

## Y ve Z Kuşağının Öz-yeterliliklerinin ve Katılım Kısıtlılıklarının İncelenmesi

### Examination of Self-Efficacy and Participation Restrictions in Y and Z Generations

<sup>1</sup>Sümeyye BELHAN, <sup>2</sup>Esmâ ÖZKAN, <sup>3</sup>Mahmut YARAN

<sup>1</sup>University of Health Sciences, Faculty of Health Sciences, Department of Occupational Therapy, Istanbul, Turkey

<sup>2</sup>University of Health Sciences, Gulhane Faculty of Health Sciences, Department of Occupational Therapy, Ankara, Turkey

<sup>3</sup>Ondokuz Mayıs University, Faculty of Health Science, Department of Physiotherapy and Rehabilitation, Samsun, Turkey

Sümeyye Belhan: <https://orcid.org/0000-0002-2333-0286>

Esmâ Özkan: <https://orcid.org/0000-0001-6857-4084>

Mahmut Yaran: <https://orcid.org/0000-0002-1703-590X>

#### ÖZ

**Amaç:** Çalışmada Y ve Z kuşağındaki bireylerin öz yeterlilik durumlarının ve katılım kısıtlılıklarının incelenmesi amaçlandı.

**Materyal ve Metot:** Çalışmaya dahil olan Y ve Z kuşağındaki bireylerin katılımlarını değerlendirmek amacıyla Katılım Ölçeği uygulandı. Y kuşağındaki bireylerin öz yeterlilikleri Öz Yeterlilik Ölçeği ile değerlendirilirken, Z kuşağındaki katılımcıların öz yeterlilikleri Ortaokul Öz Yeterlilik Ölçeği ile değerlendirildi. Çalışmaya Y ve Z kuşağından 40 birey dahil edildi.

**Bulgular:** Y ve Z kuşağındaki bireylerin öz yeterlilik puan ortalamaları arasında istatistiksel olarak anlamlı fark görülmedi ( $p>0,05$ ). Y kuşağındaki bireylerin katılım ölçeği puan ortalaması  $11,28\pm 10,55$ ; Z kuşağındakilerin katılım ölçeği puan ortalamaları ise  $53,70\pm 18,05$  olarak belirlendi. Y ve Z kuşağındaki bireylerin katılım kısıtlılıkları arasında istatistiksel olarak anlamlı fark olduğu tespit edildi ( $p<0,05$ ). Aynı zamanda Y ve Z kuşağındaki öz yeterlilik ve katılım kısıtlılığı arasındaki ilişki incelendiğinde aralarında istatistiksel olarak anlamlı ilişki olduğu belirlendi ( $p<0,001$ ).

**Sonuç:** Z kuşağındaki bireylerin liseye giriş sınavı sürecinde olmaları, katılmak istedikleri aktivitelerin finansal kaynağını elde etmede aileye bağımlı olmaları ve ergenlik dönemine bağlı olarak gelişen duygu durumu değişikliği ile birlikte daha fazla kısıtlanmış hissetmeleri mümkün olabilmektedir. Bu nedenle bu popülasyondaki bireylerin katılımlarını artırmak için ergoterapi müdahalelerinin planlanması ve geliştirilmesinin faydalı olacağına inanılmaktadır.

**Anahtar Kelimeler:** Katılım, öz yeterlilik, Y kuşağı, Z kuşağı

#### ABSTRACT

**Objective:** The aim of this study was to investigate the self-efficacy and participation restrictions of individuals in the Y and Z generations.

**Materials and Methods:** Participation Scale was applied to evaluate the participation of individuals in the Y and Z generation included in the study. Self-efficacy of individuals in Generation Y was assessed with Self-Efficacy Scale, participants in Generation Z was assessed with Secondary School Self-Efficacy Scale. 40 individuals from generation Y and Z were included in the study.

**Results:** There was no statistically significant difference between the mean self-efficacy scores of individuals in the Y and Z generations ( $p>0,05$ ). There was a statistically significant difference between the participation restrictions in the Y and Z generations ( $p<0,05$ ). The relationship between self-efficacy and participation restriction in generation Y and Z was found to be statistically significant ( $p<0,001$ ).

