



Descriptive Analysis of the Theses Including “Intergenerational” Concept at Council of Higher Education Thesis Center- YÖKTez on Social Studies

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Abstract

The aim of the researcher is to do descriptive analysis of the ‘intergeneration’ term systematically at Council of Higher Education Thesis Center-YÖKTEZ. For that purpose, the theses in Social Studies between the years 2002-2022 that include ‘intergeneration’ term are formed study group. This research has been conducted as a qualitative study. To analyze obtained data descriptive analysis method is chosen. According to the results of the research, 57 theses with the ‘intergenerational’ title were included in analyses. During the research, it was discovered that the first thesis including ‘intergeneration’ term in Social Studies was completed in 2016. The language of theses, which have been examined, vary, 15 of them were in English and rest of them were Turkish. These were organized into groups within an Excel table to be able to see the numbers. The main categories were determined as descriptive data, method and content. The subtitles of the descriptive data included title of the thesis, publication year of the thesis, name of the university where the thesis was presented, the language of the thesis, the subject area of the thesis and the author of the thesis. The subtitles of the method included the design of the thesis, research method, study group, data analysis tools, and data analysis. The subtitles of the content included the theme of the thesis, subthemes, and findings. Themes about intergenerational are gathered around 9 main themes; Intergenerational transfer, intergenerational difference, intergenerational learning, intergenerational solidarity, intergenerational climate, intergenerational conflict, intergenerational communication, ageism and other themes. It found that intergenerational transmission was the most studied and intergenerational climate was the least studied. This study provides valuable data and comments about the intergenerational concepts. Thus, it can support and develop the relationships between the different generations. As a result, this study will be the guide for the next studies about intergeneration concept.

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INTRODUCTION

According to Carver and Candela (2008), the term "generation" derived from the Latin word "generatio-onis" and used to describe groups of people born in a specific historical period who share similar age groups. Individuals are born into a community that shares similar life experiences, and the time in which this community lives plays a significant role in shaping the characteristics of that generation (Polat, 2018). The events that have occurred from the past to the present can similarly influence individuals born and lived within a specific period or era. People who have experienced similar events may have similar reactions and, as well as the point of view of the world, perceiving and interpreting the events, and developing a philosophy of life (Polat et al.2016). The fact reflects the reality that generations, who may have listened to the same music, followed similar fashion trends, been in the same political environment, and perhaps even experienced the same war or economic crisis, can exist without being aware of each other (Çelik, 2014). When the literature was examined, the concept of generation is reported to have a historical background that stretches back to Ancient Greece in some fields, and to the Ancient Egyptian civilization in others (Joshi et, al. 2011). However, German sociologist Karl Mannheim in his 1928 book "Ideology and Utopia first utilized the concept of generations" and discussions and classifications covering contemporary generations gained prominence with the publication of the book "Generations" by William Strauss and Neil Howe in 1991. Concept of generation is frequently employed to understand the role of different generations in societal changes and to observe their interactions with each other (Üstün and Taş, 2020).

In this context, it would be appropriate to discuss the types and characteristics of generations based on commonly accepted generational definitions. Five different generations frequently discussed in the history of humanity, including traditional generations, the baby boom generation, Generation X, Generation Y, and Generation Z (Polat, S. et al., 2016).

Traditional Generation generally includes those who were born between 1925 and 1945. Polat (2018) explains that when defining generations, scholars have different perspectives. For instance, Crampton and Hodge (2009) describe those who were born between 1925 and 1945, Hill (2004) defines those who were born between 1925 and 1942, and Weingarten (2009) characterizes those who born between 1922 and 1945 (Polat et al., 2016). Moreover, this generation referred to as the Greatest Generation due to their contributions to the Second World War (Toduk, 2014). Baby boomers are people who were born between 1946 and 1964 after the Second World War, is a generation that grew up in the post-war period of social and economic recovery. They stand out with their hardworking, sacrificial, and obedient characteristics and they defined by the term "rule-followers." They prefer to work in meaningful jobs in their careers and are notable for their idealistic, rule-abiding, and labour-oriented qualities (Acıloğlu, 2015). Generation X is the people born between 1965 and 1980. Other common names for this generation include twenty something and f-you generation. (Üstün &Taş, 2020). They prioritize security and salary in their professional lives. (Adıgüzel et al. 2014). Generation Y is people who were born between 1980 and 1999. Gen Y is a young, intelligent, freedom-lover, and technology enthusiast generation. (Bayhan, 2014). Y generation known as a generation that values work-life balance, while also having a high belief in their ability to achieve anything. (Yüksekbilgili, 2013). Additionally, they approach everything with a desire to understand and learn, and strive to sustain their presence by playing an active role in business decisions. (Metin & Kızıldağ, 2017). The members of this generation, seek features such as flexible working environment, teamwork, continuous learning and fun at work in their working life, focus on promotion opportunities as soon as they enter business life and have little tolerance for criticism (Çetin et al. 2014). Generation Z is people who were born after the year 2000. Strauss and Howe (1991) describe this generation as an extremely individualistic and lonely generation. The Mission and Ministry organization defines the Z generation as the first generation of the 21st century and calls them digital children and ".com" children (Üstün & Taş, 2020). Members of Generation Z are considered to be a generation who can be multitasking and

have the highest level of motor skill synchronization in human history, being able to perform multiple tasks at the same time. Despite these positive features, the Z generation has a short attention span, do not tolerate waiting and can easily lose interest (Güler, 2016).

