GENERATIONAL DIFFERENCES IN WORK RELATED ATTITUDES AND THEIR EFFECTS ON EMPLOYEES PERFORMANCE IN PRIVATE UNIVERSITIES: EVIDENCE FROM KABARAK UNIVERSITY

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DECLARATION AND APPROVAL

Declaration

This research project is my original work and has not been presented to any other University for award of degree or diploma.

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Approval

This project has been presented for examination with our approval as University supervisors.

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DEDICATION

This work is dedicated to my lovely family; Jeremy, Mark, Brian and Joy for their support, unyielding love, patience and encouragement throughout my study period. To my cherished mother Christine Boinett for her devoted prayers and encouragement and to my dear Uncle Wilson Boinett for his enormous support both spiritually and financially.

ABSTRACT

Work attitudes such as organizational commitment, job involvement, job satisfaction and perceived organizational support have dual interest to organizational managers and represent important outcomes they may want to enhance. The defined generations in Kenya somehow differ from the USA and other countries. In Kenya, Generation X refers to individuals born between 1963 – 1978 while Generation Y refers to individuals born between 1979 and 1998. The purpose of this study was to determine if differences exist among Generation X and Generation Y on their level of job satisfaction, job involvement, organizational commitment and perceived organizational support. The objectives guiding the study were; to establish the difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University, to determine the difference in job involvement and job performance between Generation X and Generation Y employees at Kabarak University, to probe the difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University and to investigate the difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University. The key limitation of this study was that data could not be generalized because it was a case study of Kabarak University which is a Private University. A cross-sectional survey research design was adopted. The target population comprised of 300 Generation X and Generation Y teaching and non-teaching employees working in Main, Nakuru and Nairobi campuses. Stratified random sampling was used and a sample size of 171 was utilized. Structured questionnaire was used to collect primary data. A five point Likert scale was used to rate the extent of agreements by respondents from 5-strongly agree to 1-strongly disagree. Data was input using Microsoft Excel and analyzed aided by Statistical Package for Social Sciences (SPSS). Both descriptive mainly mean and non-parametric statistics were used to analyze data where Wilcoxon signed rank test was used to compare Generation X and Generation Y populations under study. A chi-square test was carried out. Findings were presented in figures and tables. The study revealed significant differences in job satisfaction ($Z = -6.02$, $p<.000$), job involvement ($Z = -8.99$, $p<.000$) and perceived organizational support ($Z = -5.95$, $p<.000$) in job performance of Generation X and Generation Y employees at Kabarak University. However, no significant difference was found with regard to organizational commitment ($Z = -4.10$, $p>.12$). It can be concluded that Generation X and Generation Y employees work related attitudes differed in job satisfaction, job involvement and perceived organizational support but did not differ in organizational commitment. The researcher recommends that private universities should incorporate work related attitudes in generation difference in their human resource policies for purposes of accommodating the variation in generations that affect employee behaviour in work environment. The researcher further recommends that a study be undertaken on the Generational differences in work related attitudes and their effects on employee performance in other private universities in Kenya and the sample should include Baby Boomers to establish whether they differ with Generation X and Generation Y in work related attitudes.

Key Words: *Generation X and Y differences, Job Satisfaction, Job Involvement, Organizational Commitment, Perceived Organizational Support, Employee Performance*

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ABBREVIATIONS AND ACRONYMS

ATM	**:**	Automatic Teller Machines
HIV	**:**	Human Immunodeficiency Virus
AIDS	**:**	Acquired Immunodeficiency Syndrome
POS	**:**	Perceived Organizational Support
SAPs	**:**	Structural Adjustment Programs
KMs	**:**	Kilometers

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Attitudes are evaluative statements either favourable or unfavourable concerning objects, people or events and reflect how one feels about something. In a workplace, individuals who have a positive attitude about their job and like what they are doing would be more willing to extend at work by working longer and harder. This illustrates that attitudes propel individuals to act in a specific way and context (Vecchio, 1995; Ivancevich & Matteson, 2002; Mullins, 2006; Robbins & Judge, 2007; Kreither & Kinicki, 2010).

Overall attitude towards someone or something is a function of the combined influence of components of attitudes namely; cognitive components, affective component and behavioural component. Cognitive component of an attitude consists of the person's perceptions, opinions and beliefs. It refers to the thought processes with special emphasis on rationality and logic. Evaluate beliefs held by a person are an important element of cognition and are manifested in the form of favourable or unfavourable impressions that a person holds towards an object, person or situation. Affective component of an attitude contains the feelings or emotions that one has about a given object or situation. The emotional component of an attitude is its most critical feature, which is often learned from parents, teachers and peer group members and is reflected in comments such as "I like......", "I dislike ......", and "I hope...." Behavioral component refers to how one intends or expects to act towards someone or something and is demonstrated by actions such as seeking or avoiding certain people and situations, purchasing a particular product and so on (Vecchio, 1995; Ivancevich & Matteson, 2002; Robbins & Judge, 2007; Kreither & Kinicki, 2010).

Work attitudes such as organisational commitment, job involvement, job satisfaction and perceived organisational support have dual interest to organizational managers and represent important outcomes they may want to enhance. These work-related attitudes tap positive or negative evaluations that employees hold about aspects of their work environment (Robbins & Judge, 2007; Kreitner & Kinicki, 2010). Job satisfaction is a positive feeling, pleasurable or positive emotional state about one's

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job resulting from an evaluation of its characteristics or appraisal of one's job. A person with a high level of job satisfaction holds positive feelings about the job (Nelson & Quick 2006; Robbins & Judge, 2007). Those with high negative affectivity are more likely to be dissatisfied with their jobs while challenging work, valued rewards, opportunities for advancement, competent supervision and supportive co-workers are dimensions of the job that can lead to satisfaction. Job satisfaction results from people's perception of their jobs and the degree to which there is a good fit between an individual and organization. Important factors such as pay, work itself, promotion opportunities, supervision, co-workers, working conditions and job security have been associated with job satisfaction (Ivancevich & Matteson, 2002).

Robbins and Judge (2007) elucidate that employees with high level of job involvement strongly identify with and care about the kind of work they do. They define job involvement as that which measures the degree to which people identify psychologically with their job and consider their perceived performance level important to self-worth. Psychological empowerment is a concept that is closely related to job involvement where employees believe in the degree to which they impact their work environment, their competence, the meaningfulness of their job and the perceived autonomy in their work. In workplace, managers can increase employee's job involvement by providing work environments that fuel intrinsic motivation which also can reduce employee turnover and are therefore encouraged to increase employees' job involvement as a viable strategy for improving job performance (Kreitner & Kinicki, 2010).

Organizational commitment reflects the extent to which an individual identifies with an organization and is committed to its goals. This commitment can be viewed as affective, continuance or normative. Affective commitment is an employee's intention to remain in an organisation because of a strong desire to do so and is driven by three factors namely; a belief in the goals and values of the organisation, willingness to put forth effort on behalf of the organisation and desire to remain a member of the organisation. Continuance commitment is an employee's tendency to remain in an organisation as the person cannot afford to leave. In this case, employees believe that it they leave, they will lose a great deal of their investments in time, effort and benefits and that they cannot replace these investments. Normative commitment is a

perceived obligation to remain with the organisation. Individuals who experience normative commitment stay with the organisation because they feel that they should. Normative commitment can be augmented by making sure that management does not breach its psychological contracts and by trying to enhance the level of trust throughout the organisation (Nelson & Quick, 2006; Robbins & Judge, 2007; Kreitner & Kinicki, 2010).

Robbins and Judge (2007) define perceived organizational support as the degree to which employees believe the organization values their contributions and cares about their well-being. It is believed that people perceive their organization as supportive when rewards are deemed fair, when employees have a voice in decisions and when their supervisors are seen as supportive. POS should increase performance of standard job activities and actions favourable to the organization that go beyond assigned responsibilities.

As Bohlander, Snell and Sherman (2000) stated, "You cannot teach an old dog the same way you teach a puppy". 21st century managers need to be concerned about changes in the makeup and expectations of their workforce and learn how to effectively lead a multigenerational workforce. Many organizations in the 21st Century would have four generations of employees working alongside one another and these generations have varying expectations of what they want or value from the workplace both from an intrinsic and extrinsic standpoint and therefore may prefer to be motivated differently. Most of the studies on generational differences have been done in the western context while numerous researchers have independently concentrated on Generation Y employees who are now entering or have already entered the workforce ignoring that Generation X and older generations still exist in the workplace. The ratio of these demographics however differ from country to country and from region to region as underscored by the Mannheim generations theory. Notably, each country or region has unique set of historical activities that is used to identify its generations (McCrindle, 2007).

Generally, the populations in the developed countries and especially the United States of America have been classified as either Generation X or Generation Y. This is based on specific events or happenings during the time individuals were born and

raised. Generation X also known as Gen Xers are those individuals born between mid 1960s and late 1970s who lived through less stable economic times than the previous generation in addition to occurrences such as the Acquired Immunodeficiency Syndrome (AIDS) calamity (Mondy, 2010). This generation according to Lin and Huang (1998) were well educated, creative, proactive, altruistic, materialistic and skeptical. They had a basic feeling of financial insecurity. They enjoyed spending money on vacations and they more likely avoided family responsibility and chose being single. They grew up during enormous industrial development and information explosive era with Cable TV and Internet. By the time older Gen Xers became teenagers, the personal computer revolution had begun. As young adults, Generation X drew media attention in the late 1980s and early 1990s, gaining a stereotypical reputation as apathetic, cynical, disaffected, streetwise loners and slackers.

According to Zemke *et al.* (2000) as cited by Yusoff and Kian (2013), Gen Xers were the first kids to be left home alone while both parents went off to work. They were forced to fend for themselves. As a result, they created a survival mentality about themselves. According to Gursoy, Maier and Chi (2008) employees fitting in this category are said to prefer to work smartly and will always be looking for their own ways to carry out their task than just follow what their seniors usually do. Their decisions to whether remain or leave organization basely depends on opportunities for professional development and prefer direct and immediate recognition and reward.

Generation Y also known as Millenniums or Gen Yers were individuals born between 1980 to 2000 (William, 2008). Thompson (2011) in a study on the America Gen. Y indicates that they grew up in the presence of digital media, school shootings, 9/11 terrorist attacks, AIDS, corporate scandals and grew up as children of divorce. They are a diverse generation with an open mind and acceptance for differences in race, gender, ethnicity, and sexual orientation. Gen Yers are confident, independent, techno-savvy, goal-oriented, entrepreneurial hard workers who thrive on flexibility. This is a generation that has had access to cell phones, personal pagers and computers since they were in diapers (Martin & Tulgan, 2001; Lancaster & Stillman, 2002; Meier & Crocker, 2010).

Ankita, Kinjal, Nikita and Divyaraj (2013) in their study found out that India's large Gen Y cohort is young and eager to learn and advance. Managing this workforce through robust talent identification and development plans will be the only way that organizations will reap the benefits promised by Young India. The Indian economy grew under liberalization and reform policies, the country was stable and prosperous and political power changed hands without incidents. With 65 percent of its population under the age of 35, India currently boasts to have one of the largest available workforces in the world.

Just as political, economical, social and technological changes influence the generational cohorts in the West and Asia; these are also likely to influence substantively the attitudes of the Kenyan generational cohorts. This can be concluded therefore that generation is influenced by its period's economic, political and social events and that generational context also may affect the way they work (Dittmann, 2005; Howe & Strauss, 2000).

To contextualize this generational cohort thinking in this study, Generation X will refer to individuals born between 1963 – 1978 while Generation Y will refer to individuals born between 1979 and 1998 which is a more representative period of the literature reviewed. Generation X hosts individuals born during the post independence period when Kenya gained its national independence in 1963. They lived during the reign of the first President of the Republic of Kenya who ruled until his death in 1978. During his reign, Kenya became one of the most stable and prosperous countries in Africa. His leadership style was skewed to authoritarianism. Politically, this was a period with only one party (BBC, 2015; Crawfurd, n.d). A key feature technologically, during the decade was the introduction of Automatic Teller Machines (ATM) and slight advancement of internet connectivity. HIV/AIDS epidemics in Africa hit dramatically the Kenyan population (Revolvy, n.d.).

This is the period Kenya tried to recover economically, following colonialism that left behind underdeveloped economies characterized by high levels of uneven development and external dependency, which fostered regional and ethnic tensions and made African states extremely vulnerable to external pressures. In the first decade of independence the state not only encouraged domestic and foreign private

enterprise but also created large public sector corporations and invested heavily in the physical and social infrastructure. The growth rates were high, averaging 6.6% between 1963 and 1973. But by the early 1970s, it had become clear that growth by itself was not a panacea as evidence mounted of persistent deepening regional and social inequalities, poverty and unemployment (Veney & Zeleza, 2013).

Generation Y was born during the reign of President Daniel Arap Moi. The significant political events during this time included; Republic of Kenya officially declared to be a one party state, an attempted military coup in 1982, multi-party elections, ethnic clashes and post election violence, demonstrations for democracy, the coalition government and terrorism attacks, HIV/AIDS declared a national disaster by the government (BBC, 2015; Revolvy, n.d.; Crawfurd, n.d). There was high technological advancement such as mobile banking, whatsup, facebook, skype, smart phones, flat screen TVs. The Moi presidency coincided with the bleakest period in postcolonial African history, the era of structural adjustment programs (SAPs) that created the conditions for the resurgence of struggles for the 'second independence' for democratization. SAPs were pursued with missionary zeal by the International Financial Institutions; especially the International Monetary Fund and the World Bank who imposed such adjustments on the developing countries experiencing difficulties with their balance of payments. The SAPs called for a minimalist state and extension of the market logic to all spheres of economic activity and the results were disastrous for African economies. Kenya's economic growth rate went from 6% in 1973 to 4% in 1990 and 0% in 2000 (Veney & Zeleza, 2013).