**Conclusion:** Individuals in the Z generation tend to experience more participation restriction due to them taking part in the high school entrance exam, being financially dependent on family for activities they want to participate in, and undergoing adolescent mood swings. Therefore, it is believed that planning and developing occupational therapy interventions to increase the participation of individuals in this population will be beneficial.

**Keywords:** Generation Y, Generation Z, Participation, Self-efficacy

#### Sorumlu Yazar / Corresponding Author:

Mahmut Yaran  
OMÜ Kurupelit Kampüsü Sağlık Bilimleri Fakültesi 55200 Atakum,  
Samsun, Turkey  
Tel: +90 505 827 15 83  
E-mail: mahmut.yaran@omu.edu.tr

#### Yayın Bilgisi / Article Info:

Gönderi Tarihi/ Received:21/08/2019  
Kabul Tarihi/ Accepted: 11/02/2020  
Online Yayın Tarihi/ Published: 30/06/2020

\***Atf / Cited:** Belhan S, et al. Examination of Self-Efficacy and Participation Restrictions in Y and Z Generations. *Online Türk Sağlık Bilimleri Dergisi* 2020;5(2):311-317. doi:10.26453/otjhs.608161

\* This article was presented as a verbal statement at the ICOT 2019: International Conference on Occupational Therapy Conference held on 8-29 March in Paris.

## INTRODUCTION

Generations are groups of people in society who are born in the same time period and who have experienced similar economic and social conditions leading to them developing similar emotions, thoughts and attitudes.<sup>1</sup> Since generations witness similar developments and changes at the same time but share different values and attitudes, it leads to conflicts in between them. In fact, it is observed that people of similar generations will identify themselves as a group and emphasize their differences from other generations.

It is highlighted that it is not appropriate to classify the generations according only to the time periods in which they were born and that the emotions, thoughts and experiences of the generations should also be taken into consideration.<sup>2</sup> In this context, the generational classifications are as follows; traditionalists (born between 1927-1945), baby boom generation (born between 1946-1964), X (born between 1965-1980), Y (born between 1981-1999) and Z (2000 and post-birth). When each generation is evaluated from a traditional perspective, the socio-economic changes and the parent-child age gap between the periods are quite significant.

According to the Turkish Statistical Institute, Y and Z generations constitute 62.27% of the Turkish general population.<sup>3</sup> The characteristics of individuals in these age groups should be examined and studied; their strengths and resources identified and improved while recognizing the barriers they face. Furthermore, new approaches to increase their social participation should be designed, developed and planned.

Generation Z has easily adapted to the rapidly growing technological development of the world and are experiencing the best of present times.<sup>4</sup> The individuals of the Y generation want to experience the concept of freedom, oppose any form of traditional authority, have an entrepreneurship mindset and aspire to own a business of their own instead of working a day job.<sup>5</sup>

Self-efficacy defines self-sufficiency as the belief in one's ability to succeed in certain situations or to perform a task. This includes performance capabilities in academic and work settings. Hence, self-efficacy is an element that can affect the participation of individuals in their areas of work, leisure and self-care.<sup>6,7</sup> Occupational therapists have recognised that self-efficacy significantly influences the type of activities people choose to participate in

and how they will modify these activities to suit their perceived capabilities. Self-efficacy is an important concept for occupational therapists to understand and utilise in programmes aiming to change health behaviour<sup>8</sup>. Gage and Polatajko<sup>9</sup> have explained, "Occupational therapists enable clients to develop occupational performance skills with the expectation that these skills will be used outside the treatment setting and that the use of these skills will enhance their clients' occupational competence and their ability to cope with the life stresses associated with their deficits. Therefore, it is important for occupational therapists to understand the role of any factor that influences their clients' occupational performance, or their resultant ability to cope with their deficit in the community. Perceived self-efficacy is one such factor and the most effective means of enhancing perceived self-efficacy is deemed to be through performance-based procedures: the procedures upon which occupational therapy practice is traditionally based." (p.452).<sup>9</sup> Participation is defined as interpersonal interaction, verbal or non-verbal, associated with or without activity. Therefore, the concept of participation may vary between communities and for people living in the same community but facing different social and environmental factors<sup>10,11</sup>. Law<sup>12</sup> has clarified, "Participation in the everyday occupations of life is a vital part of human development and lived experience. Through participation, we acquire skills and competencies, connect with others and our communities, and find purpose and meaning in life. As members of the profession of occupational therapy, we seek to improve health and well-being through occupation. Occupational therapy focuses on enabling individuals and groups to participate in everyday occupations that are meaningful to them, provide fulfillment, and engage them in everyday life with others. Our focus is on enhancing participation." (p.640).<sup>12</sup>

The aim of this study was to investigate the self-efficacy and participation restrictions of individuals in the Y and Z generations.

