

Z Jenerasyonu Gelecek Beklentileri: İşsizlik Kaygısının Gençler Üzerinde Yarattığı Baskı

Assoc.Prof.Dr. Savaş S. ATEŞ (<https://orcid.org/0000-0003-2462-0039>), *Eskisehir Technical University, Turkey;*
e-mail: ssates@eskisehir.edu.tr

Mustafa Kaya (<https://orcid.org/0000-0002-0637-7787>), *Eskisehir Technical University, Turkey;*
e-mail: mustafak433@eskisehir.edu.tr

Öz

İnsan yaşam döngüsünde gençlik, birçok heyecanın ve duygunun karmaşık şekilde yaşandığı bir dönemdir. Gençlerin gelecek beklentileri ve bu beklentilere yönelik duygu durumları bazen kaygı ve endişelere neden olabilmektedir. Dünya genç nüfus oranı (2019) %16 iken Türkiye’de bu oran %15.6’dır. Z jenerasyonu olarak adlandırılan bu genç kuşak 1997-2012 tarihleri arasında doğmuş kişileri kapsamaktadır. Geleceğin parlak inşasında Z jenerasyonu önemli roller üstlenecektir. Türkiye’de 7 milyon 940 binden fazla üniversite öğrencisi, 11 milyonun üzerinde ilk öğretim ve lise öğrencisi bulunmaktadır. Z jenerasyonu internetin olduğu bir dünya doğan jenerasyondur. Bilgiye erişimleri kolay ve hızlı olmasından dolayı çabuk sıkılmaktadır ve geleneksellikten uzak bir hayatı tercih etmektedir. Fakat z jenerasyonunun meslek tercihlerinde x ve y jenerasyonu (aile, öğretmenler, akrabalar vb.) etkili olmaktadır. Türkiye’de 11 milyonu aşkın X ve Y kuşağı (yönetici ve çalışan) olduğu çalışma hayatına yakın gelecekte 13 milyonu aşkın Z jenerasyonu katılacaktır. Gençler tarafından mevcut istihdam olanaklarının yeterli olmağı, Z jenerasyonunun bilgi ve deneyimlerinin geleneksel işlerde kullanılmak için uygun olmadığı gibi yaygın bir görüş vardır. Bu nedenle üniversite eğitimi almış z jenerasyonun mezuniyet sonrasında işsizlik kaygısı giderek artmaktadır. Olası işsizlik nedeniyle hayata başlayamama, aile yanında kalma vb. kaygılar yaşanmaktadır. Bu çalışmanın amacı; Z Kuşağı’nın gelecek beklentileri, işsizliğin gençler üzerinde yarattığı baskının ölçülmesidir. Araştırmaya özel olarak hazırlanan ölçek çevrim içi platformlardan yayınlanmıştır. Araştırma Covid-19 sürecinde 2021 yılında Türkiye’de yapılmıştır. Araştırma farklı üniversitelerden üniversite öğrencisi ve işsiz mezunlar ile yapılmıştır. Araştırmanın literatür bölümü Stratejik İnsan Kaynakları Yönetimi kapsamında değerlendirilmiştir. Araştırmanın sonuç bölümünde, yapılan anketin sonuçları tartışılmıştır.

Anahtar Kelimeler: Stratejik İnsan Kaynakları Yönetimi, İşsizlik Kaygısı, Genç İşsizlik, Z Jenerasyonu

Jel Kodları: JEL: J64, JEL: O15, JEL: L93

Future Expectations of Generation Z: Pressure on Unemployment Anxiety

Abstract

Youth in the human life cycle is a period in which many excitement and emotions are experienced in a complex. Young people's future expectations and their emotional states about these expectations can be because of anxiety and worries sometimes. While the world youth population rate (2019) is 16%, this rate is 15.6% in Turkey. This young generation which is called Generation Z includes persons born between 1997-2012. Generation Z will play an important role in building a bright future. There are more than 7 million 940 thousand university students, over 11 million primary and high school students in Turkey. Generation Z is a generation that is born in a world with the internet. Due to the easy and fast access to information, they get bored quickly and prefer a life away from traditionalism. However, Generation X and Generation Y (family, teachers, relatives, etc.) are effective in the professional preferences of Generation Z. More than 13 million generations of Z will join the business life, where there are more than 11 million X and Y generations (managers and employees) in Turkey in the future. There is a widespread view that employment opportunities available to young people are not sufficient, that the knowledge and experience of the generation Z are not suitable for use in traditional jobs. This is why unemployment anxiety gradually increases after graduation of the Generation Z who have received a university education. Inability to start life due to possible unemployment, staying with a family, etc. there are worries. The purpose of this study is; Generation Z's future expectations are to measure the pressure of unemployment on youth. The scale specially prepared for the research has been published on online platforms. The research was conducted in Turkey in 2021 during the Covid-19 process. The research was conducted with university students and unemployed graduates from different universities. The literature section of the research has been evaluated within the scope of Strategic Human Resources Management. In the conclusion part of the research, the results of the survey are discussed.