According to the Kenya Labour Market Profile 2014 report, Kenya's labor force stood at 16.6 million workers and each year 800,000 individuals enter the job market, competing for 50,000 jobs in the formal sector. The same report revealed that the employment rate for those aged between 15 years and 24 years was 33% while those aged 25 years and above was 76%. This is a clear indication that the labor force market in Kenya encompasses both Generation X and Generation Y.

Kabarak University as a chartered private university in Kenya has seen significant growth in its workforce. At its inception in 2002, the University had 59 employees and according to the Human Resource database, this workforce currently stands at

332 in both teaching and non-teaching category, distributed across seven schools and ten administrative departments excluding use of workforce that are on outsourced tasks, e.g. cleaning services. Among this workforce, there is a good representation of both Generation X and Generation Y. It is worth noting that over the last five years the University has continued to enhance the teaching and non-teaching capacity by employing more staff in order to meet the growing demand for quest for higher education.

1.2 Statement of the Problem

Marston (2010) posits that in many organizations generational issues are a common and continuing problem that have an all-encompassing impact and can lead to employee unhappiness and ultimately loss of employee productivity. Part of this challenge is linked to the existence of a multi-generational workforce within the same organization. He argues that such a scenario introduces a mix of clashing values, beliefs and attitude. Further, each generation assumes that the succeeding generation will experience the same desires, have the same values and appreciate and cherish the same things in an unchanging continuum which potentially affects organizational productivity or performance.

The Kenyan Generation X was born between 1963 and 1978, during the post independence period and raised during the reign of the first and second presidents. This period was characterized by historical events such as one- party rule, introduction of ATM machines, internet, HIV/AIDS pandemic, poverty and unemployment while Generation Y born between 1979 and 1998 grew up under the leadership of the second president with defining historical events such as attempted military coup, multi party elections, ethnic clashes, post-election violence, coalition government, HIV/AIDS, technological advancement and terrorist attacks (BBC, 2015; Crawfurd, n.d).

Kabarak University currently has a total of three hundred and thirty two (332) employees. Under this classification, Generation X constitutes 39% while Generation Y takes 51%. The remaining 10% are classified as being born before independence. In the West, studies have shown that these cohorts display different attitudes which affect their job performance. The University has formulated a five year Strategic Plan

(2016 – 2020) and in this plan the expectations of the University in the next five years is to be fully self-sustaining. This achievement has deliberately been pegged on the improvement of employee performance (Kabarak University Strategic Plan 2016 - 2020, 2016).

In view of the aforementioned, the leadership at Kabarak University needs to be cognizant of generational differences so as to understand how these cohorts work and come up with strategies of enhancing job performance. If empirical information is not availed to enable the management professionally and strategically manage this multi-generational workforce, the overall goal may be difficult to achieve. It is against these facts that the researcher aims to undertake a study on the generational differences in work related attitudes such as job satisfaction, job involvement, organizational commitment and perceived organizational support on employees' performance in private universities.

1.3 General Objective

The general objective of this study was to establish the generational differences in work related attitudes on employees' performance in private universities.

1.3.1   Specific Objectives

i.   To establish the difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University.

ii.   To determine the difference in job involvement and job performance between Generation X and Generation Y employees at Kabarak University.

iii.   To probe the difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University.

iv.   To investigate the difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University.

1.4 Research Hypotheses

H_{01}:   There is no significant difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University.

H$_{02}$:   There is no significant difference in job involvement and job performance between Generation X and Generation Y employees at Kabarak University

H$_{03}$:   There is no significant difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University.

H$_{04}$:   There is no significant difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University.

1.5 Significance of the Study

The findings of this study will be valuable to Kabarak University Human Resource Managers as it will help provide new insights to shape the employee job attitudes towards more positive ones to enhance their performance and build right sets of job attitudes and hence reduce turnover. This study will help employees of Kabarak University to improve their individual performance and thereby gain higher rewards and benefits. It will also provide guidance to employees to help them change their attitudes towards work in a better manner in a way that will give more self satisfaction. Institutions of higher learning in Kenya will also benefit from this study as it will help Human Resource Managers to understand and manage the work related attitudes of different generations in the workplace. Having an understanding of the attitudes and preferences of co-workers and subordinates will foster enhanced communication, collaboration and productivity in the workplace. The study will also be valuable to the Kenyan economy as it will enhance the job performance of the Kenyan workforce resulting to high productivity in organizations.

1.6 Scope of the Study

The study was conducted at Kabarak University between the month of May and October 2016. The research focused on work related attitudes such as job satisfaction, job involvement, organizational commitment and perceived organizational support of Generation X and Generation Y employees on job performance at Kabarak University.   The study involved employees in the Main, Nakuru and Nairobi campuses. Both teaching and non-teaching employees were considered in the study.

1.7 Limitations/delimitations of the Study

The findings of this study may not be generalized because data was only collected at Kabarak University which is a private university. The study would have benefited from having a larger sample by studying even public universities in order to give a generalized view. Another limitation was the unwillingness and lack of cooperation of the respondents to provide classified and relevant information in time which stretched the data collection time. However, prior permission from the University authority was sought and an introductory letter was used to assure the respondents that the information provided will be treated with utmost confidentiality and for academic purpose only.

1.8 Operational Definition of Terms

Generation – A group of individuals, who are roughly the same age, who experience and are influenced by the same set of significant historical events during key developmental periods in their lives, typically late childhood, adolescence, and early adulthood. (Strauss & Howe, 2007).

Generation X - Mondy (2010) describes Generation X or Gen Xers employees as those born between mid 1960s and late 1970s and they lived through less stable economic times than the previous generation in addition to occurrences such as the Acquired Immunodeficiency Syndrome (AIDS) calamity (Kapoor and Solomon, 2011). In this study Generation X will refer to individuals born between 1963 and 1978.

Generation Y - Generation Y also well known as Millenniums, Gen Yers, "echo boomers" or "nexters" are were born between 1980 and 2000. They are referred to as the coddled, confident offspring of post- World War II baby boomers. (William, 2008; Mondy, 2010). In this study Generation Y will refer to individuals born between 1979 and 1998.

Work Attitudes - Work attitudes are the feelings we have toward different aspects of the work environment. These work-related attitudes tap positive or negative evaluations that employees hold about aspects of their work environment. Most of the research in Organisation Behaviour (OB) has been concerned with three attitudes; job

satisfaction, job involvement organisational commitment, perceived organisational support and employee engagement (Robbins & Judge, 2007). In this study work related attitudes such as job satisfaction, job involvement, organizational commitment and perceived organizational support will be measured to establish how differently they manifest in Generation X and Generation Y.

Job Satisfaction - Job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about the job (Nelson & Quick, 2006 and Robbins & Judge, 2007). In this study, job satisfaction aspects such as the nature of work, supervision, pay, promotion opportunities available, team work and relationship with co-workers will be used to measure how differently they manifest in Generation X and Generation Y.

Job Involvement - Kreitner and Kinicki, (2010) views job involvement as the degree to which one is cognitively preoccupied with, engaged in and concerned with one's present job. This work attitude manifests itself through the extent to which people are immersed into their job tasks. Job involvement was positively associated with job satisfaction, organizational commitment, intrinsic motivation and negatively related to intentions to quit. In this study job involvement facets such as autonomy, work life balance, care for work, psychological empowerment, personal involvement in work and job feedback will be used to measure how differently they manifest in Generation X and Generation Y.

Organizational Commitment – Is the extent to which an individual identifies with an organization and is committed to its goals. This is significant because committed individuals are expected to display a wiliness to work harder to achieve organizational goals and a greater desire to stay employed at an organization (Kreitner & Kinicki, 2010). In this study organizational commitment facets such as loyalty to the organization, career satisfaction, intent to leave and identification with the organization and its goals will be used to measure how differently they manifest in Generation X and Generation Y.

Perceived Organizational Support - Robbins and Judge (2007) views perceived organizational support as the degree to which employees believe the organization values their contributions and cares about their well-being. For instance, an employee believes that his or her organization would accommodate him or her if he or she had a child-care problem or would forgive an honest mistake on his or her part. In this study perceived organizational support facets such as recognition, job security, equitable and fair rewards, involvement in decision making and supportive supervisors will be used to measure how differently they manifest in Generation X and Generation Y.

Job Performance - Job performance is the overall expected value from employees' behaviors carried out over the course of a set period of time (Motowidlo, Borman & Schmidt, 1997). In this study quality of work, employee absenteeism, employee complaints, work related errors and meeting work deadlines on time will be used to measure the extent to which they affect employee job performance.

<p style="text-align:center">CHAPTER TWO</p>

<p style="text-align:center">LITERATURE REVIEW</p>

2.1 Introduction

This chapter presents the literature review by highlighting relevant theories from other researchers who have undertaken similar studies in the area of study. The theoretical review will highlight the Mannheim's generational theory and Strauss-Howe generational theory, the empirical review will explain the studies and findings of other researchers that are related to this study. The conceptual framework will describe the relationship between the independent, dependent and moderating variables in this study.

2.2 Theoretical Literature Review

This section will review the relevant theories that address generational differences with the aim of assisting the researcher understand the differences between different generations i.e Traditionalist, Baby boomers, Generation X and Generation Y.

2.2.1 Generational Cohort Theory

The concept of generations and their effects have long been discussed by researchers in anthropology, sociology, and social psychology (Hung, Gu & Yim, 2007). A generation, often called a cohort, consists of people of similar age in a similar location who experienced similar social, historical, and life events (Mannheim, 1972; Kupperschmidt, 2000). Further, individuals are influenced by historical events and cultural phenomena that occur during key developmental stages (Noble & Schewe, 2003; Twenge, 2000) and may lead to the formation of impactful collective memories (Dencker *et al.*, 2008). These historical, social, and cultural effects along with other factors have been hypothesized to impact the development of individual's attitudes, values, and personality characteristics (Caspi & Roberts 2001).

Rogler (2002) proposed that the formation of a generation's collective identity occurs in the following ways. First, significant events such as disasters, wars, or revolutions challenge the existing social order and lay the foundation for the emergence of a new generation. Second, these events have a stronger effect on the "coming-of-age" group than on other age groups coexisting during the same period of time because people tend to form value systems during the pre-adult years whereas the values of older

generations are already solidified. Third, this shared set of values and goals is supported by peers in the same generation and persists throughout adulthood (Kupperschmidt, 2000; Macky, Gardner & Forsyth, 2008). In summary, commonly experienced life events have a stronger, more enduring effect on the "coming-of-age" cohort group than on other cohort groups who also experienced the same events. According to Schofield and Honoré (2009), generational theory can be used as shorthand especially in analyzing generations. It may also potentially provide a large horizon of new studies by scholars of different fields including labour market analysts, private employment agencies, social theorists and historians and may help today's business management in better personnel management and providing a more enabling work environment for employees of all generations.

Parry and Urwin (2010) note the differences between the more demographically framed concept of cohorts, based solely on shared birth year, and the more sociologically framed concept of generations, which include the historical events that impact the cohort. The latter approach is the one generally used by those studying generational differences. It is worth noting that the significant historical events that may help define generations vary greatly depending on location and experience. Historical and cultural events experienced by individuals growing up in the United States in the 1950s and 1960s were very different in key ways from those experienced by individuals growing up in Russia, China, or Brazil, raising questions about the generalizability of generations across cultures.

According to McCrindle (2006) in order to achieve success it is necessary to understand traits, attitude shifts and social changes. By the same token that the Baby Boomers and Generation X need to understand traits and popular culture of Generation Y, the latter also needs to be cognizant of the traits and social culture of the previous generations. He maintains that understanding the generational changes and keeping up with the trends in the generational behavioral traits are indispensable tools for success in any business. A thorough understanding of the behavioral traits and different requirements of each generation furthermore may greatly help employees and employers in workplaces with multi-generation mixes to provide for a more friendly and collaborative working environment where knowledge and the experience of the previous generations may be better transferred to the younger

generations. Such an enabling working environment shall also have direct bearing on the labour relations at the workplace, the productivity, competitiveness and eventually the sustainability of the enterprise. The above arguments seems to adequately justify the need for a closer look at two major generational theories so as to better understand customary perspectives on generations and have an appropriate grasp of prevailing generational theories and their applicability.

