






Analyzing the causes and factors of the difference between the girls of the generation Z and the previous generations in Iran from the perspective of social psychology

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ABSTRACT

Objective: Generation Z is a generation of teenagers and young people who were born and grew up during the pandemic of social networks. This generation under the influence of these technologies has many differences with previous generations. Therefore, the current research aims to analyze the causes and factors of the difference between the generation girls and the previous generations in Iran from the social psychology perspective.

Method: The current research was qualitative research using grounded theory. For this purpose, a part of the qualitative data from the existing research was used. In addition, in order to collect data through semi-structured interviews, the population of this study was divided into two categories. The first group were experts in this field and the second group was also formed by Generation Z people of Tehran. Then, 6 experts and 23 teenagers were interviewed using available sampling method and based on opinion saturation.

Results: From the analysis and analysis of qualitative data, 3 selection codes, 9 core codes and 38 open codes were obtained, divided into three core categories, 9 core categories and 38 components. It was categorized.

Conclusion: The results showed that the causes and factors of the difference between the girls of the next generation and the previous generations are in three main categories: 1) environmental causes, 2) cultural disjunction and 3) individual and internal factors are replaced.

Keywords: generation Z girls, differences between generations, Iran, social psychology, causes and factors.

1 Introduction

People born from 1995 onwards are called *Generation Z* (Mokry et al., 2016). Generation Z is a generation of teenagers and young people who were born and grew up

during the epidemic period of the spread of social networks. Under the influence of these technologies, this generation has many differences from previous generations. Prensky (2001) called this generation of today's youth *digital natives*; Because they have never experienced life without the

Internet. This is one of the unique characteristics of this generation because no other generation has ever had easy access to the Internet and other technologies from the beginning of their lives (Prensky, 2001). Mokry et al. (2016) believe this generation has a very different perception of the world due to its connection with technology since birth (Mokry et al., 2016).

Measuring generational differences can be both simple and challenging. In this regard, there are two common methods. First, generations can be compared cross-sectionally on any variable in a single survey study. For example, one variable can be compared between generation Z society and the generation of the 50s and 40s to identify the intergenerational difference. Another approach is an intertemporal comparison using samples of people of different ages in different periods. For example, he studied a sample once between the ages of 15 and 20 and once between the ages of 40 and 45 to identify generational differences (Campbell et al., 2015). However, the challenge remains to test the sources of generational differences that underlie the generational differences obtained using these approaches. These cases can be affected by age, time period, generational, and group factors. In fact, each of the methods can yield some of these. Therefore, both methods are necessary to find accurate and comprehensive results (Campbell et al., 2015).

There are three prominent models regarding the generational change. The first model is the circular model of Strauss and Howe (1991). This model is based on the rotating economic pattern called K waves or economic seasons. In this pattern, economic cycles become expensive or greedy, overextended, and paradoxical or fearful. Strauss and Howe (1991) believe that generational changes also follow this pattern, that this cycle starts from the old generations, and the contradiction in the new generations is created on this basis and continues in this way (Campbell et al., 2015; Strauss & Howe, 1991). The second model is the modernization model, which states that cultures move in a continuous process of modernization in which individualism, civic participation, and tolerance increase (Inglehart & Welzel, 2005). This theory says that societies develop in predictable stages with generational progress in reaching individualistic and homogeneous societies (Campbell et al., 2015). The last model is a model based on extrinsic individualism (Twenge, Campbell, & Freeman, 2012). This model predicts that generations will move toward greater outward self-focus (e.g., narcissism and materialism), lower civic participation, lower trust, higher

self-expression, and less inward focus (e.g., finding philosophical meaning in life) (Campbell et al., 2015). In this regard, the study of Twenge, Campbell, and Freeman (2012) showed that the current generation has decreased in the variable of civic participation compared to previous generations (Twenge, Campbell, & Freeman, 2012).

According to Katz (1974), the changes that occur in society are due to discontinuities, differences and incompatibilities in the social system, which can have internal or external roots, which include: 1) a set of internal conflicts in a society After that, there is a conflict in the interests of social classes. 2) Competition of individuals and groups for rewards in society. 3) Inconsistency in the growth rate of different parts of the society (such as subcultures) 4) Separation of generations based on age in the social context. 5) external environmental contracts and conflicts such as various external conflicts and cooperations (Katz, 1974).

