

## THE RELATIONSHIP OF GENERATION Z WITH DIGITAL TECHNOLOGY

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### Abstract

Technological developments have led the young generation to try to survive via technology. Especially after 2000, children have the most influence on the widespread of technology and the Internet. Children can easily access information by using the possibilities provided by technology. This generation, which closely follows digital technology, is defined as Generation Z. The most outstanding features of Generation Z can be defined as the children born after 1990 and intertwined with technology. Individuals in generation Z frequently use technology products such as computers, smartphones, and tablets. These individuals actively use digital technology, and for them, a life without the Internet is almost unthinkable. Generation Z, benefiting from technological developments at a high level, despite being prone to communication thanks to the technological opportunities, they feel under oppression by being exposed to the supervision of their families. In this context, the study aims to focus on the relationship of Generation Z with digital technology and the positive and negative effects of the technology on Generation Z.

**Keywords:** Generation Z, Technology, Digital Technology, Internet, Young Generation

### Z KUŞAĞININ DİJİTAL TEKNOLOJİ İLE İLİŞKİSİ

#### Öz

Teknolojik gelişmeler, genç neslin teknoloji ile varlıklarını sürdürmelerine yol açmaktadır. Özellikle 2000 yılından sonra yaygınlaşan teknoloji ve internet kullanımında, çocukların büyük bir etkisi bulunmaktadır. Çocuklar, teknolojinin sunduğu olanakları sıkça kullanarak bilgiye kolaylıkla erişebilirler. Dijital teknolojiyi yakından takip eden bu nesil Z kuşağı olarak tanımlanır. Z kuşağının en belirgin özeliği, 1990 yılından sonra doğan çocukların teknolojiyle iç içe olması olarak ifade edilebilir. Z kuşağında yer alan bireyler teknoloji ürünleri olan bilgisayar, telefon ve tablet gibi ürünleri sıkça kullanırlar. Bu bireyler dijital teknolojiyi aktif kullanırlar ve onlar için internetsiz bir yaşam neredeyse imkansızdır. Teknolojik gelişmelerden üst düzeyde yararlanan Z kuşağı, teknolojik olanaklar sayesinde iletişime yatkın olmalarına rağmen ailelerinin denetimlerine maruz kalarak kendilerini baskı altında hissetmektedirler. Bu bağlamda, çalışmada Z kuşağının dijital teknoloji ile olan ilişkisi ve teknolojisinin Z kuşağı üzerindeki olumlu ve olumsuz etkileri üzerinde durulması amaçlanmaktadır.

**Anahtar Kelimeler:** Z Kuşağı, Teknoloji, Dijital Teknoloji, İnternet, Genç Nesil

## INTRODUCTION

The most prominent feature of the members of Generation Z is that they have grown with technology. This generation that was born after the year 2000 expected to become a huge consumer group (Çetin & Karalar, 2016).

Also known as *Net Generation* and *Digital Natives*, this generation is thought to have been born between 2000-2020; they live in the digital age and have adapted to many digital technologies and technological applications. Generation Z is individuals with a technology-based lifestyle, actively using social media and living in the era of communication with the latest technology, and individuals who can use technology in problem-solving. This generation is a generation that can easily access information, use technology actively, learn different information quickly, and has a wide variety of information. They think and process information differently, are confident and want to guarantee their future (Erten, 2019).

According to some researchers, generation Z defined as those who were born in the period between 1990 and 2010. Different names are given as Z generation I-generation, net-gen and digital natives. The reason why they are called natives of the digital world is that they do not have any experience with the world before the internet. The individuals born in this period are the generations that are in technology everywhere. Along with the technological advances in multimedia devices such as tablets, smartphones, social media, and flat-screen TVs, Generation Z has become very prone to communication and interaction in the world that is always connected. Generation Z has its income distribution inequality. This generation, which has exposed to economic crisis periods, is conscious of money and has an idea about earning and saving money (TD Ameritrade, 2012).