2.2.2   Mannheim's Theory of Generations

Karl Mannheim is known in the circle of sociology as one of the influential sociologist of the 20th century. In his essay "The Problem of Generations" he duly discusses his Theory of Generations from a sociological point of view. Mannheim emphasizes on social location and classes factors as dominant variables affecting generational traits and as Pilcher (1994) points out Mannheim tends to regard social location as a generational factor that can explain different behaviors and approaches attributed to different generations. To Mannheim, biological factors alone cannot explain the historical and generational changes that predominate each generation; rather it is necessary to look at social and cultural factors that may well justify the commonness of certain characteristics among specific generations. A generation, often called a cohort, consists of people of similar age in a similar location who experienced similar social, historical, and life events (Kupperschmidt, 2000; Mannheim, 1972). These shared experiences (e.g., industrialization, fundamental changes, cataclysmic events, and tragedies) differentiate one generation from another (Jurkiewicz & Brown, 1998) because they have a profound effect on the attitudes, values, beliefs, and expectations of generational groups (Inglehart & Norris, 2003)

Mannheim argues that development of the distinct generational consciousness and altered approaches depends on social changes and it is important to consider social, political, economic and historical factors that can help shape and change common generational characteristics and features. Although, these differences might not be as distinctive as some of the existing similarities among different generations, it is necessary to be aware of them so as to identify the values system and behavioral pattern of each generation, its transformation process so as to eventually understand how Generation Y is different from its previous generations. It is believed that the generation that survived the Great Depression is affected by economic hardships that

helped it shape its behaviour and attitude versus the society and the labour at the later junctures. It can be concluded that circumstances not only alter the cases, it also alters the character of the generation that outlived that particular circumstance.

Mannheim's theory of generations has been refined by Turner (Eyerman & Turner, 1998; Edmunds & Turner, 2002), who defined a generation as a 'cohort of persons passing through time who come to share a common habitus and lifestyle and has a strategic temporal location to a set of resources as a consequence of historical accident and the exclusionary practices of social closure'. In his definition, Turner borrows the concept of 'habitus' from Pierre Bourdieu's sociology of culture which includes the idea that members of a generation share a collective cultural field of emotions, attitudes, preferences and dispositions and a set of embodied practices of sport and leisure activities (Bourdieu, 1977; Eyerman & Turner, 1998).

2.2.3 Strauss-Howe Generational Theory

Strauss-Howe Generational Theory characterizes historical generations through cyclical changes called "turnings." Howe explains this phraseology by stating that "every generation turns the corner and to some extent compensates for the excesses and mistakes of the midlife generation that is in charge when they come of age". According to this theory earlier generations have the greatest influence over new generations. The generational archetypes or "turnings," occur in a recognizable pattern that can be categorized as heros, artists, prophets and nomads. After the "nomad" generation, the turning then returns to "hero," ultimately producing a cycle of archetypes. The "hero" generation describes the current Millennials and respond to the previous generation's skeptical nature and to new crises: "institutional life is destroyed and rebuilt in response to a perceived threat to the nation's survival" and "cultural expressions redirect towards community purpose" (Howe & Strauss, 1997; Galland 2009). The "crisis" for the Millennial Generation was 9/11 and the subsequent economic recession.

The "artist" generation is described as a post-crisis era when this generation observes the hero's loss of individualism and responds appropriately. Society "cuts down social and political complexity in favour of public consensus, aggressive institutions, and an ethic of personal sacrifice" (Howe & Strauss, 1991). Historically, this archetype gave

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rise to the American suburbs and corporate jobs. The "artist" generation emerged between 1925 and 1942 which was voiceless enough during this time that they became known as the Silent Generation. The "prophet" archetype represents the middle ground between the "artist" and the "nomad," when the new generation's individualism begins to grow stronger and institutions again become weaker. This generation does not want to live by the same strict standards that the previous generation preferred. In American history, the "prophet" generations often search for "authentic self-expression" and have strong morals (Galland, 2009).

The latest generation of "prophets" can be found in the Baby Boom generation (born 1943-1960), who were known for rock and roll and political unrest in Vietnam War protests, the women's rights movement, and the counterculture movement. The "nomad," is the opposite of the "artist" generation when individualism is the strongest and large institutions are attacked. Pragmatic realists often characterize this as an archetype in American history. The most recent "nomads" are Generation X (born 1961 to 1981) who are still defining their legacy. This generation has a need "to combat corruption, dictatorships, abuse, AIDS, a generation in search of human dignity and individual freedom, the need for stability, love, tolerance, and human rights for all" (Henseler, 2012).

Strauss-Howe generational theory aims to give a picture of the future by studying "recurring dynamics of generational behavior and how and when it results in social change". The theory seeks to predict where the society is heading to by understanding characteristics of generational cycles and to look at these cycles as generation cohorts (Strauss & Howe, 1991). Considering the social changes as a continuous phenomenon, then the consequence of events on how constantly they affect generations can be comprehended. For instance, an event that occurs at one point of time can affect not only the generation of its time but also next generations. Today, this theory is widely used in business studies to understand traits and behavior of different generations in a multi-generational work environment and to diminish cross-generational misunderstandings. It argues that each generational cycle is about a length of human life and these cycles are constituted of four turnings that have distinctive characteristics that share some similarities with other turnings.

2.2.4 Generations currently in the Workplace

Four different generational cohorts currently exist in the workforce namely; Traditionalists, Boomers, Generation X, and Generation Y. Although the specific name/labels and dates associated with each generation varies when referenced in the literature, it is generally agreed that Traditionalists are individuals born prior to 1946, Boomers between 1946 and 1964, Generation X between 1965 and 1981 and Generation Y between 1982 and 2000 (Reynolds, Bush & Geist, 2008). While Traditionalists may still be present in the workforce, the common age bracket delineated for this generation places the youngest Traditionalist currently at 71 years of age. Given that in institutions of higher learning 65 years is commonly viewed as a benchmark age for retirement. For the purpose of literature review discussions will focus on the three generations Boomers, Generation X and Generation Y who will be working with one another for the next 10 years or more.

Baby Boomers

Baby Boomers were born between the early 1940s and mid-1960s (Sessa *et al.*, 2007). Boomers, as they are often called, were the result of the persistently high birth rates in America between 1945 and the 1960s and as a result this generation is densely populated (Lyons, Duxbury & Higgins, 2007). Events that shaped the Boomers generation include the Vietnam War, the Watergate scandal (Lancaster & Stillman, 2002), the civil rights movement, the Kennedy and King assassinations, and the sexual revolution (Bradford, 1993). Though community spirit was strong during their youth, the older generations were determined to raise young people who would never follow a Hitler, a Stalin, or a Big Brother (Howe & Strauss, 2007).

Boomers are stereotypically described as achievement oriented, independent, in control of their own destinies (Mitchell, 1998), respectful of authority (Allen, 2004), loyal and attached to organizations (Hart, 2006; Loomis, 2000), and diligent on the job (Yu & Miller, 2003). Being brought up in a flourished environment they are said to be very optimistic and responsible for many social movements. They value and treasure their careers very much and are not very keen on switching jobs, are seen as "workaholics" because they seek the meaning in life from work and place much importance on their careers and their core traits being the following: idealistic, optimistic, highly competitive and tend to measure success materially (Strauss &

Howe, 1991; Lancaster & Stillman, 2002; Eisner, 2005). Egri & Ralston (2004) found that Boomers were higher than both older generations and Gen Xers in self-enhancement values such as achievement, hedonism, and power). They were found to be higher in self-reliance, hard work and work centrality than younger generations (Meriac, Woehr & Banister, 2010).

According to Lin and Huang (1998), the communists seized Mainland China forcing the nationalists to retreat to Taiwan. After the end of War, birth rates spiked. The explosion of new infants became known as the baby boom born between 1950 and 1965. Following the war, many countries experienced an unusual spike in birth rated, a phenomenon commonly known as the baby boom. The gross number of births was the indicator, births began to decline from the peak in 1950s until a sharp decline from 1964 to 1965, resulted from birth control policy in Taiwan. This makes 1966 a good year to mark the end of the baby boom in Taiwan. Older baby boomers were raised without desktop computers, and many did not even have TVs as children. They were born during the prosperity of economic growth and valued friendly and warm relationships with co-workers. Taiwanese Baby Boomers were similar to American as team oriented. They followed the cultures of Traditional Generation to respect authority, had high job stability and loyalty, and valued morality. Because this generation has found that due to modern technology their parents are living longer, their children are seeking a better and longer college education and they themselves are having children later in life, the boomers have become sandwiched between generations

Generation X

Generation X or Gen X was born between1965 and 1979 and is defined by life experiences such as the age of economic uncertainty, recessions, high unemployment, inflation, downsizing, high divorce rates among their parents, Acquired Immunodeficiency Syndrome (AIDS) calamity (Kupperschmidt, 2000; Lyons *et al.,* 2007; Kapoor & Solomon, 2011). Catalyst (2012) views Gen Xers as individuals born between 1966 and 1980. It is also worth noting that many Gen Xers are the children of compulsive workers which are posited to have had a dramatic impact on the attitudes and values of this generation. Many Gen Xers were school-age children who spent part of their day unsupervised at home while their parents worked. They are

therefore believed to be individualistic, distrustful of corporations, lacking in loyalty, focused on balancing their work and personal lives (Eisner, 2005), financially self-reliant, and entrepreneurial risk takers (de Meuse, Bergmann & Lester, 2001).

Commonly accepted stereotypes suggest that Gen Xers have a tendency to be much more individualistically-driven, were the first generational group to legitimize the priority of maintaining a balance between professional life and personal life, have a taboo of being affiliated with several organizations throughout one's career, greatly distrust authority, prefer to work alone, and do not favor high levels of bureaucratic regulation. They are more likely to leave an employer for more challenging work, a higher salary, or better benefits because they grew up in an era where organizational loyalty and commitment were not regularly rewarded with job security (Hays, 1999; Loomis, 2000).

Studies by Smola and Sutton (2002) found Gen Xers to be less loyal, more "me" oriented, expectant of promotion sooner than older generations and less likely to view work as an important part of one's life. Other perceived characteristics of this generation include being outcome focused, sceptical and desiring of specific and constructive feedback (Allen, 2004). Egri and Ralston (2004) in their studies found that Gen Xers attributed significantly higher importance to openness to change values such as direction and stimulation but lower importance to self-enhancement values such as achievement, hedonism and power than Boomers. Additionally, Meriac *et al.* (2010) found that Gen Xers were lower in centrality of work than Boomers.

A study by Santos and Cox (2000) as cited by Yusoff and Kian (2013) discovered generation X prefers organization that grant them flexible working schedule, high autonomy, interesting yet challenging work, and continuous opportunity for professional growth. Hence, they treat work delegated to them as tasks and prefer to do it on their own. They are much dependent on their own skills and trust in their own judgments to perform their task independently. Gen X employees prefer to work smartly they will always be looking for their own ways to carry out their task than just follow what their seniors usually do. With the aid of their characteristic nature in technological literacy, they displayed high favour in working environment that fill up by high technology that allowing them to carry out their task independently. In

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addition, they are much focused on self-career and motivated by desire to enhance their professional skills to increase their marketability for future career prospects (Richard, 2007; Gursoy, Maier & Chi, 2008).

Lin and Huang (1998) in their study elucidate that Gen Xers experienced the democratic development when Taiwan's political system had moved away from authoritarianism toward democracy. They grew up during enormous industrial development and were the first generation to be familiar with international business and global society even though they experienced Taiwan being isolated internationally. The first 7-11 convenient store chain entered Taiwan and the first fast food restaurant McDonalds was imported. However, the U.S broke off the diplomatic relations with Taiwan, and the UN replaced Mainland China as the representative in 1970s. They grew up in the information explosive era with Cable TV and Internet. By the time older Gen Xers became teenagers, the personal computer revolution had begun and as young adults they drew media attention in the late 1980s and early 1990s, gaining a stereotypical reputation as apathetic, cynical, disaffected, streetwise loners and slackers. They characterized Gen Xers as well educated, creative, proactive, altruistic, materialistic, and skeptical. They had a basic feeling of financial insecurity. They enjoyed spending money on vacations, avoided family responsibility and chose being single.

Generation Y

Generation Y are also referred to as Millennials, Gen Yers, Nexters, the Net Generation, Echo boomers (Tapscott, 1998; Howe & Strauss, 2000; Mondy, 2010). Millennials are the coddled, confident offspring of post- World War II baby boomers, they experienced terrorism and mass violence within the United States such as Columbine, the Oklahoma City bombing and 9-11, were the first high-tech generation having never known life before cell phones, personal computers, and ATMs. Because they are technologically savvy and have grown up using personal computers they are referred to as digital natives (Mitchell, 1998; Ryan, 2000; Howe & Strauss, 2000; Mondy, 2010). Globalization of society and the marketplace is thought to have had a tremendous impact on their values. They are the most racially and ethnically diverse of the four generations and as a result they are thought to value diversity and change (Patterson, 2005).

Common stereotypes for this generation include being distrustful of organizations, feel a strong desire to succeed and measure their own success by the meaningfulness of work (Ryan, 2000; Eisner, 2005), holding lifelong learning as a high priority, and viewing family as the key to happiness (Mitchell, 1998). They are viewed as a technology-driven, multitasking group of individuals who are committed to generating culturally sensitive, optimistic and value leisure, strongly value fast-paced, constant and instantaneous feedback from leaders. They prefer working with peers in a team oriented work environment and with bosses with whom they can relate and who value employee input (Lancaster & Stillman, 2005; Steele & Gordon, 2006; Crumpacker & Crumpacker, 2007).

Generation Y members are seen as desiring a balance that allows them to balance play with work in a manner that prioritizes engagements with family and friends over work commitment, prefer flexible work schedules (Myers & Sadaghiani, 2010; Kapoor & Solomon, 2011). As companies hire more Generation Yers, they may find that some need additional training in professional behaviour, confidentiality issues, critical thinking or how to give and receive constructive criticism. Millenials are good at multi-tasking for instance wearing ear buds hooked on their iPod while talking to a customer. In other instances they multi-task in the workplace by talking on phone, chatting on facebook or WhatsApp, attending to a customer at the same time biting snacks with hot or cold drinks. Generation Y have never wound a watch, dialled a rotary phone or plunked the keys of a manual typewriter. They download music from the internet and program a DVD player. They cannot imagine how the world ever got along without computers. These individuals are the leading edge of a generation that promises to be the richest, smartest and savviest ever.

