THE PERCEPTION OF THE Y GENERATION WORKING IN A PUBLIC INSTITUTION ON BUSINESS LIFE: A CASE OF A PUBLIC INSTITUTION IN AYDIN

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ABSTRACT

Purpose- This study was carried out to determine the expectations of the Y generation employees working in public institutions from working life.

Methodology- In this context, the sample of the study consists of 18 people who are included in the Y generation classification, working in a public institution in Aydın Province. Research data were collected by fully structured interview technique. In the research, an interview form consisting of 17 open-ended and closed-ended questions was used to determine the expectations and future perspectives of the employees working in the public sector.

Findings- As a result of the research, it has been found that the problems faced by the Y generation in the public sector are "injustice, incompetence, lack of infrastructure, inadequacy of physical conditions and lack of educational activities". It has been concluded that the Y generation working in a public institution expects flexible working conditions in their working life. It has been determined that most of the millennial employees participating in the research prefer the public sector because it is a respected and always valid sector. It has been observed that millennial employees have a high intention to quit their job in the face of a good job offer, but believe that they will retire from the public institution they are in.

Conclusion- In the light of the information obtained as a result of the research, it is recommended that senior managers working in public institutions should analyze the characteristics of generations in working life and meet their expectations accordingly in order to ensure efficiency, effectiveness and loyalty within the institution. Apart from being an institution where citizens are served, public institutions should also be an institution where employees can improve themselves. Training and development activities by experts should be increased, especially for Generation Y employees.

Keywords: Aydın province, working life, future expectation, public sector, Y generation.
JEL Codes: J24, M10, M12.

1. INTRODUCTION

The concept of generation refers to the community of individuals who share common historical, social, political and economic experiences, behaviors and beliefs in the world as a result of grouping people according to certain age ranges (Lim et al., 2011: 262). Today, there are six accepted generational classifications: Silent Generation, Baby Boomer Generation, Generation X, Generation Y, Generation Z and Generation Alpha. Each generation classification has different personality traits. This affects the

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behavioral characteristics of individuals in working life, work motivation, organizational commitment, work purpose, motivation tools, and expectations from managers and the institution.

Today, the Silent Generation, which is included in the generation classification, is defined as "hardworking, disciplined, loyal to traditional values, respectful to authority, dislike taking risks, loving teamwork, high organizational commitment, and likes to be commanded and directed". The members of the Baby Boomer Generation are described as "emotional, optimistic, authoritarian, high individual performance, harmonious, idealistic, hardworking, disciplined, high organizational commitment and workaholic". Faced with the disadvantages of the prosperous life conditions experienced by the Baby Boomer Generation, the members of Generation X is described as "self-centered, respectful to different lifestyles, pragmatic, multi-tasking, enjoys working individually, respectful to authority, high organizational commitment". Generation Y, who stand out with their inquiring characteristics, is defined as "self-confident, impatient, result-oriented, dislike routine, dislike formality, dislike taking direct orders, like receiving feedback, collaborative and not afraid to change jobs". The members of Generation Z, who were born in the digital age, are also described as "hasty, skillful, conscious, giving importance to education, collaborative, realistic, impatient, shy, creative, likes to receive feedback, attaches importance to job description, has weak organizational commitment and dislikes strict hierarchy". The members of Generation Alpha, which is a new generation classification and ranks last in the generation classification, refers to people who are "impetuous, prefer virtual friendships, impatient, individualistic, intelligent, dislike taking orders and authority, creative, entrepreneurial, in favor of individual work".

Today, there are four active generation classes in working life: the baby boom generation, which is in the last period of business life, the X generation, which is usually in the senior staff in public institutions, the Y generation who are preparing to work in the senior staff, and the Z generation who have just entered the working life. Generation Y is the generation that has the largest ratio among these generation classes. In working life, it is seen that the generations before the Y generation have similar characteristics. With the development of globalization and technology, the behavior of the Y generation in working life has begun to change. With the development of human resources management, institutions have started to make arrangements to recognize the Y generation with low organizational commitment, to improve working conditions and to keep employees for a long time by making changes within the organization.

