Comparison Of General Attitudes And Beliefs Of Generations X, Y, And Z[1]

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ABSTRACT

Beliefs and attitudes significantly impact individuals' personal and professional lives. Differences in attitudes and beliefs can be observed among individuals. Moreover, from birth, individuals become part of a generation group of people born around the same years. Various characteristics differ among generations. The literature also suggests that there may be differences in attitudes and beliefs among generations. In this context, this research aims to shed light on the general attitudes and beliefs of Generation X, Y, and Z individuals. The study participants were academics and students from state universities in the Tr61 region of Turkey. The study included 228 participants from Generation X, 360 from Generation Y, and 477 from Generation Z. Data were collected from the participants through an online questionnaire. The analysis results indicate significant differences among Generation X, Y, and Z in terms of demand for fairness, need for achievement, need for comfort, and other downing. As one of the few empirical studies examining Generation Z and comparing Generation X, Y, and Z, this research has an original contribution.

Keywords: Generation X, Generation Y, Generation Z, General Attitude and Belief.

X, Y, Ve Z Kuşaklarının Genel Tutum Ve İnanışlarının Karşılaştırılması

ÖZ

Tutum ve inanışlar bireylerin özel ve çalışma hayatlarında önemli etkiye sahiptir. Bireylerin tutum ve inanışları arasında farklılıklar görülebilmektedir. Öte yandan bireyler, doğumlarından itibaren, kendisiyle benzer yıllarda doğan diğer kişilerin oluşturduğu kuşak adı verilen grubun bir parçası olurlar. Kuşaklar arasında çeşitli özellikler açısından farklılıklar görülmektedir. Tutum ve inanışlar açısından da kuşaklar arasında farklılıklar olabileceği literatürde yer almaktadır. Bu bağlamda, bu araştırmayla X, Y ve Z kuşağına dâhil olan bireylerin genel tutum ve inanışlarına ışık tutacak bilgi üretilmesi amaçlanmıştır. Araştırmanın katılımcılarını Türkiye'de Tr61 bölgesinde yer alan illerdeki kamu üniversitelerinin öğretim elemanları ve öğrencileri oluşturmuştur. X kuşağından 228, Y kuşağından 360 ve Z kuşağından 477 kişi araştırmaya katılmıştır. Katılımcılardan online soru formu yoluyla veri

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toplanmıştır. Analiz sonuçları, X, Y ve Z kuşakları arasında adalet beklentisi, başarma ihtiyacı, konfor arayışı ve başkalarını değersizleştirme boyutları açısından anlamlı farklılıklar olduğunu göstermektedir. Z kuşağını inceleyen ve X, Y ve Z kuşaklarını karşılaştıran az sayıda görgül çalışmadan biri olması bu çalışmanın özgün yanını oluşturmaktadır.

INTRODUCTION

Individuals' attitudes and beliefs play a significant role in directing their responses to situations they encounter in both personal and work life, and their reactions in relevant cases can impact their own lives and the lives of those around them (Kowske et al. 2010: 265). Differences in attitudes and beliefs among individuals can be observed (Ang et al. 2022: 8141). Considering the strong influence of these characteristics in individuals' lives, investigating the differences between them and the factors influencing them becomes crucial.

On the other hand, individuals, from birth, become part of a group consisting of all the people born in the same period in which they live. These groups, formed by individuals born around the same years, grew up under similar conditions, and share common thoughts, perceptions, attitudes, and behavioral traits, are referred to as generations. Each generation possesses unique characteristics, and there can be differences between generations (Mannheim 1952; Inglehart 1977; Strauss & Howe 1991). However, individuals from different generations must work and live together in almost all aspects of modern life. This situation makes researching the differences between generations a vital topic.