Prensky proposed the concept of "digital natives" for Generation Z and says that the phenomenon underlying many educational problems today are digital native students and digital immigrant teachers. Claiming that the brains are physically different because of the digital media that digital natives have exposed to since their birth, Prensky underlines the importance and benefit of providing digital natives with training through digital games- that is, in their mother tongue. According to Prensky,

digital immigrant educators who provide traditional education should change and shape the education system according to the unique language of this generation. Pointing out the importance of innovations and innovative point of view necessary for the education of this generation, Prensky says that digital teachers and educators who will replace them after their retirement will eventually do this, and it will only be a waste of time to wait. The evidence Prensky offers on this subject is as follows:

**Neuroplasticity:** Recent studies in the field of Neurobiology have proved undoubtedly that various stimuli changed the human brain in terms of structural and thinking style, and that this change is going on throughout the life of the human. The fact that starting from childhood and continues in adulthood brain to reconstruct itself consistently in entire life is technically called neuroplasticity.

**Expandability:** Studies in the field of social psychology have yielded results proving that people's patterns of thought may vary depending on their experiences. According to these studies, people who have grown up in different cultures not only think of different things but also their ways of thinking. It also affects the environmental and cultural thinking processes in which people are raised and determines these processes.

It observed that children who have grown up with computers have a different mindset than people who have not. Further, their brains are also physically differentiated. As a result of the repetition of the same experience, the region belonging to that experience has become broader and more developed than other areas in the brain that reveals this situation.

**Attention span:** Educators complain about being short of the attention span of the digital natives, but it seems that they can focus for a long time on what interests them. In this case, it is possible to say that digital natives are distracted when it comes to traditional education. In other words, they do not pay attention because they do not prefer to pay attention (Prensky, 2001).

Another name for "Crystal generation" Generation Z, can interpret information more quickly than former generations. The Internet is their basic world, they can't even think of a world without the Internet. They think fast and act fast. They can easily perform multi-tasks in their daily work. Since they can be interested with more than

one subject at the same time, motor skills related to hands, ears and eyes, which provide psychomotor behavior, have been developed. This situation is reflected in their social and business lives. This generation, also called I-generation and internet generation, has a certain purpose, is creative, flexible and enthusiastic as well as enterprising to seize and use all kinds of opportunities (Çetin & Karalar, 2016).

Each generation feels uncertainty and anxiety about the culture and technologies of the next generation. Generation Z was determined to be the most success-oriented generation among the generations. Besides, Generation Z is the generation with the highest economic welfare compared to other generations they are more educated, and the most diverse in terms of ethnicity and races. However, Generation Z's having to work at a young age is low, and it is the generation that suffers most from depression and anxiety. To be able to evaluate Generation Z, it is crucial to understand these genetic shaper events and how these events shape them in terms of learning and as future workers. The most remarkable of these shaping events are; cases such as lack of work experience, the emergence of social media and smartphones, social justice movements, and growing in a protective culture can be thought. Understanding their unique behaviors and their distinctive behaviors at work, whether they are due to youth or generational differences, will ensure joint success and better integration of young workers into the work environment (Schroth, 2019).

According to data of Population Pyramid (2017), the current population of Generation Z estimated at just over 1.9 million, or 27% of the global population. In 2010 the population of Generation Z was 1.86 million globally (Population Pyramid, 2017 & Witt, L.G. & Baird, E. D., 2018).

The internet, which has entered our lives thanks to technological developments, plays a distinctive role in the life of the global society, which is defined as digital natives. With the resources provided by technological developments, people have achieved doing business, establishing connections, creating human relationships quickly and effectively, and accessing information effectively (Toronto, 2009).

#### **General features of Generation Z:**

- Generation Z tends to reject companies that don't have transparent content and a brand story.

- Generation Z is concerned about whether their information is safe, whether their wishes and needs are listened to or respected, and whether the brand they choose is reliable.
- Generation Z is in search of the brand that can appeal to their passions and interests, contribute to their lives, or support them to realize what they are trying to achieve.
- Generation Z wants the brand of his choice to encourage them to advance, achieve the better and achieve their dreams, empower them to produce unique and new solutions for them, or give them some inspiration for these solutions.
- Generation Z looks for brands that can be belonged to or to become a part of, can create a community, and can give something to be excited about (Witt, L.G. & Baird, E.D, 2018).