Keywords: Strategic Human Resources Management, Unemployment Anxiety, Young Unemployment, Generation Z

JEL Codes: J64, O15, L93

1. Introduction

Unemployment is one of the biggest problems in the world and, also in Turkey. There are a total of 203 universities in Turkey as of 2021, including private, foundation, and state universities, according to TUIK (Turkish Statistical Institute) data. There is a total of 7,940,133 students in associate degree (3,002.964), undergraduate (4,538,926), master's (297,001), and doctorate (101.242) level. Turkey ranks are first in the number of students in European Countries. The number of university graduates who do not work in a job has reached 1 million 350 thousand. Moreover, the number of current students and the number of unemployed university graduates is also increasing. Compared to 2020, the number of unemployed increased by 2 million 585 thousand. Youth unemployment was announced as 25.0% according to the latest data (TUIK, 2021). While the world youth population who are called the Z generation (people born 1997-2012), rate (2019) is 16% in the world, and this rate is 15.6% in Turkey. It is believed that generation Z will play an important role in the bright construction of the Industry 4.0 future. There are more than 7 million 940 thousand university students and more than 11 million primary and high school students in Turkey (TUIK, 2021).

Generation Z is the generation born in a world with the internet. Since their access to information is easy and fast, they get bored quickly and prefer an unconventional life. However, x and y generations (family, teachers, relatives, etc.) are effective in the professional preferences of the z generation. Generations X and Y in Turkey are more than 11 million. In addition, it is expected that more than 13 million Z generation will join the business life soon. There is a widespread view among young people that the current employment opportunities are sufficient and that the knowledge and experience of the Z generation are not suitable for use in traditional jobs (Bekiroğlu, 2010). For this reason, the unemployment anxiety of the z generation, who have received a university education, is gradually increasing after graduation. Inability to gain economic freedom due to possible unemployment, staying with a family, etc. concerns exist.

Youth unemployment is a problem for other countries as well as in Turkey. There are approximately 260 million university students worldwide. According to the research of The International Labor Organization (ILO), the youth unemployment rate in the world in 2016 was 13.1% (71 million people) (PLAN International, 2021), and this rate increased to 15.39%, according to the study conducted in 2019 (Macrotrends, 2021).

On the other hand, when viewed as a methodology, unemployment averages in the world are found by collecting all data and dividing by the number, and these rates differ in different regions (Ayhan, 2016). For example, when a country in Africa and a developed country in Europe are compared, there is a big difference between the data of these two countries and the average values.

This study aims to measure Generation Z and the pressure of unemployment on young people with an adapted future expectations scale. The research is limited to the period in which it was conducted, and it was conducted in Turkey in 2021 during the Covid-19 process. In this context, a survey was conducted with university students and unemployed graduates from different universities.

2. Literature Review

There are different methods use to define the various circumstances that make a generation. There are different uses of the method to describe the various conditions that make up a generation. McCrindle & Wolfinger (2009) make a distinction in the definition of generation according to the time when people were born. According to these generation definitions, the X generation includes those born between 1965 and 1980, the Y generation includes those born between 1981 and 1996, and the Z generation includes those born between 1997 and 2012 (McCrindle & Wolfinger, 2009)., 20.6 million of Turkey's population are Generation Z, 20.5 million are Generation Y and 17.5 million are Generation X of the total population of Turkey (83 million), according to 2019 data. Generation Z constitutes 25% of the total population, while Generation Y constitutes 25% of the total population. In summary, Generations Z and Y constitute half of Turkey's population (TUIK, 2021).

Each generation generally has a prejudice against the next generation, and they generally see the next generation as disrespectful, unfaithful, dissatisfied, individualistic, and apolitical. In 350 BC, Aristotle said: "Young people these days are out of control, eating rudely, disrespecting adults, opposing their parents, and pissing off their teachers." Likewise, before that date, BC. In 800, Hesiod said, "The youth of today are so careless that I despair when I think that they will take over the country in the future, they taught us to be respectful to the elders and to be dignified. Today's young people ignore the rules, they are cheeky and they don't know how to wait, they want to be a manager right away, they want to be promoted right away, they want to see a career plan immediately." Each generation has seen the next generation this way and will continue to see it this way (Gür & Wolff, 2021).