This study aims to determine whether the Y generation, who brought a new order to working life, has the basic personality traits and behaviors in working life, and to examine the expectations of the Y generation working in the public sector from working life. When the domestic and foreign literature is examined, it has been seen that no studies have been conducted to determine the future expectation of the Y generation working in the public institution and their perspective on the public sector. For this reason, the study will contribute to the literature in order to understand the expectations of the employees in the public institution, to analyze their perspectives on the public sector and to determine whether the people included in the Y generation classification have the basic characteristics of the Y generation.

For this purpose, the study consists of four main parts. In the first part of the study, the concept of generation is discussed. The second part of the study explained the Y Generation in detail. The third part of the study consists of the research part. This section gives information about the purpose of the research, the method of the research, the universe and the sample of the research. The fourth part of the study includes the findings obtained as a result of the analysis of the research data. In the conclusion and evaluation part of the research, in the light of the data obtained, the opinions of the Y generation working in the public institution on the perception of work are given.

2. CONCEPT OF GENERATION

The human being, who lives as a social being, exhibits the behavior of adhering to the laws of the society in which he lives. The tendency to comply with the written and unwritten rules of the society in which they live causes the person to show the same actions as the rest of the society, starting from childhood. These behaviors vary periodically with the changing world conditions and social events. These different personal characteristics and behaviors are associated with the concept of generation (Şalap, 2016: 6).

Generation is explained as a concept that expresses people who are affected by social, economic and political events that occur in the world and in the country they live in, and who show similar personality traits as a result of these events (Gökçe, 2019: 5). The concept of generation, which derives from the Latin words "genero" and "generatio", refers to people who shared similar feelings with the discoveries, wars, economic crises, technological developments and advances they witnessed, as well as classifying people born in certain periods (Derelioğlu, 2020: 8).

Sociologist Karl Mannheim (1923), who was the first to examine the generation theory, explains the concept of generation as "the classification to which each person in social life belongs" in his work named "The Problem of Generations". In Mannheim's

study, identified five criteria for classify generations, "Transmission from generation to generation is a continuous process; The emergence of new generations in the historical process; In this process, the effect of the old generation gradually disappears; It has determined five criteria: the necessity of transferring the emerging new cultural heritage and the ability of any generation member to participate in only one classification in the historical process" (Mannheim, 1952: 292). Strauss and Howe (1991) considered the criteria that determine the concept of generation as the birth dates of people and important events that took place at that time (Kinter, 2020: 102). According to Arsenault (2004), generation refers to the formation of a personality from factors that include unchanging values, attitudes and beliefs such as family life, gender roles, religion, lifestyles and age (Arsenault, 2004: 128).

Generational classification made by age and location criteria is called "Multiple Generation Theory" in the literature. Researchers supporting the multiple generation theory argue that people born in the same age range will share the same feelings and thoughts as a result of similar events, and this will shape people's business life (Atılgan, 2019: 3). The change of the world plays an effective role in the classification of generations. Developing technology, economic conditions, wars, political events, human rights movements, education and development studies are among the factors that affect generation classification.

3. GENERATION Y

Generation Y has been named as "Generation WHY" to clearly define the distinction between previous generations. The term Y was given to this generation as the equivalent of the English word "why" in terms of their questioning characteristicsm (Kalaycı ve Kökçel, 2017: 84). The definition of generation Y was first used by Neil Howe and William Strauss in the magazine "Advertising Age" to describe the generation after Generation X (İnce, 2019: 50). Members of Generation Y have witnessed important events in the world and in Türkiye. The period in which new liberal policies were effective in the economy has begun. Important political events took place such as the Chernobyl Disaster, the fall of the Berlin Wall, the Gulf War, the dissolution of the Soviet Union, and the September 11 attack (Tunçel, 2020: 15). In the literature, this generation is given different names such as "Millennial Generation, Digital Generation, www Generation, Internet Generation, Future Generation" (Saracel et al., 2016: 53; Turna, 2017: 8). Many researchers working on the Y generation have a difference of opinion about the period of the Y generation. When the literature was examined, it was seen that the age ranges determined by Howe-Strauss (1997), Arsenault (2004), Oblinger and Oblinger (2005), Lower (2008) and Zemke and Raines (2013) were used.

