: Reflections on a Controversial Concept. *History and Theory*, *24*(3), 273. https://doi.org/10.2307/2505170

Jobs, R. I. (2009). AHR forum youth movements: travel, protest, and Europe in 1968. *American Historical Review*. https://doi.org/10.1086/ahr.114.2.376

Johnson, M., & Johnson, L. (2010). Generations, Inc: From Boomers to Linksters. In *American Management Association*.

Junco, R., & Mastrodicasa, J. (2007). Connecting to the Net.Generation: What higher education professionals need to know about today's students. In *Higher Education*.

Jurkiewicz, C. L. (2000). Generation X and the public employee. *Public Personnel Management*. https://doi.org/10.1177/009102600002900105

Kaplan, İ. (1999). *Türkiye'de Milli Eğitim İdeolojisi ve Siyasal Toplumsallaşma Üzerindeki Etkisi*. İletişim.

Karadeniz, H. (1975). *Olaylı yıllar ve gençlik*. May Yayınları.

Karpat, K. (1967). *Türk demokrasi tarihi : sosyal, ekonomik, kültürel temeller*. Istanbul Matbaası.

Kazgan, G. (2002). *Kuştepe gençlik araştırması 2002*. İstanbul Bilgi Üniversitesi Yayınları.

Kendzia, M. J., & Zimmermann, K. F. (2013). Celebrating 150 years of analyzing fertility trends in Germany. *Jahrbucher Fur Nationalokonomie Und Statistik*. https://doi.org/10.1515/jbnst-2013-0308

Kentel, F. (2005). Türkiye'de Genç Olmak: Konformizm ya da Siyasetin Yeniden İnşası. *Birikim 196*, 11–17.

Kertzer, D. I. (1983). Generations as a sociological problem. *Annual Review of Sociology. Vol. 9*. https://doi.org/10.1146/annurev.so.09.080183.001013

Kışlalı, A. T. (1974). *Öğrenci Ayaklanmaları*. Bilgi.

Köknel, Ö. (1979). *Cumhuriyet gençliği ve sorunları*. Cem Yayınevi.

Konda. (2019). *Televizyonla Değişen Algılar, Sosyal Medyanın Yükselişi ve 10 Yıllık Medya Serüvenimiz 2008-2018*. 73. https://konda.com.tr/wp-content/uploads/2019/12/KONDA_MedyaRaporu_HT2018.pdf

Kozinsky, S. (2017). *How Generation Z Is Shaping The Change In Education*. https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/?sh=425bfed76520

Krahn, H. J., & Galambos, N. L. (2014). Work values and beliefs of "Generation X" and "Generation Y." *Journal of Youth Studies*. https://doi.org/10.1080/13676261.2013.815701

Küçükşabanoğlu, Z. (2021). *Z'nin Siyaseti*. Motto Yayınları.

Levickaite, R. (2010). Generations x, y, z: How social networks form the concept of the world without borders (the case of Lithuania). *Limes. Cultural Regionalistics*. https://doi.org/10.3846/limes.2010.17

Lin, I. F., & Brown, S. L. (2012). Unmarried Boomers confront old age: A national portrait. *Gerontologist*. https://doi.org/10.1093/geront/gnr141

Lüküslü, D., & Lüküslü, D. (2009). *Türkiye'de "Gençlik Miti" : 1980 sonrası Türkiye Gençliği*. İletişim. https://books.google.com/books/about/Türkiye_de_Gençlik_Miti.html?hl=tr&id=qrFJAQAAIAAJ

Lüküslü, D., Taşkın, Y., & Uzun, B. (2018). *Gençler Konuşuyor*.

Luscombe Jenna, Lewis Ioni, B. H. C. (2013). Essential elements for recruitment and retention: Generation Y - ABI/INFORM Complete - ProQuest. In *Journal of Managerial Psychology*.

MacKellar, L. (2014). Paul Taylor, The Next America: Boomers, Millennials, and the Looming Generational Showdown . In *Population and Development Review* (Vol. 40, Issue 3). https://doi.org/10.1111/j.1728-4457.2014.00706.x

MAK, & Yeditepe. (2020). *Gennçlik Araştırması*.

Mannheim, K. (2009). The Sociological Problem. *Essays on the Sociology of Knowledge*, 163–195. https://doi.org/10.1016/B978-0-12-369449-2.00001-1

Mardin, Ş. (1978). Youth and Violence in Turkey. *European Journal of Sociology*, *19*(2), 229–254. https://doi.org/10.1017/S0003975600005233

Margo, R. A. (1993). Employment and Unemployment in the 1930s. *Journal of Economic Perspectives*. https://doi.org/10.1257/jep.7.2.41

McCrindle, M. (2014). The ABC of XYZ: Understanding the Global Generations. In *The ABC of XYZ: Understanding the Global Generations*.

Merkezi., İ. M. V. S. A. (1999). *Türk gençliği 98 : suskun kitle büyüteç altında*. Konrad Adenauer Vakfı.