Twenge, Campbell, and Freeman (2012) consider the basis of generational differences to be cultural differences. They believe that when the culture changes, the socialization of the young members of that society is different and based on new and different values compared to previous generations; So that it can be said that the culture of each generation is different from another generation (Twenge, Campbell, & Freeman, 2012), which means the value and normative differences between generations.

One of the views of social psychology regarding generational differences is the "great gap" view. According to this view, there are fundamental differences between the new generation and the previous generations; This means that there are irreconcilable differences between the age groups that characterize different generations, and the force of these differences leads to very rapid cultural changes (Bengtson, 1970).

Twenge and Donnelly (2016) investigated generational differences in the reasons for going to university in their research. Their research showed that generation Z is more influenced by external motivations and factors, while the previous generations entered the university more with internal motivations (Twenge & Donnelly, 2016). Therefore, generation Z is influenced by the environment more than its previous generations.

In the past, access to today's technologies was only available to a particular class of society. In contrast, today, even the lower classes of society are economically able to provide devices such as smartphones and computers (Turner, 2015). As a result of this and due to technological advancements, generation Z has quickly adapted to it and has

experienced interaction and communication with the whole world since childhood (Turner, 2015). Turner (2015) considers parents to be one of the factors that play a major role in creating a gap between the Z generation and older generations. He believes that parents have accelerated the process of the intergenerational gap by providing facilities and early access to technology for their children. So, the chance of socializing in a way other than technology has been limited for this generation. Also, he admits that social networks and their use at a young age have made the socialization and adoption of values and norms of this generation less affected by the society in which they live (Turner, 2015).

One of the differences between Generation Z and other generations is playing computer games. Studies have shown that dopamine released in the brain's limbic system of those who play computer games is comparable to the level of dopamine described in people who consume amphetamine (Rainie & Wellman, 2012).

From a psychological point of view, the use of technology in Generation Z has caused them to lose the opportunity to learn healthy coping skills. As a result, they have a lower ability to face obstacles than previous generations (Turner, 2015).

In addition, the possibility of instant pleasure and reaching pleasure at any moment through technology and the Internet has made them spend less time than the previous generation to sit and think and reflect on complex issues. Therefore, this generation has less ability to think deeply and focus on important issues and they feel less need and necessity for it (Turkle, 2011).

The high volume of technology consumption has the potential to disrupt neurological development. For example, empirical evidence shows that watching 1 to 3 hours of television (or movies and series) per day is associated with a high risk of attention problems at the age of 7 years (Steyer, 2012). Also, Steyer (2012) showed that the cognitive parts of this generation that drive impulsivity are constantly being neurologically stimulated through the bombardment of text messages, computer games, and cell phone notifications. Also, the possibility of reaching any answer through search engines in just a few seconds has changed the way this generation focuses, writes and reacts (Steyer, 2012).

In relation to smartphones, it can be said that this technology has made it possible to meet the needs that were previously met with several special devices, now in the form of one device and in a more advanced way. This way of meeting needs has made this generation more dependent on

mobile phones than others, so it has become a device with which "everyone can work". While this is not the case for the past generations, they see the mobile phone as a device that can solve only a part of their needs (Palley, 2012; Turner, 2015).

Also, in relation to the Internet, research shows that Generation Z feels emotionally dependent on the Internet, and the link that exists between this generation and technology is emotional dependence (Turner, 2015). Generation Z has easy access to all kinds of content, including pornographic content, violence, self-harm, how to make weapons, etc., and this has made people much younger than in the past get information about this (Turner, 2015).

Also, due to the advancement of technology, face-to-face communication has decreased significantly, and generation Z has gotten used to this way of communication from the beginning; it has led to an increase in individualism and a decrease in group activities. (Rainie & Wellman, 2012). Research has also shown that this leads to disruption in the development of communication skills in children of this generation (Turner, 2015).

Media and communication explosion have contributed to increasing multiple activities simultaneously instead of focusing on one activity. As a result, instead of focusing on one thing, people are constantly able to focus incompletely on several subjects. One of the negative results of this phenomenon can cause people to be practically not involved in anything and do nothing and only try to follow everything while doing nothing, which is a very stressful and inefficient process (Firat, 2013). Also, one of the phenomena this generation faces has been called "absent presence". This term means that a person is present in a place while his social attention and communication focus is not related to that place and is somewhere else (Rainie & Wellman, 2012).