The features used to define a generation cannot be observed in all members of that generation, and it should be accepted that it might even exist in individuals who do not have any of these characteristics. One of the reasons for this situation may be that a clear boundary cannot be determined between generations (Şensoy, 2022). Although there are no clear boundaries between generations, the idea that there is intergenerational contact shows that generations are not independent structures.

The concept of intergenerational represents the interactions of different generations with each other, the way they relate, and the resulting behavioral patterns. The concept of intergenerational can be accepted as the roof concept of a wide range of forms of association. To understand this study better, some of the concepts combined with intergenerational explained below and some of these concepts were the themes and subthemes of the theses that examined in this study.

Intergenerational interaction refers to the emotional and cognitive influence among generations. The positive development of interaction plays a crucial role in enabling generations to communicate more effectively. Intergenerational interaction holds a key role that directly affects other sub-concepts. The interaction between generations constitutes the fundamental components of life and culture (Özdemir, 2019). Intergenerational learning is the interaction process in which people from different generations share their mutual knowledge and skills with useful activities with the aim of contributing to the construction of more harmonious communities, developing respect and understanding between generations (Wermundsen, 2007). It is often an unplanned and self-directed form of learning that is situational in nature, and involves experiential learning through personal conversations and activities (Cherri Ho, 2010). Inter-generational communication refers to the communication between different generations, and this topic has become an increasingly important research subject in various fields such as psychology, sociology, and business in recent years (Becerikli, 2013). Inter-generational cooperation refers to the interaction and actions taken between representatives of different generations, which includes harmony, support, and consideration for social values, and involves collaborative efforts towards a common goal or interest. (Merz et al., 2007). Intergenerational conflict is arising disagreements arise between the generations because each generation tries to impose their own value judgments and behaviour patterns on other generations. These conflicts often stem from differences in everyday life spaces, such as areas related to food, clothing, and entertainment/music/dance, or manifest in these areas (Özdemir, 2019). Intergenerational violence is the use of psychological and physical violence against other generations by the psychologically and physically dominant person. Intergenerational abuse is a concept that in a relationship between individuals of different generations, one party deliberately takes advantage of the other without their consent. Intergenerational solidarity is the sharing of knowledge, skills, experience and awareness of individuals of different generations with other generations for the purposes of contributing, developing and finding solutions to their problems, their economic, psychological and physical competencies. Ageism is discrimination, the unjust and unequal treatment of individuals based on their ages. Age discrimination classified into four categories personal, institutional, intentional, and unintentional (King, 2010).

In literature, although there is no study examined the written thesis about Intergenerational there are different articles written. In terms of Intergenerational, articles written about various topics. Intergenerational transfer is one of the topics. For example, in the study of Çetinkaya (2022), author focused on employees from different generations working together in the workplace and indicated that although there are numerous studies in the national literature on generations in the workplace, there is a limited number of research specifically addressing the direct intergenerational knowledge

transfer. In the study of Aydınbaş, transfer of knowledge between child and old people are also examined with a learning program, which has 12 session programmes developed based on the Taba-Tyler model (Aydınbaş, 2021). Some authors like Karatay and Günderici (2023) focused on intergenerational trauma transfer and indicated that social traumas affect not only the survivors but also the next generations. Intergenerational differences are one of the popular topics which studied by different authors. While the study Yararel Doğan et. al (2022) focus on architecture Retro furniture, their study intended to investigate the level of retro furniture awareness and trend in as intergenerational difference using the variable of age; in the study of Yıldırım (2021) 13 girls and 13 mothers, were asked questions about their preferences for marriage. Another recent study done by Alkan and Bayhan in 2022 aimed to determine the general profile of e-commerce users in Türkiye considering the intergenerational differences. According to the results of this study, it identified that Women from the Z, Y, and X generations, along with men from the Baby Boomer generation, are more inclined to engage in e-commerce. When the literature viewed, it found that studies about Intergenerational conflict are also take important role and conducted in various areas. In the study of Arslan and Polat (2016), it is intergenerational conflicts, causes of these conflicts between teachers aimed to determine the reasons. In another study, conducted by Kim (2023) study aimed to examine intergenerational conflict experienced by aged Korean parents, its impact, and some themes like "children who take parents for granted" revealed as results. In another the study conducted by Tsiloni et al, systematic review is conducted to examine the psychosocial effects of intergenerational learning in school-age children and older adults. The result of this study showed that the psychosocial effects of engaging in intergenerational activities for children and older adults, a significant number of studies have emphasized positive advancements in attitudes, well-being, happiness, and various other social and psychological dimensions (Tsiloni et al.2023).