Another issue is generational transitions. Each generation has met with technology earlier than the previous generation and they have lived a more prosperous life in terms of technology. A study on generational transitions studied the speed with which new technologies reach 50 million people. Invented at the end of the 1800s, the radio reached 50 million people in 35 years, a television in 13 years, Facebook in 3 years, Instagram in 6 months, and Angry Birds in only 35 days. Today, this time has decreased to hours, maybe even minutes. In short, it is very easy to reach a large number of users today (Aeppel, 2020).

Taşlıbeyaz 2019 research was concluded that Generation Z uses technology and the internet more than other generations (Taşlıbeyaz, 2019). In addition, findings have been obtained that this generation is entrepreneurial and sensitive. In addition, these individuals have a high level of self-confidence as they can access information very easily (Seemiller & Grace, 2017). However, it has emerged that interactive

environments and technology-based tools should be used to increase the motivation of individuals in the Z generation and to meet their needs (Giunta, 2020). It has also been observed that these individuals are more individual, have quick access to information and interpretation, leader, sensitive individuals (Turner, 2015).

It has been observed that 80 percent of working youth are satisfied with their jobs and 61 percent are satisfied with their earnings (Erdoğan, 2016). Çondur and Şimşir (2017), examined the relationship between education expenditures, economic growth, and youth unemployment in Turkey between the years 1991-2016 using the least-squares estimation method. The conclusions reached by the authors; as the share allocated to education expenditures in GDP increases, youth unemployment increases; the growth in GDP is that it reduces youth unemployment (Çondur & Şimşir, 2017).

A study by McKinsey in 2016 revealed that 45% of the work people do today for wages can be done automatically by computer-assisted machines with the development of technology. These results suggest that it will increase unemployment in the future, but this is not the case. Because such conditions have been seen in the labor market before (James Manyika, Bughin, Woetzel, Batra, & Ko, 2017). For example, typists have been replaced by word processing programs, and cashiers have been replaced by customer representatives. The only difference in changing, transforming, deteriorating, or reshaping job opportunities is that the pace of change in the job skills needed is at the highest level and this change happens at a dizzying speed. In the age of digitalization, it will be necessary to quickly acquire new skills and use these skills more often to be permanent in jobs that have not even been heard of yet (Taş, Demirdöğmez, & Küçükoğlu, 2017).

The newish centuries demand new skills. Noss(2012) states the following as examples of these skills: teamwork, flexibility, problem-solving, to take account of the shift from material labor to immaterial, weightless production. Also says we are gaining with impressive speed, understanding of the technology's potential to enable a new kind of pedagogy. (Noss, 2012). Greiff and Kyllonen(2016) joined Noss(2012) to add problem-solving, creativity, computer and information literacy, and collaboration (Greigg & Kyllonen, 2016). Gu and Belland (2015), on the other hand, prepare students for this environment according to the needs of the 21st century, and educators help students acquire sufficient basic scientific knowledge, acquire the necessary skills to participate in scientific practice, and develop complex epistemic beliefs to understand the nature of scientific knowledge and the methods of doing it. He said it should be (Gu & Belland, 2015). On the other hand, Angeli, Stoycheva, Fiore, Montresor, and Marchese(2019) stated that innovations in artificial intelligence have driven many business branches to automation. As a result, machines are replacing humans. Therefore, expectations from the employee are changing and the employee must adapt to this process (Angeli, Stoycheva, Fiore, & Montresor, 2019).

Priporas, Stylos, and Fotiadis (2017) say that the Z generation is more dependent on smart devices than the previous generations. About this, their expectations about technology are quite high (Priporas, Stylos, & Fotiadis, 2017). In addition, Maioli(2016) says, "They want to have a good life-work balance and they are

interested in a flexible working environment as opposed to the traditional work schedule" for the expectations of Generation Z. Because they have lived in different periods, generations have been separated especially in business life. It also has a one-generation view that is completely global for Generation Z (Mailoi, 2016). Urick, Hollensbe, Masterson, and Lyons(2016) stated in their study that generations tend to group within themselves. Accordingly, each generation defines individuals who do not have the same characteristics as themselves and other generations as "out of the group" (Urick, Hollensbe, Masterson, & Lyons, 2017). In the study conducted by McCrindle and Wolfinger(2009), contrary to the view of generational grouping throughout the article, 27 percent of the Z generation individuals stated that they wanted to work in a business environment, although 32.7 percent stated that different age groups should mix and 35.1 percent stated that it would not matter to them. From this point of view, although the characteristics of the generations are different, it is seen that the majority of the mentioned generation can adapt to the current business environment (McCrindle & Wolfinger, 2009).

