



Intergenerational Conflict Between Generation X Academicians and Generation Y Postgraduate Students in Higher Education¹

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Abstract

In this study, it was aimed to reveal the intergenerational conflict between generation X academicians and generation Y postgraduate students in higher education. In the phenomenological study, intergenerational conflict was studied through semi-structured interviews with 10 generation X academicians and 15 generation Y postgraduate students at Ege University in Izmir during the 2017-2018 academic year. In today's higher education, intergenerational gap between academicians and students leads to some conflicts in educational context. Overcoming and creating effective educational context by using intergenerational conflict may seem difficult but not insurmountable. Conflicts in higher education should be resolved rather than reducing, eliminating or limiting their existence. The aim of this study is to determine the subjects of intergenerational conflicts between generation X academicians and generation Y postgraduate students in higher education. The results of the research revealed that generation Y postgraduate students experienced intergenerational conflict with generation X academicians in topics such as communication style, status differences, disagreements on teaching methods and technology literacy. Generation X academicians experienced intergenerational conflict with generation Y in themes such as the misbehaviors of postgraduate students, communication style, disrespect, technology literacy and students' individualistic behaviors. According to the generation Y postgraduate students, the reasons of intergenerational conflicts are lack of empathy, miscommunication, being authoritarian and prescriptive. According to the generation X academicians, the reasons of intergenerational conflicts are miscommunication, undisciplined behaviors and irresponsibility. The conflicts cause low motivation, burnout, unwillingness and drop out consequences in Generation Y postgraduate students on the other hand low motivation and depression consequences in generation X academicians. As a result of the study, generation Y postgraduate students suggested to improve the communication skills to improve mutual understanding and to avoid destructive criticism against postgraduate students. The generation X academicians suggested to develop mutual understanding and respect and to avoid prejudices in communication.

Keywords

Intergenerational conflict,
Generation X,
Generation Y,
Higher education

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Yüksek Öğretimde X Kuşağı Akademisyenler İle Y Kuşağı Lisansüstü Öğrencileri Arasındaki Kuşaklararası Çatışma

Öz

Bu çalışmanın amacı yüksek öğretimde X kuşağı akademisyenler ile Y kuşağı lisansüstü öğrencileri arasındaki kuşaklar arası çatışmanın açığa çıkarılmasıdır. Fenomenolojik desende bu çalışmada, X kuşağı akademisyenler ile Y kuşağı lisansüstü öğrenciler arasındaki kuşaklar arası çatışma yarı yapılandırılmış görüşmeler aracılığıyla incelenmiştir. Araştırmaya, İzmir ili Ege Üniversitesi'nde 2017-2018 eğitim öğretim yılında 10 X kuşağı akademisyen ile 15 Y kuşağı lisansüstü öğrenci katılmıştır. Günümüz yüksek öğretiminde, akademisyenler ile lisansüstü öğrenciler arasında var olan kuşaklar arası fark, eğitim bağlamında çeşitli çatışmalara yol açmaktadır. Kuşaklar arası çatışmanın üstesinden gelmek ve çatışma çözümü yoluyla etkili ve yaratıcı eğitim ortamı oluşturmak zor görünebilir fakat aşılması güç bir engel değildir. Yükseköğretimdeki çatışmaların düzeyinin azaltılması, yok sayılması ya da sınırlanması yerine çözülmesi en uygun davranıştır. Bu çalışmanın amacı, yüksek öğretimde X kuşağı akademisyenler ile Y kuşağı lisansüstü öğrencileri arasında var olan kuşaklar arası çatışma konularının belirlenmesidir. Araştırma sonuçları, Y kuşağı lisansüstü öğrencilerinin X kuşağı akademisyenler ile iletişim tarzı, statü farklılıkları, öğretim yöntemleri konusundaki anlaşmazlıklar ve teknoloji okuryazarlığı gibi konularda kuşaklar arası çatışma yaşadıklarını ortaya koymaktadır. X kuşağı akademisyenlerin, Y kuşağı lisansüstü öğrencilerin hatalı davranışları, iletişim tarzı, saygısızlık, teknoloji okuryazarlığı ve lisansüstü öğrencilerin bireysel davranışları gibi konularda çatışma yaşadıkları görülmüştür. Y kuşağı lisansüstü öğrencilerine göre, kuşaklar arası çatışmaların nedenleri empati eksikliği, iletişimsizlik, otoriter ve kuralcı olmaktır. X kuşağı akademisyenlere göre ise, kuşaklar arası çatışmaların nedenleri iletişimsizlik, disiplinsiz davranışlar ve sorumluluklarını yerine getirmemeleridir. Çatışmalar, Y kuşağı lisansüstü öğrencilerde motivasyon düşüklüğüne, tükenmişliğe, isteksizliğe ve okulu bırakmaya ve X kuşağı akademisyenlerde ise motivasyon düşüklüğü ve depresyona neden olmaktadır. Araştırma sonucunda, Y kuşağı lisansüstü öğrencileri, lisansüstü öğrencilerine yönelik yıkıcı eleştirilerden kaçınılması gerektiğini, iletişim becerilerini ve karşılıklı anlayışı geliştirmeyi önermektedirler. X kuşağı akademisyenler ise önyargılardan kaçınma, karşılıklı anlayış ve saygı geliştirmeyi ve önermektedirler.