Generation Y is defined as people who are collaborative, resourceful, innovative, like to challenge, want to make a difference, like to produce something valuable, are impatient, flexible, value guidance, and quickly keep up with speed and change (Arora and Dhole, 2019: 1379). Educational activities are important for Y generation members, who are an inquisitive generation. Members of Generation Y, who know and learn technology better than previous generations, are people who follow technological developments closely, are free, and can express themselves comfortably. Their exposure to technology at an early age enabled them to access information quickly. That's why millennials are rich in knowledge. In addition, their interest in technology has highlighted the creative characteristics of Generation Y (Konakay et al., 2017: 24). The members of this generation, who have a quick structure to adapt, are people who are open to innovation and change. Loyalty and trust are low, they do not accept the authoritarian structure. Generation Y members, who value their freedom, do not like to be restricted (Baydar, 2016: 25).

Y generation members, who grew up in a nuclear family structure, lived in a protective family structure that provided all kinds of opportunities for them, always supported them in education, and ensured their safety. Generation Y families who constantly monitor and care for their children are called "Helicopter Parents" (Yüksekbilgili, 2015: 261). Although the members of the Y generation, whose individuality is dominant, are self-centered, they are cooperative and helpful individuals. Members of this generation, who grew up amid terrorist incidents in the world and right-left incidents in our country, have an optimistic perspective, even though they view those around them with suspicion (Taştan, 2019: 46).

Work-life balance is important for millennials who enjoy flexible working arrangements and are not as committed to their work as previous generations. Idealistic and independent, Generation Y members value participation in management, task autonomy, and continuous learning. They want to be comfortable and free in the work environment. Generation Y, who grew up in a family structure that is protective and supports them in every way, prefers a leadership structure that will guide them. Members of this generation, who dislike rigid management in the workplace, want to participate in management and decision-making. Generation Y, who cannot be a part of administrative management, has weak organizational commitment (Beytekin and Doğan, 2019: 385).

Generation Y employees prefer participatory leadership styles. Employees of this generation want constant and immediate feedback from management in order to better demonstrate their skills and qualifications. In the organizational culture,

Generation Y wants the job description to be complete and clear. In working life, members of this generation do not hesitate to change jobs because they get bored with their jobs and their organizational commitment is low. Therefore, the most important problem for organizations working with Generation Y is retaining this generation of employees and the resulting costs (Torsello, 2019: 1334).

Generation Y employees attach more importance to professional development than material values. For this reason, they prefer jobs that will enable their personal development professionally (Lim et al., 2011: 263). While making money is a less motivating factor for members of this generation; Contributing to society, being good parenting and living a balanced life provide more motivation. Generation Y, who attaches importance to education, wants to be successful and make a difference (Hurst and Good, 2009: 573).

Generation Y, who work part-time during their youth or student years before entering full-time working life, are people who are sure about what they will do and what they expect in their future working life. It is seen that they prefer jobs that attach importance to training and development activities and apply the principle of fair wages in their working life (Broadbridge et al., 2007: 526). Therefore, the motivation tools of the Y generation in business life are career planning and participation in the decision-making process with educational activities, good communication, personal development, flexibility, originality, transparency, work-life balance. As long as these are provided, the organizational commitment of the Y generation is high (Mahmoud et al., 2020: 194).