Many approaches that try to explain youth unemployment in a theoretical framework are available. Kıcı (2017) divided them into five as Job Search Theory, Selective Redundancy Theory, Life Cycle Theory, Trend Theory, and Queue Unemployment Theory. Job Search Theory divides young workers into under-skilled and talented. It is more concerned with the less talented. In addition, the theory is that high unemployment among young people is associated with the frequency with which young people change job suggests that it is related. Young people tend to change jobs frequently due to dissatisfaction. The Selective Redundancy Theory, on the other hand, says that when the economy is stagnant and in times of crisis, young workers are dismissed primarily. In the Life Cycle Theory, it is mentioned that young employees work for lower wages than other employees due to their low responsibilities and financial expenses, and after a while, they are dissatisfied with this job and quit the job and look for a new job. In Trend Theory, job dissatisfaction is the main reason for changing jobs. It arises as a result of finding a more attractive job or changes in labor demand. Finally, in the Queue Unemployment Theory, it is the situation of leaving the job due to lower wages for young workers. As a result, these individuals are insufficient in terms of work experience due to constant job change (Kıcı, 2017). Çetinkaya(2010) divided the situation into two as Conjunctural Explanations and Structural Explanations in his study. While the cyclical explanation argues that the reason for youth unemployment is the lack of suitable types of jobs. In structural explanations, it is said that even if the job potential increases, young people will not be able to meet their needs and therefore youth unemployment will not decrease (Çetinkaya, 2010).

3. Methodology

This research was conducted on the unemployed who continue or graduate from university in Turkey. An adapted scale was used in the research for a survey, which was prepared as a five-point Likert-type scale. The study aimed to measure the unemployment anxiety and future expectations of Generation Z. The questionnaire was prepared to measure the future concerns of Generation Z, within which the students of state or foundation universities in Turkey were determined as the main universe.

A total of 246 people, 132 women, and 114 men, participated in the survey, and more than 30 universities and more than 20 departments participated. Most of the respondents are students of the Aviation department of universities. The oldest of the survey participants was born in 1997 and the youngest was born in 2003. A total of 230 undergraduate students, 14 graduate students, and 2 associate degree students completed the survey.

Youth unemployment in Turkey is increasing every year, especially as of the beginning of March 2020, which is the start of the Covid-19 epidemic, the increase in the youth unemployment rate has accelerated. The biggest addressees of youth unemployment are the individuals of Generation Z. For this reason, the Z generation is experiencing great pressures at an early age and they have future concerns. Therefore, the main motivation in this study is to draw attention to the level of pressure and concerns of a generation.

In the design process of the study, the concerns of Generation Z about unemployment, which are caused by their anxiety about the future, were examined. Since the survey application is aimed at a z generation, the questions were created specified to the generation of Z. The situation to be measured has been formed under four dimensions: the effects of the pandemic process on unemployment (4 questions), the effects of innovations on unemployment (5 questions), the expectations of the job search process and finding a job (10 questions), education and unemployment (8 questions). Subsequently, the differences between the students of State and Foundation Universities were examined, due to the socio-economic status of the students was different.

It is an important limitation that the survey could not reach a large enough audience and the data obtained would give partially correct results. In addition, we think that the results of previous research on the subject may have changed due to the socio-economic situation that continues to change rapidly due to Covid-19. As a result, some differences may arise with current data. Another issue is the possibility that individuals participating in the survey may give wrong answers without caring. We think that statistical techniques can provide a solution for this.

We have considered in the comments that due to the extraordinary situation we are in as of March 2020, the individuals participating in the survey may be more aggressive than normal due to the boredom, psychological state, and desperation experienced, and as a result, there may be deviations in the answers to the survey questions.

4. Analysis and Findings

The results of the survey application made within the scope of the research were analyzed by the Independent T-Test analysis method. If the P-value is less than 0.05 in the analysis method used, there is a significant difference. Even if this value is greater than 0.05, there is no significant difference. A total of 7 questions were analyzed and the answers given by the State and Foundation university students who

participated in the survey were examined and it was examined whether there was a significant difference between them. The obtained results were interpreted and their relations with each other were examined.