Anahtar Kelimeler

Kuşaklararası çatışma,
X kuşağı,
Y kuşağı,
Yükseköğretim

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Introduction

Conflict and humans are confronted as two concepts that cannot be separated from each other in everyday life. The most important reason why conflict and human concepts are used so often is because man is a social entity. In other words, people cannot continue their lives without another person in organizations and interaction with other individuals is one of the most important life veins. While the intensity and type of interaction are changing, it is not possible to stay away from conflict. This is because everyone's viewpoints about the issues, thoughts, values and judgments about the events, personal desire and their needs are changing. Perhaps the most influential and decisive of all is that the personalities of everyone are different from each other. The individual's personality traits, their attitudes, their values, generation are the factors that most closely affects their behavior. In this context, it is inevitable that individuals who have differences from a wide variety of views are in conflict situations. In addition to this, the conflict is inseparable part of our everyday life and organizational life. Higher education consists of people who have come together from different generations. Sources differentiation of needs and demands of individuals, elements such as subordinate relations are social unit's organizations make it one of the most frequent places of conflict. The occurrence of conflict is one of the basic dynamics of life at universities. Continuously, it is a fact that we confront conflict in every aspect of our life and cannot avoid it. The tendency to listen and to manage intergenerational conflict as a necessity of communication can be characterized as the main variables affecting the nature and form of the relationship between individuals.

The characteristics of generations

From the date of the existence of mankind to the present process, the people who were born and grow within the same years and share all their responsibilities, sorrows and joy in the same era is called generation. If demographics and sociologists created skeleton for each generation, psychographic could form personalities, attitude, lifestyle and values – add fresh blood (McCrinkle, 2014). In fact, given the increasing diversity of age in contemporary organizations, membership in a generation group is likely to become more evident as the basis of one's identity (Urlick, 2012). For Mannheim (1952), generation was initially not a group in sociological terms sense, but a mere context. It is a togetherness of individuals who felt connected but without one train a concrete community. In the same way, historical events provide a context that shapes individuals, but their influence is governed by the nature of the group he / she lives with and simultaneously with the age at which he encounters these events (Lyons et al., 2015).

The differences in the assumptions about what the generation means has a significant impact on both the research and practice. By the way, generational differences can also be examined by researchers considering the impact of world events which shape generational values, attitudes, motivations and workplace expectations (Smith et al., 2016). First, researchers studying generations could be studying different phenomena, making interpreting and building on others' study results problematic. Second, practitioners in the workforce might not share the same understanding of generation and, in effect, be speaking different languages when discussing or training others about generational differences (Urlick et al., 2017).