## MATERIALS AND METHODS

The study was conducted with the participation of 80 volunteers in the Y (born between 1981 and 1999) and Z (born in 2000 and later) generations living in Istanbul and Samsun. Informed consent was obtained from the individuals and Self-Efficacy Scale and Participation Scale were applied to the participants of the Y generation included in the

study. While the self-efficacy of the participants in the Z generation was evaluated with the Secondary School Self-Efficacy Scale, the Participation Scale was adapted for adolescents of the Z generation to determine their participation levels. The study was performed following the ethical codes of the World Medical Association (Declaration of Helsinki).

Informed consent form was signed by the Y generation individuals who participated in the study, and informed consent form for Z generation was signed by their parents for the individuals under the age of 18 after informing themselves and their parents.

General Self-Efficacy Scale was used to determine the self-efficacy levels of the individuals. The 23-item original form of the General Self-Efficacy Scale was developed by Sherer et al.<sup>13</sup> The total score of the scale can vary between 17-85; the increase in the score indicates an increase in beliefs of self-efficacy. The General Self-Efficacy Scale-Turkish form was found to be a valid and reliable tool to measure the general self-efficacy of at least primary school graduates aged 18 and over.

Participation Scale developed by Wim van Brakel et al.<sup>14</sup> was used to evaluate participation. The Participation Scale was developed based on International Classification of Functioning, Disability and Health (ICF). Similar to the concept of participation in the ICF, it examines participation in home life, self-care, mobility, interpersonal interactions and relationships, participation in paid or voluntary work, and participation in social and civic life. The participants were asked to use their peers as a benchmark when answering the questions. The scale consists of 18 questions and is scored between 0 and 90. 0-12 points indicate that there is no limitation on participation; 13-22 slight limitation; 23-32 moderate restriction; 33-52 severe restriction; 53-90 states that there is a very severe restriction.<sup>14</sup>

SPSS 21.0 program was used for statistical analysis of the data. The variables determined by measurement were expressed as mean + standard deviation ( $X \pm SD$ ), and the percentage (%) value was calculated for the variables determined by counting. In terms of changes in each evaluation parameter, the difference between the groups was compared with t test. In all statistics, p significance value was taken as 0.05 and 0.001.

## RESULTS

In our study, which included 80 individuals, 40

individuals from each generation took part. While the mean age of the individuals in the Y generation was  $29.17 \pm 4.14$ , the mean age in the Z generation was  $13 \pm 3.78$ . 23 (57.5%) females, 17 (42.5%) males and 15 (37.5%) females and 25 (62.5%) males of Generation Z participated in the study (Table 1).

The mean self-efficacy score of the individuals in the Y generation was  $63.65 \pm 11.01$  ( $\alpha = 63,5$ ); the mean self-efficacy score of the participants in the Z generation was  $65.80 \pm 9.12$  ( $\alpha = 68$ ). There was no significant difference between the groups ( $p > 0.05$ ).

The mean score representing the participation restrictions of individuals in the Y generation was  $11.28 \pm 10.55$  ( $\alpha = 13$ ); the participation restriction mean score of participants in the Z generation was  $53.70 \pm 18.05$  ( $\alpha = 58,5$ ). It was found that there was a statistically significant difference between the participation restrictions of individuals in Y and Z generation ( $p < 0.05$ ). At the same time, the relationship between self-efficacy and participation restriction in the generation Y was found to be statistically significant ( $p < 0.001$ ). Similarly, there was a statistically significant relationship between self-efficacy and participation restriction in the generation Z ( $p < 0.001$ ) (Table 2).