Table 1. Adaptation to Innovation and Finding a Job

Crosstab													
I think that if I do not adapt to innovations, my probability of finding a job will decrease													
		I Strongly Disagree		I Disagree		Natural		I Agree		Absolutely I Agree		Total	
University you continue to study/graduate from	State	Count	1	2	8	84	104	199					
	Foundation	Count	0	2	3	18	24	47					
Total		Count	1	4	11	102	128	246					

Independent Samples Test										
I think that if I do not adapt to innovations, my probability of finding a job will decrease										
Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Equal variances assumed		1,610	,206	,758	244	,449	,086	,113	-,137	,308
Equal variances not assumed				,685	62,512	,496	,086	,125	-,164	,335

P-value is greater than 0.05. In this case, there is no big difference between the comparison group. Both state and private university students responded equally to the question "I think that if I do not adapt to innovations, my chances of finding a job will decrease." Most of the students said that they agreed with this question and said that they had to adapt to innovations, otherwise their chances of finding a job would decrease. This situation shows that it is of great importance to follow the innovations in the business areas. Otherwise, in this period when it is difficult to find a job, the chances of graduating students decrease even more. As a result, students have to closely follow the innovations in their fields as well as the university education they receive in their fields and keep up with these innovations.

Table 2. Technological Development & Reduce of Workforce

Crosstab													
Every technological development in my field will reduce the need for people, and as a result, it will become more difficult to find a job													
		I Strongly Disagree		I Disagree		Natural		I Agree		Absolutely I Agree		Total	
University you continue to study/graduate from	State	Count	7	41	45	54	52	199					
	Foundation	Count	4	16	6	9	12	47					
Total		Count	11	57	51	63	64	246					

Independent Samples Test

Every technological development in my field will reduce the need for people, and as a result, it will become more difficult to find a job

	Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	4,500	,035	1,644	244	,101	,326	,198	-,065	,717
Equal variances not assumed			1,498	63,017	,139	,326	,218	-,109	,761

On the other hand, there is a difference between state and foundation university students when innovations tend to reduce the needs of employees. P-value is less than 0.05. According to this result, it is possible to say that there is a significant difference between them. While the majority of foundation university students answered "I do not agree", the majority of state university students answered, "I agree". From this, we see that foundation university students have the view that innovations do not tend to reduce the number of employees. It is possible to say that this situation occurs because foundation university students feel more secure about the future.

Table 3. Number of Universities and Finding a Job Probability

Crosstab						
I think that every university opened brings with it a lower probability of finding a job						
		I Disagree	Natural	I Agree	Absolutely I Agree	Total
University you continue to study/graduate from	State	4	16	51	128	199
	Foundation	2	4	15	26	47
Total		6	20	66	154	246

Independent Samples Test

I think that every university opened brings with it a lower probability of finding a job

	Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1,095	,296	1,15	244	,251	,140	,121	-,100	,379
Equal variances not assumed			1,07	64,23	,289	,140	,131	-,121	,401

P-value is greater than 0.05. From this point of view, there is no significant difference between the two groups for the question mentioned. The groups gave close answers to each other. Both state and foundation university students agree that every university opened reduces their chances of finding a job. Since this situation increases the number of university graduates, we can say that the result is meaningful. While the current employment rate does not increase, the gap between job search and labor supply widens as the number of university graduates increases. It is getting harder and harder to find a job for university students.

Table 4. Foreign Country is Better than the Education Received in Turkey

Crosstab							
I think that the education received abroad is better than the education received in Turkey in the eyes of employers							
		I Strongly Disagree	I Disagree	Natural	I Agree	Absolutely I Agree	Total
University you continue to study/graduate from	State	Count	2	5	18	59	115
	Foundation	Count	1	1	2	12	31
Total		Count	3	6	20	71	146

Independent Samples Test										
I think that the education received abroad is better than the education received in Turkey in the eyes of employers										
Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		,250	,617	-,761	244	,447	-,104	,136	-,372	,164
Equal variances not assumed				-,749	68,168	,456	-,104	,138	-,379	,172

The P-value is considerably larger than 0.05. As can be seen in the Chi-Square test table, the groups participated at almost the same rate. The view that the education received in a foreign country is better than the education received in Turkey has been questioned. University education in a foreign country may be a factor for employers in the selection of the workforce. Both state and foundation university students agree that studying abroad will bring advantages in finding a job. As a student perception, it can be concluded that the education given in Turkey is at a lower quality level than the education given in a foreign country. The issue discussed in Table 3 also appears in this question. We think that there is an urgent need to decide on the subject and change this perception.