Although there are various studies (Smola & Sutton 2002; Wong et al. 2008; Lamm & Meeks 2009; Twenge et al. 2010; Sarıkaya & Atsan 2021; Sarıkaya 2022) in the literature regarding general attitudes and beliefs and generational differences, many behavioral characteristics, such as the general attitudes and beliefs of generations, are waiting to be investigated about possible relationships. Moreover, based on the literature review, it has been observed that there are very few empirical studies that focus on Generation Z and compare Generation X, Y, and Z. Considering that Generation Z has recently entered the labor market, it becomes essential to examine its characteristics and compare them with other generations. In this context, with the main question being "Is there a significant difference in general attitudes and beliefs among Generation X, Y, and Z?" this research aims to generate empirical data shedding light on the general attitudes and beliefs of individuals belonging to Generation X, Y, and Z. The study is expected to contribute to the literature by providing information on the behavioral characteristics of generations.

Conceptual Framework

Generational Differences

The foundation of generational differences is based on generational theory (Mannheim 1952). According to this theory, individuals become part of a group of others born in the same period they live (Alfalah & Muneer 2022: 153). These groups, referred to as generations, are communities of individuals who were born around the same years, grew up under common conditions, and share similar thoughts, beliefs, and perceptions, as well as common attitudes and behavioral characteristics (Parry & Urwin 2011: 81). Each generation has its distinct features, values, and attitudes, as well as strengths and weaknesses (Li et al. 2013: 147-148), and there can be differences among generations in terms of different attributes (Sarıkaya & Atsan 2021: 599; Sagituly & Guo 2023: 15-46). Factors such as significant demographic changes that could affect the distribution of resources in a society, periods that may lead a generation into cycles of success or failure, influential leaders who sway societies with their actions, innovations in technology, and other elements like wars and their consequences, music movements, inventions, and emerging interests can all contribute to the formation of a generation (Arsenault 2004: 128).

The literature frequently mentions five generations: the Silent Generation, Baby Boomers, Generation X, Generation Y, and Generation Z (Strauss & Howe 1991; Williams & Page 2011). This study focuses on the differences in behavioral patterns among Generation X, Y, and Z. Therefore, the characteristics of these generations have been examined in more detail.

Generation X, Y, and Z

Generation X individuals were born between 1965 and 1981 (Twenge et al. 2010: 1118). This period was shaped by economic crises (Nguyen 2023: 148). These time characteristics shaped Generation X as hardworking, disciplined, responsible, thrifty, loyal, and respectful of authority. Being born when many television channels were available, Generation X grew up with television and media, which exposed them to world events and popular culture more than previous generations (Hansen & Leuty 2012: 35).

Generation X members possess practical problem-solving skills, technical proficiency, openness to diversity, competition, change, and multitasking (Smola & Sutton 2002: 365). They are often skeptical (Lissitsa & Kol 2016: 305) and tend to be pessimistic (Wong et al. 2008: 616). They place significant importance on education and creativity, enjoying the opportunity to develop new skills and explore new options (Lamm & Meeks 2009: 880). Generation X is

characterized as independent, seeking emotional security, preferring informality, and being entrepreneurial. They value work-life balance, growth opportunities, and positive work relationships more highly than previous generations (Beutell & Wittig-Berman 2008: 508).

Individuals born between 1982 and 1999 are generally considered to belong to Generation Y (Twenge et al. 2010: 1118). Unlike Generation X, who grew up with television, Generation Y grew up with computers and the internet (Washburn 2000: 54). This generation has experienced rapid progress in long-term economic prosperity, instant communication technologies, social networks, and globalization (Bolton et al. 2013: 247). Due to their circumstances, Generation Y is accustomed to being exposed to a lot of information bombardment. They are skilled in gathering and using information from various sources to solve problems (Buckley et al. 2001: 81-82).

According to Arsenault (2004: 129), the core values of Generation Y are optimism, citizenship, trust, and achievement. On the other hand, Tapscott (2009: 34-36) expressed their characteristics with concepts like freedom, personalization, scrutiny, honesty/transparency, collaboration, entertainment, speed, and innovation. Additionally, among the defining features of Generation Y are friendliness, morality, and diversity (Abbasi et al. 2023: 2).

Individuals born in 2000 and after are called Generation Z (Mahmoud et al. 2021: 194). Generation Z is known as the first actual "digital native" generation because they were born and raised in a digital and technological environment, learned to use technology, and started interacting on social media very young (Benitez-Marquez et al. 2022: 2-3).