They are confident, ambitious and result-oriented people. Generation Y, who does not like routine, likes difference and diversity. In order to gain a different perspective, be a part of the team, and exchange ideas with their friends, members of Generation Y prefer to participate in teamwork and act pragmatically when solving problems (Khera and Malk, 2014: 65). Members of the Y generation see work as an unfortunate necessity, because they act with the principle of "working for a living". Generation Y stands out for expressing themselves openly and has no hesitation about defending their rights in working life. The generation is more careful and conscious about occupational health and safety in working life than the previous generations (Khera and Malk, 2014: 66). Members of this generation do not hesitate to change jobs when they find a better job opportunity for them. They respect positions and conditions. They want to establish good relationships with their managers (Messarra et al., 2016: 797).

For millennials, the work environment should be comfortable and personal. Generation Y, a member of the consumer society, is brand addicted. Generation Y pays attention to the brand image of the institution they work for in their working lives, and this is an important element in their job choice. Generation Y, which is sensitive to social events, pays attention to the institution's involvement in social responsibility projects (Aydın, 2016: 14). Members of Generation Y can do more than one job at the same time. They expect their work to serve a specific purpose. It is important for Generation Y to do work that will contribute to the organization and itself, instead of ordinary jobs (Aka, 2018: 121; Karasu et al., 2017: 181).

Education, career planning, job-related responsibilities and incentives have an important place in the working life of Generation Y members (Arora and Dhole, 2019: 1379 - 1380). This generation wants to "use their creativity, be a leader, establish a work-private life balance, be useful to society, be free, compete, and improve their technical skills" in their working life (Altaş, 2021: 286). Generation Y, who want their job descriptions to be complete, demand flexibility and freedom to do their tasks their own way (Broadbridge et al., 2007: 5267). Generation Y, who receives support from their parents in their family life and their counselors in their school life, expects full support from their managers in their working life (Hurst and Good, 2009: 574). Generation Y has expectations regarding technology in working life. Generation Y wants the technological infrastructure and tools and equipment of the institution they work for to be sufficient (Arora and Dhole, 2019: 1380). Generation Y wants to rise immediately in working life and reach managerial positions. Generation Y does not like being subordinate and does not want to take direct orders (Altaş, 2021: 286).

Generation Y employees expect their managers to be "innovative, able to keep up with change, fast, modern and free-thinking". Generation Y, who wants to be in communication with their managers, wants their managers to have a "collaborative and us mentality". For Generation Y, managers should have flexible thinking, respect differences and other ideas, and not discriminate. Generation Y, who is very interested in technology, wants their managers to be interested in and knowledgeable about technology. This generation expects its members from their managers to be fair, reliable, inquisitive, forward-thinking, humanist, to express periodic problems and to attach importance to personal development. Managing the members of Generation Y in accordance with their abilities will increase the efficiency of this generation (Bilgilier and Çetin, 2019: 142).

4. RESEARCH

In this section, the purpose of the research, the method of the research, information about the population and sample of the research is given.

The purpose of this research is to determine the expectations of Generation Y employees working in public institutions from their working life. The aim is to analyze whether the people in the Y generation classification have the behavioral characteristics of the Y generation in working life. For this purpose, the population of the research consists of people working in public institutions in Aydın Province. The sample of the research consists of Y generation employees representing the age range of 20 - 39 working in public institutions in Aydın Province. The sample of the research was created by the "Convenience Sampling" method. In this research, with the convenience sampling method, 18 people representing the Y generation working in a public institution in Aydın Province were reached.

The research is a qualitative study and data was obtained using a fully structured interview technique. Fully structured interview is a data collection technique created by predetermining the interview questions and the order of questions to be asked (Çelebi, 2021: 154). This technique was used in the research to get answers from the participants in accordance with the purpose of the study. Since the study aims to measure the expectations of Generation Y from working life and whether employees have the basic characteristics of Generation Y, the interview questions were predetermined and listed in order of priority.

The interview questions used in the research were prepared using the interview questions used in the studies titled by "Gemlik (2018) A Qualitative Research on the Expectations of Generation Y Mid-Level Hospital Managers from Senior Managers"; Keleş (2011) "A Research on Determining the Motivation Profiles of Generation Y Employees"; Arora and Dhole (2019) "Generation Y Perspective, Engagement, Expectations, Preferences and Satisfactions from Workplace; a Study Conducted in Indian Context".