Table 5. Accept to Work in Any Job Other Their Education Field

Crosstab								
After graduating, I can work in any job other of my field								
		I Strongly Disagree	I Disagree	Natural	I Agree	Absolutely I Agree	Total	
University you continue to study/graduate from	State	Count	33	50	61	37	18	199
	Foundation	Count	13	13	8	9	4	47
Total		Count	46	63	69	46	22	246

Independent Samples Test									
After graduating, I can work in any job other of my field									
Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2,116	,147	1,277	244	,203	,252	,197	-,137	,641
Equal variances not assumed			1,201	65,005	,234	,252	,210	-,167	,671

There was not a big difference between the two parties in the number of students who would accept to work in any job other their field after university graduation. Although the P-value is greater than 0.05, it is quite close. There is a noticeable difference between the groups in terms of the question. However, the high level of indecision among state university students is striking. It is possible to make many different comments regarding this question. The first thing that comes to mind is that students do not choose in line with their dreams and ideas while choosing university education fields. As a result of this situation, it may cause them to turn out of their fields after graduation. On the other hand, job opportunities may vary during the education period of the students. In this case, even if it is outside the student area, it can turn to areas with more job opportunities. This situation can be interpreted as a kind of disguised unemployment. Because the workforce working without education is at the same level as the uneducated workforce. This means that the resources spent on education are wasted.

Table-6 Chose of the Department University and Future Expectations

Crosstab								
I chose my university and department not because of my field of interest, but because I thought I would secure my future								
		I Strongly Disagree	I Disagree	Natural	I Agree	Absolutely I Agree	Total	
University you continue to study/graduate from	State	Count	44	47	21	54	31	197
	Foundation	Count	8	19	5	9	6	47
Total		Count	52	66	26	63	37	244

Independent Samples Test									
I chose my university and department not because of my field of interest, but because I thought I would secure my future									
Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,769	,185	,882	242	,379	,201	,228	-,248	,651
Equal variances not assumed			,927	74,002	,357	,201	,217	-,232	,635

In this question, although the P-value is greater than 0.05, it is quite close. It differs in state and foundation universities, where students turn to departments that they think can guarantee their future, rather than their interests. While the majority of state university students stated that they agreed, the majority of foundation university students stated that they did not. From this point of view, it is possible to say that foundation university students mostly prefer according to their dreams. This is because the majority of the students who prefer foundation universities have better financial means, thus bringing the freedom to act in line with their dreams. Another situation that supports this is that, since foundation universities can provide more employment to graduate students, it increases their preference for departments that are less likely to find a job in our country. As can be seen in Table 5, the high tendency of state university students to turn to fields other than their own after graduation supports this situation.

Table-7 Harder to Find a Job Now Than 10 Years Ago

Crosstab								
I think it's harder to find a job now than 10 years ago								
		I Strongly Disagree	I Disagree	Natural	I Agree	Absolutely I Agree	Total	
University you continue to study/graduate from	State	Count	1	2	8	28	160	199
	Foundation	Count	0	2	3	3	39	47
Total		Count	1	4	11	31	199	246

Independent Samples Test									
I think it's harder to find a job now than 10 years ago									
Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,430	,233	,444	244	,658	,048	,108	-,164	,260
Equal variances not assumed			,389	60,956	,698	,048	,123	-,198	,293

Finally, another table with a significant difference will be examined. As it can be seen that the P-value is greater than 0.05, there is no difference between the groups. The perception that finding a job is more difficult now than it was 10 years ago is accepted by almost all students from both state and foundation universities. This shows that finding a job, in general, is quite difficult compared to 10 years ago. The main reason for this situation is seen in Table 3. Due to the continuous increase in the number of new universities opened, the increase in the number of university graduates, and the insufficient employment opportunities, the students agree that it is more difficult to find a job compared to 10 years ago. While the supply of university-educated labor is increasing, the increase in labor demand remains insufficient.

4. Conclusion

Youth unemployment is a major problem in the world and Turkey. Although youth unemployment may occur due to natural reasons, it usually occurs as a result of wrong planning made by countries. Its consequences can have heavy psychological and economic consequences on young people. The results can go up to the fact that a generation is not used efficiently enough and remains idle. Especially the young people in Turkey and the members of Generation Z, who make up a large part of this group, are in great concern. Some of these young people are pessimistic and hopeless. The future concerns of Generation Z were measured in the study. In this context, a survey was conducted and the answers given by the young individuals who participated in the survey were evaluated. The survey was carried out mainly with the participation of Generation Z (1997-2012).