According to the said content, it is important to consider culture in intergenerational differences. Since there is a lack of research in identifying the factors and causes of differences between generations in Iran, and the studies conducted, have often only considered its sociological aspects, in addition to the fact that such a study is necessary for every society and has undeniable importance. The purpose of the current research was to analyze the causes and factors of the difference between the girls of generation Z and the previous generations in Iran from the perspective of social psychology.

2 Methods

2.1 Study design and Participant

The current research was qualitative research in which the grounded theory was used. Semi-structured interviews and library studies were used to collect qualitative data. For this purpose, a part of the qualitative data from the existing research background, from the articles and books available internally (such as MAGIRAN, Noormags, SID and CIVILICA) and foreign (such as Google scholar, Pubmed, Scencedirect, etc.) databases and citations were used. In order to collect data through interviews, the statistical population of this study was divided into two categories. The first group was the specialists and experts of this field, and Generation Z of Tehran formed the second group. The available method was used for sampling. The interviews were first conducted with the generation Z sample, and the sample size was determined based on theoretical saturation. Based on this, the sample size of generation Z was determined to be 23 people. Then interviews were conducted with professors of psychology and sociology, which ended after 6 interviews based on theoretical saturation. It should be noted that 10 professors and experts confirmed the face and content validity of the interview questions.

2.2 Measurements

Semi-structured interview was used to collect data.

2.2.1 Semi-structured interview

One of the data collection tools in qualitative research is the interview. The semi-structured interview includes open

questions about the research topic. In a semi-structured interview, questions are included with a focus on the topic to be covered, and the interview process and answers are different for each individual. This tool provides the possibility to contact the interviewee, and with its help, one can understand the in-depth evaluation of the interviewees' perceptions, attitudes, and opinions.

2.3 Data Analysis

The qualitative data were analysed using grounded theory method.

3 Findings and Results

In order to analyze qualitative data using grounded theory, coding was done in three stages: open coding, central coding and selective coding. All mentioned categories and concepts were examined in the open coding stage and no core or core categories were analyzed. In the following, the process of open coding was such that after examining the qualitative data, tagging expressions, concepts and keywords was done in order to extract categories. Axial coding is done to categorize the categories. This stage aims to establish a relationship between the categories extracted from the open coding stage. After extracting the core categories, selective coding is used to extract core or main categories. The [Table 1](#) reports the categories extracted through open coding, axial coding and selective coding (See [Table 1](#)).

Table 1

Open, axial and selective coding of qualitative data

Core or main category (selective coding)	Axial category (axial coding)	Components (open coding)
Underlying causes	Technology	Exposure to technology from birth Ease of communication with the whole world Easy access to a wide range of information High social contagion through technology Getting information from various sources instead of reliable sources
	Media	Information bombardment Video games Audio, video and text media News media Social networks and messengers
	Sociocultural	Failure to adopt and internalize values through previous generations Lack of socialization based on Iranian values and norms

Generation disjunction	Verbal	The existence of subcultures specific to the Z generation
		Feminist movements
	Life style	Cultural influence
Individual and internal factors	Sociocultural	Low influence and involvement of parents in children's socialization
		Lack of intergenerational mutual verbal understanding
	Personality and behavior	Using different literature and vocabulary compared to previous generations
		Using new intangible words for previous generations
		Orientation to western lifestyle
Psychological	Technology-based lifestyle	
	Change in sources of pleasure and entertainment	
Thoughts attitude, beliefs (cognitive)	Isolated groups and subcultures	
	Group and intergenerational communication in isolation from society	
	Impulsiveness	
	Independence	
	Low self-regulation	
	Low social participation	
	External motivation	
Low self-awareness towards personal values and identity		
High Affectability		
Being empty of meaning and absurdity		
Superficial thinking and not going deep		
Negative attitude towards any traditions, values and traditional norms		
Sexistattitude towards social structure and resources		
Sexist attitude and bias towards marriage		

3.1 Underlying causes"

After the end of the coding process, the first core category was contextual causes. This category refers to the factors that have prepared the conditions and platform for the emergence of inter-generational differences. Data analysis based on axial coding shows that the core category of underlying causes includes three core categories: 1) technology, 2) media, and 3) socio-cultural factors.