Members of Generation Z are known for having higher education, being tech-savvy, innovative, and creative (Priporas et al. 2017: 376). They tend to be individualistic, pragmatic, and open-minded (Priporas et al. 2020: 454). Generation Z prefers learning while working because they believe they can learn and earn simultaneously; they are entrepreneurial and results-oriented (Chillakuri 2020: 1278-1279). This generation values social consciousness and embraces diversity because they grow up in environments with a significant presence of biracial and multiracial individuals (Rodriguez et al. 2019: 45). Another critical characteristic of Generation Z members is being highly ambitious and self-confident (Benitez-Marquez et al. 2022: 2). Compared to Generation Y, they are more individualistic, but at the same time, they are also more susceptible to anxiety and depression (Pichler et al. 2021: 606).

One significant characteristic of Generation Z is their altruism. They aspire to make the world a better place and actively work towards contributing to this positive change through

their actions and behaviors. They seek respect from others and value being appreciated for their knowledge, skills, and experiences (Dabija et al. 2019: 144-145).

General Attitudes and Beliefs

This study evaluated general attitudes and beliefs within the Rational Emotive Behavior Therapy (REBT) framework, which has received significant attention in the literature (DiLorenzo et al. 2007; Ekici et al. 2021). REBT is one of the earliest cognitive-behavioral theories (Beck 1976; Ellis 1962). It is centered around rational and irrational beliefs, suggesting that emotional and behavioral reactions to specific life events or personal experiences are greatly influenced by beliefs (David et al. 2021: 157). Rational beliefs are seen as cognitions with logical and empirical/pragmatic support, characterized by flexible evaluations. On the other hand, irrational beliefs are described as rigid evaluation beliefs without analytical or empirical/pragmatic consent (Oltean & David 2018: 884-885).

Researchers (DiGiuseppe et al. 1988; Bernard 1990; Lindner et al. 1999) have examined general attitudes and beliefs within the framework of REBT across seven dimensions: demand for fairness, need for achievement, need for comfort, need for approval, self-downing, other downing, and rationality. Demand for fairness encompasses the need for fair and ethical treatment. Need for achievement refers to the individual's desire to be successful in essential matters. Need for comfort represents the need to live in conditions that are not tense, uncomfortable, or restless. Need for approval pertains to the need to be liked and approved by significant others. Self-downing refers to the tendency of an individual to attribute adverse events to themselves, while other downing refers to attributing adverse events to others. Rationality represents an individual's inclination to evaluate circumstances comprehensively and logically (Bernard 1990: 184-185).

In the literature, various studies provide evidence of differences in general attitudes and beliefs among different generations. For example, it has been noted that Generation Y has a lower need for approval than previous generations (Twenge & Im 2007: 185-187; Macky et al. 2008: 859). Similarly, research has supported that Generation Y places higher importance on justice (Baum, 2020: 4; Sarıkaya, 2022: 44) and differs from Generation X (Kleinhans et al. 2015). Rationality is another concept that has been investigated in this context, and it has been found that Generation X tends to act more rationally than Generation Y (Sarıkaya & Atsan 2021: 599). Based on these empirical pieces of evidence and the purpose of the study, the research hypothesis and sub-hypotheses have been determined as follows:

H1: There is a significant difference in general attitudes and beliefs among Generation X, Y, and Z.

H1a: There is a significant difference among Generation X, Y, and Z in terms of demand for fairness.

H1b: There is a significant difference among Generation X, Y, and Z in terms of need for achievement.

H1c: There is a significant difference among Generation X, Y, and Z in terms of need for comfort.

H1d: There is a significant difference among Generation X, Y, and Z in terms of need for approval.

H1e: There is a significant difference among Generation X, Y, and Z in terms of self-downing.

H1f: There is a significant difference among Generation X, Y, and Z in terms of other downing.

H1g: There is a significant difference among Generation X, Y, and Z in terms of rationality.