Young people think that they will not be able to find a job immediately after graduation and that it is wrong to seek work experience in every job interview. There is also a widespread perception that it is much more difficult to find a job now than it was ten years ago. There is a remarkable difference between the answers given to the open-ended questions of the research, in which being unemployed and staying at home, and being a burden to the family cause great concern. In addition, there is a perception that it is difficult to find a job without special interest, and that there are few job opportunities related to the department they graduated or will be. Students of both state and foundation universities think that the increase in the number of universities makes it more difficult to find a job. However, they said that the education received by the young people at the university would be much more useful if it were more practical than theoretical. Another issue is the perception that unemployment will increase gradually during the pandemic process. There is a widespread belief that technological innovations reduce job opportunities and that if they cannot keep up with the innovations, the risk of being unemployed will increase. In addition, the general wishes of the individuals of Generation Z were collected with open-ended questions. Young people want to increase job opportunities, decrease the number of universities, and remove the job experience required in job applications. Moreover, it is one of the most requested issues to inspect the training provided by the schools and to prevent employment with a torpedo. It is demanded that everyone should be rewarded for their hard work, radical changes in the education system, and employment in the aviation sector, especially through aviation graduates. The use of technological developments not to reduce the number of employees, but to

reduce the workload of the employee is important for the continuation of social welfare and peace. It can be concluded that new graduates should be given a chance instead of asking for work experience and a conclusion should be reached by measuring their knowledge and skills. Increasing employment opportunities and prioritizing merit are among the most desired issues.

Governments have to respond to the demands of the younger generations and make correct plans. Since young people will play a major role in the construction of the future of countries, their concerns about the future should be addressed and employment opportunities should be provided. Otherwise, the country may face the danger of being unable to complete its development.

Youth unemployment is an area that is difficult to zero, especially in high-population countries, but it is possible to reduce it at a high rate. Although it is a long process, this problem can be avoided by taking the right steps. For this, the states must first conduct detailed research on this issue and obtain the actual rates. Then, the root causes of the obtained data should be investigated. After the problems are identified, these changes should be implemented step by step, in which field any changes need to be made.

While the first of the steps to be implemented is to expand the economy, some of these steps are as follows;

- Revising the education system to be valid in all countries,
- Establishing serious cooperation between educational institutions and large companies in the market,
- Increasing the attractiveness of vocational education universities by increasing employment for the graduates of two-year universities providing vocational education,
- Instead of asking for work experience from newly graduated people, they should be evaluated by giving them an opportunity,
- The introduction of employment-oriented policies,
- Reducing the number of universities,
- Encouraging private sector investments,
- Reducing the financial burdens such as taxes, premiums, and employer's share on employment,
- It is in the form of examining the policies of countries that have revolutionized unemployment and adapting them as much as possible.

As a result, as explained in the section of the characteristics of Generation Z of the research, although the individuals of this generation meet most of the features sought in today's business life, employment opportunities are insufficient. The delay in the first work experience is a big problem as the newly graduated individuals are not preferred in recruitment. Generation Z individuals have great concerns about their future. According to the results of the survey, young people stated that they intend to settle in a foreign country at the first opportunity they find. Moreover, they stated that they would not be able to find a job without the merits and that the education they received was of no value. Therefore, there is a perception that they will not receive the value they deserve in their business life, both materially and morally.

Future research needs to delve into the root causes of young people's future concerns. As a result of the researches to be done, it is necessary to solve the problems by applying the right policies and making radical changes. In this part, governments have a great responsibility. If the aforementioned problems are not solved, the next generations will experience the same problems and the welfare and peace of the generations may be endangered.

References

- Aeppel, T. (2020, March). *50 Million Users: The Making of an 'Angry Birds' Internet Meme*. The Wall Street Journal. Retrieved from <http://blogs.wsj.com/economics/2015/03/20/50-million-users-the-making-of-an-angry-birds-internet-meme/>.
- Angeli, L., Stoycheva, M., Fiore, F., & Montresor, A. (2019). a Conceptual Exploration in the Intersection of. *Proceedings of Edulearn19 Conference*, (pp. 7374-7378). Palma de Mallorca.
- Ayhan, F. (2016). 'Genç İşsizliğin Sebepleri, Sonuçları ve Önlemeye İlişkin Politika Önerileri. *Sosyal Güvenlik Dünyası*, 8-21.
- Bekiroğlu, C. (2010, Haziran). Türkiye'de İşsizlik Sorununun Çözülmesinde Uygulanan Ekonomi Politikalarının Analizi. İstanbul: Kadir Has Üniversitesi Sosyal Bilimler Enstitüsü Yayınlanmamış Tez.
- Çetinkaya, E. (2010). Genç İşsizliğin Teorik Açıklamaları, *Journal of Social Policy Conferences* (pp. 46-57). Sakarya: Sakarya Üniversitesi.
- Çondur, F., & Şimşir, N. C. (2017). An Analysis of The Relationship Between Educational Expenditures, Economic Growth and Youth Unemployment in Turkey. *The Journal of International Scientific Researches*, 2(6), 44-59. doi:<https://doi.org/10.23834/isrjournal.306855>
- Erdoğan, E. (2016). *Türkiye'de Gençlerin İyi Olma Hali Saha Araştırması Bulguları*. habitatderneği.org.
- Giunta, C. (2020). Digital Marketing Platform Tools, Generation Z, and Cultural Considerations. *Journal of Marketing Development and Competitiveness*, 14(2), 63-75.
- Greigg, S., & Kyllonen, P. (2016). Contemporary Assessment Challenges: The Measurement of 21st Century Skills. *21st Century Skill Assessment*, 29(4), 243-244. doi:<https://doi.org/10.1080/08957347.2016.1209209>
- Gu, J., & Belland, B. R. (2015). Preparing Students with 21st Century Skills: Integrating Scientific Knowledge, Skills, and Epistemic Beliefs in Middle School Science Curricula. *Emerging Technologies for STEAM Education*, 39-60.