With beginning a clear and understandable feature of each generation can help to set a range of goals to work together for these different generations and to mobilize their differences with their potential. The four generations currently in the higher education include the Silent Generation, also known as Traditionalists (1925-1945); Baby Boomers (1946-1964); Generation X or Gen X (1965-1981); and the Millennials (1982-1999). The latter are also known as Net Gen, Gen Y, Generation Me, Gen Net, and Digital Natives. A generation is typically described as having been born within a specified range of birth years (Schullery, 2013).

Traditionalist

These individuals grew up (1925-1945) in a time during World War two and forced to deal with economic hardships, which is thought to have instilled in them the values of frugality and hard work (Costanza & Finkelstein, 2015). That's why, high level of anxiety, withdrawal and assurance are the main characteristics of these generation. These key features have been distinctive in both their behaviors and their choices in the work and personal lives of individuals. That is, these generations of individuals are highly committed, disciplined, cohesive and hardworking individuals in business life. The elders of our age these generation members as decision-making with discussion, inference and process orientation are very hard to give. The population of traditionalists are loyal to the authority and directives. They prefer balance and order, are highly respect their leader and traditions. Technology is slow to adapt and associate with seniority (Demirkaya et al., 2015).

The baby boomers

Individuals born between 1946-1964 years are called The Baby Boomers. After World War II, there was a population explosion in the world that coincided with these dates. War conditions and economic crises have left their place in a full-time working environment. Howe and Strauss (2000) demonstrated that the children of boomers and of older members of Generation X are harder workers and better community builders than any generation. Baby Boomers suggest that team building must continue to be a priority for most organizations (Karp & Sirias, 2001). They work for a long time in one place. Their understanding of work; "To work for a living ". Accordingly, the 1940- With high fertility rates in the 50's in the development of college education in the 1960s, the use of drugs in the proliferation of anti-war rhetoric, in politics and property in the 1980s and in the 1990s, the pension systems and funds this generation plays an active role in that time (Demirkaya et al., 2015).

Generation X

Generation X consists of individuals born between 1965 and 1980 after the Baby Boomers Generation. The X-ers have lived their entire lives in a time of relative peace and economic prosperity. They were the first generation to have had computers in their homes and schools and were the first to grow up without a large adult presence, with both parents working (McCrindle, 2014). Generation X is significantly more individualistic and significantly more team-oriented (Karp & Sirias, 2001). This generation, also called the "intermediate generation" that the dynamics of the world ruthlessly hit the hundreds are as convincing as possible, socialist, loyal, idealistic, trying to adapt to innovations, a certain work patient who believes that they will be able to skip the stage afterwards strong emotions, respectful to authority, consistent with working hours and motivated a "hardworking" generation (Muslu & Öner, 2016). They are coming of age during the mythic new economy, Xers are the first generation to reach mature adulthood in the real new economy of highly interconnected, rapidly changing, fiercely competitive, knowledge-driven global markets (Martin & Tulgan, 2006). Generation X would attach more meaning to participation, esteem development, teamwork, and quality of life (Platteau et al., 2011). Generation X working life is important for them to gain social status. In this sense, they prefer to provide better working conditions. The family and social situations of the X-ers in their younger age also seems to be responsible for their perception of work (Kraus, 2016). Therefore, it can be said that it is appropriate for the management of members of generation X to be left to them in a controlled manner (Çetin & Karalar, 2016). Generation X is sensitive to society with high motivation and a respectful to authority (Demirkaya et al., 2015).