#### **General characteristics of Generation Z:**

- *Independent:* Generation Z is willing to work hard to achieve success, in contrast to the logic of “being discovered” that was common in the previous generation.
- *Miscellaneous:* Generation Z, which is a global generation, is open to any variety of race, ethnic identity, or orientation. They want to see the reflections of such values that they care about in their schools, media, and brands.
- *Participant:* Generation Z takes an active role in supporting human rights, environmental and social impact movements and is very politically aware. They are focused on making the world a better place, and in this context, they want to cooperate with businesses that are trying to make a difference.
- *Information manager:* There is a false belief that the attention span of Generation Z is short. The reason for this misunderstanding is their ability to filter in a very short time which of the information stacks they see on the screen are remarkable and which should be eliminated and excluded.
- *Pragmatic:* Generation Z pursues a more pragmatic career than their parents (for example, they focus on choosing a more realistic profession rather than being a social media phenomenon); they avoid social media privacy traps prepared by adults as much as possible and are financially conservative.

• *Personal brand*: Like previous generations, they do not share much on social media and manage their presence in social media as if it were a brand. Privacy and private life are very important and therefore contribute to the popularity of social media applications (Snapchat, Instagram, etc.) that provide temporary sharing.

• *Collaborator*: Generation Z grows from an early age by learning the importance of collaborating both in its environment (central) and in virtual environments (non-central) (Witt, L.G. & Baird, E. D., 2018).

Increasing requirements about employment and internship create uncertainty and high anxiety among Generation Z members. Employers or employees working with Generation Z declares that they can achieve the expected performance if instructions are given clearly to this generation or if good in-service training is provided. However, if these deficiencies occur in Generation Z, it is seen that the desire to quit the job rate is 25%, especially in the first six months. Some recruitment practices for beginner Generation Z employees which are supported by the results of the research and advocated by the practitioners, are as follows (Bresman & Roa, 2018):

• *Offering a checklist*: For the first day, first week, first month, and first three months, a special timetable can be presented that includes the resources/support, responsibilities, and goals they can accomplish. This table should cover the expertise, knowledge, and materials they need to know in order to succeed in their new roles within the business. It is important that the administrator takes time to meet new employees and review this checklist.

• *Promoting communication*: A question and answer session can be designed with people, such as managers, human resources, key employees, and colleagues, with whom they will achieve success and interact. Technologies should be used to present information about the company to Generation Z; communication or social networking tools for interaction within the organization should be dispensed. According to research, the most popular learning tool of Generation Z (59%) is YouTube.

• *To reinforce the existing organizational culture and goals*: The importance of new roles in the workplace and how their existence makes a difference in the team should be explained clearly. Decisions to join the business must be reaffirmed. Success stories within the business should be used to reinforce, especially the lessons

learned from communication effort and determination, errors, growth progress, and goals achieved.

- *Providing feedback channels:* It is very important that administrators take regular time to listen to newcomers, evaluate and answer questions and concerns of them and that the feedback is bidirectional (Bresman & Roa, 2018).

Offering experience based on the creation of content that requires Generation Z to reach information, collaborate communication, and use unique digital skills and mobile devices in the classroom is a key approach. Generation Z digital education qualifications should be as follows:

- *Interactive:* Content and materials that are interactive and involve the student should be encouraged via the creative use of social media, conceptual evaluations, and social feedback. Generation Z also expects to access network-based media such as audio, video, multimedia educational entertainment, and educational games or simulation during the education process, and want to combine and use them on a single platform.

- *Student-centered:* Taking a student-centered approach raises the student's learning responsibility and reinforces teacher-guided instructions and modeling. Besides, interactive and social media tools adapted to the course provide students with the ability to manage themselves on how to learn.

- *Situated:* A balance must be redressed about how to use technology outside the classroom and the use of social media in the classroom. The use of technology must match both the original educational activities and intrinsic motivation.

- *Collaborative:* Learning is a social activity, and students learn best through social systems in their peers and self-organizing virtual or face-to-face environments, and through their observations, collaborations, and intrinsic motivations.

- *According to the requirement:* The ability to multitask, master multiple flows of information, and balance both short- and long-term goals should be given. Content should be accessed via different media platforms.