3.1.1 Technology

Axial coding showed that the sub-category of technology is placed in the core category of underlying causes; This means that technology can provide a platform for the formation of intergenerational differences. Also, based on open coding, this central category includes 5 components, which are: 1) exposure to technology from birth 2) ease of communication with the whole world 3) easy access to a wide range of information 4) high social contagion of Through technology 5) receiving information from various sources instead of reliable sources.

3.1.1.1 Exposure to technology from birth

This component was proposed based on the background of the research, which was also mentioned in some interviews. As it was mentioned in the introduction, one of

the aspects of distinguishing generation Z from the previous generations is that they do not experience life without technology. This issue creates a major difference between the context in which the Z generation grows and the context in which the previous generations grew up. In other words, since people are influenced by the environment in their growth process, this issue causes undeniable and unavoidable effects on the next generation.

3.1.1.2 Ease of communication with the whole world

One of the components that was achieved according to open coding was the ease of communication with the whole world. This component shows that one of the underlying causes that caused the difference between generation Z girls and women of previous generations is the advancement of technology and the ability to make easy contact with all the people of the world. This component shows that Generation Z deals with cultural exchanges in relation to different people from an early age. Due to the fact that this happens in the socialization process of generation Z, it can be mentioned as one of the underlying causes that caused intergenerational differences.

3.1.1.3 Easy access to a wide range of information

Since childhood, generation Z has access to data that previous generations could not easily access. For example,

as mentioned in the introduction, this generation can get information about anything through the Internet. Having this information can be considered as a component of the underlying causes of differences between contexts that happen at the same time as acquiring values and norms and internalizing them. Since generation Z acquires this information especially at the age of puberty and intellectual development, it is certainly influential in the formation of his personality and leads to the emergence of inter-generational differences.

3.1.1.4 *High social contagion through technology*

This component was extracted based on the theory of social contagion and was also mentioned in the interview of one of the experts. Technology, especially social networks and messengers, is a new platform where social contagion can take place.

3.1.1.5 *Getting information from various sources instead of reliable sources*

In the past, the main source of scientific information was authentic books and articles, but today, various data are provided on the internet, many of which are unreal or distorted. In addition, access to this information is very easy, and this ease makes the new generation get their information from different sources instead of reliable sources. This phenomenon, which was created due to the existence of technology, causes a conflict between the information of the z generation and the previous generations. In other words, receiving information from various sources instead of reliable sources causes inter-generational differences.

3.2 *Media*

The media can be considered as one of the underlying causes because the quality and quantity of the media and their influence on the people have changed compared to the past. This central category includes five components as follows: 1) information bombardment 2) video games 3) audio, video and text media 4) news media 5) social networks and messengers.

3.2.1 *Information bombardment*

The huge amount of media has caused information bombardment, so that people are exposed to the data broadcast by the media during the day whether they like it or not. In addition, generation z themselves are more exposed

to multiple media. Therefore, more than others are affected by this information bombardment. In addition, this phenomenon has an indirect effect on generation z, so that it disturbs people's senses and concentration. It also takes away the opportunity to verify this information from people. Considering that generation z is more exposed to information bombardment and that the age of this generation requires higher impressionability, information bombardment can be seen as one of the underlying conditions for generational differences.

3.2.2 *Video games*

Video games were found in both the interviews and background research. Based on the interviews, the content of video games directly affects the personality and cognition of children and adolescents, which the analysis based on the central coding placed it in the central category of media from the main category of underlying causes.

3.2.3 *Audio, video and text media*

Audio, video and text media are the core components of the core category of media. Part of the use of these media can be seen in all generations, but generation z is different in both the amount of use and the variety of its use. It should be noted that the content of these media is also related to values and norms, and this can be effective in the growth of generation z. Therefore, it can be mentioned as one of the underlying causes.

3.2.4 *News media*

The news media has an impact on the lives of all people by publishing sometimes contradictory information. The difference between this generation and the previous generation is that generation z follows all kinds of news media from different cultures and countries since childhood, which is influential in the socialization of this generation. Therefore, news media can be considered as one of the underlying causes of inter-generational differences.