In Literature review on the concept of intergenerational and generation, it is revealed that a great number of articles written on the subject. Master's and doctoral theses containing intergenerational concepts are less common compared to articles. No study has encountered that systematically conducts an analysis of theses related to the concept of intergenerational. The current situation shows the significance of this article in the academic literature and this study plans to fill a gap in the field concerning this topic. This study aims to provide systematically classified data for the theses intend to be written on intergenerational in the future. This research aims to provide a systematic documentation analysis of theses written about Intergenerational.

PURPOSE OF THE RESEARCH

The purpose of this research is to analyse the Master's and Ph.D. theses which are about the intergeneration concept in Council of Higher Education (YÖK) National Thesis Centre to state the general circumstances, to determine descriptive qualifications, to analyse the methods and to analyse them in terms of the thematic. For these purposes 53 theses and their languages, methods, samples, data collection tools, themes and subthemes looked for.

In this research, research questions are at the following lines.

What is the descriptive classification of the theses on intergenerational issues at the YÖK National Thesis Centre?"

What are the methodological features of the theses related to intergenerational at the YÖK National Thesis Centre?"

What are the thematic features of the theses about intergeneration at YÖK National Thesis Centre?"

METHOD

DESIGN OF THE RESEARCH

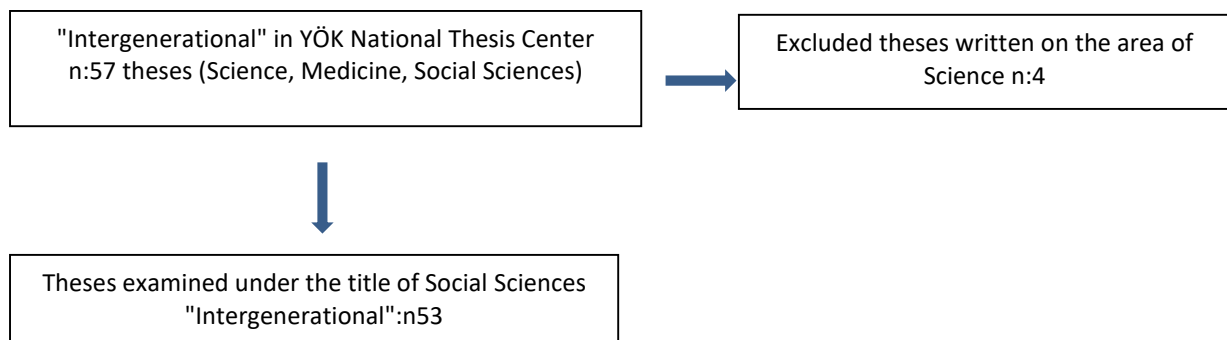
In this research Systematic, document analysis used as a design in this research. Systematic document analysis is qualitative research method employed systematically analyse the content of written documents (Wach, 2013). Systematic document analysis used in this study because Systematic document analysis provides a structured and rigorous approach to studying written theses. Systematic document analysis follows systematic coding and categorization. This ensures consistency in the analysis process enhance the reliability of the study.

In this study, one of the qualitative investigation method descriptive analysis method used about the intergeneration. Descriptive content analysis is a systematic approach that involves examining all published or unpublished studies conducted on a particular subject to evaluate their trends and research findings in a descriptive manner (Jayarajah et al. 2014). Descriptive content analysis is preferred in this study because written theses examined and themes and sub-themes aimed to find related to intergenerational.

STUDY GROUP

In this research, master's thesis and doctoral thesis in the YÖK National Thesis Center, which were written between 2002-2022 in the field of social sciences and include the concept of intergenerational, were studied. While creating the study group, the keyword "intergenerational" entered and 57 (Science, Medicine and Social Sciences) thesis found. It seen that 45 of them were master's theses and 12 of them were doctorate theses. In the later grouping and the scanning made in the field of Social Sciences, the results have changed. 41 Master's Theses, 12 Doctoral theses were found because of the filtering. The scope of this research consists of 41 master's theses and 12 doctoral theses written on the subject of intergenerational in the field of social sciences, in the database of the YÖK National Thesis Center website. From 57 theses on the intergenerational topic, it was reduced to 53 theses with the inclusion and exclusion method. The number of theses examined was determined as 53. (Table 1.)

Table 1. *Include-exclude method table.*



COLLECTING DATA

Excel form was prepared and used for the systematic progress of the studies. The following titles a given to the categories in the Excel form in order to be descriptive: The number of the thesis, the date it was written, the name of the thesis, the author of the thesis, the university where the thesis was presented, the language of the thesis, the subject area of the thesis. As a method, the following titles, given the design, universe, sample and data analysis methods of the thesis. As content, the titles named as main theme and sub-themes. The main titles, which transferred to Excel sheet, interpreted within the framework of predetermined themes by descriptive analysis method.