- *Originality:* Active and meaningful activities based on real-world learning models should be implemented. It is an important requirement to focus on industry-oriented problems and situations, and that students experience collaborative processes,

multiple perspectives, and reflective elements to suggest solutions to such situations and problems (Baird, 2006).

The principle of equality is very important for the Z generation. According to the same research, 91% of the participants consider themselves equal with the others and want to be treated equally. Generation Z is in the front line when it comes to issues of equality and unity than other generations. Although the members of this generation are very sensitive about social justice, it has observed that they support sanctions that restrict the free expression of thought and that university students are more likely to drive away those who do not support their views (Barnes & Noble, 2018; Twenge, 2017).

According to the culture of Generation Z, the primary impulse in the lives of individuals belonging to this generation; is to look for an irresistible balance between offline and social media identities. It often results in the creation of multiple hybrid social media identities, a mix of real people who both want to be and live offline. Easy access to social technologies, widespread media, Z generation fed through an external cultural and demographic challenging period is shorter than the childhood period of previous generations.

However, one of the main differences between the offline activities of the previous generations and the online activities of the mobile age youth we live in is the way the messages sent by this generation become viral through the existing groups and become viral. According to some, this social media support is the force that pushes them to become famous in the internet environment, however, according to the opinion of the majority, social media offers a kind of approval. After all, being visible and audible and belonging to something larger than yourself is the primary motivation of Generation Z (Witt, L.G. & Baird, E. D., 2018).

Generation Z members were brought up overprotective by their families. Because of this circumstance, strong life skills are taken away from them. Therefore, this situation becomes a barrier in front of their social, emotional, and intellectual development, making it difficult for them to become independent adults and to struggle not only with the difficulties of the business environment but also with life. They should be independent and autonomous, take responsible decisions in uncertain situations, and learn to implement their decisions. To improve this situation, parents

can nurture their sense of autonomy, leaving their children's choices to themselves and encouraging them to take responsibility for their choices without overprotection when the situation and consequences they dislike. The autonomy that can also be built in that parents whose beliefs and movements are in harmony, children who observe the values their parents display consistently, take them as role models. The same perspective applies to the managers of Generation Z employees (Lukianoff and Haidt, 2018).

Carol Dweck, who has been researching for more than 20 years of people's mindset, has firmly revealed that protecting children from making mistakes and failing, removing all the obstacles for them, and giving only positive feedback creates permanent negative effects on the life struggle and also in professional life. Besides, by overprotection of parents, they have been raised to be smart and resourceful, so they always turn into fixed-minded adults with the desire to look smart and fear inadequacy. Therefore, such fixed-minded employees refrain from doing jobs that they will have difficulties in working life. When it comes to such tasks, they either hide or blame others for their mistakes in performing the task, and avoid asking questions about the tasks in order not to appear uninformed to others. They ignore constructive advice or useful feedback and look for executives or supporters to support their complaints about the company, thinking that these are brutal criticism and that others' achievements are a threat to them. It is an effort to raise their self-esteem (Twenge, 2017; Lukianoff and Haidt, 2018; Dweck, 2006; Keating & Heslin, 2015).

On the other hand, those who have not fixed-minded and have a development-oriented mentality feel the desire to learn by believing that they can improve their intelligence and skills. This point of view allows them to struggle with all the difficulties, not to overwhelm obstacles, to think that labor is the way to mastery, and it is possible to learn from criticism. Such employees get inspired by others' success (Bresman & Roa, 2018). It is noteworthy that development-oriented employees are the most committed to their jobs.

According to Dweck, the idea structure is something plastic, but this process requires a kind of coaching support. According to Dweck's research, a manager can:

- A manager must demonstrate the ability to learn so that everyone in the workplace can be learnable employees.

• To what extent the business values learning, effort, and perseverance, opportunities should be offered to explain that there may be mistakes, but these mistakes are opportunities to learn. Not only results but efforts and initiative should also be praised.

• An organizational culture in which feedback is considered important and valuable should be created. Employees should be led to seek positive and constructive feedback not only from managers but also from colleagues.

• Managers are required to present themselves to employees as a learning coach and resource and share their own mistakes and what they have learned from them (Dweck, 2006).