According to Lin and Huang (1998), statistics showed that the rates of teen homicide, violent crime, abortion, and pregnancy were higher than any other generations. They lived closely with new technology and were more individualistic and innovative. Money was increasingly more important as a measure of meaningful work. The stereotypes of Generation Y were future oriented, disrespectful for authority, less trustworthy, and lack of job loyalty. They were considered to be the lost generation because they no longer followed the Chinese traditions and enjoy foreign cultures.

According to the 2016 Deloitte Millenial Survey, Millennials generally express little loyalty to their current employers and many are planning near-term exits. They feel underutilized and believe they are not being developed as leaders. They continue to express positive views of businesses' role in society; they have softened their negative perceptions of corporate motivation and ethics, and cite a strong alignment of values. However, Millennials feel that most businesses have no ambition beyond profit, and there are distinct differences in what they believe the purpose of business should be and what they perceive it to currently be.

Millennials often put their personal values ahead of organizational goals, and several have shunned assignments that conflict with their beliefs. One in four Millennials if given a choice would quit their current employer to join a new organization or to do something different. By the end of 2020, two of every three Millennials hope to have moved on, while only 16 percent of Millennials see themselves with their current employers a decade from now. The survey found that loyalty to an employer is driven by understanding and supporting the Millennials' career and life ambitions and providing opportunities to progress and become leaders. They prefer flexible work arrangements, training programs that support professional development and report high levels of satisfaction where there is a creative, inclusive working culture rather than an authoritarian rule-based approach.

GENERATION X	GENERATION Y
They work to live.	They interrogate. They would like to know all about what the organization demands from them, what career opportunities they have and what the rewards are.
Focused on Self-Career.	Focused on Self-Career.
They are easy-going, independent, and creative; they may object to the system; they are suspicious and impatient.	They like to take responsibility and prove themselves. They expect respect rather than money. They have strong feeling for success.
They believe in themselves; they do not like being watched. They would rather show loyalty to their occupation and those they work with than organization. Although they	They care about the meaning of the occupation. They can do jobs from various fields at the same time.

take their occupation seriously, they do not rely on a single organization for their career.	
They try to have a balance between work and life. They have a hunger for learning; they can do many things at the same time.	They do not hesitate to leave the job when they are not happy with. Moreover, they would like to work in organizations that are innovative, creative, energetic and environmentally friendly.
They are reluctant to have a leadership role.	They care about family and they would like to have a balance between work and life. However, they are willing to work hard to make progress in the early stages of their career.
Self Reliance	Optimistic
Individualistic	Pro-Diversity
Skeptic	Team Player
Value Prompt Recognition & Reward	Technology Savvy
Adaptable to New Technology	Casual
Prefer Instant Feedback	Fun Loving
	Work-Life Balance
	Value Prompt Recognition & Reward

*Figure 2.1***:** Professional Characteristics of Generation X and Generation Y.
Source: Yusoff and Kian (2013)

2.3. Empirical Literature Review

Empirical literature review provides detailed summary of the relevant studies conducted by other researchers on generational differences in work related attitudes (job satisfaction, job involvement, organizational commitment and perceived organizational support) on employee performance.

2.3.1 Generational Differences and Work Attitudes

The study reviewed the work related attitudes; job satisfaction, job involvement, organizational commitment and perceived organizational support in order to establish whether generational differences actually exist.

2.3.1.1 Generational Differences and Job Satisfaction

A study by Westerman and Yamamura (2007) looked at differences in job satisfaction between Baby Boomers and their younger counterparts of Generations X and Y, hypothesizing that Baby Boomers would have lower satisfaction than Generations X and Y. Kowske, Rasch & Wiley (2010) present a comprehensive analysis of job satisfaction items from an over-time survey that separates the effects of generation, age, and time period in data collected between 1985 and 2009. When controlling for age and time period, they found that Gen Me compared to Gen X reported higher job satisfaction, more satisfaction with recognition, more satisfaction with career development and more confidence in job security. They also found that job satisfaction decreased between Matures and Boomers and increased with younger generations even when controlling for confounding variables such as gender, marital status and having children.

Inelmen, Zeytinoglu and Uygur (2012) found Generation Y hospitality workers in Turkey to be more satisfied than their Generation X counterparts while Cennamo and Gardner (2008) reported no difference between Gen X and Millennials with respect to job satisfaction. The two authors examined satisfaction with income and came to partially similar results: a significant influence by respondent age, but no meaningful difference between generations (Kowske *et al.*, 2010).

While some studies found no difference between Gen X and Millennials for extrinsic work values that is salary (Cennamo & Gardner, 2008) or importance of economic return (Chen and Choi, 2008), the rigorous study by Twenge and colleagues (2010) revealed extrinsic rewards to be less important to Millennials than Gen X. Generally, generations exhibit some differences with respect to growth and development within organizations. Younger generations reported a stronger desire to be promoted more quickly than older generations (Leschinsky & Michael, 2004; Smola & Sutton, 2002). This is supported by more recent studies which consistently found that Gen Y in particular were more attracted to jobs which provide career progression and advancement opportunities than other generation cohorts (Wong, Gardiner, Lang & Coulon, 2008).

A qualitative study by Gursoy *et al*. (2008) found that Gen Y are accustomed to and prefer to work in team environments where their work is performed in a collaborative fashion. In terms of supervisor-supervisee relationships, generations similarly see a strong relationship as important because it contributes to well-being, satisfaction with training and development as well as affective commitment on the job (Brunetto, Farr-Wharton & Shacklock, 2012). However, one study found Gen Y seems to rely more on this relationship for guidance and directions than older generations (Gursoy *et al*, 2013). Fletcher, Roberts, Gibson, C., Gibson, D., Cooke, Eldridge, Hoffman and Mundy (2009) in their study found that Generation Y values close supervision more highly when compared to Baby Boomers and Generation X respondents. Generation X and Generation Y both agreed that teams are more effective in accomplishing work projects than individuals. They were much more likely to see teams as a means for accomplishing or meeting work objectives than were Baby Boomers.

According to Hor, Keats and Holmes (2008) with their tendency to move from job-to-job and their desire for instant gratification, Generation Ys do not want to have to wait long for their first promotion. The authors cite a study which reported that 86% expect a promotion within two years. Similarly, Rothwell (2008) suggests that many employees in Generation Y value fast-track promotions based on performance as opposed to seniority. This generation also holds an expectation for their organizations to promote based on ability rather than seniority and to provide security through the benefit of diverse work option instead of through longevity with the company (DelCampo, Haney, Haggerty & Knippel, 2012). Yee and Muthu (2011) in their study found significant difference between Gen Y and Gen X in terms of interesting work but no difference between Gen Y and Baby Boomers, nor Gen X and Baby Boomers.

2.3.1.2 Generational Differences and Job Involvement

A number of studies have indicated that Gen X value greater flexibility and express a higher desire for balance than any other generation (Sullivan, Forret, Carraher & Mainiero, 2009; Lub, Bijvank, Bal, Blomme & Schalk, 2012; Beutell, 2013). The fact that Gen X experienced more work-life conflict and expected employers to accommodate their work-family issues might be due to their family stage, given they are moving to the peak family years (Beutell & Wittig-Berman, 2008). On the other

hand, a recent study also showed a sign that the need to maintain work-life balance may start to converge among generations. Brown (2012) found that work intensification or sustained long hours leads to lower levels of job satisfaction for all generations.

Empirical evidence also suggests that Generation X values work–life balance. Burke (1994) found that Generation X rated a balanced lifestyle as one of the most important job factors while company perks and community status were the least important. Other studies have drawn similar conclusions and found that Generation X is significantly more likely than Generation Y to agree that a balance between work and family is important and family and personal relationships are more important to Generation X's personal happiness than their work (Arnett, 2000; Eskilson & Wiley, 1999; Smola & Sutton, 2002; Fletcher, *et. al*., 2009). Generation Y is known to place high importance on autonomy and work-life balance (Smola & Sutton, 2002; Zemke, *et.al.,* 2000).

Thompson (2011) submits that opportunity and autonomy are the ultimate corporate rewards for this generation X. Huggins (2010) recounts that since Generation X was forced to be independent while still young, they exhibit a high degree of independence even as adults. At work, they do not appreciate being micromanaged. However, they are committed to getting their work done and done well, but want to do so on their terms, which are decidedly more informal, flexible and casual. Balc and Bozkurt (2013) in their study found that Generation Y wants its job to allow creativity and empowerment on the basis of expertise, want flexible working hours more than Generation X do.

2.3.1.3 Generational Differences and Organisational Commitment

A study by Cennamo and Gardner (2008) found no differences in affective organizational commitment from Baby Boomers to Millennials while Davis, Pawlowski & Houston, (2006) found little differences in organizational commitment between these generations. Lieber (2010) writes, "Generation Y employees are more likely to feel loyalty to their peers than to management or the organization itself and want to ensure equitable treatment of all". Lipkin and Perrymore (2009) explain how lifelong loyalty to an organization was a value created by the Traditionalist who

passed it on to Baby Boomers, but has now been rejected by Generation Y. They further emphasize that this change in attitudes towards commitment has caused major retention and engagement issues and that Generation Y workers are costing corporations excessive dollars a year because loyalty is dead.

The impact of this seismic, generational shift has certainly been felt in the workplace and is evident in a recent study performed by Busch, Venkitachalam, and Richards (2008) on generational differences in soft knowledge situations and knowledge management in Australian Information Technology (IT) workers. Their study found that younger employees were generally less committed to their workplace than older Baby Boomer employees. Busch and colleagues explained that younger generations appear to be less committed to their workplace for a variety of reasons such as career advancement, professionally and personally and if environmental factors such as organizational culture, management hierarchy and reward systems are not conducive to their workplace ascendancy. A finding from the U.S. Bureau of Labor Statistics supported the same understanding and showed the median employee tenure for workers aged 25 through 35 was just 3.2 years in 2012, which is 1.4 years less than for all employees (Hoffman & Lublin, 2014). These findings suggest a new status quo where any previously held expectation of employee loyalty and long-term commitment to their employers are no longer realistic or considered the norm in the modern workplace.

D'Amato and Herzfeldt (2008) in their study of learning orientation of 1,600 managers across Europe suggest that the provision of adequate learning opportunities can help retain managerial talent in younger generations. On the other hand, younger generations are significantly more likely to leave their organization if they experience a lack of work engagement. This is particularly critical as younger generations were also found to exhibit a lower level of work engagement than older generations (Park & Gursoy, 2012). Tucker (2010) speculates that generation X and Y will excel when they are allowed to participate in achieving the company vision, find new and innovative ways to get the work done and be themselves in the process. This point of view has been highlighted before by Shealan (2005) who maintained that Generation Y need to feel as though they belong. Shealan recommends that if an organization wants to truly engage them, then it is going to need to keep them in the loop.

Therefore, communication is key and specifically communication about the business as a whole and how their role contributes to that business.

2.3.1.4 Generational Differences and Perceived Organizational Support

Judge and Robbins (2007) views perceived organizational support as the degree to which employees believe the organization values their contributions and cares about their well-being. Employees perceive their organization as supportive when rewards are deemed fair, have a voice in decisions, are recognized for new ideas and exceptional work, provided with job security, when supervisors are seen as supportive and when they can be accommodated if they had child-care problems.

A study found Gen X to value job security slightly more than Gen Y (Lub *et al*., 2012). Hansen and Leuty (2011) suggests that although generations may value security similarly, Baby Boomers & Generation X value security in their professions/industry rather than having security in their current job, unlike individuals of the older generation (Traditionalists), who appear to closely link job security to tenure in the company for which they work. Millennials are thought to be comfortable with change and less likely to view job security as an important factor in their careers (Hart, 2006). On the other hand, Dries, Pepermans and De Kerpel (2008) cross-sectional study of European workers found that Gen Me reported a higher need for security in their jobs than Gen X, agreeing with items such as "I am most fulfilled in my work when I feel that I have complete financial and employment security" and "I seek jobs in organizations that will give me a sense of security and stability."

A study found recognition particularly immediate feedback and recognition was valued by Gen Y (Gursoy, Chi & Karadag, 2013; Mencl & Lester, 2014). This mentality of the younger generation, which values receiving recognition, also extends to giving out recognition. Wiley and Kowske (2011) indicated that Millennials are more positive about recognition than their elder co-workers. They reported a study which showed that 65% of them believe their employers recognize productive people, compared to just 52% of Baby boomers. However, Sujansky and Ferri-Reed (2009) recounted that in the olden days, it used to be enough for employers to conduct simple awards ceremonies to herald employee achievements. However, today, they note that members of the younger generation look for greater evidence that their achievements

are recognized. In their review, Benckendorff, Moscardo and Pendergast (2010) suggested that Generation Y employees show a tendency towards valuing equality in the workplace and they seek positions that offer reasonable wages and good opportunities for training. According to Shealan (2005) not having fair compensation will be an instant demotivator because Generation Y will disengage if they feel they are being taken advantage of in any way.