DATA ANALYSIS

The data obtained as the result of the study analyzed by using the descriptive content analysis method, which is a data analysis technique. Descriptive content analysis is a process that involves selecting literature related to the research topic based on certain criteria, regardless of whether it obtained through quantitative, qualitative, or mixed methods, revealing descriptive data from the selected literature, and interpreting the obtained data. (Yılmaz, 2021). The theses researched in the study examined and the data organized in the Excel spreadsheet with the classification headings of the theses. Various features of the data obtained from the theses by the descriptive content analysis method, the research topics of these theses, the design of the research, the study group, and the data collection tools examined. Three main headings for thesis were determined as Descriptive data, Method and Content. The sub-headings of the descriptive data are as follows: the name of the thesis, the year of publication of the thesis, the university where the thesis was accepted, the author of the thesis and the language in which the theses written. The sub-titles of the method were determined as follows: the design of the thesis, the method of the thesis, the study group, the universe, the data collection tool and the data analysis methods. The title under the content title was determined as the thematic analysis of the thesis. The data of each thesis entered in the relevant field on Excel.

FINDINGS

DESCRIPTIVE FINDINGS

Of the 57 theses for analysis that they include the concept of Intergenerational, 4 of them were excluded. Because they were in the field of science and as a result, 53 theses examined. After the exclusion procedures, the following results obtained. In the last 20 years, it was seen that 6 theses (11.32%) were written in 2016, 1 thesis (1.89%) was written in 2017, 3 theses (5.56%) were written in 2018, 23 theses (43.40%) were written in 2019, 9 theses were written in 2020 (16.98%), 5 theses (9.43%) were written in 2021, and 6 theses (11.32%) were written in 2022. During the study, we saw that the first studies on the concept of "Intergenerational" in the Social Sciences group written in 2016. This shows that the studies on the subject in Turkey are not very old. In the distribution by years, it seen that the concept of Intergenerational was mostly studied in 2019.

The number and percentage distribution of the universities where the theses containing the concept of intergenerational are written and how many theses are accepted in which university are as follows. Anadolu University 2, Ankara University 2, Bahçeşehir University 1, Beykent University 1, Boğaziçi University 1, Bursa Uludağ University 2, Ege University 1, Galatasaray University 1, Gazi University 1, Hacettepe University 3, Hacı Bayram Veli University 1, Işık University 1, İstanbul Bilgi University 7, İstanbul Sabahattin Zaim University 1, İstanbul University 4, İzmir Kâtip Çelebi University 1, Kırklareli University 1, Kocaeli University 6, Maltepe University 2, Manisa Celal Bayar University 2, Marmara University 2, Mersin University 1, Ortadoğu Teknik University 5, Selçuk University 1, TED University 1, TED University 1, Yalova University 1, Yıldız Teknik University 1.

The results above show that the theses on the concept of intergenerational are mostly written in İstanbul Bilgi University (7), followed by Kocaeli University with 6 theses and Middle East Technical University with 5 theses. Theses on intergenerational written between 2016 and 2022 were written in different languages. 38 of the theses were written in Turkish and 15 of them were written in English.

Although the concept of intergenerational is the common point of the theses written between 2016 and 2022, the fields of theses are different. The theses and their fields in as follows; Civil Aviation 1, Communication Sciences 1, Labour Economics and Industrial Relations 1, Tourism 1, Sociology 5, Social Services 1, Political Sciences 2, Healthcare Management 1, Advertising 1, Psychiatry, Psychology 17, Business Administration 4, Communication Sciences 1, Public Relations 1, Folklore 2, Economics 2,

Education and Teaching 10, Religion, Education and Teaching 1, Linguistics 1, Nutrition and Dietetics, Home Economics 1.

When the fields examined, it seen that Psychiatry and Psychology are the fields in which the theses written under the concept of intergenerational mostly written. 17of the 53 theses written in Psychiatry and Psychology fields.

PROCEDURAL FINDINGS

The theses examined on intergenerational were classified in 3 different research designs as qualitative, quantitative and mixed method. It found out that 35 qualitative research designs, 13 quantitative research designs and 5 mixed designs used in the study. In the category of qualitative research methods, it seen that 16 purposeful sampling, 12snowball sampling, 4random sampling, 2convenience sampling and 1 grounded sampling were used. It has been determined that the sampling methods used in the category of quantitative research methods are more diverse than qualitative research. The results are as follows; They are 4 purposive sampling, 2 simple random sampling, 1 snowball sampling, 1 proportional stratification, 1 disproportionate stratification, 1 unlimited universe sampling, 1 convenience sampling, 1 cross-section sampling, and 1 stratified sampling. The main type of sampling used in the mixed research method is purposive sampling and it has been used in 2 theses, followed by 1 simple random sampling, 1proportional stratification and 1 random sampling.