3.2.5 *Social networks and messengers*

Social networks and messengers as media have a prominent role in the life of generation z. These people can easily exchange their information and culture in this way and get to know different cultures from a young age. This itself leads to generational differences as a background cause.

3.3 *The socio-cultural factors*

This central category, as a category of underlying causes, refers to cultural and social factors that have provided the conditions and platform for generational differences. Axial and open coding finally yields 6 components of this category, which are: 1) lack of adoption and internalization of values through previous generations 2) lack of socialization based on Iranian values and norms 3) existence of specific subcultures generation z 4) feminist movements 5) cultural influence 6) influence and low involvement of parents in children's socialization.

3.3.1.1 *Failure to adopt and internalize values through previous generations*

This component shows that the z generation does not take its values from its past generations. This factor causes cultural and especially value differences between the z generation and other generations. Therefore, it is mentioned as a component of socio-cultural underlying causes.

3.3.1.2 *The existence of subcultures specific to the z generation*

The developments in the world have made the z generation capable of creating wide and diverse subcultures. Since becoming a member of these subcultures has a direct effect on the formation of personality and socialization of people in the z generation, it is one of the underlying causes of intergenerational differences.

3.3.1.3 *Feminist movements*

The interviewees mentioned the spread of feminist movements as one of the factors that make Iran's generation z girls different from other generations. The ideas presented by these movements are generally extreme and are in conflict with the culture of Iranian society and past generations. Nevertheless, generation z has been influenced by these ideas and feminist movements are one of the underlying socio-cultural causes of inter-generational differences.

3.3.1.4 *Cultural influence*

Cultural influence is one of the issues that developing countries like Iran are dealing with. This issue especially targets the current generation, i.e. Generation z, and considering the existing and powerful tools for exerting

cultural influence, it can be considered as one of the underlying causes of intergenerational differences.

3.3.1.5 *Low influence and involvement of parents in children's socialization*

Based on the qualitative data obtained from the interviews, after coding and analyzing the data, it can be seen that parents are less involved in the socialization process of generation z than in the past. On the other hand, the family is one of the most important institutions for children's socialization, and weakness in this institution leads to intergenerational differences. In addition to the parents, this weakness is also rooted in the children's attitude towards the family.

3.3.2 *Generational disjunction*

Disjunction was a concept that was obtained in this research after the coding process. In other words, generational disjunction as a main category in the factors of generational differences states that the different behaviors and the different society that makes the two generations different on the surface, if it creates a separation and break between the generations, it can lead to the occurrence of much deeper gaps and differences. Be made in other words, "generational disjunction" expresses how the differences themselves can create and strengthen intergenerational differences. On the other hand, generational disjunction refers to the fact that the members of the z generation are separated from the previous generations, causing differences and other differences. In this research, axial coding showed that the core category of "generational disjunction" consists of three core categories, which are: 1) verbal, 2) lifestyle, 3) socio-cultural.

3.3.2.1 *Verbal*

The verbal category expresses that linguistic and verbal differences between generations are one of the factors that cause intergenerational differences. This central category includes 3 components: 1) lack of mutual verbal understanding between generations 2) use of different literature and vocabulary compared to previous generations 3) use of new intangible vocabulary for previous generations.

3.3.2.2 *Lack of intergenerational mutual verbal understanding*

This component indicates that the lack of mutual verbal understanding causes distance between members of generation z and other generations. This distance and separation weakens the power of cultural transmission from the previous generation to the new generation. Therefore, the lack of mutual verbal understanding is a factor that validates the cross-cultural difference.

3.3.2.3 *Using different literature and vocabulary compared to previous generations*

When a generation uses different literature and vocabulary, it gradually distances itself from society and other generations and moves towards isolation. In addition, the members of the generation have the ability to communicate better with each other, and this distance increases until it reaches high levels of generational disjunction. Finally, it is in this way that the use of different literature and vocabulary creates profound intergenerational differences.

3.3.2.4 *Using new intangible vocabulary for previous generations*

Generation z creates new vocabulary on a daily basis that is made by this generation and is popular in social groups and subcultures specific to this. This daily and constant use of such words and terms makes this generation separated from others and can hardly communicate with others outside of themselves. Therefore, this component causes more cultural differences to emerge.