Generation Y

Generation Y is also known Millennials who were born between 1981- 1999. Millennials are a powerful group in the workforce and are quickly becoming established leaders of business organizations, a large population of consumers, and a significant pool of investors (Weber & Urick, 2017). Millennials are different from Gen-Xers; they have grown up in a multicultural country and have never known a recession (Howe and Strauss, 2000). Y generation people have lived very closely with the development process of the digital world during their growth (Seymen, 2017). Generation Y is often characterized as being less focused on developing a professional career. Members of this generation would value flexibility, task autonomy, management support, and active learning environments (Platteau et al., 2011). Generation Y can be characterized as being idealistic, optimistic, independent, and self-confident. Y-ers want to be a part of change and are not afraid of it (Kraus, 2016). So, they do not prefer the forms of governance which have strict rules, cannot participate in management decisions. Therefore, their commitment to work is poor, unless there is a participation in management process (Özkan & Solmaz, 2015). Generation Y has a stronger desire for managers to allow them to work independently. Respect for authority, the title, unlike the generation of seniority X, doesn't make sense for the Y generation. The Y generation, who does not make eye contact in the communication, but is in the mobile device, calls itself social (Muslu & Öner, 2016). It should be positive when communicating with Y generation members who adopt success-based leadership instead of hierarchical leadership and the message to be given should be associated with personal purposes (Çetin & Karalar, 2016).

Generation Z

Between the years 2000-2020, the world has come or believed in the future. This generation is also called the "crystal generation" at the same time. They are also known as the Z generation, which is ambitious and moves materialistically, can interpret information more quickly than other generations (Çetin & Karalar, 2016). Generation Z is self-confident, happy, fit to the team spirit and likes social service activities and they are more interested in activities than the prior generation and Generation Z is more conscious. They don't accept the traditional expressions, investigate them and search their religious faiths (Özkan & Solmaz, 2015). Generation Z is also known as I Generation. They are expected to be exceptional future employees due to their natural skills with technology and easy acceptance of new ideas. Traditional education methods are not suitable for this new generation. They like activities that allow creativity. They can do a lot of work at the same time. Their self-confidence is high. They have an entrepreneur spirit and intend to establish their own business as soon as possible (Seymen, 2017).

Intergenerational conflict in higher education

Conflict is doubt or questioning, opposition, incompatible behavior, controversy, or antagonistic interaction (Champoux, 2011). Ada (2013) defines conflict as being in constant interaction with society by influencing human relationships in a positive and negative way. It is a natural process to experience conflicts in every area of our life because of differences and disagreements. Conflicts are often viewed as a bad, negative social situation that should not be seen in organizations. However, contemporary organizational management approach sees the existence of conflicts in organizations as a sign of life; and if it is well managed, it will provide development and effectiveness. Managing conflict involves designing effective strategies to minimize the dysfunctions of conflict and maximize the constructive functions of conflict to enhance learning and effectiveness in an organization (Rahim, 2000). Conflict is a natural phenomenon that we have experienced in all areas of our lives, and it is likely that we will encounter conflict as an organization that is a human being who has entered the world of educational organizations. Higher Education institutions as in other organizations, there are continuous communication and interaction between the educators and the students, and the conflicts arising from this communication and interaction are inevitable. This is the normal process of higher education, but sometimes disagreements and arguments can be risen, and they can stop the entire organization (West, 2006). Conflict is a natural, inherent part of academic culture. In the increasingly competitive landscape of higher education, many institutions are striving to gain prestige by achieving higher external rankings. The institutional changes associated with this process, as well as other factors, often contribute to an increase in the level of stress for faculty and staff. This in turn leads to a rise in conflict. An effective means of conflict resolution is an absolute necessity (Rommel & Bailey, 2016).