When the data collection tools in the theses examined, it seen that different data collection tools were preferred in qualitative, quantitative and mixed methods. In qualitative studies, semi-structured interviews mostly used, (18), this rate corresponds to half of the total rate. The second most preferred method is questionnaire form and scale application (7), followed by interviews (5), focus group interviews (2), systematic observation (1), data set (1), document review (1) and semi-formal interview technique (1). When the studies conducted with quantitative research methods are examined, the diversity narrows and 92% (12) of the studies are questionnaire forms and scales, while 8 %(1) is the data set. Although two main research methods were preferred in mixed method studies, it is seen that there is a more proportional distribution in this method. In mixed studies, questionnaires and scales (4) were preferred at a rate of 67%, while this rate was 33% in semi-structured interviews (2)

THEMATIC ANALYSIS RESULTS

When the master's and doctoral theses are examined, it is seen that the themes related to intergenerational are gathered around 10 main themes, even though they are written in a wide variety of fields. Intergenerational transfer, intergenerational difference, intergenerational learning, intergenerational solidarity, intergenerational climate, intergenerational conflict, intergenerational communication, ageism and two other (intergenerational learning and intergenerational space) main themes defined in thesis. The theme Intergenerational transfer is the most studied main topic and 22 different topic related to this main theme studied. Intergenerational trauma transmission is the most studied topic under intergenerational transfer. When the emerging themes of intergenerational studies examined, it found that intergenerational transmission was the most studied and intergenerational climate was the least studied. Studies done related to intergenerational transfer showed in table 2.

Table 2. *Theses written about intergenerational transfer*

Topics	Research Group	Writer of the Thesis	Frequency
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The transfer and effects of bad experiences of mother to children	<ul style="list-style-type: none"> • Mothers and Children 	Taşkıran Tepe (2018)	1
Intergenerational trauma transmission	<ul style="list-style-type: none"> • 1st, 2nd and 3rd generations • Children and Their Families • Third generation young people aged 19-25 • Families and their children • 1st and 2nd Generation • Second generation female members of the Saturday Mothers/People between the ages of 18-35 living in Istanbul, who have immigrated to Istanbul • 3 different generations • Second generation immigrants aged 22-36 • Parents and Children • Silent Generation • Baby Boomers, • Individuals from the X, Y, Z generation 	Marazyan(2016) Balcı(2016) Sözer Dabanlıoğlu(2018) Güngör(2018) Özgür(2019) Atalay(2019) Tur(2019) Kızıltepe(2020) Apaydın(2022) Ağdelen(2019) Alparslan (2020)	11
Intergenerational transmission of identity/motherhood perceptions	<ul style="list-style-type: none"> • Women from 3 different generations 	Alparslan (2020)	1
Intergenerational transmission of values	<ul style="list-style-type: none"> • Mothers and Daughters • Grandmother, mother, daughter, members of 3 different generation • Students studying in 4th grade and elderly individuals over 65 years old 	Erol(2019) Şulam Irgaz(2019) Aydınbaş(2021) Coşkun (2021)	4
Inter-generational teachings/family	<ul style="list-style-type: none"> • Individuals between the ages of 18-26 	Ergün(2021)	1
Intergenerational impact	<ul style="list-style-type: none"> • Mother-daughter couples between the ages of 18-65 • Mothers and Their Children 	Uçak(2020) Taşkıran Tepe(2018)	2
Intergenerational transmission of values/cultural heritage	<ul style="list-style-type: none"> • Y-generation youth and upper generations 	Altunsabak (2016)	1
Intergenerational transmission of poverty	<ul style="list-style-type: none"> • Individuals in emerging adulthood aged 18-26 	Öylü (2016)	1
Transmission of social, cultural, and political capital	<ul style="list-style-type: none"> • Individuals in emerging adulthood aged 18-26 	Öylü(2016)	1
Intergenerational closeness	<ul style="list-style-type: none"> • Young people aged 18-26 and their families 	Kurşuncu(2016)	1
Intergenerational transmission of memories	<ul style="list-style-type: none"> • Y-generation youth and upper generations 	Altunsabak(2016)	1
Inter-generational transmission of maternal characteristics	<ul style="list-style-type: none"> • Mothers and Their Children • Women from 3 different generations 	Özen(2019) Alparslan(2020)	2

Intergenerational reverse transmission	• 1st, 2nd and 3rd generations	Arslan (2019)	1
Intergenerational exploitation	• 1st, 2nd and 3rd generations	Arslan (2019)	1
Intergenerational resistance transmission	• 1st, 2nd and 3rd generations	Arslan (2019)	1
Intergenerational patterns	• Young people aged 18-26 and their families • 1st, 2nd and 3rd Generations	Kurşuncu(2016) Atalay(2019)	1
Intergenerational knowledge transfer	• Grandmother, mother, daughter, members of 3 different generations	Tekbaş (2020)	1
Intergenerational experience transfer	• Mothers and Their Children	İstikbal (2020)	1
Intergenerational trust transfer	•SILC survey	Yaşar (2021)	1
Intergenerational transfer	•Mothers and Daughters	Fındıklı (2019)	1
Intergenerational transformation of marriage	•1st and 2nd generation married individuals	Baş (2019)	1
Intergenerational knowledge sharing	• School administrators representing Baby Boomers, Generation X and Generation Y • Individuals from different generations working in schools • Teachers from the Baby Boomers, X and Y generation	Çağlar (2019) Dedeoğlu(2020) Şensoy (2022) Hiçyılmaz(2021)	3

When the themes and topics examined, it seen that the most studied topics under the theme of Intergenerational Transfer are Intergenerational Intergenerational trauma transmission these followed by Intergenerational knowledge sharing and intergenerational transmission of values. Other various topics such as Intergenerational trust transfer and Intergenerational resistance transmission studied.