2.3.1.5 Generational Differences and Job Performance

Marasinghe and Wijayaratne (2016) in their study found out that there was a significant difference of job satisfaction in perception of both work and supervision among Baby Boomers, Generation X and Generation Y. Generation Y tended to be more satisfied with the supervision aspect than the Generation X. Generation Y had the highest overall job satisfaction while the Generation X had the lowest job satisfaction. Understanding these differences between the generations is fundamental in building successful multigenerational workplace because job satisfaction may lead to improved job performance.

Tulgan (2009) calls Gen Y/Gen Me the most high-maintenance workforce in the history of the world but argues that they will also be the most productive. The current empirical evidence suggests that Gen Me and to a lesser extent Gen X employees may be difficult to motivate. Across several studies, they see work as less central to their lives, are more likely to value leisure and are less willing to work hard. Viewed positively, this generation places a high importance on work-life balance beginning in high school long before they have children. Viewed more negatively, the work ethic has declined and productivity may follow and it will be difficult to predict how these attitudes affect behavior and whether they will cause a decline in productivity. Perhaps Gen X and Gen Me embrace leisure but will still work just as hard and be as more productive than other generations.

Anita Weyland (2011) studied to understand that Generation Y have specific traits, needs and expectations and that it is vital that organizations understand these when looking to engage and support them and support in their development. The paper explained how understanding what motivates Generation Y and accommodating this

does not require huge amounts of extra effort, just a different way of thinking and will increase their performance within companies and ultimately corporate success.

Jalil, Achan, Mojolou and Rozaimie (2015) found that Generation Y preferred to work long hours and they concluded that this had led them to indulge less in physical activities as a remedy to cope with stress at work. Although many organizations of sufficient size provided employee assistance programs (EAPs) such as work-out facilities as a fringe benefit for their employees, it seemed that they still prefer other means as a remedy for their work-related stress. It was the reason the findings derived from this study showed that physical activities had little impact on the job performance of the Generation Y employees in Malaysia.

2.4 Conceptual Framework

Conceptual framework is a research tool that is intended to assist the researcher in developing an understanding of the situation under investigation. It is a model representing the relationships between the dependent, intervening and independent variables. The structural model indicates that there are several work related attitudes that influence employee job performance such as job satisfaction, job involvement, organizational commitment and perceived organizational support.

Job satisfaction aspects such as nature of work, supervision, pay, promotion opportunities, team work and relationship with co-workers; Job involvement aspects such as autonomy, work life balance, psychological empowerment, job feedback and personal involvement; Organizational commitment aspects such as loyalty to the organization, career satisfaction, intention to leave and identification with organization and its goals and perceived organizational support such as recognition, job security, equitable and fair rewards, involvement in decision making and supportive supervisors are likely to influence employee performance. Quality of work, employee absenteeism, employee complaints, work errors and meeting work deadlines on time are likely to affect employee job performance while the organizational policies and economic environment are likely to influence the dependent variable.

Independent Variables   **Dependent Variable**

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┌─────────────────────────────────────┐
│ Difference in Job Satisfaction      │
│ between Generation X and Y          │
│  • Nature of work                   │
│  • Team work                        │
│  • Supervision                      │
│  • Pay                              │
│  • Promotion opportunities          │
│  • Relations with co-workers        │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│ Employee Job                        │
│ Performance                         │
│  • Quality of work.                 │
│  • Absenteeism.                     │
│  • Complaints.                      │
│  • Work errors.                     │
│  • Meeting work                     │
│    deadlines on time                │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│ Difference in Job Involvement       │
│ between Generation X and Y          │
│  • Autonomy                         │
│  • Care for work                    │
│  • Psychological empowerment        │
│  • Personal involvement in work     │
│  • Work life balance                │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│ Difference in Organisational        │
│ Commitment between                  │
│ Generation X and Y                  │
│  • Loyalty to the organisation      │
│  • Career satisfaction              │
│  • Intent to leave                  │
│  • Identification with              │
│    organisation and its goals       │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│ Differences in Perceived            │
│ Organisational Support              │
│ between Generation X and Y          │
│  • Recognition                      │
│  • Job security                     │
│  • Equitable and Fair rewards       │
│  • Involved in decision making      │
│  • Supportive supervisors           │
└─────────────────────────────────────┘
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```
┌─────────────────────────────────────┐
│  • Organisational policies.         │
│  • Economic environment             │
└─────────────────────────────────────┘
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Moderating Variables

*Figure 2.2***:** Conceptual Framework

Source: Researcher (2016).

2.5 Research Gaps

A review of literature showed the concern with which researchers treat the issue of different generations at work. However most of these studies have been carried out in Europe and America with very few in Africa. As postulated by the Mannheim generations theory, there is a difference in the generations based on regional or national demographics. This is due to the fact that not all historical events that shape the generations are similar.

Although many studies have been undertaken in the past, most of them have concentrated on work related attitudes of Generation Y. A recent study on the Kenyan perspective by Kamau, Njau and Wanyagi (2014) sought to find out the factors influencing work attitude amongst Y Generation University Evening Students in Kenya. Another study is by Uluma (2015) entitled towards a better understanding of generation Y employees at the workplace for organizational cohesion and success. Kingóri (2015) undertook a study on the effect of Generation Y motivators on Generation Y Organizational Commitment at Nakuru County Government Headquarters.

Generalization of the findings are only applicable to private universities due to the fact that the public universities are government owned and are supported by the government financially while private universities are owned and supported by individuals or organizations or religious groups and earn revenue from school fees and sponsors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a detailed research methodology of the study. Discussions under this chapter included; research design, location of study, target population, sampling procedure and sample size, data collection instruments, validity and reliability of research instruments and methods used to analyze the data.

3.2 Research Design

The study adopted a cross-sectional survey research design since it was aimed at finding out the prevalence of attitude by taking a snap-shot or cross section of the population. This obtains an overall picture as it stands at the time of study. According to Sekaran and Bougie (2013) this research design is undertaken in which data are gathered just once. These studies usually involve one contact with the study population and are relatively cheap to undertake.

3.3 Location of the Study

The study was carried out at Kabarak University Main, Nakuru and Nairobi campuses in Nakuru, Kenya. The Main Campus is located 20 Kms from Nakuru Town along the Nakuru – Eldama Ravine Road, Nakuru Town Campus is located in Milimani Estate, opposite National Oil petrol station, along Nakuru – Kabarak Road while Nairobi Campus is located at BIHI Towers, 9th and 10th Floor along Moi Avenue, Nairobi.

3.4 Target Population

The study focused on Generation X and Generation Y teaching and non-teaching employees of Kabarak University. Kabarak University has a total of 332 teaching and non-teaching employees comprising of 130 Generation X, 170 Generation Y while the rest 32 are Baby boomers. The study therefore targeted 300 Generation X and Generation Y teaching and non-teaching employees. Baby boomers were excluded in the study because they had only 10% representation in the population hence considered small for the study

Table 3.1

Target Population

Category	Staff Type	Population
Generation X employees	Teaching staff	56
	Non-Teaching staff	74
Generation Y employees	Teaching staff	46
	Non-Teaching staff	124
Total		**300**

Source: Research data, 2016

3.5 Sampling Procedure and Sample Size

Kothari and Garg (2014) define a sample design as a definite plan for obtaining a sample from a given population. Sampling methods are classified into two groups; probability sampling and non-probability sampling methods. Probability sampling method will be used in the study since every item of the universe has equal chance of inclusion in the sample. That is why it is considered as the best technique of selecting a representative sample. The researcher used stratified random sampling technique in selecting the respondents. The respondents were categorized into two strata, Generation X and Generation Y both teaching and non-teaching employees. Then subjects in each stratum were selected randomly to constitute a sample. According to Gupta (2005) a sample size should neither be too small nor too large. It should be optimum that fulfils the requirements of efficiency, representativeness, reliability and flexibility.

The following formula was applied to calculate the appropriate sample:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n = Sample size

N = Target population

e = Level of precision ($\pm$ 0.05)

Thus:

$$n = \frac{300}{1 + 300(0.05^2)}$$

$$= \frac{300}{1 + 0.75}$$

$$= 171$$

The researcher allocated the samples with probability proportional to strata size using the formula, $n_h = \left(\dfrac{n}{N}\right)N_h$ where N_h = total population size of strata h, n_h = the sample size of stratum h; the resultant sample allocation units were distributed as follows:

Table 3.2

Sample Distribution

Category	Staff type	Population	Sample $n_h = \left(\dfrac{n}{N}\right)N_h$
Generation X employees	Teaching staff	56	32
	Non Teaching staff	74	42
Generation Y employees	Teaching staff	46	26
	Non Teaching staff	124	71
Total		**300**	**171**

Source: Research data, 2016

3.6 Data Collection Instruments and Procedure

In this research, both primary and secondary data was used to collect data. Primary data was collected through structured questionnaires which collected views, opinions and attitudes from the respondents and was administered to all the respondents using a "drop" and "pick" technique. The questionnaire was divided into various sections to adequately cover the objectives of the study and was used to solicit information from Generation X and Generation Y teaching and non-teaching employees. A five point Likert scale was used to rate the extent of agreements by respondents from 5-strongly agree; 4-agree; 3-neutral; 2-disagree and 1-strongly disagree.

3.7 Validity and Reliability of Research Instrument

Kothari and Garg (2014) define validity as the extent to which differences found with a measuring instrument reflect true differences among those being tested. In order to ensure validity, the research instrument was constructed and pretested through a pilot study. In addition, to further establish validity of the research instrument, the researcher sought expert opinion for the project supervisors. Pilot study enabled the researcher to be familiar with the research and its administration procedure as well as

identify items that required modification. The pilot group comprised eight respondents from both Generation X and Generation Y teaching and non teaching employees from St. Paul's University which is a private University with both teaching and non teaching employees.

Reliability is the extent to which obtained scores may be generalised to different measuring occasions, measurement forms. Kothari and Garg (2014) explain that a measuring instrument is reliable if it provides consistent results. Sekaran and Bougie (2013) states that the reliability of a measure indicates the extent to which it is without bias (error free) and ensures consistent measurement across time and across the various items in the instrument. A reliability coefficient value was computed using Cronbach's alpha coefficient method that ranges between 0 and 1. The Cronbach's alpha of 0.752 was accepted as consistency reliability with 41 number of items implying it was above the recommended value of 0.7 and therefore suitable for administration.

3.8 Data Analysis Method and Presentation of Findings

After data collection, the questionnaires were cleaned to check for completeness, inconsistencies, and erroneous entries and then coded, keyed in and edited. Both qualitative and quantitative data collected by using questionnaires was input using Microsoft Excel and analysed with the help of Statistical Package for Social Sciences (SPSS). Both descriptive mainly mean and non-parametric statistics were used to analyze data where Wilcoxon signed rank test was used to compare Generation X and Generation Y populations under study. Findings were presented in figures and tables. The results were then interpreted to draw conclusions and recommendations.

3.9 Ethical Considerations

Several ethical issues were addressed while collecting data. The researcher asked for the study to be done to better the purpose of the organization and not for any other self-serving reason. Ethical consideration in line with foregoing authorities was adhered to in this study to ensure validity and reliability. Data was obtained from respondents in Kabarak University after obtaining the consent of the University Authorities. This was done by an introductory letter from the researcher and an official letter from the School of Business of Kabarak University. The information

given by the respondents was treated as strictly confidential. The researcher did not solicit personal or intrusive information. While collecting data self esteem and self-respect of the respondents was not violated. There was absolutely no misinterpretation or distortion in reporting data collected during the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents findings of the analyzed data. The null hypotheses were tested using Wilcoxon signed rank test at 0.05 significance level. Presentation of the findings was done by use of bar graph figure, frequency and percentages tables. Findings have also been discussed in this chapter. A total of 171 questionnaires were distributed to respondents out of which 162 questionnaires were filled and returned representing 96% of the total which was sufficient to answer the objectives of the study.

4.2 Demographic Analysis of Respondents

Demographic data analyzed included; gender, job category, age of the respondents, length of service in Kabarak University, experience and highest level of education.
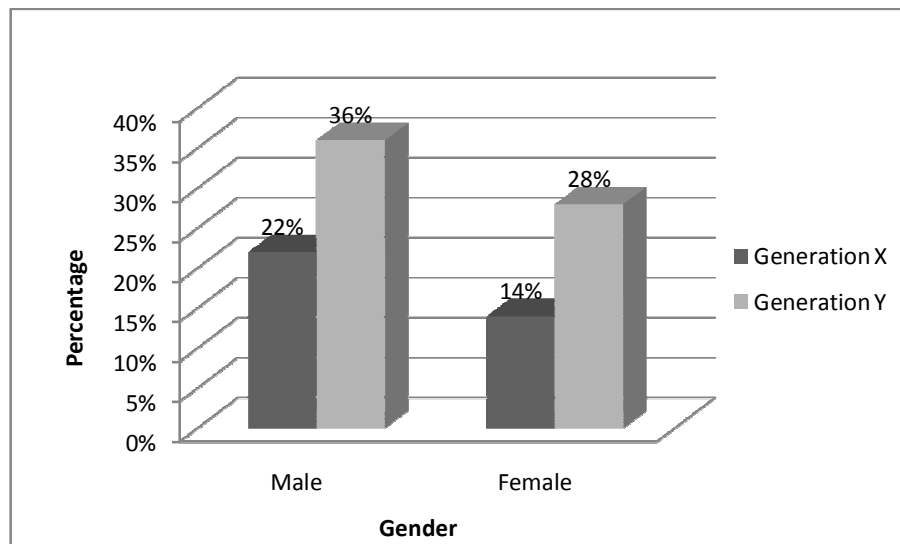
Source: Research data, 2016
Figure 4.1: Respondents Gender parity

The study established that 58% of the employees working at Kabarak University were male comprising of 22% of Generation X and 36% of Generation Y compared to 42% who were female comprising of 14% of Generation X and 28% of Generation Y. Although the workforce certified the Kenya Constitution 2010 which asserts that at

least 30% of either gender should be represented in Public Service, it is important to note that women are less represented in the University workforce.