3.3.3 *Lifestyle*

Lifestyle as a central category of generational disjunction means that having a different lifestyle can cause separation and create a gap between generations. In this way, the differences between generations also increase. Qualitative data analysis showed that this category consists of the following components: 1) trend towards western lifestyle 2) technology-based lifestyle 3) change in sources of pleasure.

3.3.3.1 *Orientation to western lifestyle*

Generation z in Iran is influenced by the western culture and has become oriented towards the western lifestyle. In this regard, the adoption of such a lifestyle has increased the distance between this generation and the previous

generations, and this distance has led to being less exposed to their culture. In this way, the western lifestyle causes generational differences by creating disjunction.

3.3.3.2 *Technology-based lifestyle*

Everyday use and dependence on technology in life has made the lifestyle of generation z intertwined with technology. This tension pushes them more towards the virtual world and separates them from society. This separation and distancing from the society directly affects the socialization of the next generation and causes generational differences.

3.3.3.3 *Change in sources of pleasure and entertainment*

Generation z has very different entertainments from previous generations and their sources of pleasure are also different. These changes in entertainment and sources of pleasure are only possible with other members of this generation and earlier generations are less involved. This phenomenon leads to the separation of generation z from the society and other generations, which ultimately causes more generational differences.

3.3.4 *Socio-cultural*

The socio-cultural category as a central category of generational disjunction expresses the social and cultural components that separate this generation from the others and thus caused intergenerational differences. This central category consists of the following two components: 1) isolated groups and subcultures 2) group and intergenerational communication in isolation from society.

3.3.4.1 *Isolated groups and subcultures*

The existence of groups and subcultures that continue to work without the need to communicate with members of other generations and other people in society and fulfills the social needs of this generation. This phenomenon causes this generation to distance itself more and more from the society, and as it was said, this disjunction reduces the possibility of being influenced by the previous generations. Therefore, it causes more generational differences.

3.3.4.2 *Group and intergenerational communication in isolation from society*

This component is related to the previous component. The existence of such groups creates connections within a

generation that intensify this interaction of cultural exchange. These cultural exchanges, taking into account technology and the ease of communication regardless of location, make this generation more similar to each other around the world and become more distant from others. So that it can be said that the culture of this generation is very similar in the world and the culture of the country they live in has had less impact on them than intra-generational cultural exchange.

3.4 Individual and internal factors

The analysis of qualitative data and a look at the background of the research indicated that the differences between generations can be rooted in the individual and internal factors of the members of this generation. The extracted core categories of this core category are: 1) personality and behavior 2) psychological 3) thoughts, attitude and beliefs (cognitive).

3.4.1 Personality and behavior

The category of personality and behavior expresses the dimensions and characteristics of personality and behavior of the generation that causes cultural and social differences between generations. This category consists of 4 components, which are: 1) impulsivity 2) independence 3) low self-regulation 4) low social participation.

3.4.1.1 Impulsiveness

The background of the research and interviews indicated that one of the factors that make the culture of this generation different from others is their high impulsiveness. This feature causes impulsive reactions and decisions throughout life, especially during puberty. In addition, this feature can be influential in important decisions.

3.4.1.2 Independence

Generation z's independence has made them want to be different from other generations more. Therefore, it can increase generational differences.

3.4.1.3 Low self-regulation

Low self-regulation was expressed as a characteristic of this generation in the interviews, which can be a factor in the cultural differences between generation z and other generations. When self-regulation is low, an obstacle is

created in the process of internalizing values and socialization, which itself can lead to more generational differences.

3.4.1.4 Low social participation

Low social participation due to the fact that Iran is a collectivist society causes more differences in intergenerational values and norms.

3.4.2 Psychological

The central category of psychological factors indicates the psychological characteristics of generation z, which leads to cultural differences between generations. This category consists of the following 3 components: 1) external motivation 2) low self-awareness towards values and personal identity 3) high affectability.

3.4.2.1 External motivation

The research background and the qualitative data obtained from the interviews showed that the motivations of generation z are more external than internal. This is while the sources of motivation of the previous generations were more internal. On the other hand, external motivations are not only from the surrounding physical environment, and the advancement of technology has made it go beyond the country's borders and culture. In this way, external motivation can create cultural differences between generations.

3.4.2.2 Low self-awareness towards values and personal identity

Qualitative data indicated that this generation has low self-awareness regarding values and personal identity. In this way, this lack of awareness directly affects the value system and causes cultural differences between generations.