Technology plays a central role in the life of Generation Z, from socialization to school work, from entertainment to work, from relaxation to using resources. This situation weakens their ability to communicate and interact with people. It is clear that face-to-face communication promotes the development of interpersonal cohesion and synchronization and leads to more trust-based and collaborative work. Because the interactions of Generation Z are based on text messaging, they do not learn some rules such as listening, asking questions, intervening in the speech of others, establishing relationships, solving real-time problems, and eliminating conflicts. For example, when a message is difficult to understand or contains conflict, the healthiest method is to clarify this by face to face communication. However, Generation Z may tend to use technology even in inappropriate situations because they feel more comfortable while communicating in the technological environment (Schroth, 2019).

Taking part in the fandom for many young people; means shaping their own identities, collaborating with others, finding and creating a community, and being a part of that community, setting goals, and negotiating about the way marketers, brands and educators reach them. These fan groups are an integral part of the Generation Z identity, providing a community where young people share the love of mutual stories, characters, and fictional worlds that support them. When evaluating the idea of being a fan group (fandom), the concept in the minds about what constitutes a legitimate social system or social interaction needs to be redefined (Baird, 2016a).

Moreover, since these fan groups formed via the internet, these people can

communicate globally. Anthropologist Lori Kendall (2002) had explored the dynamics of online social identity, fan groups, and community issues for years, and concluded that members of these fan groups have “robust social systems and highly loaded social relationships”. Fan groups of real people come to existence organically when they connect with a story, character, or content. In this case, what a brand should do; if there is a self-emerging fan group around the content it creates, to design an authentic way to support and praise them, without seizing or directing their culture (Witt, L.G. & Baird, E. D., 2018).

### **GENERATION Z AND SOCIAL MEDIA**

Technological developments create different effects on different generations. Since every generation has a different lifestyle according to their expectations from life, technological developments, and their approach to the internet may also be varied (Doğan, S. & Erkan, I., 2019). Communication skills, one of the most prominent features of the Z generation, are seen as a vital function. Since these individuals always intertwined with technology, they cannot think of a life without technology (Özkan, M. & Solmaz. B., 2015).

In this generation, social media promotes civil society and public opinion. The generation called digital natives is in contact with their families and friends from all over the world, can find a spouse or romantic relationship, can participate in civil protests, as well as can receive e-mail or online therapy support via social media. On the other hand, teachers use technology in classroom education applications. Teachers with the ability to multitasking and innovation, continue to increase access to technological tools such as I-Pad thanks to these abilities (Pilgrim, Bledsoe & Reily, 2012).

In the sales and marketing literature, it is seen that the purchasing behavior of customers highly influenced from generation to generation. Customers of different generations (X, Y, and Z) attitude and lifestyle can be affected by various online promotion activities (Williams et al., 2010). According to the results of these studies, Generation Z prefers social media ads to traditional ones in terms of improved brand awareness, product acceptance, brand loyalty, customer-business interaction, and intention to purchase. Besides, it has revealed that creating brand awareness, brand perception, brand loyalty, and customer-business interaction via social media

marketing activities has affected the purchasing behavior of Generation Z. For businesses doing marketing via social media can also provide an opportunity to predict purchasing intent (Ninan, N. & Cheriyan, N. K., 2020).

If Generation Z is examined from another perspective, it can be said that this generation is a 91% social media user and only provides mobile access to social media. In addition to being youtube, the platform used by this generation, which spends an average of 2-3 hours a day on social media, they use Vine and Instagram more than others, and Pinterest and Tumblr use, less. 62% state that they have never heard of Periscope and 34% never heard of LinkedIn. One of the communication tools of this generation is Facebook Messenger. They spend a lot of time with applications like Snapchat, Whisper, Yik Yak, and Secret, and they open and use social media accounts with fake names (Güngör, 2018). 65% of them, almost covering the vast majority, follow the brand on social media, while 74% watch discounts on social media, user reviews, and user manual videos. Generation Z uses social media to access fun content, learn about innovative products and ideas, and follow brands that they consider valuable. They express that they like to follow the pages with visual content as their attention is related to focusing (Doğan & Erkan, 2019).