Table 4.1

Respondents Job Category, Experience and Education

		Generation X		Generation Y	
Item	Variable	Frequency	Percent	Frequency	Percent
Job Category	Teaching	13	8	49	30
	Non-Teaching	45	28	55	34
	Total	**58**	**36**	**104**	**64**
Length of Service	<1 year	1	1	10	6
	1-3 years	10	6	29	18
	4-6 years	18	11	51	31
	≥ 6 years	29	18	14	9
	Total	**58**	**36**	**104**	**64**
Highest level of Education	Doctorate	5	3	4	2
	Masters	20	12	52	32
	Bachelors	15	9	27	17
	Diploma	17	11	20	12
	Certificate	1	1	1	1
	Total	**58**	**36**	**104**	**64**

Source: Research data, 2016

Table 4.1 presents information on Kabarak University employees' job category, length of services and highest level of education. The results showed that 34% of respondents were Generation Y non-teaching staff and 30% were teaching staff and as regards the length of service, the study established that 31% of Generation Y had served at the University for 4-6 years while 18% had served for 1- 3 years compared to 18% of Generation X who had served for 6 years and above while 11% had served for 4 - 6 years.

Findings on the respondents' highest level of education indicated that 3% of Generation X had Doctorate degree, 12% masters degree, 9% bachelors degree, 11% had attained diploma qualifications compared to 2% of Generation Y who had Doctorate degree, 32% had masters degree, 17% had bachelors degree and 12% had attained diploma qualifications. Aggregately, 51% of Generation Y had University qualification (including Ph.D, Masters and Bachelors degree) compared to 24% of

Generation X who had University qualifications. Interestingly, 1% of both Generation X and Generation Y had attained certificate qualifications.

Table 4.2

Descriptive Statistics of Respondents Age and Years Worked

Variable	N	Min.	Max.	Mean	Std. Error
Age	162	24	60	37	0.53
Years worked	162	1	25	8	0.36

Source: Research data, 2016
Key: N = Number of Respondents, Min. = Minimum years of respondents, Max. = Maximum years of respondents, Mean = Average years of respondents, Std. Error = standard error

Table 4.2 presents the findings relating to respondents' age and years they had worked in total. The study established that the younger employee at Kabarak University was 24 years compared to the oldest employee who was 60 years due for retirement. The average age of employees' was 37±0.53 years. Concerning years worked in total, employees who had worked for least number of years had worked for 1 year with those who had worked for the longest time had worked for 25 years with an average length of service worked being 8 ±0.36 years The findings in tables 4.2 therefore indicated that there were employees who fell under Generation X and Y based on their age difference working in different job category in the University and also majority of them with University education having worked for an average of 8 years. These statistics therefore showed that the respondents were in a position to give the required information to analyze the generational differences in work related attitudes and their effects on employees' performance in private universities.

4.3 Descriptive Statistics of Employees Job Satisfaction Indicators

The first objective of the study was to establish the difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University. This section used frequency and percentage analysis to analyze employees' job satisfaction indicators. The key job satisfaction indicators analyzed here included; interesting job, preference of group to individual projects, preference of teamwork, effective supervisory guidance, close supervision, motivation from

bonus and overtime, competitive salary, promotion based on abilities rather than seniority and good working relationship.

Table 4.3

Descriptive Analysis of Job Satisfaction

Job Satisfaction variable	Generations	SA	A	N	D	SD	Kruskal-Wallis Test	
		Freq	Freq	Freq	Freq	Freq	χ^2	$P > \chi^2$
		(%)	(%)	(%)	(%)	(%)		
Interesting job	Gen X	35	18	5	0	0		
		(22)	(11)	(3)	(0)	(0)	1.46	0.69
	Gen Y	57	36	9	0	2		
		(35)	(22)	(6)	(0)	(1)		
Group project	Gen X	11	36	7	4	0		
		(7)	(22)	(4)	(2)	(0)	11.16	0.01
	Gen Y	46	44	11	3	0		
		(28)	(27)	(7)	(2)	(0)		
Working in teams	Gen X	26	27	1	3	1		
		(16)	(17)	(1)	(2)	(1)	9.50	0.05
	Gen Y	35	44	7	0	0		
		(22)	(27)	(4)	(0)	(0)		
Guided by supervisor	Gen X	13	39	2	4	0		
		(8)	(24)	(1)	(2)	(0)	12.76	0.01
	Gen Y	38	48	15	2	1		
		(23)	(30)	(9)	(1)	(1)		
Close supervision	Gen X	10	25	5	11	7		
		(6)	(15)	(3)	(7)	(4)	1.81	0.77
	Gen Y	23	38	14	19	10		
		(14)	(23)	(9)	(12)	(6)		
Bonus and/or overtime	Gen X	12	29	8	8	1		
		(7)	(18)	(5)	(5)	(1)	6.12	0.19
	Gen Y	35	49	10	6	4		
		(22)	(30)	(6)	(4)	(2)		
Competitive salary	Gen X	37	27	1	0	0		
		(23)	(17)	(1)	(0)	(0)	0.75	0.69
	Gen Y	49	51	4	0	0		
		(30)	(31)	(2)	(0)	(0)		
Promotion	Gen X	31	24	3	0	0		
		(19)	(15)	(2)	(0)	(0)	3.05	0.38
	Gen Y	63	37	2	0	2		
		(39)	(23)	(1)	(0)	(1)		
Working relationship	Gen X	50	7	1	0	0		
		(31)	(4)	(1)	(0)	(0)	5.46	0.07

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	SA	A	N	D	SD	
Gen Y	73	21	2	0	0	
	(45)	(13)	(1)	(0)	(0)	

Source: Research data, 2016

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Agree, χ^2 =Chi-Square and p-value = Significance level

Table 4.3 presents the findings of employees' views on their job satisfaction which may differ across Generation X and Y gaps. The study established that 57% of Generation Y (strongly agreed and agreed) that their job was interesting and provided an opportunity to make them contribute to the goals of the University compared to 33% of Generation X though not significantly different $(\chi^2 = 1.46, P > 0.69)$. On group projects 55% of Generation Y (strongly agreed and agreed) that they preferred group projects compared to individual projects as opposed to 29% of Generation X that differed significantly $(\chi^2 = 11.16, P < 0.01)$.

As far as teamwork was concerned, the study established that 49% of Generation Y (strongly agreed and agreed) that they preferred to work in teams which were effective compared to 33% of Generation X though this was statistically different $(\chi^2 = 9.50, P \leq 0.05)$. Findings on supervision showed that 53% of Generation Y (strongly agreed and agreed) that they received guidelines from supervisors compared to 32% of Generation X that differed significantly $(\chi^2 = 12.76, P < 0.01)$. About 37% of Generation Y (strongly agreed and agreed) that close supervision was important compared to 11% of Generation X; this was not statistically different $(\chi^2 = 1.81, P > 0.77)$.

On monetary reward system, 52% of Generation Y (strongly agreed and agreed) that bonus and/or overtime pay motivated them compared to 25% of Generation X though not statistically different $(\chi^2 = 6.12, P > 0.19)$. As far as competitive salary was concerned, the study established that 61% of Generation Y (strongly agreed and agreed) that they preferred competitive salaries compared to 40% of Generation X which was not statistically different $(\chi^2 = 0.75, P > 0.69)$.

Findings on promotion established that 62% of Generation Y (strongly agreed and agreed) that they preferred being promoted by the organization based on abilities rather seniority compared to 34% of Generation X which again was not significantly different $(\chi^2 = 3.05, P > 0.38)$. Concerning work relationships the study established that 58% of Generation Y (strongly agreed and agreed) that they preferred good working relationships with colleagues compared to 35% of Generation X that was not significantly different $(\chi^2 = 5.46, P \geq 0.07)$.

The above findings revealed that both Generation X and Y employees at Kabarak University viewed their job as interesting and provided an opportunity to make them contribute to the goals of the University, preferred closed supervision, bonus and/or overtime pay motivated them, preferred competitive salary, expected the organization to promote them based on abilities rather than seniority and enjoyed good working relationship with others. Further, the findings revealed that Generation Y differed with Generation X in that Generation Y preferred to work in group projects than individual projects, preferred to work in teams and received clear guidance from supervisor than Generation X.

Similar findings were reported by Gursoy *et al.,* (2013) who found that Generation Y rely more on relationship for guidance and directions than older generations. Studies by Cennamo and Gardner, (2008) & Chen and Choi, (2008) found no difference between Gen X and Millennials for extrinsic work values that is salary or importance of economic return. Gursoy *et al.,* (2008) found that Generation Y were accustomed to and preferred to work in team environments where their work was performed in a collaborative fashion.

The above findings contradict earlier studies by Yee & Muthu (2011) who found significant difference between Generation Y and X in terms of interesting work but no difference between Gen Y and Baby Boomers, nor Gen X and Baby Boomers. Santos and Cox (2000) as cited by Yusoff and Kian (2013) discovered that Generation X prefers interesting yet challenging work than Generation Y. Fletcher *et al.,* (2009) found that Generation Y values close supervision more highly when compared to Baby Boomers and Generation X respondents

4.4 Difference in Generations and Job Satisfaction

Table 4.4

Mean Difference between Generations and Job Satisfaction

Job Satisfaction variable	Generations	Wilcoxon Two-sample Test			Kruskal-Wallis Test	
		Mean score	Z	P>Z	χ^2	P>χ^2
Interesting job	Gen X	78	-0.71	0.48	0.5	0.47
	Gen Y	83				
Group project	Gen X	95	2.92	0.002	8.52	0.004
	Gen Y	74				
Working in teams	Gen X	85	0.84	0.4	0.7	0.4
	Gen Y	79				
Guided by supervisor	Gen X	86	0.94	0.38	0.9	0.34
	Gen Y	79				
Close supervision	Gen X	83	0.4	0.69	0.16	0.68
	Gen Y	80				
Bonus and/ or overtime	Gen X	90	1.92	0.05	3.68	0.05
	Gen Y	72				
Competitive salary	Gen X	79	-0.66	0.5	0.44	0.5
	Gen Y	83				
Promotion	Gen X	85	0.88	0.37	0.78	0.4
	Gen Y	79				
Working relations	Gen X	73	-2.23	0.03	5	0.03
	Gen Y	86				

Source: Research data, 2016

Table 4.4 presents the findings of mean difference between Generation X and Y and job satisfaction variable. The study established that there was a significant difference between generation X and Y on working in group project, bonus and/or overtime pay motivated them and working relations at Z=2.92, P≤0.002, Z=1.92,P≤0.05 and Z=-2.23, P≤0.03) respectively This finding was contradicted by Cennamo and Gardner (2008) who reported no difference between Generation X and Millennials with respect to job satisfaction while Inelmen, Zeytinoglu & Uygur (2012) supported this finding that Generation Y hospitality workers in Turkey were more satisfied than their Generation X counterparts.

4.5 Descriptive Analysis of Employees Job Involvement Indicators

The second objective of the study was to determine the difference in job involvement and job performance between Generation X and Generation Y employees at Kabarak University. The first analysis presented the frequencies and percentage of job involvement indicators. The analyzed variables of job indicators included; job autonomy/independence, energy devotion into a job, job empowerment, creativity, Job enjoyment, overtime, job balance and flexible working hours.

Table 4.5

Descriptive Analysis of Employees Job Involvement Indicators

Job Involvement	Generations	SA Freq (%)	A Freq (%	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	P-Value
Autonomy	Gen X	23 (14)	30 (19)	3 (2)	0 (0)	0 (0)		
	Gen Y	49 (30)	50 (31)	2 (1)	3 (2)	0 (0)	1.87	0.60
Devotion	Gen X	13 (8)	44 (27)	1 (1)	0 (0)	0 (0)		
	Gen Y	43 (27)	56 (35)	5 (3)	0 (0)	0 (0)	7.74	0.02
Empowerment	Gen X	26 (16)	28 (17)	2 (1)	1 (1)	0 (0)		
	Gen Y	47 (29)	53 (33)	2 (1)	1 (1)	1 (1)	3.66	0.45
Creativity	Gen X	21 (13)	36 (22)	1 (1)	0 -	0 -		
	Gen Y	35 (22)	64 (40)	3 (2)	2 (1)	0 (0)	1.39	0.71
Daily activities	Gen X	28 (17)	29 (18)	1 (1)	0 (0)	0 (0)		
	Gen Y	36 (22)	62 (38)	5 (3)	1 (1)	0 (0)	3.89	0.27
Overtime	Gen X	23 (14)	33 (20)	2 (1)	0 (0)	0 (0)		
	Gen Y	23 (14)	63 (39)	11 (7)	4 (2)	3 (2)	10.9	0.03
Balance between work and family	Gen X	10 (6)	44 (27)	3 (2)	1 (1)	0 (0)		
	Gen Y	29 (18)	72 (44)	2 (1)	1 (1)	0 (0)	3.43	0.33
Flexibility	Gen X	25 (15)	29 (18)	2 (1)	2 (1)	0 (0)		
	Gen Y	46	56	1	0	1		

| | | | (28) | (35) | (1) | (0) | (1) | 5.50 | 0.24 |

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Agree, χ^2 =Chi-Square and p-value = Significance level

Table 4.5 presents the finding of employees' views on their job involvement across Generation X and Y gaps. The study established that 61% of Generation Y (strong agreed and agreed) that they placed importance in job autonomy/independence compared to 33% of Generation X though not significantly different $(\chi^2 = 1.87, P > 0.60)$. As far as devotion was concern, the study established that 62% of Generation Y (strong agreed and agreed) that they devoted their energy to get things done compared to 35% of Generation X that differed significantly $(\chi^2 = 7.74, P < 0.02)$.