Method

Measure

This study has been conducted by decision number 133/17 of the meeting held on 21.02.2023 of the Süleyman Demirel University Ethical Committee on Social and Humanities Sciences. The research utilized a survey consisting of two parts. The first part contains five statements to determine the participants' demographic characteristics. The second part of the survey used "The Shortened General Attitude and Belief Scale," developed by Lindner et al. (1999). It was adapted to Turkish by Artıran (2019) to measure general attitudes and beliefs. The scale consists of 7 subscales and 26 items, including demand for fairness (4 items), need for achievement (4 items), need for comfort (4 items), need for approval (3 items), self-downing (4 items), other downing (3 items), and rationality (4 items). The scale uses a 5-point Likert scale (1: Strongly disagree, 5: Strongly agree).

Sample and Data Collection

The Republic of Turkey is divided into 26 regions to collect regional statistics, conduct socio-economic analyses, determine regional policies, and enable data comparability by the Council of Ministers. One of these regions is referred to as TR61, encompassing the provinces of Antalya, Isparta, and Burdur. The study population consists of the academics and students of

state universities in these provinces within the TR61 region. This population was chosen since the study includes all three generations (X, Y, Z). Convenience sampling was used in the study, and an online form was sent via email to the entire population. Participants who completed the form were included in the sample.

Data was collected from 1089 participants in the scope of the research. Since the study was conducted on Generations X, Y, and Z individuals, data from 24 participants outside these generations (baby boomers) were excluded. Thus, the analysis was performed on 1065 data entries. Participant statistics are provided in Table 1. The classification of X and Y generations follows the categorization proposed by Twenge et al. (2010: 1118). Accordingly, individuals born between 1965 and 1981 are considered Generation X, and those born between 1982 and 1999 are considered Generation Y. Those born in 2000 and onwards are categorized as Generation Z (Mahmoud et al., 2021: 194). Since the study included adult individuals, participants aged 18 and older (≤2005) were included as of the date of the research (April 2023). The age ranges determined in generation studies are considered guidelines for analysis rather than strict and binding criteria (Geiger 2015: 2).

Upon examining Table 1, it can be observed that 61.8% of the research participants are male, and 63.7% are unmarried individuals. Regarding the generational distribution, 21% are from Generation X, 33.8% from Generation Y, and 44.8% from Generation Z. Furthermore, most participants work in social sciences and natural and applied sciences (61.1%). Additionally, student participants constitute the majority, 57.7%, while academics make up 42.3% of the participants. The average age of the participants is 30.52 years (SD: 10.92 years; Min.: 18 years; Max.: 58 years).

Table: 1. Participant Characteristics

Characteristics		n	%
Gender	Male	658	61,8
	Female	407	38,2
Marital status	Married	387	36,3
	Not married	678	63,7
Generation	X (1965-1981)	228	21,4
	Y (1982-1999)	360	33,8
	Z (2000-)	477	44,8

	Education Sciences	73	6,9
	Natural and Applied Sciences	196	18,3
Field	Fine Arts	20	1,9
	Health Sciences	268	25,2
	Social Sciences	456	42,8
	Others	52	4,9
	Student	615	57,7
	Research Assistant	74	6,9
Title	Lecturer	112	10,5
	Assistant Professor	92	8,6
	Associate Professor	115	10,8
	Professor	57	5,5
Total		1065	100,0

Preliminary Analyses

Before proceeding with the analysis to test the study's hypotheses, outlier analysis and normality checks were conducted on the data. Outlier analysis involved calculating the Z-scores of the items. Items with Z-scores greater than ±3 were considered outliers, and their values were replaced with serial means (Osborne, 2013: 159). The normality assumption was examined by calculating the skewness and kurtosis values (Table 2). The skewness values of all scale items range from -0.455 to 0.949, and the kurtosis values range from -0.423 to 0.450. These values within the mean of ±3 indicate that the data is normally distributed (Chou & Bentler, 1995: 42; Sposito et al., 1983: 268). Harman's Single Factor test was conducted to investigate the presence of common method variance. In this method, all items of the scales are loaded on a single factor, and if the variance explained is not greater than 50%, it indicates the absence of common method variance (Podsakoff et al., 2003: 889). In this study, the variance explained by the single factor was calculated as 24.59%. Based on this result, it can be concluded that there is no common method variance in the research.