Intergenerational differences have the second topics considering the variety and here below in table 3 it can be observed.

Table 3. *Theses written about intergenerational difference*

Topics	Research Group	Writer of the Thesis	Frequency
Intergenerational meaning	•Mothers and Daughters	Fındıklı (2019)	1
Influence of older generations on younger generations	•Individuals from the upper and lower generations	Karaman (2019)	1
Intergenerational perceptions of marriage culture	•Upper and lower generation from 34 families	Bakar (2019)	1
Linguistic differences	•Young and Old Individuals	Saparbaeva (2019)	1

Intergenerational attitude difference	<ul style="list-style-type: none"> • Young and Old individuals • Nurses from Generation X and Y • Individuals from Generation Y and Z 	Saparbaeva (2019) Ergin(2019) Kiriçoğlu(2019)	3
Different generations' work values	<ul style="list-style-type: none"> • Nurses from Generation X and Y • Silent Generation, Baby Boomer Generation , Generation X and Generation Y • Individuals from the X and Y generation 	Ergin(2019) Kaleli(2019) Mutlu(2019)	3
Intergenerational difference in purchasing products	<ul style="list-style-type: none"> • Individuals from the X, Y and Z generation 	Genç(2019)	1
Intergenerational preference differences	<ul style="list-style-type: none"> • Individuals from the X, Y and Z generation 	Genç(2019)	1
Generational different perspective on advertising	<ul style="list-style-type: none"> • Individuals from Generation Y and Z 	Kiriçoğlu (2019)	1
Intergenerational perception difference	<ul style="list-style-type: none"> • 2nd and 3rd generation university students 	Sevim (2019)	1
Intergenerational differentiation towards organizations	<ul style="list-style-type: none"> • Employees of the X and Y generation 	Ceyhan (2019)	1
Intergenerational differences and preferences in technology use	<ul style="list-style-type: none"> • Members of the X, Y and Z generation 	Tur (2019)	1
Intergenerational consumption differences	<ul style="list-style-type: none"> • Married individuals aged 18–71 • Individuals from Generation Y and Z 	Pekmezci (2017) Kavlak (2022)	2
Intergenerational motivation difference	<ul style="list-style-type: none"> • Teachers from Generations X and Y 	Çökerdenoğlu (2019)	1
Generational characteristics differences	<ul style="list-style-type: none"> • Teachers from Generations X and Y 	Çökerdenoğlu (2019)	1
Generational motivation differences	<ul style="list-style-type: none"> • Teachers from Generations X and Y 	Çökerdenoğlu (2019)	1
Intergenerational differences in work perception	<ul style="list-style-type: none"> • Family businesses with individuals from the 1st, 2nd, 3rd and 4th generations 	Yetkin (2020)	1
Intergenerational differences and similarities	<ul style="list-style-type: none"> • Turkish children's literature works of 3 generations before 1980, between 1980-2000 and after 2000 	Ayhan (2022)	1
Intergenerational value differences	<ul style="list-style-type: none"> • 2 consecutive generations of mother-daughter couples 	Kutlu (2020)	1

When the topics related to the main theme intergenerational difference considered, Different generations' work values, Intergenerational attitude differences take the lead. Other different topics in different fields like Linguistic differences, Generational motivation differences and Intergenerational differences and preferences in technology use are also used as topic.

Intergenerational learning is chosen by 3 authors and they used it as main theme. It can be seen in table 4.

Table 4. *Theses written about intergenerational learning*

Topics	Research Group	Writer of the Thesis	Frequency
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Intergenerational learning between teachers	<ul style="list-style-type: none"> •Teachers from the baby boom generation, generation X and Y generation 	Kazak (2016) Çelik(2019)	2
Intergenerational Learning	<ul style="list-style-type: none"> • Students studying in 4th grade and elderly individuals over 65 years old 	Aydınbaş (2021)	1

Considering intergenerational learning topic, it mainly focuses on School environment because all of three theses related with teachers and students.

Within the concept of intergenerational solidarity, Intergenerational solidarity between teachers is the one that is preferred more than other topics. It can be seen in table 5.