Furthermore, young population is one of the most valuable resource to any given country the fact that indicates development and growth in higher education. Universities have had an vital position in society economically, politically, socially and culturally than ever before. They emerge challenges and opportunities for educators, administrators and government (Doğan & Beytekin, 2017). Higher education has more than multiple goals for education and planning for the future. Higher education institutions have different generations and so educational policies objectives should be well adjusted according to demographic characteristics, so that the conflicts are managed well. What is important is that the higher education system must deal with the conflicts to find new ideas that will positively influence working processes and to achieve these goals. Having difficulty in adapting to innovations, older generations have a strong grip on tradition and old-age understanding, while new generations that are open to innovation have succeeded in adapting quickly to developments. As a natural consequence of this, the gap between the adult generations and the youth has grown and has reached new dimensions. A key factor which contributes to the generation gap between students and teachers is whether students can independently use technology (Lisenbee, 2016). Educators and academicians rise to similar challenges as do workplace practitioners, who are charged with increasing employee engagement in ways that are perceived as fair and equally appealing to all employees, while meeting their diverse needs, interests, and values (Schullery, 2013). When training events are crucial to employee and organizational performance, it is important that all employees can take away and apply the necessary content regardless of their generation. However, it may be that one approach to training is not ideal for employees of all generations and the existing literature suggests that there may be many inter-generational differences (Urick, 2016). In addition to this, interactions between academicians of different generations can provide opportunities to learn from each other's knowledge, especially when these learning processes are characterized by bidirectional interactions instead of unidirectional ones. These findings underline the added value of the formation of relationships across different generations of educators for the construction and transfer of knowledge and raises important questions on knowledge management within school teams (Geeraerts et al., 2017). It has seen that the studies about the generation conflict between generation X and generation Y in higher education in Turkey are mostly related to the communication style originating from relationship, task, process and cultural change (Göktaş, 2016; Ayhun, 2018; Mucevher & Erdem, 2018).

Method

In this study, qualitative research method was used to reveal the differences and issues in intergenerational conflict in higher education. Open-ended questions directed to the participants for the purpose of the research are as follows:

- 1) What are the intergenerational conflicts between generation X academicians and generation Y postgraduate students?
- 2) What are the causes of intergenerational conflict between generation X academicians and generation Y postgraduate students?
- 3) What are the effects of intergenerational conflict between generation X academicians and generation Y postgraduate students on academic achievement?
- 4) What are the suggestions of generation X academicians and generation Y postgraduate students in the intergenerational conflict?

Research Design

In this study, qualitative research method was used to reveal the differences and issues in intergenerational conflict in higher education. It is aimed how these intergenerational studies are influential. This research was conducted with a phenomenological approach from qualitative research designs. Phenomenology is a kind of approach in qualitative research. It explains how individuals or a group experience about phenomenon, situation or concept (Christensen et al., 2014). Participants were selected from social science by the criterion sampling method from purposeful sampling methods. Criterion sampling method involves several predetermined criteria (Yıldırım and Simşek, 2008).

Research Group

Participants of the study consisted of 10 generation X academicians and 15 generation Y postgraduate students at Ege University in İzmir during the 2017-2018 academic year.

Table 1. Demographic characteristics of participants

Participant	Gender	Generation	Educational status
1. Postgraduate Student	Female	Y	Phd student
2. Postgraduate Student	Female	Y	Phd student
3. Postgraduate Student	Female	Y	Phd student
4. Postgraduate Student	Female	Y	Phd student
5. Postgraduate Student	Female	Y	Phd student
6. Postgraduate Student	Female	Y	Phd student
7. Postgraduate Student	Male	Y	Phd student
8. Postgraduate Student	Female	Y	Master student
9. Postgraduate Student	Female	Y	Master student
10. Postgraduate Student	Female	Y	Master student
11. Postgraduate Student	Male	Y	Master student
12. Postgraduate Student	Male	Y	Master student
13. Postgraduate Student	Male	Y	Master student
14. Postgraduate Student	Male	Y	Master student
15. Postgraduate Student	Male	Y	Master student

Demographic characteristics of the postgraduate students who participated in the study and the information about the participants are presented in Table 1. All 15 postgraduate students are representatives of the Y generation. Postgraduate students who participated in the study were 7 of the PhD students and 8 of them were master students. Six of the participants were male and 9 were female.