The interviews with the participants were conducted with a pre-created interview form consisting of open-ended and closed-ended questions. The form consists of three parts in accordance with the purpose of the research. The first section contains questions about the demographic characteristics of the participants. The second part contains questions to determine the personal characteristics of the participants. In the third part, there are questions to measure the participants expectations from public institutions and their attitudes towards the future.

In order to conduct the interview, the administrators working in the institution and the participants were informed that the data obtained during the interview would be used for scientific purposes, the identity information of the participants would be kept confidential, and that none of the questions to be asked during the interview would have political or propaganda content. In order to conduct the interview, the administrators working in the institution and the participants were informed that the data obtained during the interview would be used for scientific purposes, the identity information of the participants would be kept confidential, and that none of the questions to be asked during the interview would have political or propaganda content. The average duration of the interview with the participants is 20 - 25 minutes. The interviews were conducted either in an empty room or in their own work environment, as the participants were comfortable. Interviews with the permission of the participants were audio recorded. The audio-recorded and noted interviews were transcribed into text on a computer after all data was collected.

5. FINDINGS

In this section, findings regarding the demographic characteristics of the participants, their behavioral characteristics in working life, and their perspectives on the public sector are included.

5.1. Findings Regarding the Demographic Characteristics of the Participants

To determine the demographic characteristics of the participants in the study, open-ended questions were asked about their gender, age, education level, marital status, position in the institution they work for, and work experience. Information about the demographic characteristics of the participants is given in Table 1.

Table 1: Findings Regarding the Demographic Characteristics of the Participants

	Gender	Age	Educational Level	Marital Status	Position in the Institution	Work Experience
P1	Male	31	Undergraduate	Married	Officer	3 Years
P2	Female	34	Undergraduate	Married	Officer	10 Years
P3	Male	39	Master	Married	Officer	15 Years

P4	Female	38	Undergraduate	Married	Officer	11 Years
P5	Female	30	Undergraduate	Married	Officer	8 Years
P6	Male	34	Undergraduate	Married	Officer	5 Years
P7	Male	38	Undergraduate	Married	Officer	6 Years
P8	Female	33	Undergraduate	Married	Officer	13 Years
P9	Female	37	Master	Single	Officer	13 Years
P10	Male	37	High School	Married	Officer	9 Years
P11	Female	37	High School	Married	Officer	3 Years
P12	Male	23	High School	Single	Officer	4 Years
P13	Female	32	Undergraduate	Single	Officer	9 Years
P14	Male	32	Undergraduate	Single	Officer	5 Years
P15	Male	38	PhD	Married	Officer	10 Years
P16	Male	33	PhD	Single	Officer	10 Years
P17	Male	30	Undergraduate	Single	Officer	5 Years
P18	Female	35	Master	Married	Officer	10 Years

A total of 18 people participated in the research, 44% of whom were women (8) and 56% were men (10). Generation Y representatives between the ages of 20 and 39 were included in the study to investigate the expectations of Generation Y working in public institutions in their working life. 55% of the employees participating in the research have a bachelor's degree (10); 17% have a master's degree (3); 17% are high school graduates (3) and 11% are doctoral graduates (2). 67% of the employees participating in the research are married (12) and 33% are single (6). 5% of the employees participating in the research have worked for 4 years; 17% 5 years; 5% 6 years; 6% 8 years; 11% 9 years; 22% 10 years; 6% 11 years; 11% have 13 years of work experience and 6% have 15 years of work experience.

5.2. Findings Regarding Participants' Behaviors in Working Life and Their Perspectives on the Public Sector

- Multiple choice questions were asked to the employees participating in the research to find out which behavioral characteristics of Generation Y have in working life. Participants were asked to indicate during the interview the options that best fit their personal characteristics. 8 of the employees participating in the research said that they do not like to work outside working hours unless necessary, they attach importance to in-house training and development programs, and they do not like taking direct orders; 9 people I like flexible working arrangements, I do not hesitate to change jobs, I want to participate in the decision-making process within the organization, and I prefer to do jobs that will leave a mark in the organization rather than ordinary jobs; 11 people I can multitask and dislike rigid bureaucracy; 13 people I like to participate in teamwork and 14 people I would like to be in contact with my manager options according to their behavior in their working life.