Descriptive Statistics

In this research, confirmatory factor analysis (CFA) was conducted using AMOS to test the validity and reliability of the scale, and Cronbach's alpha (α) reliability coefficient was calculated using SPSS. As a result of CFA, factor loadings were found below .32 for the third

and fourth items of the rationality dimension and were removed from the analysis (Tabachnick & Fidell, 2013). Additionally, a covariance was added between the first and second items of the need for comfort dimension. After these procedures, the obtained fit indices (χ2/df: 4.111, p < .001, GFI: .93, AGFI: .91, TLI: .90, CFI: .92, SRMR: .060, RMSEA: .054) were found to be within acceptable limits (Hu & Bentler, 1999; Kline, 2015), indicating a good fit of the model. The Cronbach's alpha (α) values calculated through the reliability test of the scale dimensions are presented in Table 2. A Cronbach's alpha (α) value higher than .60 indicates that the scales are reliable (Nunnally & Bernstein 1994; Pallant 2020: 103). Due to the rationality dimension having a Cronbach's alpha coefficient of less than .60, they had to be removed from the analyses for hypothesis testing. The internal reliability coefficients (α) of the other dimensions range from .68 to .79. Furthermore, statistically significant relationships were found between the dimensions of the general attitudes and beliefs scale, except for the relationship between rationality and demand for fairness and other downing dimensions.

Table: 2. Descriptive Statistics

	1	2	3	4	5	6	7
1. Rationality	(.56)						
2. Demand for fairness	-,011	(.68)					
3. Need for achievement	-,210**	,534**	(.79)				
4. Need for comfort	-,118**	,491**	,450**	(.78)			
5. Need for approval	-,380**	,310**	,390**	,391**	(.75)		
6. Self-downing	-,508**	,099**	,290**	,216**	,557**	.75)	
7. Other downing	-,059	,481**	,366**	,380**	,279**	,175**	(.68)
Mean	4,04	3,8	3,29	3,34	2,51	1,79	3,37
SD	0,71	0,68	0,84	0,84	0,90	0,70	0,86
Skewness	-0,455	-0,394	-0,237	-0,197	0,429	0,949	-0,225
Kurtosis	-0,301	-0,304	-0,423	-0,303	-0,286	0,45	-0,233

*Note: **p<.01; ***p<.001; SD: Standard deviation. Values in parentheses are Cronbach's alpha internal reliability coefficients.*

Results

This study used parametric difference tests such as ANOVA and Welch to test the developed hypotheses. ANOVA and Welch tests were employed since the study focuses on three generations. The Welch test was used when the variances were not equal, and the ANOVA test was used when the variances were equal.

Based on the test for homogeneity of variances, it was found that the variances were not equal for demand for fairness (*levene* $= 6.273, p = .002$), need for achievement (*levene* $= 3.613, p = .027$), need for approval (*levene* $= 4.768, p = .009$), and self-downing (*levene* $= 4.575, p = .011$) dimensions. At the same time, they were equal for need for comfort (*levene* $= 2.125, p = .120$) and other downing (*levene* $= 0.881, p = .415$) dimensions. Based on this information, the test results are presented in Table 3.

Table: 3. Hypothesis Test Results

Dimensions	Test	Generation	M	SD	F	p
Demand for fairness	Welch	Generation Z	3.97	.623	33,289	.000
		Generation Y	3.74	.675		
		Generation X	3.54	.726		
Need for achievement	Welch	Generation Z	3.42	.788	21,002	.000
		Generation Y	3.29	.860		
		Generation X	2.99	.845		
Need for comfort	ANOVA	Generation Z	3.50	.859	21,792	.000
		Generation Y	3.28	.804		
		Generation X	3.08	.757		
Need for approval	Welch	Generation Z	2.51	.958	,097	.907
		Generation Y	2.48	.882		
		Generation X	2.50	.815		
Self-downing	Welch	Generation Z	1.83	.747	1,291	.276
		Generation Y	1.77	.670		
		Generation X	1.75	.637		
Other downing	ANOVA	Generation Z	3.52	.814	16,722	.000
		Generation Y	3.30	.885		