3.4.2.3 High affectability

High affectability was considered as a psychological component based on the coding done. Due to the bombardment of information and the existence of the media as well as widespread communication, this influence can cause more and more cultural differences between the z generation and other generations.

3.4.3 *Thoughts, attitude and beliefs (cognitive)*

This central category, which includes individual cognitive factors, expresses the thinking, attitude and beliefs of the next generation, which leads to the emergence of cultural differences between generations. The components of this central category are: 1) being empty of meaning and nihilism 2) thinking on the surface and not going deep 3) negative attitude towards any tradition, value and norms of tradition 4) gender attitude 5) attitude and bias towards marriage.

3.4.3.1 *Being empty of meaning and absurdity*

As mentioned in the introduction, this generation has distanced itself from giving meaning to life and is moving towards nihilism, which is a factor in the cultural differences between generations.

3.4.3.2 *Superficial thinking and not going deep*

One of the characteristics of this generation in the background of research and interviews was superficial thinking and not going deep in philosophical issues and important life issues. This feature gives the individual the opportunity to carefully analyze issues before internalizing anything and acknowledges cultural differences.

3.4.3.3 *Negative attitude towards any traditions, values and traditional norms*

The negative attitude towards any traditions, values and traditional norms has created an anti-value and anti-norm spirit in this generation. It can be said that this generation gains its value and identity from the struggle with old values, which is the basis of cultural differences between generations.

3.4.3.4 *Gendered attitude toward social structure and resources*

Based on the interviews, it can be seen that generation z girls deal with gender bias toward social relations and societal structures. In such a way that in his point of view, to analyze the issues in an illogical way, he also includes gender, and this is institutionalized in their value system and causes differences and cultural and value differences between generations.

3.4.3.5 *Sexist attitudes and bias toward marriage*

It seems that Generation Z attitude towards the issue of gender equality has taken on the aspect of bias and prejudice, and this issue is more prominent in the case of marriage than other issues, which in the case of Iran is in conflict with the existing culture and values. Thus, this gendered attitude and bias towards marriage creates intergenerational cultural differences between the girls of the generation and the women of the previous generations.

4 Discussion and Conclusion

This research aims to analyze the causes and factors of the difference between the girls of the new generation and the previous generations in Iran from the perspective of social psychology. Done. Data analysis showed that these factors could be categorized into underlying causes, generational disjunction, and individual and internal factors. The findings of this research are consistent with the results of some past studies (Bibi Razeghi Nasrabad & Fallahnezhad, 2018; Campbell et al., 2015; Esmaalizade & Rahmani, 2015; Firat, 2013; Inglehart & Welzel, 2005; Jahanbakhsh, 2016; Mokry et al., 2016; Palley, 2012; Prensky, 2001; Shabaniminaabad, 2020; Turkle, 2011; Turner, 2015; Twenge, Campbell, & Freeman, 2012).

The first core or main category from the data analysis was underlying causes. Underlying causes express the conditions and contexts that caused the differences between the girls of generation Z and the previous generations in Iran. The underlying causes are divided into three categories: 1) technology, 2) media and 3) socio-cultural factors. Technology as a central category includes the following components: 1) exposure to technology from birth 2) ease of communication with the whole world 3) easy access to a wide range of information 4) contagion High society through technology 5) in the loss of information from various sources instead of reliable sources. In general, it can be seen that the existence of technology and extensive developments in this field affect the life of this generation from the moment they are born (Prensky, 2001). Generation Z girls are able to communicate with the whole world through technology and can receive extensive information from various sources. Also, this phenomenon causes the formation of a huge communication network of Generation Z worldwide, which provides the basis for social contagion (Turner, 2015). The media itself consists of 5 components: 1) information bombardment 2) video games 3) audio, visual and text media 4) news media 5) social networks and messengers. In fact,