- Two questions were asked to measure the opinions of the employees participating in the research about the study. The employees who participated in the research were asked "*Is Work a Means or a Purpose for You?*" the question was posed. While 61% of the participants see work as a "*means*"; 39% stated that they saw it as a "*purpose*". In addition, the employees who participated in the research were asked: "*Is the Purpose of Your Work to Make Money or to Live?*" the question was asked. 61% of the participants said that the purpose of working was "*live*"; 39% stated that it was "*earn*".

- Multiple choice questions were asked to find out which of the employees participating in the research have the characteristics of Generation Y regarding work motivation. Participants were asked to mention the options that were most suitable for them during the interview. 2 of the participants in the research said, "*I can showcase my talents in this institution*"; 3 people are "*trained by experts in the institution*"; 4 people are "*satisfied with the additional services provided by the institution*"; 6 people "*the physical conditions of the institution are suitable*"; 8 people "*the equipment in the institution is sufficient*"; 9 people "*I am successful at my job and my colleagues/managers like me*"; 12 people "*I am compatible with my colleagues and I think my job is a respectable profession*"; 14 people "*I Am Enjoyable and Proud of the Work I Do*" options according to their own work motivation.

- The employees who participated in the research were asked "*How Does Frequent Evaluation of Your Performance Affect Your Motivation?*" the question was posed. 11% of the participants "*are not affected*" by this question; 33% answered as "*negative effect*"s and 56% as "*positive effects*".

- To measure the importance that the participants in the research attach to work-private life balance, "*Does Your Working Life Affect Your Social Life?*" the question was posed. 9 of the employees participating in the research answered the

question "Does Your Working Life Affect Your Social Life?" while answering the question "*affects*"; 9 people answered "*Not Affects*".

- Questions were asked to measure the employees' intentions to leave their current workplace. The employees who participated in the research were the question was asked: "*Would you leave your current job if you received a job offer with a better salary and position?*" the question was asked. While 33% of the participants answered "*no*" to this question; 67% answered "*yes*".

- In order to measure the expectations of the employees participating in the research from managers, the open-ended question "*What Should a Manager Be Like for You?*" the question was posed. Participants asked "What Should the Ideal Manager Be Like for You?" Frequency analysis was carried out regarding their answers to the question. As a result of the analysis, the following data were obtained: *Impartial* (13); *Communicatory* (8); *Genial* (7); *Standing by and Supporting Employees* (6); *Experienced* (4); *Honest* (4); *Knowledgeable* (4); *Meritorious* (3); *Respecting Employees' Efforts and Rewarding Their Efforts* (3); *Strong Empathy Ability* (3); *Innovative* (2); *Pacemaker* (2); *Idealist* (1); *Entrepreneur* (1); *Egalitarian* (1); *Regular Inspection* (1).

- Employees participating in the research were asked questions about how they would like to be rewarded by their superiors as a result of their successes in working life. To this question, 6% of the participants answered "*promotion*" (1); 11% answered "*wage increase*" (2) and 83% answered "*being appreciated*" (15).

- The employees participating in the research were asked questions about their opinions about the dress code applied in working life. The employees participating in the research were asked: "*As a civil servant, what do you think about rules regarding appearance, such as dress code?*" the question was posed. To this question, Participant 1, Participant 6, Participant 9, Participant 10 and Participant 11 expressed their opinions that the dress code was "*necessary*". Participant 2 and Participant 3 answered the question by saying that the dress code "*should be flexible within the framework of certain rules, but it may vary depending on institutions and positions*". To this question, other participants said that they thought that "*it should be flexible within certain limits, as long as it does not contain strict rules*".