Merriman, M. (2015). Rise of Gen Z: new challenge for retailers. *Ernst & Young LLP*, 1–12. http://www.ey.com/Publication/vwLUAssets/EY-rise-of-gen-znew-challenge-for-retailers/$FILE/EY-rise-of-gen-znew-challenge-for-retailers.pdf

Milkman, R. (2017). A New Political Generation: Millennials and the Post-2008 Wave of Protest. *American Sociological Review*. https://doi.org/10.1177/0003122416681031

Morris, M. (2020). *Climate change, social media, and Generation Z*.

Nash, L. L. (1978). Concepts of existence: Greek origins of generational thought. *Daedalus*, *107*(4), 1–21.

Neyzi, L. (2001). OBJECT OR SUBJECT? THE PARADOX OF "YOUTH" IN TURKEY. *International Journal of Middle East Studies*, *33*(3), 411–432. https://doi.org/10.1017/S002074380100304X

Okçabol, R. (2005). *Türkiye Eğitim Sistemi: Tarihsel Gelişim, Sistemin Betimlenmesi, Çözümlenmesi ve Yeniden Yapılanması*. Ütopya Yayıncılık.

Oliver, D., & Huntley, R. (2007). The World According to Y: Inside the New Adult Generation. *Labour History*. https://doi.org/10.2307/27516214

Onur, B. (2009). *Türk Modernleşmesinde Çocuk*. İmge.

Ortega y Gasset, J. (1961). The Modern Theme. *Harper Torchbooks. The Academy Library TB/1038*, vii, 152.

Öztan Güven, G. (2012). *Türkiye'de Çocukluğun Politik İnşası*. İstanbul Bilgi Üniversitesi Yayınları.

Pamuk, S. (2017). *Türkiye'nin 200 yıllık iktisadi tarihi : Büyüme, kurumlar ve bölüşüm*. Türkiye İş Bankası Kültür Yayınları.

Parker, K., Graf, N., & Igielnik, R. (2019). Generation Z Looks a Lot Like Millennials on Key Social and Political Issues: Among Republicans, Gen Z stands out on views of race, climate, and the role of government. *Per Research Center*, *January*, 22. https://www.pewsocialtrends.org/2019/01/17/generation-z-looks-a-lot-like-millennials-on-key-social-and-political-issues/psdt_1-17-19_generations-02/

Parker, K., & Igielnik, R. (2020). *What We Know About Gen Z So Far* . Pew Research Center.

Pew. (2014). Millennials in Adulthood. *Pew Research*.

Pew Research Center. (2010). Millenials: A Portrait of Generation Next. In *Statistics*.

Posnick-Goodwin, S. (2010). Meet generation z. *Educator*, *14*(5), 8–18.

Prensky, M. (2014). Digital Natives, Digital Immigrants. *From Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Learning*, 67–85. https://doi.org/10.4135/9781483387765.n6

Purhonen, S. (2016). Generations on paper: Bourdieu and the critique of 'generationalism.' *Social Science Information*, *55*(1), 94–114. https://doi.org/10.1177/0539018415608967

Raleigh, D. J. (2012). *Soviet Baby Boomers*.

Roberts, K. (2012). The end of the long baby-boomer generation. *Journal of Youth Studies*, *15*(4), 479–497. https://doi.org/10.1080/13676261.2012.663900

Rothbard, M. (2000). *America's Great Depression*. The Ludwig von Mises Institute.

RTÜK. (2018). Çocukların Yeni Medya Kullanım Alışkanlıkları Ve Siber Zorbalık Araştırması. In *Rtük*. https://www.rtuk.gov.tr/rtuk-kamuoyu-arastirmalari/3890/8181/cocuklarin-yeni-medya-kullanim-aliskanliklari-ve-siber-zorbalik-arastirmasi.html

Sakaoğlu, N. (2003). *Osmanlı'dan Günümüze Eğitim Tarihi*. İstanbul Bilgi Üniversitesi Yayınları.

Saktanber, A. (2007). Cultural Dilemmas of Muslim Youth: Negotiating Muslim Identities and Being Young in Turkey 1. *Http://Dx.Doi.Org/10.1080/14683840701489290*, *8*(3), 417–434. https://doi.org/10.1080/14683840701489290

Seemiller, C. (2020). What makes learning enjoyable Perspectives of today s college students in the U.S. and Brazil. *Journal of Pedagogical Research*. https://doi.org/10.33902/jpr.2020065267

Seemiller, C., & Grace, M. (2019). Generation Z A Century in the Making. In *Routledge*.

Seemiller, C., Grace, M., Seemiller, C., & Grace, M. (2019). Who is Generation Z? In *Generation Z*. https://doi.org/10.4324/9780429442476-3

Şemin, R. (1973). *Gençlerimizin psiko-pedagojik problemleri: (kalkınmamıza engel olan başlıca sebepler)*. Edebiyat Fakültesi Matbası.