## DISCUSSION AND CONCLUSION

There was no statistically significant difference between the self-efficacy scores of the Y and Z generations. It is thought that individuals in generation Y are open to change and development; individuals in generation Z are also inclined to learning and change, and their individuality is at the forefront of their high self-efficacy.

The results show that the generation Y has no participation restriction while the generation Z has very severe restriction. Generation Y is considered to have no restriction in participation since they are mostly financially independent adults. In addition, generation Y is confident, happy and optimistic.<sup>15</sup> Besides, in many studies, generation Y, whose first priority is to enjoy life, also stands out with their impatient personalities.<sup>16</sup> It is envisaged that their desire to manifest themselves in all spheres of life can be seen as one of the reasons for their impatience, and desire to live and experience a high quality of life in a pleasant environment. Hence this greatly minimizes participation restrictions for the Y generation.

It is possible for individuals in generation Z to experience participation restrictions since they are; in the process of taking part in the high school

entrance exam, financially dependent on their family for activities they want to participate in, and subjected to mood swings during adolescent years. The high participation restriction of the individuals in the generation Z suggests that these individuals are affected by factors such as family and school environment in performing their activities. Furthermore, the birth of generation Z has been in the digital world with smartphones, videos, internet and social media technologies readily accessible<sup>4</sup>. Generation Z, which is fully embedded in technology, and whose adaptation to technology is very fast, is at ease with accessing and gathering information online, and this is thought to lead to participation restriction by decreasing their interpersonal interactions.

According to a study, reviewing the education given to the generations and making use of learning and teaching strategies that can be used to understand and guide the Y and Z generations can help prevent generation gap that will threaten healthy relationships among young people.<sup>17</sup> In another study, Barnes, Marateo, and Ferris<sup>18</sup> found that combining technology with learning, reducing lecture times, shaping homework to increase the participation, and using electronic tools does not necessarily translate to an increase in literacy or critical thinking skills. Generation Z requires innovative teaching using different forms of technology.<sup>19</sup> In our study, similar to the literature, we concluded that learning and teaching strategies should be revised and shaped after a comprehensive needs analysis. We thought that recruitment of occupational therapists who play a vital role in recommending academic intervention strategies and school based individualized occupational therapy programs are essential for our country and the upcoming generation.

Occupational therapy aims to develop a comprehensive school-based intervention plan by evaluating the role-activity balance of school-age children in all the different environments that they occupy such as school and home. The plan will improve activity performance and increase social participation in areas where the individual experiences limitations. The problems related to participation restriction are determined in order of priority and individual programs are formed in cooperation with the school and family. Group activities are aimed to eliminate the restrictions related to participation. It is very important that individuals in the generation Z, where socialization

is being sacrificed for technology, are integrated with the environment in which they live in, by overcoming their participation problems. This will enable them to establish a healthy future and to become a dynamic, productive and contributing member of society. Therefore, it is thought that planning and developing occupational therapy interventions to increase the occupational balance and participation of individuals for this generation is vital.

**Limitations:** Forty people for each generation were included in the study to examine the self-efficacy and participation restrictions of individuals in the Y and Z generation. In order to increase the generalizability of the research, a larger sample can be handled and more comprehensive studies can be conducted by expanding the age range of individuals included in the generations, not just individuals in a certain group (such as middle school 7th grade students), and thus, a better understanding of the relationship between the variables. In addition, the use of qualitative research techniques in addition to quantitative research as a research method may enable more detailed information to be obtained in future research. It can also provide more precise detection of daily life activity limitations and the factors that cause it.

**Ethics Committee Approval:** The study was performed following the ethical codes of the World Medical Association (Declaration of Helsinki).

**Conflict of Interest:** No conflict of interest was declared by the authors.

**Author Contributions:** Concept- Materials- Data Collection: SB, Analysis/ Writing: EÖ, Supervision, Writing: MY.

**Peer-review:** Externally peer-reviewed.

## REFERENCES

1. Adıgüzel O, Batur HZ, Ekşili N. Kuşakların değişen yüzü ve y kuşağı ile ortaya çıkan yeni çalışma tarzı: mobil yakalılar. Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi. 2014;19:165-182.
2. Zemke R, Raines C, Filipczak B. Generations at work: managing the clash of boomers, Gen Xers, and Gen Yers in the workplace. 2nd ed. Amacom. New York, American Management Association. 2013.
3. TÜİK, 2018 Nüfus İstatistikleri, <http://www.tuik.gov.tr/UstMenu.do?metod=temelist>. Accessed June 21, 2019.