- The employees participating in the research were asked questions about why they chose to work in a public institution. Employees who participated in the research asked "*What is your reason for choosing this profession?*" To the question, 3 were "*good salary*"; 5 is "*having the opportunity for advancement*"; 8 of them answered "*it is a respected profession*" and 13 answered "*it is a profession that is always valid*". Participant 4 answered this question: "*I was working in the private sector before this, and there are no rules in the private sector such as certain working hours in public institutions. He responded by saying, "I chose to move into the public sector to spend more time with my family*". Participant 14 answered, "*I have been interested in this profession since I was a child, I chose this profession because I loved it*".

- Questions were asked to measure the reasons why the employees participating in the research changed their jobs. Employees who participated in the research asked, "*If you were to change this job, what would be the reason?*" 1 person, "*coworkers*", responded to the question; 2 people are "*my managers*"; 3 people were "*promoted*"; 6 people: "*corporate culture and wage*"; "*Training and development opportunities*" for 7 people; 10 people responded as "*injustice*". To this question, Participant 1 as answered "*I am satisfied with my job and I love my job*"; Participant 3 "*I would change my job if I got an offer from a job I like more*"; Participant 6 "*working hours and conditions*".

- Questions were asked to the employees participating in the research to learn their opinions about flexible working. The employees who participated in the research were asked "*Would You Like to Have Flexible Working Hours in Your Organization?*" The question was asked. While 22% of the participants answered "*no*" (4); It was observed that 78% answered "*yes*" (14).

- In order to understand the problems experienced by the employees participating in the research in their working lives, the question "*What are the Problems You Experience in Your Working Life?*" The question was asked. Participants asked "What are the problems you experience in your working life?" Frequency analysis was performed on the data regarding their answers to the question. As a result of the analysis, the following information was obtained: *Technology and Infrastructure Inadequacy* (6); *Injustice* (4); *Lack of Physical Conditions* (3); *Failure to Recruit Civil Servants Appropriately for the Job* (2); *Civil Servants Not Doing Their Job Disciplined* (2); *Working Conditions* (2); *Lack of Additional Services* (2); *Unnecessary Hierarchy and Bureaucracy.*(2); *Lack of Tools and Equipment* (1); *Lack Oof Staff* (1); *Financial Inadequacy* (1); *Doing The Same Work Every Day* (1); *Selfishness* (1).

- "*Do you believe that you will retire from this institution?*" asked the employees who participated in the research, the question was asked. While 33% of the participants answered "*no*" (6) to this question; It was observed that 67% answered "*yes*" (12).

- To the employees participating in the research, "*What do you think should be done to increase the performance of public employees?*" The question was posed. Participants asked "What do you think should be done to increase the performance of public employees?". Frequency analysis was carried out on the answers given to the question. As a result of the analysis, the following information was obtained: *Training and Development Activities Should Be Increased* (8); *The Promotion Exam Should Come Back* (7); *Physical Conditions Should Be Improved* (4); *Flexible Working Hours Should Be Applied* (3); *Reward and Consideration System Should Be Implemented* (3); *Managers Should Appreciate and Motivate Employees* (3); *Performance Evaluation System Should Be Introduced* (2); *Additional Services Should Be Increased* (2); *Fair Wage Management Should Be Implemented* (2); *Must Keep Up with Innovations and Change* (2); *Legal Regulations Should Be Improved* (2); *Supervisors Should Have Ideal Manager Characteristics and Have Constructive Relationships with Employees* (2); *Social Activities Should Be Increased* (1) and *Employees Should Participate in the Decision-Making Process* (1).

- "*How and What Do You See Yourself as in 5 Years / 10 Years?*" aimed at measuring the future expectations of the employees participating in the research, the question was posed. Participants asked "How and What Do You See Yourself as in 5 Years / 10 Years?" Frequency analysis was carried out on the answers given to the question. As a result of the analysis, the following information was obtained: *I will continue to serve in this institution* (10); *I would like to rise/get promoted in this organization* (8); *I would like to increase my knowledge, experience and education level* (4); *I would like to retire early* (1); *I would like to leave this institution* (1); *I want to do job I love* (1); *If there is a better job opportunity, I will consider it* (1).