Generation Z sees things like having a career, driving a brand car, vacationing in Europe as opportunities to improve their life and themselves (Gungor, 2018). The way this generation uses the media is different from other generations. This situation is very important for marketing managers and reveals the necessity of carrying out different strategies. In the table below, information about the social media usage motivations of the Z generation presented (Beer, 2018; Gungor, 2018):

**Table 2.** Social media usage motivations of Generation Z

Motivation	Generation Z (%)
Making use of the spare time	49
Finding funny content	45
Keeping track of what the friends are doing	42

Keeping up with the news and events	39
Sharing photos and videos	35

**Source:** Beer, 2018.

Generation Z members, also known as digital natives, were examined in 6 categories in terms of social media perceptions. These have been defined, in turn: (a) the social media resource that guides students and provides them with information (World, ocean, newspaper); (b) social media creates addiction (drugs, cigarettes, prison), (c) social media reflects reality and provides interaction (friend, mirror, life); (d) spending time on social media is a waste of time (thief, monster, enemy); (e) social media is a kind of need (sun and sleep); (f) social media is a masking area (masquerade) (Eguz and Kesten, 2018).

**Table 1.2.** Different names used for Generation Z in the literature

Gen Z
Baby Boomers
Digital Integrators
Regression Generation
9/11 Generation
XD Generation
Motherland Generation
I-Gen
Digitals
Concealers
Post-Millennium Generation

Digital Natives
Facebook Generation

**Source:** (McCrindle, 2014; Chettri et al., 2014).

According to a study on members of Generation Z between the ages of 8 and 18; when compared to 2004, the duration of exposure to media is about 8 hours a day, especially counting the activities except in bedtime with an increase of 67 minutes daily. It concluded that the emergence of the smartphone platform that offers multimedia content plays a critical role in this increase. Ten years ago, individuals could access a television program through television, music through a computer or mp3 (or CD player), and video game through the console. However, today, instead of watching a single vehicle and interacting with this vehicle, individuals can access many subjects such as information and entertainment with many different tools. Now smartphones, generation Z, also known as digital natives, are in the palm of your hand, and smartphones for generation Z are the center of entertainment because they can present all kinds of media almost simultaneously (Turner, 2015).

The reason Generation Z uses technology quite frequently is to escape from the difficulties in their offline lives and find a sense of belonging in their imagination. According to researches, the level of dopamine secreted by the limbic region of the brains of individuals playing video games is similar to those using amphetamine. Video games are directly related to the anger control problem, fear, anxiety, and dropping of lecture notes (Weinstein, 2010). High technology consumption has the potential to disrupt neurological development. It has observed %10 more risk that there is a relationship between the time of watching television between the ages of 1-3 and the attention problem occurring at the age of 7 (Steyer, 2012).

According to the description of Semiller and Grade, digital technologies have become an indispensable part of many people's lives, but it is a decisive force in shaping Generation Z. Technological developments have a great effect on different generations. In the past, both Generation I and Silent Generation gathered around the radio for entertainment and news. The Baby Boomers grew with TV, where it is possible watching besides listening. Generation X was the first generation to go to university with a laptop, while Generation Y contributed to the development and

dissemination of social media and user-generated content. The technologies that Generation Z uses and constructs are building the future.

Researches in America on the technologies used by Generation Z, and how and why they use them, allow predicting the future of the new media. To briefly touch upon the use of new media of today's youth and children with examples from the results of these studies:

**Entertainment:** Generation Z uses a variety of tools for entertainment, such as smartphones, computers, and tablets. In the research carried out by The Trifecta Research Group, it is determined that Generation Z uses technology 9 hours a day for entertainment purposes such as listening to music, watching video or television programs. In another study conducted by Google, it is seen that 70% of the Z Generation members between 13-17 watch videos via their smartphones for at least three hours a day. Also, according to the research of the Global Web Index, it is seen that almost half of Generation Z members use social media to find funny and entertaining video content.