4. Seymen A. Y ve Z kuşak insanı özelliklerinin milli eğitim bakanlığı 2014-2019 stratejik programı ve TÜBİTAK vizyon 2023 öngörülleri ile ilişkilendirilmesi. Kent Akademisi Kent Kültürü ve Yönetimi Hakemli Elektronik Dergi. 2017;10 (4):467-489.
5. Kavalcı K, Ünal S. Y ve Z kuşaklarının öğrenme stilleri ve tüketici karar verme tarzları açısından karşılaştırılması. Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi. 2016;20(3):1033-1050.
6. Bandura A. Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Locke (Ed.), Handbook of principles of organization behavior. Oxford. 2000:120-136.
7. Bandura, A. Social cognitive theory of mass communication. Media effects. Routledge. 2009:110-140.
8. Cheal, B., & Clemson, L. Older people enhancing self-efficacy in fall-risk situations. Australian Occupational Therapy Journal. 2001;48(2):80-91.
9. Gage, M., & Polatajko, H. Enhancing occupational performance through an understanding of perceived self-efficacy. American Journal of Occupational Therapy. 1994;48(5):452-461.
10. Cole MB. A Model of Human Occupation Approach. Group Dynamics in Occupational Therapy. U.S.A, Slack Incorporated. 2005:264-285.
11. Salar, S. Omurilik yaralanması olan kişilerde çevresel faktörlerin toplumsal katılım ve yaşam memnuniyetine etkisi. Yüksek Lisans Tezi, Hacettepe Üniversitesi, Ankara, 2011.
12. Law, M.. Participation in the occupations of everyday life. American Journal of Occupational Therapy. 2002;56(6):640-649.
13. Sherer M, Maddux JE, Mercandante B, Prentice-Dunn S, Jacobs B, Rogers RW. The self efficacy scale: construction and validation. Psychol Rep. 1982;51:663-671.
14. Van Brakel W, Anderson A, Mutatkar R, et al. The Participation Scale – measuring a key concept in public health. Disability and rehabilitation. 2006;28(4):193-203.
15. Göktaş P, Çarıkçı İ. Kuşakların siyasal iletişim kültür ve liderlik açısından değerlendirilmesi. Mehmet Akif Ersoy Üniversitesi İktisadi Ve İdari Bilimler Fakültesi Dergisi. 2015;2(1):7-33.
16. Muslu A. Y kuşağının iş motivasyonunu artırmak için sürdürülebilir yöntemler. III. Uluslararası Girişimcilik, İstihdam ve Kariyer Kongresi. 12-15 Ekim 2017, Muğla / Türkiye.
17. Swanzen R. Facing the generation chasm: The parenting and teaching of generations Y and Z. International Journal of Child, Youth and Family Studies. 2018;9(2):125-150.
18. Barnes K, Marateo RC, Ferris SP. Teaching and learning with the net generation. Innovate: Journal of Online Education. 2007;3(4):1-8.
19. Shatto B, Erwin K. Teaching millennials and generation Z: bridging the generational divide. Creative Nursing. 2017;23(1):24-28. doi: 10.1891/1078-4535.23.1.24

**Table 1.** The average age of participants.

	Y Generation		Z Generation	
	n	X ± SD (min–max)	n	X ± SD (min–max)
Age (years)	40	29.17 ± 4.14	40	13 ± 3.78

**Table 2.** Mean scores and comparison of the self-efficacy and participation of the groups.

	<b>Y Generation X±SD</b>	<b>Z Generation X±SD</b>
<b>Self-efficacy</b>	63.65 ± 11.01	65.80 ± 9.12
<b>Participation</b>	11.28 ± 10.55	53.70 ± 18.05
	<b>Y- Z Generation Z P</b>	
<b>Self-Efficacy</b>	-0.485	0.003
<b>Participation</b>	-0.492	0.001