Table 5. *Theses written about intergenerational solidarity*

Topics	Research Group	Writer of the Thesis	Frequency
Intergenerational Solidarity at work place	<ul style="list-style-type: none"> •Representatives of different generations at work 	Coşkun (2021)	1
Intergenerational solidarity between teachers	<ul style="list-style-type: none"> • Different generations at work • School administrators representing Baby Boomers, Generation X and Generation Y • Individuals from different generations working in schools • Teachers from the Baby Boomers generation, X and Y generation 	Coşkun(2021) Dedeoğlu(2020) Şensoy(2022) Hiçyılmaz(2021)	4
Intergenerational solidarity between university students	<ul style="list-style-type: none"> •2nd and 3rd generation university students 	Sevim (2019)	1

Intergenerational Solidarity at work place, intergenerational solidarity between university students are the other topics that authors focused on considering intergenerational solidarity.

Intergenerational climate is one of the least preferred main themes. Only two theses used intergenerational climate in their studies. It can be seen in table 6.

Table 6. *Thesis written about intergenerational climate*

Topics	Research Group	Writer of the Thesis	Frequency
Generational perceptions of work	<ul style="list-style-type: none"> •Individuals from the X, Y and Z generation 	Güzel Özbek (2022)	1
Intergenerational climate in this schools	<ul style="list-style-type: none"> •Teachers from the baby boom generation, generation X and Y generation 	Kazak (2016)	1

The main theme of intergenerational climate has the lowest rate among the identified themes generational perceptions of work and Inter-generational climate at schools are the two topics related to this main theme

Intergenerational conflict is also used as main theme in theses and it was used in seven theses. It can be seen in table 7.

Table 7. *Theses written about intergenerational conflict*

Topics	Research Group	Writer of the Thesis	Frequency
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Intergenerational conflict and pressure	<ul style="list-style-type: none"> • 1st, 2nd and 3rd generations • Nurses from Generation X and Y • 2nd and 3rd generation university students 	Arslan (2019) Sevim(2019) Ergin(2019)	3
Intergenerational conflict	<ul style="list-style-type: none"> • Nurses from Generation X and Y • 2nd and 3rd generation university students • Silent Generation, Baby Boomers, Generation X and Generation Y • Individuals from the X and Y generation 	Ergin(2019) Sevim(2019) Kaleli(2019) Mutlu(2019)	4

Intergenerational conflict between different generations, occupations and individuals consists the topics and was studied by 7 different authors.

Intergenerational communication is also one of the least preferred main themes and only two studies were conducted about the main theme. Table 8 shows studies.

Table 8. *Theses written about intergenerational communication*

Topics	Research Group	Writer of the Thesis	Frequency
Intergenerational communication	• Family businesses with individuals from the 1st, 2nd, 3rd and 4th generations	Yetkin (2020)	1
Intergenerational dialogue/communication	• Individuals from the X and Y generation	Mutlu (2019)	1

Intergenerational communication is not preferred by most of the authors and the topics related to main theme is Intergenerational dialogue and communication

Ageism between the different generations also studied in theses. Two theses are about ageism main theme.

Table 9. *Theses written about ageism*

Topics	Research Group	Writer of the Thesis	Frequency
Ageism	• 2nd and 3rd generation university students	Sevim (2019)	1
Ageism	• Individuals from the X, Y and Z generation	Güzel Özbek (2022)	1

Studies about ageism seems new comparing to other topics and main themes. Studies done in 2019 and 2022.

In addition, there are other themes about intergenerationality, it is showed in table 10.

Table 10. *Other themes about intergenerationality*

Topics	Research Group	Writer of the Thesis	Frequency
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Intergenerational Space	•Teachers from the Baby Boomers, X and Y generation	Hiçyılmaz (2021)	1
Intergenerational leadership perception	•Teachers from Generations X and Y	Şahin (2019)	1

Both the studies related to intergenerational are about teachers and intergenerational space and intergenerational leadership perception are the topics of theses.

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The concept of generation demonstrates that some fundamental features are transmitted from the older generation to the younger generation and, at times, vice versa, in similar forms. Considering the differences in the topics of the theses on intergenerational, it becomes apparent that the concept of intergenerational is broad and suitable for research in various fields such as economics, psychology, sociology, education and political sciences (Apaydın, 2022; Kazak, 2016; Ağdelen, 2019; Coşkun, 2021).

In this study, it observed that the theses written on the concept of generation intergenerational is not very old. Studies have displayed that the oldest of the theses written on the concept of intergenerational in the field of Social Sciences written in 2016 (Marazyan, 2016; Öylü, 2016; Kurşuncu, 2016; Balci, 2016; Kazak, 2016). However, when the frequency of the studies examined, the year in which the concept of Intergenerational gained popularity and was most preferred as the subject of study was 2019. It was determined that 23 theses written at the Master's and Doctorate levels on this date.

The momentum, which had risen gradually until 2019 date, gradually decreased after this date to 9 theses. It observed that significant portions of the written theses are conducted using qualitative research methods. Among the data collection methods, within qualitative research, semi-structured interviews and focus group discussions stand out with 18 theses. It constitutes more than half of all data collection methods in qualitative research. The disruptions brought by the global pandemic, such as the inability to meet people face-to-face, might decelerate the speed of preference of these methods. Individuals whose physical distances have grown are gathering in virtual spaces instead of meeting in person and educational events, business meetings, and conferences increasingly conducted in virtual environments using internet-based platforms (Usta K. and Ersoy, 2022).