**Smart Phone:** It is seen that the smartphone usage rate of Generation Z is 78%. This rate is not surprising considering that members of this generation have a smartphone on average of 12 years old. A study by Google found that owning a mobile phone was defined as the turning point of his life by the youth after graduating from school and getting a driver's license. In a study conducted by LivePerson, it was seen that 70% of the older members of Generation Z put their phones one arm length away while they were sleeping, and when more than half of them woke up at night for a reason, they would check their phones before sleeping again. In the research, it was seen that 43% of the young people under the age of 35, who said that they would not think of leaving their phones and online technology under any circumstances, could accept to give up their smartphones forever but they said that the amount of money could be like 5 million dollars. Another study by Deloitte in 2017 found that young people between the ages of 18-24 checked their phones 86 times a day, leaving behind all other age ranges. Considering these situations, the potential for dependence on such technologies is very worrying.

**Computers:** As computers are increasingly involved in home life, Generation Z has started to use computers at an early age. Common Sense Media organization

revealed that 88% of young people use computers at the age of between 5 and 8. The most prominent point that emerges is that the youngest members of Generation Z have used a computer long before starting kindergarten.

**Tablet:** Which started in 2000 with Microsoft's introduction of the first tablet, tablet technology has users 20% of the world population, in other words, more than 1 million users. Today, tablets are widely used by their parents for young children to watch videos or play games. In two separate studies with parents who have children under 4; It has observed that one out of every three children use a tablet or smartphone before the age of one year. According to the findings of Common-Sense Media, 42% of children under the age of 8 have their own tablets, and more than half of the owners have their tablets between the ages of 5-8. Researches on the use of tablets of Generation Z have predicted that 16.9 million children between the ages of 12-17 and 18.7 million of the youth between the ages of 18-24 will be tablet users in 2020.

**Television:** Starting from the first TV sales in 1928, until 2018, only 119.6 million television users were using this technology in their homes. Today, the fact that television broadcasts are also broadcasted via the Internet increases the accessibility of the audience. 61% of the television viewers under the age of 30 states that they watch the broadcasts online. Internet broadcasting technology is very important in terms of enabling to watch television broadcasts on devices such as tablets and smartphones. 70% of Generation Z calls watching online content as watching television, and favorite streaming platforms of Generation Z appear to be YouTube, Netflix, and Hulu. Thanks to online broadcasting, which is more widespread and flexible than before, today's young people, the most knowledgeable in technology, can watch more television than any other generation.

**Wearable Technologies:** Wearable technologies such as smartwatches, smart jewelry, and smart glasses combine physical and online experiences. Wearable devices such as Apple watches not only keep track of health and physical activities but also provide the user with the opportunity to be informed about calls and messages thanks to the Bluetooth connection. Although there is no detailed data about Generation Z in the context of such technologies that have released in 2015, researches say that young people between the ages of 18-34 have the highest share among users.

**Spending (payment):** All transactions related to banking and money can be carried out online via technology, and even payment applications can be used, without

the need for a bank. In the research carried out by Dealspotr, Generation Z found to prefer payment applications to credit cards during the online shopping process. However, the preference of this generation is not any application they use 22% PayPal and 12% Apple Pay applications.

**Access to information:** Today, Google serves as a tool that we can easily access the information we want and whenever we want. "Googling" has become a phrase that means searching for something, and even the word "Google" officially entered the dictionary in 2006. Internet comes first among the tools used by three out of four members of Generation Z to access information. However, Generation Z does not only use search engines, but most of Generation Z members also refer to online videos to access information. In the study titled *Generation Z is Going to University*, it was seen that this generation preferred video-based platforms for information. In another study, it is seen that two out of every three Z Generation members prefer YouTube as a learning path and that even half of Generation Z cannot live without YouTube.

**Socialization:** 94% of Internet users appear to have at least one account on social media platforms. Generation Z is the only generation that was born and grew up in the age of social media among all the generations that are both consumers and producers of content on social media. Social media users under the age of 24 have an average of 8.7 accounts on different social media platforms. Having more than one account to manage naturally causes the time spent on social media to be at least three hours. However, all these accounts and platforms are not used homogeneously, but for a specific purpose and specific periods.

The importance of social media is also great for the emotional health of Generation Z. According to the research for The Center for Generational Kinetics, 39% of Generation Z members stated that social media had an impact on their self-esteem. This is not only because they have a variety of identities in their online lives, but also because technology helps them communicate with people who will provide emotional support. In the research conducted by Pew Research Center, it has seen that 70% of Generation Z members can find support from social media to deal with the situation when faced with a challenge or a struggle. For example, they use online environments about the process or problem they are experiencing when they are

unable to apply the experience of someone who has experienced the same process in real life and their environment.