Generation X	3.15	.847	

As seen in Table 3, significant differences have been found among generations in the dimensions of demand for fairness [$F(2, 1062) = 33.289$, $p = .000$], need for achievement [$F(2, 1062) = 21.002$, $p = .000$], need for comfort [$F(2, 1062) = 21.792$, $p = .000$], and other downing [$F(2, 1062) = 16.722$, $p = .000$]. However, no significant differences were found among generations in the dimensions of need for approval [$F(2, 1062) = .097$, $p = .907$] and self-downing [$F(2, 1062) = 1.291$, $p = .276$]. As a result, H1, H1a, H1b, H1c, and H1f hypotheses are supported, while H1d and H1e hypotheses are not.

Post-hoc analyses were conducted to determine which generation or generations contributed to the significant differences in the four dimensions. Tamhane's T2 test was used for demand for fairness and need for achievement dimensions, while the Bonferroni test was used for need for comfort and other downing dimensions. The results of the post-hoc analyses are presented in Table 4.

Table: 4. Post-hoc Analysis Results

Dimensions		Mean Difference	Standard Error	p	%95 Confidence Interval	
Demand for fairness	Z-Y	,22*	,045	.000	,1196	,3381
	Z-X	,43*	,055	.000	,2969	,5651
	Y-X	,20*	,059	.002	,0588	,3455
Need for achievement	Z-Y	,12	,057	.080	-,0107	,2667
	Z-X	,43*	,066	.000	,2724	,5920
	Y-X	,30*	,072	.000	,1315	,4769
Need for comfort	Z-Y	,22*	,057	.000	,0874	,3620
	Z-X	,42*	,066	.000	,2636	,5802
	Y-X	,19*	,069	.014	,0308	,3637
Other downing	Z-Y	,22*	,059	.000	,0818	,3651
	Z-X	,37*	,068	.000	,2093	,5361
	Y-X	,14	,071	.112	-,0225	,3210

* The mean difference is significant at the 0.05 level.

Upon examining Table 4, it is observed that the significant difference in the demand for fairness dimension is due to the statistically significant higher levels of demand for fairness among participants belonging to Generation Z compared to Generation Y (p = .000) and Generation X (p = .000) participants. Similarly, Table 4 reveals that participants from Generation Y have a significantly higher demand for fairness levels than Generation X participants (p = .002).

According to Table 4, the significant difference in the need for achievement dimension is due to the statistically significant higher levels of need for achievement among participants belonging to Generation Z compared to Generation X (p = .000) participants. Similarly, Table 4 reveals that participants from Generation Y have a significantly higher need for achievement levels than Generation X (p = .000) participants. However, there was no significant difference in the need for achievement levels between participants from Generation Z and Generation Y (p = .080).

When evaluating Table 4 regarding the need for comfort dimension, similar findings were obtained as in the demand for fairness dimension. Accordingly, participants from Generation Z were found to have significantly higher need for comfort levels compared to participants from Generation Y (p = .000) and Generation X (p = .000). Moreover, participants from Generation Y also showed significantly higher need for comfort levels compared to Generation X (p = .014) participants.

Table 4 evaluated post-hoc test results for the other downing dimension. Accordingly, the significant difference in the other downing dimension is due to participants from Generation Z having significantly higher other downing averages compared to participants from Generation Y (p = .000) and Generation X (p = .000). However, there was no significant difference in other downing averages between participants from Generation Y and Generation X (p = .112).

Discussion and Conclusion

Although many studies (Smola & Sutton 2002; Wong et al. 2008; Lamm & Meeks 2009; Twenge et al. 2010; Sarıkaya & Atsan 2021; Sarıkaya 2022) have been conducted on generational differences, behavioral characteristics still await examination and comparison, and generations await investigation and comparison for possible relationships. It has been noted that there needs to be more empirical studies that focus on Generation Z and compare them with Generation X and Y. In this context, this study aims to examine and compare the general

attitudes and beliefs, which are fundamental behavioral characteristics, from the perspectives of Generations X, Y, and Z and to generate insights into the behaviors of these generations.