When the theses written on intergenerational examined, Istanbul Bilgi University is one of the two universities that has studied the concept of intergenerational the most and the concept of intergenerational discussed in the field of Psychology in all theses. There are not any other fields chosen in this University about intergenerational. Considering the productivity of this university about intergenerational and the numbers of theses written since 2016, other interdisciplinary studies that will done can promote the literature in the future. Istanbul University is the second, in terms of number of theses written in the field of Psychology on intergenerational. The difference between the two universities in the field of Psychology is that all of the theses written at Istanbul Bilgi University are at the Master's Level, while all the theses written at Istanbul University are at the Doctorate level.

Another University with the most theses written on intergenerational is Kocaeli University. All of the theses written in Kocaeli University on intergenerational are in the field of Education and Training, which shows that Kocaeli University has a great contribution to the literature in this field. The third university where the concept of intergenerational is most studied is the Middle East Technical University and the concept of intergenerational differs a little from other universities and become

homogeneous of Economics, Psychology, Political Sciences and Sociology (Çabuk, 2020; Öylü, 2016; Kurşuncu, 2016; Kiziltepe, 2020; Tekbaş, 2020). The third most studied field among the theses written on intergenerational is sociology and the first theses written in this field were in 2019 (Bakar, 2019; Baş, 2019).

In this study, we tried to reach some thematic findings about intergenerational. The main themes have identified as Intergenerational transfer, intergenerational difference, intergenerational learning, intergenerational solidarity, intergenerational climate, intergenerational conflict, intergenerational communication, ageism and two other main themes, which are about Intergenerational space and Intergenerational leadership perception. The examined theses revealed that the theme with the least frequency is Intergenerational Climate, Ageism and intergenerational communication. Intergenerational Space (Hiçyılmaz, 2021) and Intergenerational leadership perception (Şahin, 2019) are the two topics, which labelled as other main themes.

In the examined theses, it has been determined that the theme of Intergenerational Transfer has the highest frequency. Theme of intergenerational transfer preferred, particularly in the theses written in the field of psychology. The theme Intergenerational transfer is the most preferred main theme. Intergenerational trauma transmission is one of the most preferred topic by the authors (Marazyan, 2016; Balcı, 2016; Sözer Dabanlıoğlu, 2018; Güngör, 2018; Özgür, 2019; Atalay, 2019; Tur, 2019; Kiziltepe, 2020; Apaydın, 2022; Ağdelen, 2019; Alparşlan, 2020). Considering most of the theses written about psychology, transfer of frame from one generation to another is a popular subject and the sampling groups are generally 3 different generations in these theses.

The other main theme that comes after the Intergenerational transfer theme is Intergenerational difference. Different generations' work values (Ergin, 2019; Kaleli, 2019; Mutlu, 2019), Intergenerational attitude differences (Saparbaeva, 2019; Kiriçoğlu, 2019; Ergin, 2019) and Intergenerational consumption differences (Pekmezci, 2017; Kavlak, 2022) are the main topics studied in this theme.

Considering the modern world and the importance of solidarity, theses written mostly about the intergenerational solidarity of people who are from different generations. The solidarity of generations has diversified as Intergenerational Solidarity at work place (Coşkun, 2021), Intergenerational solidarity between teachers (Dedeoğlu, 2020; Hiçyılmaz, 2021; Coşkun, 2021; Şensoy, 2022;) and Intergenerational solidarity between university students (Sevim, 2019).

Considering all the themes and subthemes of the theses, the concept of the intergeneration has not been analysed in terms of technology as a research area. In some theses, technology examined with in a relation to intergeneration (Genç, 2019; Tur, 2019) but no sufficient study about the technology itself. Word is changing rapidly, people have to keep up with latest new technologies so there is a gap in this field, and studies related technology and intergeneration can be a solution to fill this gap.

SUGGESTIONS

The concept of intergenerational is very broad. It is a field that is studied and theses can be written in many fields from business to education, from psychology to sociology, from economy to tourism where there are relations between different generations. The fact that the studies carried out are especially concentrated on the theme of intergenerational transmission shows us that it is appropriate to work on intergenerational issues in other fields and themes. This study is limited with the intergenerational theses written between the years 2016-2022 at YÖKTEZ on Social Studies Field.

When we consider the distribution of topics there are explained in the introduction part such as ageism, Intergenerational abuse, intergenerational communication, which are preferred less comparing to intergenerational transfer or learning can be new areas to study and write theses. For this reason, this study will be the effective guide on which field to study and on which topics to study mostly in the future. Moreover, similar study can conduct and articles related to intergenerational and other researchers can do their analyses. Another suggestion for researchers that they can examine and try to find background reasons why the topic intergenerational has rapidly lost its popularity after 2019.

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