**Snapchat:** When Facebook first emerged in 2004, the oldest of the Z Generation members was 9 years old, and 11 when Twitter appeared in 2006. When Snapchat appeared in 2011, Generation Z gave more importance to Snapchat instead of the platforms they inherited from their previous generations, and with its 118 million users, Snapchat became the most common platform that Generation Z preferred to communicate with the peers. According to Grace Masback, the author of the book "The Voice of Gen Z", Generation Z sees Snapchat as a kind of agency and thinks it is the most important social network for them.

**Instagram:** With 90 million shares daily, Instagram stands out as another social media platform that Generation Z loves and uses. Instagram stands out as a platform for members of Generation Z, who attach great importance to privacy, to gracefully build their profiles and share their messages with the people they choose. Some members of Generation Z can have multiple accounts called *Rinsta* and *Finsta*. *Rinsta* means real Instagram accounts that are carefully created; have more followers and offer more content; while *finsta* means fake accounts that they use for more specific purposes that they share with a small group of friends.

**Facebook:** 70% of Generation Z members have Facebook friends, but more than 90% of them are parents and other members of their families. Generation Z Facebook users are not known to their friends, they use this platform to stay in touch with their family members, and therefore they prefer platforms like Snapchat and Instagram, which do not include family members.

**Twitter:** Although not as popular as other platforms, Twitter is considered an engaging medium for more than a third of members of Generation Z between the ages of 13-24. According to the Generation Z is Going to University survey, Z Generation members use Twitter not to share content, but to connect with others. Most users of Generation Z, love Twitter because it allows them to access information quickly and to follow brands or celebrities, and they also see Twitter as an advantage to be easily informed about certain topics, people, or movements via social media labels, called *hashtags*.

**Tumblr:** Given the great importance that generation Z gives to privacy, the importance of platforms where they can share their ideas or expertise anonymously

becomes clearer. Tumblr is a platform that attracts the attention of Z Generation members in terms of offering users the opportunity to blog using a pseudonym. According to the data of Global Web Index research, 29% of Generation Z members use Tumblr.

**Reddit:** By participating in an online community such as Reddit, users can vote or share content via nicknames and avatars. 16% of Generation Z, who can avoid the risk of encountering in their offline lives with the results of their comments or the content they shared, stated that they use Reddit. The fact that 58% of Reddit users are in the age of 18-29 shows that this platform is used extensively by young people (Semiller & Grade, 2019).

## RESULTS

The recent technologic developments have led individuals to integrated with technology in almost every aspect of their lives. Individuals who are very interested in technology create a technology-based lifestyle. Especially children born after the 90s, often spend time in the digital world with tools such as computers, television, tablet, and iPad. This generation, which intertwined with technology, is called Z generation. Generation Z, which seen as a young generation, does not have difficulties in accessing information like previous generations. Generation Z, also called crystal generation, is faster than other generations on accessing and interpreting pieces of information. Communication and digital media skills have improved. The mentality of these children, who exposed to the tools provided by digital technology, is different from other individuals, and their brains differ physically. A life without the Internet is almost impossible for members of the Z generation. They move fast in their daily lives and fulfill their duties with ease, and their lives are progressing as being focused on success. Their psychomotor skills developed, and this feature also noticed in their professional and social lives.

One of the prominent features of members is that they are equalitarian. The desire of the majority of those in Generation Z to see themselves equal with other individuals stands out, and the sense of justice is at the forefront for these individuals. Generation Z is in communication with family, friends, and loved ones by using digital technology tools. In addition to these, social media is used for reasons such as

accessing information, socializing, and having fun. Activities such as marketing, brand awareness, and perception in social media can create purchasing behavior in the Z generation. 91% of the generation Z members are social media users, and YouTube is one of the most preferred social media platforms.

The exposure of the Z generation to social media increases according to the years. The motivation for the increase in time spent on social media is that they want to get away from the difficulties in daily life.

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