Gür, G., & Wolff, R. A. (2021, June). Generation Z and Holacracy Management During the COVID-19 Pandemic Period. *Social Sciences Research Journal (SSRJ)*, 10(2), 287-295. Retrieved from <http://socialsciencesresearchjournal.com/>

James Manyika, S. L., Bughin, J., Woetzel, J., Batra, P., & Ko, R. (2017). *What the future of work will mean for*. McKinsey&Company.

Kırcı, B. (2017). *Eğitilmiş Genç İşsizliği Üzerinden İşsizlik*. Çalışma ve Toplum.

Macrotrends. (2021, Eylül). Retrieved from World Youth Unemployment Rate 1991-2021: <https://www.macrotrends.net/countries/WLD/world/youth-unemployment-rate>

Mailoi, E. (2016). *New Generations and Employment An Exploratory Study about Tensions Between the Psycho-social Characteristics of the Generation Z and Expectations and Actions of Organizational Structures Related with Employment*. *CABA*, 2(1). doi:<https://doi.org/10.18533/job.v2i1.53>

McCrindle, M., & Wolfinger, E. (2009). *The ABC of XYZ: understanding the global generations*. Sydney: University of New South Wales Press Ltd.

Noss, R. (2012). 21st Century Learning for 21st Century Skills: What Does It Mean, and How Do We Do It? *European Conference on Technology Enhanced Learning* (pp. 3-5). Berlin: Lecture Notes in Computer Science. doi:https://doi.org/10.1007/978-3-642-33263-0_1

PLAN International. (2021, Eylül). Retrieved from Youth Unemployment: The Facts: <https://plan-international.org/eu/youth-unemployment-facts>

Priporas, C.-V., Stylos, N., & Fotiadis, A. K. (2017). Generation Z consumers' expectations of interactions in smart retailing: A future agenda. *Computers in Human Behavior*, 77, 374-381. doi:<https://doi.org/10.1016/j.chb.2017.01.058>

Seemiller, C., & Grace, M. (2017, July 1). Generation Z: Educating. *IN PRACTICE*, 21-26. doi:<https://doi.org/10.1002/abc.21293>

Taş, H. Y., Demirdöğmez, M., & Küçüköğlü, M. (2017). Geleceğimiz olan Z kuşağının çalışma hayatına muhtemel etkileri. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 7(13), 1031-1048.

Taşlıbeyaz, E. (2019). Z Kuşağı İle İlgili Araştırma Eğilimlerinin ve Eğitime Yönelik Katkılarının Analizi. *Dokuz Eylül Üniversitesi Sosyal Bilimler Dergisi*, 21(3), 715-729.

TUIK. (2021, October). *Türkiye İstatistik Kurumu*. Retrieved from <https://www.tuik.gov.tr/>

Turner, A. (2015). Generation Z: Technology and Social Interest. *The Journal of Individual Psychology*, 71(2), 103-113. doi:<https://doi.org/10.1353/jip.2015.0021>

Urlick, M. J., Hollensbe, E. C., Masterson, S. S., & Lyons, S. T. (2017). Understanding and Managing Intergenerational Conflict: An Examination of Influences and Strategies. *Work, Aging and Retirement*, 3(2), 166-185. doi:<https://doi.org/10.1093/workar/waw009>

Acknowledge: This research was presented orally at the EMI-2021 conference.

Araştırma ve Yayın Etiği:

Bu çalışmada, araştırma ve yayın etiği kurallarına uyulduğu yazarlar tarafından taahhüt edilmektedir.

Research and Publication Ethics:

In this study, the rules of research and publication ethics were fully followed by authors.