Shorter, F. C. (1985). The Population of Turkey After The War of Independence. *International Journal of Middle East Studies*, *17*(4), 417–441. https://doi.org/10.1017/S002074380002941X

Sigle-Rushton, W. (2008). England and Wales: Stable fertility and pronounced social status differences. *Demographic Research*. https://doi.org/10.4054/DemRes.2008.19.15

Smith, T., & Cawthon, T. W. (2017). Generation Z Goes to College. *College Student Affairs Journal*. https://doi.org/10.1353/csj.2017.0008

SODEV. (2020). *TÜRKİYE'NİN GENÇLİĞİ ARAŞTIRMASI*.

Sparks&Honey. (2014). *Meet Generation Z: Forget Everything You Learned About Millennials*. Lifestyle, Marketing, Education.

Strauss, W., & Howe, N. (1991). Generations: The history of America's future. In *The history of America's future, 1584 to 2069*.

Suzanne, M. (2005). *Soldiers to Citizens: The G.I. Bill and the Making of the Greatest Generation*.

Swanzen, R. (2018). FACING THE GENERATION CHASM: THE PARENTING AND TEACHING OF GENERATIONS Y AND Z. *International Journal of Child, Youth and Family Studies*. https://doi.org/10.18357/ijcyfs92201818216

TAYA. (2014). *Türkiye aile yapısı araştırması : tespitler, öneriler*.

TEPA. (2008). *Türkiye Ergen Profİlİ Araştirmasi*. https://ailetoplum.aile.gov.tr/uploads/pages/indirilebilir-yayinlar/80-turkiye-ergen-profili-arastirmasi-2008.pdf

Tevfik, M. (1936). *Türk tarihinde aile hayatı evrimi ve bunda kadın*. Hüsnütabiat Matbaası.

Tezcan, M. (1991). *Gençlik sosyolojisi yazıları*. Gündoğan Yayınları.

Tulgan, B. (2013). Meet Generation Z : The second generation within the giant " Millennial " cohort. *RainmakerThinking, Inc.*, 1–13. http://rainmakerthinking.com/assets/uploads/2013/10/Gen-Z-Whitepaper.pdf

Türkiye E-Spor Federasyonu. (2019). *Espor Çalıştayı Raporu*.

Türkiye İstatistik Kurumu (TÜİK). (2021a). İstatistiklerle Aile, 2020. *Türkiye İstatistik Kurumu Haber Bülteni*, 5–10.

Türkiye İstatistik Kurumu (TÜİK). (2021b). *İstatistiklerle Çocuk, 2020*. 1–8.

Türkiye İstatistik Kurumu (TÜİK). (2021c). İstatistiklerle Gençlik, 2020. *Türkiye İstatistik Kurumu Haber Bülteni*.

Turkstat. (2020). *İstatistiklerle Gençlik, 2019*. 15–19.

Turkstat. (2021). *Yaşam Memnuniyeti Araştırması , 2020*.

Turner, A., & Turner, A. (2018). *Generation Z : Technology and Social Interest Generation Z : Technology and Social Interest*. *71*(2), 103–113.

Twenge, J. M. (2008). Generation me: Why today's young americans are more confident, assertive, and entitled: And more miserable than ever before. *University of Illinois Press*.

Urgan, M. (2000). *Bir Dinozorun Anıları*. Yapı Kredi Yayınları.

Url, S., & Heine, H. (2012). *Generational Difference : The History of an Idea Author (s): Annie Kriegel and Elisabeth Hirsch Reviewed work (s): Generational Difference : The History of an Idea*. *107*(4), 23–38.

Van den Bergh, J., Alders, P., Boullart, A., & Bijnen, M. Van. (2014). *Getting close to youth: Understanding millenials' themes of life to create Gen-Y-proof brands | warc.com*. ESOMAR.

Viswanathan, V., & Jain, V. (2013). A dual-system approach to understanding "generation Y" decision making. *Journal of Consumer Marketing*. https://doi.org/10.1108/JCM-07-2013-0649

We Are Social. (2020). *Digital in 2020*. We Are Social.

Wohl, R. (1979). *The generation of 1914*. Harvard University Press.

Yu., H. C., & Miller, P. (2005). Leadership style. The X Generation and Baby Boomers compared in different cultural contexts. *Leadership and Organization Development Journal*, *26*(1), 35–50. https://doi.org/10.1108/01437730510575570

Zemke, R., Raines, C., & Filipczak, B. (2000). Generations at Work: Managing the Clash of Veterans, Boomers, Xers. and Nexters in Your Workplace Chapter 6: Where Mixed Generations Work Well Together. *AMACOM. (C)*.

Zeylan, U. S. (2007). *Eğitimin "değer"i ve gençlik : eğitimli İstanbul gençliğinin değerler dünyası*. İstanbul Bilgi Üniversitesi.