Table 2. Demographic characteristics of participants

Participant	Gender	Generation	Status
1. Academician	Male	X	Prof Dr.
2. Academician	Male	X	Prof Dr.
3. Academician	Male	X	Prof Dr.
4. Academician	Male	X	Prof Dr.
5. Academician	Male	X	Associate Professor
6. Academician	Male	X	Associate Professor
7. Academician	Female	X	Associate Professor
8. Academician	Female	X	Associate Professor
9. Academician	Female	X	Dr. Faculty Member

10. Academician	Female	X	Dr. Faculty Member
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Demographic characteristics of the academicians participating in the study and the information about the participants are presented in Table 2. All 10 academicians are representatives of the generation X. Four of the academicians participating in the study were Professors Dr. Four of the academicians participating in the study were Associate Professor. Two of the academicians participating in the study were Dr. Faculty Member. 6 of the participants were male and 4 were female.

Data Analysis

The data of the study was collected by face-to-face interviews with the participants by semi-structured interview technique. During the preparation of the interview questions, two academicians who are experts in the field of educational management were consulted. In this study, the experts in the field of educational management the academicians reviewed the questions for the interview and the questions in the semi-structured interview form were finalized. The texts obtained in terms of the validity and reliability of the study were proven to the interviewed academicians and postgraduate students, and the findings of the study were presented while the participants' opinions were deemed necessary. While presenting the findings, the names of the participants and the interviews were reserved, and each participant was given a code. Data were analyzed by content analysis method by determining code category themes. Generation Y postgraduate students' PS 1... PS 15 and generation X Academics A1... A10 were coded.

Findings

Intergenerational conflicts between generation X academicians and generation Y postgraduate students

The first question of the study is about what the conflicts between postgraduate students and academicians are. The answers of the postgraduate students to the question are as follows; communication style, status difference, oppression, punishment, stress, fear, punishment through documents without the right to speak, traditional methods, authority, resistance to change themes are expressed.

Postgraduate students expressed their views as follows: 'Although I am a person who can express myself easily, I have difficulty in communicating when I am wronged. For example, it is worry that I cannot evaluate this objectively by my mentor and that I cannot express it'. PS 1 Trying to motivate the student by giving a penalty is a faulty method. During the postgraduate education, academicians force us to learn a lot about the field and stress and give a reward or punishment with classical understanding. PS 2

The first question of the study is about what the conflicts between postgraduate students and academicians are: The answers of the academicians to the question are as follows; the behavior of postgraduate students in communication style, disrespect, technology literacy and students' individualistic movements themes are expressed.

Academicians expressed their views in this way 'feeling incompatibility between individuals who have been educated with limited means, between individuals who have every opportunity; to talk about their feelings and thoughts, their rights in an informal way; to be indifferent to the advice of academicians'. A4

The reasons of the intergenerational conflicts between academicians and postgraduate students

The second question of the study is the reasons of the generation conflicts between postgraduate students and academicians. The answers of the postgraduate students to the question are as follows; empathy, lack of tolerance, lack of communication, status difference, insulting expressions, bureaucracy themes are listed.

Postgraduate students expressed their views in this way; 'postgraduate students' objection to any subject is considered as disrespect by the academician; status and experience-based academicians develop a demeaning and degrading attitude to postgraduate students'. PS4

The second question of the study is the reasons of the generation conflicts between postgraduate students and academicians. The answers of the academicians to the question are as follows; communication style, lack of ethical and moral values, undisciplined attitudes themes are listed among the reasons for conflict.

Academicians expressed their views in this way; 'over the boundaries of friendship between academician and postgraduate relationship; difference of mutual expectations'. A5

The effects of intergenerational conflicts on academic studies of academicians and postgraduate students

The third question of the study was about how the postgraduate students were affected academically from the conflict they had with academicians. The answers of the postgraduate students to the question are as follows; low motivation, despair, unwillingness to drop out education and training, burnout syndrome, academic failure are the most common themes among students.

'In a lesson where, new teaching methods are not used to increase motivation and interest, the potential of the student's potential cannot be adequately revealed by the old methods, and the graduate may lead to drop out from the education'. PS7

The third question of the study was about how the academicians were affected academically from the conflict they had with postgraduate students. The answers of the academicians to the question are as follows; the low motivation and the depressed themes are listed as academic factors.