Findings on job empowerment found that 62% of Generation Y (strongly agreed and agreed) that they believed in empowerment on the basis of expertise rather than rank compared to 33% of Generation X although this was not statistically different $(\chi^2 = 3.66, P > 0.45)$. About 62% of Generation Y (strongly agreed and agreed) that their job allowed them to use creativity instead of routine work activities compared to 35% of Generation X was although this was not significantly different $(\chi^2 = 1.39, P > 0.71)$.

Findings on daily activities revealed that 60% of Generation Y (strongly agreed and agreed) that they enjoyed performing their daily activities that make up their job compared to 35% of Generation X which was not significantly different $(\chi^2 = 3.89, P > 0.27)$. Analysis on overtime established that 53% of Generation Y (strongly agreed and agreed) that they worked overtime to finish a job even if there were not pay compared to 34% of Generation X which was significantly different $(\chi^2 = 10.90, P < 0.03)$.

About 62% of Generation Y (strongly agreed and agreed) that a balance between work and family was important to them compared to 33% Generation X though not significantly different $(\chi^2 = 3.43, P > 0.33)$. Findings also revealed that 63% of

Generation Y (strongly agreed and agreed) that they expected flexible working hours in their workplace compared to 33% of Generation X although this was not significantly different $(\chi^2 = 5.50, P > 0.24)$.

The above findings showed that both Generation X and Y employees at Kabarak University were of the same opinion that they placed high importance to autonomy/independence at work, expected empowerment on the basis of expertise instead of rank, their job allowed them to use creativity instead of routine work activities, enjoyed performing daily activities that make up their job, preferred a balance between work and family and expected flexible working hours at work place. However, further findings revealed that Generation Y devoted all their energy in getting work done and they would stay overtime to finish their job even if they were not paid for it than Generation X.

The following studies reported no evidence of support to the current findings. Balc and Bozkurt (2013) found that Generation Y wants its job to allow creativity and empowerment on the basis of expertise, wants flexible working hours more than Generation X do. Further, Generation Y was known to place high importance on autonomy and work-life balance (Zemke, *et.al.,* 2000; Smola & Sutton, 2002). Burke (1994) found that Generation X rated a balanced lifestyle as one of the most important job factors.

4.6 Difference between Generations and Job Involvement

Table 4.6

Mean Difference between Generations and Job Involvement

Job involvement variable	Generations	Wilcoxon Two-sample Test			Kruskal-Wallis Test	
		Mean	Z	Z>P	χ^2	P>χ^2
Autonomy	X	80	-0.4	0.69	0.16	0.69
	Y	82				
Devotion	X	70	-2.8	0.003	7.69	0.01
	Y	88				
Empowerment	X	84	0.47	0.64	0.22	0.64
	Y	80				
Creativity	X	81	-0.21	0.83	0.05	0.83

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	Y	82				
Daily activities	X	85	0.89	0.37	0.8	0.37
	Y	79				
Overtime	X	80	-0.42	0.67	0.18	0.67
	Y	83				
Balance between work and family	X	79	-0.7	0.49	0.5	0.5
	Y	83				
Flexibility	X	85	0.7	0.48	0.5	0.5
	Y	80				

Source: Research data, 2016

Table 4.6 presents the findings of mean difference between Generations X and Y and job satisfaction variable. The study established that only one variable devotion had significance difference (Z= -2.8, p≤0.003) between employees of Generation X and Y employees job involvement. All other variables showed no significant difference (P>0.05) indicating that Generation X looked at job involvement similarly to Generation Y.   A number of studies have contradicted the above finding and reported that Gen X value greater flexibility and express a higher desire for balance than any other generation (Sullivan, Forret, Carraher & Mainiero, 2009; Lub, Bijvank, Bal, Blomme & Schalk, 2012; Beutell, 2013).

4.7 Descriptive Analysis of Employees Organizational Commitment Indicators

The third objective of the study was to probe the difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University. The section presents the percentage analysis of organizational commitment. The analyzed organizational commitment variables included; employees' loyalty to the organization, how employees are committed to the organization values, existing opportunities for career advancement, employees willingness to spent the rest of their career in the organization, employees feeling disrupted when they leave the organization, employees feeling indebted to the organization, employees plan to look for another job, employees willingness to identify with the organization goals and employees feeling that their goals and organization goals are similar.

Table 4.7

Descriptive Analysis of Employees Organizational Commitment Indicators

Organizational commitment indicators	Generations	SA	A	N	D	SD	χ²	P-Value
		Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
Loyal	Gen X	45 (28)	12 (7)	0 (0)	1 (1)	0 (0)		
	Gen Y	65 (40)	38 (23)	0 (0)	1 (1)	0 (0)	4.5	0.11
Values in remaining loyal	Gen X	28 (17)	25 (15)	3 (2)	2 (1)	0 (0)		
	Gen Y	37 (23)	57 (35)	1 (1)	5 (3)	0 (0)	7.57	0.11
Career advancement	Gen X	37 (23)	18 (11)	3 (2)	0 (0)	0 (0)		
	Gen Y	65 (40)	28 (7)	11 (7)	0 (0)	0 (0)	11.75	0.01
Happy to spend entire career in organization	Gen X	24 (15)	23 (14)	6 (4)	4 (2)	1 (1)		
	Gen Y	21 (13)	37 (23)	18 (11)	21 (13)	7 (4)	13. 56	0.01
Disrupted life	Gen X	15 (10)	29 (18)	7 (4)	6 (4)	1 (1)		
	Gen Y	22 (14)	33 (20)	15 (10)	29 (18)	5 (3)	10.02	0.04
Indebtedness to organization	Gen X	9 (6)	29 (18)	5 (3)	14 (9)	1 (1)		
	Gen Y	13 (8)	41 (25)	26 (16)	17 (10)	7 (4)	9.51	0.05
Looking for a new job in the next 12 months	Gen X	17 (10)	19 (12)	7 (4)	11 (7)	4 (2)		
	Gen Y	16 (10)	38 (23)	25 (15)	23 (14)	2 (1)	9.06	0.06
Identify with the organization	Gen X	24 (15)	25 (15)	1 (1)	6 (4)	2 (1)		
	Gen Y	25 (15)	55 (34)	13 (8)	6 (4)	5 (3)	10.64	0.03
Similar goals	Gen X	27 (17)	27 (17)	3 (2)	1 (1)	0 (0)		
	Gen Y	23 (14)	65 (40)	9 (6)	4 (2)	3 (2)	11.70	0.02

Source: Research data, 2016

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Agree, χ² =Chi-Square and p-value = Significance level

Table 4.7 presents the findings of employees' views on their organizational commitment across Generation X and Y gaps. The study established that 63% of Generation Y (strongly agreed and agreed) that they were loyal to the organization as opposed to 35% of Generation X though not significantly different $(\chi^2 = 4.45, P > 0.11)$. Findings on value of remaining loyal to one organization revealed that 58% of Generation Y (strongly agreed and agreed) compared to 32% of Generation X which did not differ significantly $(\chi^2 = 7.57, P > 0.11)$. About 47% of Generation Y (strongly agreed and agreed) that opportunity for career advancement was important as opposed to 34% of Generation X that differed significantly $(\chi^2 = 11.75, P < 0.01)$.

Findings revealed that 36% of Generation Y (strongly agreed and agreed) that they would be happy to spend the rest of their career in an organization compared to 29% of Generation X that differed significantly $(\chi^2 = 13.56, P < 0.01)$. Analysis on disrupted life revealed that 34% of Generation Y (strongly agreed and agreed) that their lives would be disrupted if they left their organization compared to 28% of Generation X though this was statistically different $(\chi^2 = 10.02, P < 0.04)$. About 33% of Generation Y (strongly agreed and agreed) that they would not leave the organization even if it were to their advantage as opposed to 24% of Generation X though not significantly different $(\chi^2 = 9.51, P > 0.05)$.

As regards looking for a new job, 33% of Generation Y (strongly agreed and agreed) that they planned to look for a new job in the next 12 months compared to 22% of Generation X though this was not significantly different $(\chi^2 = 9.06, P > 0.06)$. About 49% of Generation Y (strongly agreed and agreed) that they identified with the organization and its goals compared to 30% of Generation X though this was significantly different $(\chi^2 = 10.64, P < 0.03)$. About 54% of Generation Y (strongly agreed and agreed) that their goals and organizational goals were similar as opposed to 34% of Generation X that differed significantly $(\chi^2 = 11.70, P < 0.02)$.

The above findings revealed that both Generation X and Y employees at Kabarak University were of the same opinion that they were loyal to the organization, were

taught to remain loyal to one organization, even if it were to their advantage they would not leave the organization right now and planned to look for new job in the next 12 months. On the other hand, further findings revealed that Generation Y preferred opportunities for career advancement, would be happy to spend the rest of their career in the organization, identified themselves with the organization and its goals and their goals and the organization's were very similar than Generation X.

Similar findings were reported by D'Amato and Herzfeldt (2008) who in their study of learning orientation of 1,600 managers across Europe found that the provision of adequate learning opportunities can help retain managerial talent in younger generations. Shealan (2005) maintained that Generation Y need to feel as though they belong. Shealan recommends that if an organization wants to truly engage them, then it is going to need to keep them in the loop. Fletcher, *et.al.* (2009) found that Generation Y significantly more likely than Baby Boomers and Generation X agreed on the importance of opportunity for advancement and that competition, tuition aid, special recognition, and tangible rewards are all strong motivators. Generation Y was significantly stronger in their desire for the opportunity for advancement than the Baby Boomers or Generation X.

The above findings contradicted earlier findings by by Lieber (2010) who found that Generation Y employees were more likely to feel loyalty to their peers than to management or the organization itself and want to ensure equitable treatment of all. Lipkin and Perrymore (2009) explain how lifelong loyalty to an organization was a value created by the Traditionalist who passed it on to Baby Boomers, but has now been rejected by Generation Y. They further emphasize that this change in attitudes towards commitment has caused major retention and engagement issues and that Generation Y workers are costing corporations excessive dollars a year because loyalty is dead. Tucker (2010) speculates that generation X and Y will excel when they are allowed to participate in achieving the company vision, find new and innovative ways to get the work done and be themselves in the process.

4.8 Difference between Generations and Organization Commitment

Table 4.8
Mean Difference between Generations and Organization Commitment

Job Involvement variable	Generations	Wilcoxon Two-sample Test			Kruskal-Wallis Test	
		Mean	Z	P>Z	χ^2	P>χ^2
Loyal	X	74	-1.9	0.06	3.62	0.06
	Y	86				
Values in remaining loyal	X	75	-1.48	0.07	2.2	0.14
	Y	85				
Career advancement	X	80	-0.46	0.65	0.2	0.6
	Y	83				
Happy to spend entire career in organization	X	64	-3.7	0.0002	13.4	0.0002
	Y	91				
Disrupted life	X	70	-2.51	0.01	6.3	0.01
	Y	88				
Indebtedness to organization	X	76	-1.14	0.25	1.3	0.25
	Y	85				
Looking for a new job in the next 12 months.	X	76	-1.24	0.22	1.53	0.22
	Y	85				
Identify with the organization	X	72	-2.04	0.04	4.15	0.04
	Y	87				
Similar goals	X	67	-3.3	0.001	10.7	0.001
	Y	89				

Source: Research data, 2016

Table 4.8 presents the findings of mean difference between Generations X and Y and organizational commitment variable. The study established that there was a significant difference between Generation X and Y that they were happy to spend entire career in the organization, disrupted life, identifying with the organization and its goals and similar goals at Z=-3.7, P≤0.002, Z=-2.51, P≤0.05, Z=-2.04, P≤0.04 and Z=-3.3, P≤0.001) respectively.

Similar findings were reported by Shealan (2005) who found that Generation Y need to feel as though they belong. Shealan recommends that if an organization wants to truly engage them, then it is going to need to keep them in the loop. This finding was contradicted by Davis, Pawlowski and Houston (2006) who found little differences in organizational commitment between Generation X and Generation Y.

4.9 Descriptive Analysis of Employees Perceived Organizational Support Indicators

The fourth objective of the study was to investigate the difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University. This section presents the analysis of perceived organizational support and job performance between Generation X and Generation Y employees. The variables analyzed in this section include; employees placing high importance on immediate recognition on their work outcome, recognition for new ideas, and job security as a top priority, comparable fairer pay, and salary comparable to education and experience, having a strong voice in decision making, participation in decision making, support whenever they faced problems and supportive supervisor.