- To the employees participating in the research, "*What are the things you would like to see changed in your organization?*" The question was asked. Participants asked "What are the things you would like to see changed in your organization?" Frequency analysis was carried out on the answers given to the question. As a result of the analysis, the following information was obtained: *Physical conditions should be improved* (4); *Merit system should be implemented* (4); *The number of staff should be increased* (3); *Working hours and conditions should be changed* (3); *There should be a justice system* (2); *A personal working environment must be provided* (2); *Competent people should be managers* (2); *Material improvements must be made* (2*); Managers should respect the efforts of employees* (2); *Legislative changes must be made* (2); *I am satisfied with the conditions provided by the institution* (2); *Technological developments should be followed* (1).

6. CONCLUSION

The study was conducted to determine the expectations from working life and future perspectives of Generation Y employees working in public institutions. For this purpose, face-to-face interviews were held with 18 people working in a public institution in Aydın Province. The data of the research were collected by fully structured interview technique. A total of 17 questions were asked to the participants, both open-ended and closed-ended.

As a result of the analysis conducted in the research, it has been determined that the majority of Generation Y employees prefer flexible working arrangements, want to participate in the decision-making process within the organization and be in communication with managers. It was determined that half of the participants had a high intention to leave their job if a better job offer came and that they preferred to do important work that would leave a mark in the organization rather than ordinary work. It was determined that the majority of the participants in the research could do more than one job at the same time and liked to participate in teamwork. More than half of the employees participating in the research stated during the interview that frequent performance evaluations would have a positive impact on their work motivation, but that it should be "in the right tone and in a positive direction". It was found that half of the participants attach importance to work-private life balance.

The following findings were obtained regarding the public sector and future perspectives of the participants in the research: Most of the employees participating in the research stated that they would leave the institution they work for due to injustice, corporate culture, wages, training and development opportunities. It has been determined that more than half of the participants want a flexible working arrangement in the public institution where they work. It has been determined that most of the participants believe that they will retire from the public institution they work for. Most of the participants in the research listed the problems they experienced in their working lives as "lack of technology and infrastructure, inadequacy of physical conditions, lack of recruitment of civil servants appropriate to the requirements of the job, civil servants not doing their job in a disciplined manner, working conditions, insufficient additional services, unnecessary hierarchy and bureaucracy".

In the light of the information obtained as a result of the research, it is recommended that senior managers working in public institutions should analyze the characteristics of generations in working life and meet their expectations accordingly in order to

ensure efficiency, effectiveness and loyalty within the institution. Apart from being an institution that provides services to citizens, public institutions should also be an institution where employees can improve themselves. Training and development activities by experts should be increased, especially for Generation Y employees. The return or increase of promotion exams will be a source of motivation for Generation Y employees and will ensure the development of employees. Public institutions and organizations should be open to change and innovation. The physical conditions of public institutions should be improved. Public institutions should be provided with a brand image. Managers of Generation Y employees should approach communication in an open and friendly manner. Managers should respect the efforts of Generation Y and appreciate their achievements.

When studies on Generation Y are examined, it is seen that the research is generally conducted on Generation Y, which is preparing to graduate. Studies should be increased for the Y generation, whose number is increasing in working life and who are no longer in managerial positions. Extensive research should be conducted on the expectations of Generation Y from working life. In future studies, researchers can investigate the expectations of Generation Y from working life by reaching more people and using an interview technique consisting entirely of open-ended questions. The interview form used in this study can be converted into a survey form and more participants can be reached. In addition, the study can be handled by comparing the private sector and the public sector together. Different variables such as "organizational commitment, organizational justice, organizational cynicism, emotional labor, work motivation" can be added to the study. It is recommended for researchers to conduct a comparative study not only on Generation Y, but also on Generation Z, who are new to working life.

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