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Studying the Generation Culture of Iranian Academics based on Native Characteristics

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Extended Abstract

University is as a socio-cultural place in which generational relations flow intergenerational and within a same generation and it has effects on specialized services. The purpose of this research is to study the generations of Iranian academics and compare them with generations in the world to study the social characteristics of each generation in their ecosystems. The research method is documentary and analytical reasoning. In the theoretical discussions, there are five generations of Iranians corresponding to the five generations of the contemporary world; First generation: veterans/ Iranian constitutional generation; Second generation: Boomers/ the generation of Iranian nationalism; Third generation: generation X/ generation of modernization in Iran; Fourth generation: generation Y or Millennium/ Generation of Islamic Revolution; Fifth generation: Z or Net generation/ Generation of Post-Revolution. The first generation is familiar with the Mertonian norms and tradition of staying in an elite university. The second generation is accompanied by the growth of political norms and dominant scientific norms. The third generation is associated with the growth of politics and ideology along with learning science and then its conquest. In the fourth generation, growth has started, and the turn is from education to research and science two style sciences. In the fifth generation, knowledge has been a commodity and business, the rotation is from research to entrepreneurship along with a decline in the tradition of residence. The result is that the serious differences in the characteristics of the fifth generation in the last century have caused these different generations not be able to experience creative and effective academic lives.

Keywords: academic generation, generational qualities, academic atmosphere, academic life

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INTRODUCTION

The main issue is the generational life in the longitudinal and latitudinal relationships of academic generations. Latitudinal refers to the relationship between student generations and faculty generations and longitudinal relationship deals with the generations of faculty members. According to Mannheim, generation represents the common place of change, and in each generation, there are different dominant attitudes and life styles (Schäfers, 2004; Brooks, 2006).

Intergenerational and intra-generational relationships take in space. David Harvey has distinguished two aspects of space (domination and contingency): the space of structural and formal aspect and the innate space (Harvey, 2000, 2004). Academic requirements flow through these spaces.

During recent years, Iranian society has undergone rapid changes, which is unique in the world in terms of the division of the generation. This separation of the generation can be done among different generations of professors.

PURPOSE

This research seeks to recognize the generations in Iran and compare it with other countries in the last century, and it identifies the causes and backgrounds of generation developments and the characteristics of each generation.

METHODOLOGY

This research is in search of cognition of academic generations in Iran and in comparison to other countries in last century. So it is compatible to documentary studies and is done using the method of documentary study and analytical argument.

RESULT

There have been different divisions of generations. One of them is the quintuple formulation that was first seen in the United States and then in other societies of the world (Talghan, 2016; Chester, 2002; Huntley, 2006; Frey, 2007; 2010; Jovis, A., 2006) with an emphasis on the important events of contemporary history, five generations corresponding to Iranian developments and generations (Table 1) (Farasatkah, 2008).

Table 1: Comparison of Iranian Generations with Those of the Other Countries

Iranian generation	Generational attributes	The global generation	Generational attributes
Revolution Before 1320	Insecurity, shortcomings, modernization movement Attention: order, preservation	Off generation 1945-1925	Economic crisis, responsibility, saving, pessimism
Nationalism 1340-1320	Freedom, duality city and countryside Attention: Compete with positive self	Boomer's Generation 1964-1946	Prosperity, demographic explosion, desire for equality, rivalry

Iranian generation	Generational attributes	The global generation	Generational attributes
Renovation 1359-1341	Land reform, immigration, dissatisfaction, Islamic and cultural revolution Attention: Change Idea	X generation 1980-1965	Global developments, ideals, informal relationships
Generation of Islamic Revolution 1379-1360	Imposed War, Coupon Economy, Ceasefire, Communication Importance, Attention: IT and communications	Y generation 2000-1981	Internet, World Village, Information and Communication Technology, Web browsing, Outreach Needs, Skills,
Post-revolution 1380 onwards	Subsidies, boycott, inflation, social networking, Attention: Humor with cyberspace	Z Generation 2001 onwards	Global Dimensions of Violence, ISIL Rise, Sustainable Development, Growth of Social Networking

DISCUSSION

Faculty members of the universities are now formed more from the third generation. The fifth generation / post-revolutionary age isn't among the faculty. But from the first generation there is a small group of elderly professors at the university. Academic generations and faculty generations are represented in the course of the evolution of Iranian university models corresponding to the evolution of the university world. University is a social space in which intercontinental and intergenerational interactions occur. Managing, planning, teaching, researching, and specialized services, good or bad, happen in the meantime. University has a tumultuous nature and has a communication space of its kind.

CONCLUSION

The generation gap between a professor and a student can make university life controversial. When the moral and scientific credibility of the professor is eliminated, the relationship between the professor and the student becomes problematic; the complications we are involved with today. Two hypotheses (degradation and advancement) about the university are formed in the minds of the public, which, with a deeper look at the characteristics of the five generations, both hypotheses are equally endorsed; the Iranian university and knowledge have been downgraded somewhat and have progressed somewhat. Our space, mind and consciousness are influenced by the consumerist technological challenge. The main reason for the deterioration of quality is the lack of attention to academic norms, and its main cure is informal academic spaces, according to Harvey, these spaces are promising. In these spaces, there are new scientific circles that are developing.

NOVELTY

Previous studies have provided a general classification of academic generations. But the present research has the innovation that, in addition to providing a new generation of Iranian academics, compares it to generations of other countries and compares the characteristics of each generation in its life cycle. This research examines the actual actions and reactions of academics in the field of science and in the field of the university, which results in scientific and social application



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