The research results indicate significant differences in the general attitudes and beliefs among Generations X, Y, and Z. It is observed that there are significant differences among these generations in terms of demand for fairness, need for achievement, need for comfort, and other downing. However, there is no significant difference between the generations concerning the need for approval and self-downing.

According to the research results, there is a significant difference in the average responses of the participants concerning the dimensions of demand for fairness, need for achievement, need for comfort, and other downing. Based on this, it can be stated that Generation Z has a higher level of demand for fairness and need for comfort compared to Generation Y, and Generation Y has a higher level of demand for fairness and need for comfort compared to Generation X. Another dimension that shows a significant difference between the generations is the need for achievement. According to the results, Generation Z and Generation Y have a higher tendency for need for achievement compared to Generation X. Additionally, it can be noted that Generation Z exhibits a higher inclination towards other downing compared to Generation Y and Generation X.

Based on the findings and existing data in the literature, some evaluations can be made regarding the reasons for the significant differences among Generations X, Y, and Z. For instance; it is believed that being born and raised in a digital and technological environment may be influential in Generation Z having a higher level of demand for fairness compared to Generations X and Y. Generation Z's higher awareness of injustices happening in their environment, due to the conditions they are exposed to, can be linked to their higher level of "demand for fairness" compared to the previous generations. The literature data on Generation Z's desire for a better world and their emphasis on honesty, honor, and trust also support the earlier findings and evaluations. Generation Y, on the other hand, is known for valuing honesty, ethics, and morality, as well as disliking injustice. The higher demand for fairness in Generation Y compared to Generation X can also be attributed to these characteristics.

Generation Z has a higher need for achievement than Generation X because of Generation Z's excessive self-confidence and high ambition compared to other generations. Similarly, the higher need for achievement in Generation Y compared to Generation X can be attributed to this generation's increased focus on success and enjoyment of challenges.

The higher level of need for comfort in Generation Z compared to Generations X and Y can be attributed to Generation Z's tendency to avoid adverse events and situations and their inclination toward seeking personal satisfaction. Similarly, the higher level of "need for comfort" in Generation Y compared to Generation X can be explained by Generation Y being raised with much attention from their parents, growing up during a period of high economic prosperity, and placing a high importance on entertainment. The conditions in which Generation X was raised, containing more negative aspects compared to Generations Z and Y, can be associated with the lower "need for comfort" levels in Generation X compared to Generations Z and Y. Growing up in a time filled with uncertainties and experiencing relevant adverse conditions might have led Generation X individuals to develop a higher tolerance for discomfort in their lives.

The higher level of other downing in Generation Z compared to Generations Y and X can also be evaluated similarly. The higher other downing level in Generation Z compared to Generation Y and X can be associated with their more individualistic and narcissistic tendencies. Generation Z's excessive individualism, self-valuation, and narcissistic traits might lead them to attribute their problems to others rather than themselves. Indeed, the more pessimistic nature of Generation X can also be associated with this result. Generation X's tendency towards pessimism might lead them to believe that the problems they face are influenced by factors that originate from themselves. However, it is essential to note that further empirical studies are needed to validate all of these assessments. More research is required to gain a comprehensive understanding of the generational differences in behaviors and attitudes.

This research has some limitations. The study includes faculty members and students from state universities in the Tr61 region of Turkey. Using different scales, examining other populations, and conducting investigations on more extensive and diverse sample groups are important factors for enhancing the generalizability of the findings obtained in this research.

Generational differences have been an increasingly popular topic in recent years. However, many behavioral characteristics, such as risk perception, personality traits, self-esteem, and impulsivity, still await examination for possible generational relationships, similarities, or differences. Evaluating and comparing generations, especially Generation Z, in terms of these behavioral characteristics will further strengthen the picture of generational differences.

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