'In my direct academic life, only the low level of motivation, the inability to provide the right communication path with the new generation and the differentiation of expectations can create negative results'. A9

Suggestions for intergenerational conflict according to academicians and postgraduate students

The fourth question is how postgraduate students suggest for intergenerational conflict. The answers of the postgraduate students to the question are as follows; to improve communication styles of academicians, to improve mutual understanding, tolerance, avoiding destructive criticism, to develop fast problem-solving skills themes are listed by postgraduate students.

'Academics should develop empathy when communicating with postgraduate students. Mutual understanding and dedication are the best solution'. PS6

The fourth question is how academicians suggest for intergenerational conflict. The answers of the academicians to the question are as follows; establishing more partnerships with postgraduate students, mutual understanding and respect, focusing on teamwork and finally avoiding prejudices themes are indicated.

Academicians expressed their views in this way; 'Be aware of the difference between generations; academicians should be aware of the difference between generations and develop new teaching methods according to the interests of the generation; to communicate with postgraduate students in the language they expect'. A1

Discussion And Conclusion

The fundamental purpose of this research was to determine the existence of intergenerational conflicts between generation X academicians and generation Y postgraduate students. As a result of the research, it was seen that generation Y postgraduate students experienced intergenerational conflict with generation X academicians in topics such as communication with academicians, status difference, disagreements about teaching methods, technology literacy. Generation X academicians experienced intergenerational conflict with generation Y in topics such as the behavior of postgraduate students, communication style, disrespect, technology literacy and students' individualistic movements. The Generation Y postgraduate students learning style can be different due to the technological aspects emerging in the development of Generation Y including a focus on digital literacy, immediate feedback, and a technologically based teaching strategy.

Members of generation X academicians and generation Y postgraduate students may feel more impulses to change in the higher education because they socialize differently, and as a result, there are

different values and beliefs about how they should behave and interact within the organization (Platteau et al., 2011). It can be said that; communication and teamwork are necessary for innovation between generation X and generation Y; egos, arrogance, domination, miscommunication, abandonment of extreme bureaucratic subordinate relations and even wholesale rejection will be the most important step for the beginning of an ideal innovation process (Muslu & Öner, 2016).

It was seen in research that; causes of conflict with the generations of generation X postgraduate students; empathy, being authoritarian and prescriptive, communication. The reasons for the generation X academicians to conflict with generation Y postgraduate students were determined to be communication style, undisciplined behaviors, irresponsibility. Generation Y postgraduate students typically are more effective at multitasking, responding to visual stimulation, and filtering information and less effective at face-to-face communication with generation X academicians. Researchers underline the importance of intergenerational communication to maintain and improve the information flow in the organization (Hillman, 2014).

Low motivation, burnout, unwillingness and quitting effects of intergenerational conflict were determined in this research. It has been observed intergenerational conflict causes in generation X academicians as low motivation and high depression. Generation X academicians have some conflicts with generation Y students due to the reasons caused from relations, tasks and processes. Task conflicts focus on the disagreements that are for content and aim of the work. Although the task conflicts which are low and medium level promote clash of ideas, the ones in medium levels are only functional in specific cases. Task conflicts cause negative results like relationship conflicts and bring along complexation of the things and decrease of fertility (Yelkikalan & Ayhun, 2013).

As a result of the study, postgraduate students suggested the development of communication skills with academicians. The generation X academicians suggested the development of mutual understanding and respect. According to the research results of the Mücevher and Ramazan (2018); generation X academicians have a negative perception in general about the characteristics of Y generation students at university. The results of the study revealed that the perception of generation X academicians for the students of generation Y is negative tendency; it was concluded that they considered the aspects of work, communication and learning as insufficient.

It is recommended that higher education should consider the design of university policy and administration by focusing on the intergenerational conflicts within the generations. Universities should also review their organizational communication and organizational regulations to increase adaptability of generation Y postgraduate students towards studying with Generation X academicians.

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