each of these components has messages in its core that effectively form the values and norms of the Z generation. Since this generation is exposed to the media and information bombardment during its socialization, the media can be considered one of the underlying causes of intergenerational differences among Iranian girls and women (Kanani, Mousavi, & Beygzadeh, 2019). Socio-cultural factors as underlying causes include 6 components: 1) lack of adoption and internalization of values through previous generations 2) lack of social acceptance based on Iranian values and norms 3) existence of small Cultures specific to generation Z 4) Feminist movements 5) Influence of culture 6) Influence and low involvement of parents in children 's social acceptance. These six components include things that have changed the background of the socialization process in a way that has led to cultural differences between the girls of the Z generation and the previous generations in Iran (Jahanbakhsh, 2016). The results showed that Iranian Z-generation girls are less influenced by Iranian culture and their parents during socialization. Also, the existence of cultural movements contrary to Iranian culture, especially feminist movements, and cultural influence are effective in this field. One of the important results obtained was the existence of subcultures specific to generation Z. This phenomenon makes the Z generation play a role in forming the values and norms that it internalizes.

The second core or main category obtained from the qualitative data was generational disjunction. The components of this category are divided into three parts: 1) speech, 2) lifestyle, 3) sociocultural. Generational disjunction is one of the important and new results obtained in this research. This concept refers to the fact that the gaps and separations between the generation and others cause the emergence or strengthening of intergenerational differences. It also shows that inter-generational differences can become a factor in the emergence or increase of differences. In other words, the distance and separation between generations destroys the possibility of transferring values, norms, and culture in general from previous generations to the next generation. The first central category, "verbal" Includes three components: 1) lack of mutual understanding between generations 2) use of different literature and vocabulary compared to previous generations 3) use of new and intangible words for Previous generations. Under the influence of technology and the ease of communicating with different cultures at a young age, Generation Z has many differences from its previous generations in terms of language, so that it affects mutual understanding and

communication with others (Esmaalizade & Rahmani, 2015; Shabaniminaabad, 2020). When this phenomenon intensifies, the generations become more distant from each other and the possibility of transferring culture from the old generations to the next generation decreases. Another central category is lifestyle, which includes the following components: 1) Western lifestyle orientation 2) Technology-based lifestyle 3) Change in sources of pleasure. This category and its components indicate that the lifestyle of the new generation has created a gap between the members of this generation and the previous generations of Iran. This distance is such that it can be said that joint activities between generation Z and others have been minimized and this can intensify and increase the differences between generations. The socio-cultural core category of the main category of cultural disjunction also includes two components: 1) groups and subcultures or 2) group and intergenerational communication in isolation from society. These components cannot be included in the underlying causes of intergenerational differences. Due to the fact that generation Z has a very large population, it can form groups and subcultures that include the large population itself. In addition, this population enables Generation Z to establish numerous intra-and inter-group communications. This issue can cause this generation to understand the social support and high social bond that is obtained from the members of the same generation and not the whole society.

The last main category is called "individual and internal factors". The components of this main category include the individual and internal characteristics of generation Z, which cause the emergence or strengthening of inter-generational differences. Individual and internal factors are divided into three main categories: 1) personality and behavior 2) psychology 3) thoughts, attitude and beliefs (cognition). The first central category includes four components: 1) isolationism 2) independence seeking 3) low self-regulation 4) low social participation. The second central category includes three components: 1) external motivation, 2) low self-awareness towards values and personal identity, 3) high emotional influence. Finally, the last central category includes 5 components: 1) Being empty of meaning and nihilism 2) Thinking on the surface and not going deep 3) Negative attitude towards any traditions, values and norms of tradition 4) Attitude Gendered towards social structure and resources 5) Gendered attitude and bias towards marriage. In general, it can be said that individual and internal factors include individual differences in terms of personality, psychology and cognition between the girls of

generation Z and previous generations, which leads to cultural differences. Generation Z is more influential than others and their main source of motivation is external. This generation tends to think superficially instead of deep and meaningful thinking and shows resistance to old traditions and cultures. Among the results, the gendered attitude of generation Z girls was one of the interesting findings of this research. The findings indicated that Generation Z girls have a biased view of gender instead of adopting an attitude based on gender equality. In the description of these findings, it can be said that this generation tends to analyze issues emphasizing gender. Such an attitude directly affects the values and culture of Z generation girls and has caused inter-generational differences.

5 Limitations

Every research has limitations and this research is no exception to this rule. Among these limitations, we can

mention the quality of the research data and the statistical population under study. Therefore, in order to generalize the findings of the research, caution should be observed. In addition, more research is needed in this field to confirm or reject the findings.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethics principles

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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