Table 4.9

Descriptive Analysis of Employees Perceived Organizational Support Indicators

Perceived Organizational Support Item	Generations	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	P-Value
Recognition	Gen X	30 (19)	25 (15)	1 (1)	2 (1)	0 (0)		
	Gen Y	64 (40)	28 (17)	7 (4)	3 (2)	2 (1)	6.64	0.16
New ideas	Gen X	10 (6)	30 (19)	13 (8)	5 (3)	0 (0)		
	Gen Y	38 (23)	34 (21)	15 (9)	12 (7)	5 (3)	12. 56	0.01
Security	Gen X	29 (18)	20 (13)	4 (3)	1 (1)	1 (1)		
	Gen Y	48 (31)	39 (25)	4 (3)	4 (3)	7 (4)	3.34	0.50
Fair pay	Gen X	8	27	6	16	1		

Factor	Generation	SA	A	N	D	SD	χ^2	p-value
		(5)	(17)	(4)	(10)	(1)		
	Gen Y	25	49	9	13	8		
Salary	Gen X	(15)	(30)	(6)	(8)	(5)	9.16	0.06
		30	20	5	3	0		
		(19)	(12)	(3)	(2)	(0)		
	Gen Y	63	30	5	3	0		
Strong Voice		(39)	(19)	(3)	(2)	(0)	3.97	0.41
	Gen X	30	20	6	2	0		
		(19)	(12)	(4)	(1)	(0)		
	Gen Y	55	43	5	0	1		
Decision		(34)	(27)	(3)	(0)	(1)	6.29	0.18
	Gen X	22	28	6	2	0		
		(14)	(17)	(4)	(1)	(0)		
	Gen Y	46	48	8	2	0		
Available help from organization		(28)	(30)	(5)	(1)	(0)	1.04	0.79
	Gen X	17	35	4	2	0		
		(10)	(22)	(2)	(1)	(0)		
	Gen Y	40	43	12	6	3		
Supportive supervisor		(25)	(27)	(7)	(4)	(2)	6.57	0.16
	Gen X	16	34	4	3	1		
		(10)	(21)	(2)	(2)	(1)		
	Gen Y	45	47	4	6	2		
		(28)	(29)	(2)	(4)	(1)	4.51	0.34

Source: Research data, 2016

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Agree, χ^2 =Chi-Square and p-value = Significance level

Table 4.9 present the findings of employees' views on their perceived organizational support across Generation X and Y gaps. The study established that 57% of Generation Y (strongly agreed and agreed) that they placed importance on immediate recognition as opposed to 34% of Generation X though not significantly different $(\chi^2 = 6.64, P > 0.16)$. About 44% of Generation Y (strongly agreed and agreed) that they were recognized for new ideas compared to 25% of Generation X that differed significantly $(\chi^2 = 12.56, P < 0.01)$. Findings on job security revealed that 56% of Generation Y (strongly agreed and agreed) that job security was their top priority compared to 31% of Generation X though this was not significantly different $(\chi^2 = 3.34, P > 0.50)$.

Findings on fair pay established about 45% of Generation Y (strongly agreed and agreed) that they were being paid fairly as compared to 22% of Generation X though this was not significantly different $(\chi^2 = 9.16, P > 0.06)$. Concerning salary about 58% of Generation Y (strongly agreed and agreed) that they would wish to receive a salary that was in line with their education level and experience compared to 31% of Generation X though not statistically different ($\chi^2 = 3.97, P > 0.41$). About 61% of Generation Y (strongly agreed and agreed) that having a strong voice in decision making was important to them compared to 31% of Generation X was although this was not significantly different $(\chi^2 = 6.29, P > 0.18)$.

Regarding decision making, 58% of Generation Y (strongly agreed and agreed) that they expected to participate in decision making regarding them compared to 31% of Generation X though not significantly different ($\chi^2 = 1.04, P > 0.79$). About 52% of Generation Y (strongly agreed and agreed) that help was available when they had a problem as opposed to 32% of Generation X which was not significantly different ($\chi^2 = 6.57, P > 0.16$). Findings on supportive supervisor revealed that 57% of Generation Y (strongly agreed and agreed) that their supervisors were very supportive at work compared to 31% of Generation X though not significantly different $(\chi^2 = 4.51, P > 0.34)$.

The above findings revealed that both Generation X and Y employees at Kabarak University placed high importance on immediate recognition on work outcomes, job security was their top priority, were being paid fairly compared to others, received salary that was in line with their educational level and experience, strong voice in decision making was important to them, they expected to participate in decisions regarding them, help was available when they had a problem and supervisors were very supportive   However, further findings revealed that Generation Y were more recognized for new ideas than Generation X.

The following studies reported no evidence of support to the current findings. A study found Generation X to value job security slightly more than Gen Y (Lub *et al.,* 2012). Millennials are thought to be comfortable with change and less likely to view

job security as an important factor in their careers (Hart, 2006). Dries, Pepermans and De Kerpel (2008) cross-sectional study of European workers found that Gen Me reported a higher need for security in their jobs than Gen X, agreeing with items such as "I am most fulfilled in my work when I feel that I have complete financial and employment security" and "I seek jobs in organizations that will give me a sense of security and stability."

Wiley and Kowske (2011) indicated that Millennials are more positive about recognition than their elder co-workers. Sujansky and Ferri-Reed (2009) recounted that in the olden days, it used to be enough for employers to conduct simple awards ceremonies to herald employee achievements. However, today, they note that members of the younger generation look for greater evidence that their achievements are recognized. In their review, Benckendorff, Moscardo and Pendergast (2010) suggested that Generation Y employees show a tendency towards valuing equality in the workplace and they seek positions that offer reasonable wages and good opportunities for training.

4.10 Difference between Generations and Perceived Organizational Support

Table 4.10

Mean Difference between Generations and Perceived Organizational Support

Perceived Organizational Support variable	Generations	Wilcoxon Two-sample Test			Kruskal-Wallis Test	
		Mean	Z	P>Z	χ^2	P>χ^2
Recognition	X	85	0.76	0.45	0.6	0.4
	Y	80				
New ideas	X	87	1.18	0.24	1.4	0.24
	Y	78				
Security	X	80	-0.46	0.65	0.2	0.6
	Y	83				
Fair pay	X	89	1.57	0.12	2.5	0.12
	Y	77				
Salary	X	86	1.05	0.30	1.1	0.3
	Y	79				
Strong voice	X	84	0.6	0.6	0.3	0.6
	Y	80				

Decision	X	86	0.9	0.3	0.9	0.3
	Y	79				
Available help from organization	X	82	0.11	0.9	0.01	0.9
	Y	81				
Supportive supervisor	X	89	1.73	0.08	3.0	0.08
	Y	77				

Source: Research data, 2016

Table 4.10 presents findings of mean difference between generations and perceived organizational support. The study established that all variables showed no significant difference (P>0.05) indicating that Generation X looked at perceived organizational support similarly to Generation Y.

This finding was contradicted by a study that found recognition particularly immediate feedback and recognition was valued by Generation Y (Gursoy, Chi & Karadag, 2013; Mencl & Lester, 2014). This mentality of the younger generation, which values receiving recognition, also extends to giving out recognition. A study found Gen X to value job security slightly more than Gen Y (Lub *et al.*, 2012). Hansen and Leuty (2011) suggests that although generations may value security similarly, Baby Boomers & Generation X value security in their professions/industry rather than having security in their current job, unlike individuals of the older generation (Traditionalists), who appear to closely link job security to tenure in the company for which they work. Millennials are thought to be comfortable with change and less likely to view job security as an important factor in their careers (Hart, 2006).

4.11 Descriptive Analysis of Employees Job Performance

This section presents an analysis of employees' job performance. Key variables analyzed included; ability to produce accurate work output despite the volume, motivation to come to work daily, employed satisfied by their work, working with minimum supervision and ability to meet work deadlines.

Table 4.11

Descriptive Analysis of Employees Job Performance

Job performance Item	Generations	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	P-Value
Accurate work despite work volume	Generation X	27 (17)	30 (19)	0 (0)	1 (1)	0 (0)		
	Generation Y	62 (38)	33 (20)	8 (5)	0 (0)	1 (1)	11.80	0.02
Motivated to come to work	Generation X	29 (18)	23 (14)	3 (2)	2 (1)	1 (1)		
	Generation Y	50 (31)	38 (23)	12 (7)	2 (1)	2 (1)	2.11	0.72
Satisfaction	Generation X	31 (19)	22 (14)	4 (2)	0 (0)	1 (1)		
	Generation Y	40 (25)	43 (27)	15 (9)	3 (2)	3 (2)	5.70	0.22
Minimum supervision	Generation X	42 (26)	16 (10)	0 (0)	0 (0)	0 (0)		
	Generation Y	65 (40)	37 (23)	0 (0)	0 (0)	2 (1)	2.40	0.30
Work deadline	Generation X	33 (20)	25 (15)	0 (0)	0 (0)	0 (0)		
	Generation Y	62 (38)	41 (25)	1 (1)	0 (0)	0 (0)	0.73	0.70

Source: Research data, 2016
SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Agree, χ^2 =Chi-Square and p-value = Significance level

Table 4.11 presents the findings of employees' views on their job performance across generation X and Y gaps. The study established that 58% of Generation Y (strongly agreed and agreed) that they were able to produce accurate work despite the work volume as opposed to 36% of Generation X that differed significantly ($\chi^2 = 11.80, P < 0.02$). About 54% of Generation Y (strongly agreed and agreed) that they were always motivated to come to work compared to 32% of Generation X although this was not significantly different ($\chi^2 = 2.11, P > 0.72$).

About 52% of Generation Y (strongly agreed and agreed) that their work gave them satisfaction compared to 33% of Generation X though not significantly different

$(\chi^2 = 5.70, P > 0.22)$. Regarding minimum supervision, 63% of Generation Y (strongly agreed and agreed) that they were able to work with minimum supervision as opposed to 36% of Generation X although not significantly different $(\chi^2 = 2.40, P > 0.30)$. Finally 63% of Generation Y (strongly agreed and agreed) that they were able to meet work deadlines on time compared to 35% of Generation X though not significantly different ($\chi^2 = 0.73, P > 0.70$).

The above findings indicated that both Generation X and Y employees at Kabarak University were motivated to come to work, work gave them satisfaction, were able to work with minimum supervision and meet work deadlines on time. However, Generation Y indicated that they were able to produce accurate work despite work volume than Generation X.

Tulgan (2009) reported evidence of support to the above findings. The author calls Gen Y/Gen Me the most high-maintenance workforce in the history of the world but argues that they will also be the most productive than Generation X.

4.12 Difference between Generations and Job Performance

Table 4.12

Mean Difference between Generations and Job Performance

Job performance variable	Generations	Wilcoxon Two-sample Test			Kruskal-Wallis Test	
		Mean	Z	P>Z	χ^2	P>χ^2
Accurate work despite work volume	X	86	1.11	0.27	1.23	0.27
	Y	79				
Motivated to come to work	X	79	-0.45	0.7	0.2	0.7
	Y	83				
Satisfaction	X	72	-2.2	0.03	4.81	0.03
	Y	87				
Minimum supervision	X	76	-1.34	0.18	1.79	0.18
	Y	85				
Work deadline	X	83	0.28	0.78	0.08	0.78
	Y	81				

Source: Research data, 2016

Table 4.12 presents the findings of mean difference between Generation X and Y and job performance variable. The study established that only one variable satisfaction had significance difference (Z= -2.2, p≤0.003) between employees of Generation X and Y employees job performance. All other variables showed no significant difference (P>0.05) indicating that Generation X looked at job performance similarly to Generation Y.

A study by Marasinghe and Wijayaratne (2016) reported no evidence on the above findings. They found that there was a significant difference of job satisfaction in perception of both work and supervision among Baby Boomers, Generation X and Generation Y. Generation Y tended to be more satisfied with the supervision aspect than the Generation X.

4.13 Generational Differences in Work Related Attitudes on Employees' Performance

The main purpose of this study was to establish the generational differences in work related attitudes and their effects on employees' performance in private universities.

Table 4.13

Wilcoxon Signed Rank Test

Wilcoxon signed rank test	Job performance - Generation job satisfaction	Job performance - Generation job involvement	Job performance – Generation organizational commitment	Job performance - Generation perceived organizational support
Z	-6.023	-8.991	-4.099	-5.951
Asymp. Sig. (2-tailed)	.000	.000	.117	.000

Source: Research data, 2016

The first null hypothesis that there is no difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University was rejected. The study established significant difference (Z = -6.023, p<.000) in job satisfaction and job performance between Generation X and

Generation Y employees at Kabarak University. The second null hypothesis that is no difference in job involvement and job performance between Generation X and Generation Y of employees at Kabarak University was rejected. The study established significant difference (Z = -8.991, p<.000) in job involvement and job performance between Generation X and Generation Y employees at Kabarak University.

The third null hypothesis that there is no difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University was accepted. The study established no significant difference (Z = -4.099, p>.117) in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University. The fourth null hypothesis that there is no difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University was rejected. The study established significant difference (Z = -5.951, p<.000) in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Discussions, conclusions and recommendations arising out of the research findings in the previous chapter and areas for further study are presented in this chapter. This study aimed at establishing the generational differences in work related attitudes on employees' performance in private universities.

5.2 Summary of Findings

The study established the following findings; on demographic characteristics, majority of the respondents were male and from non-teaching fraternity of Generation Y cohort having work experience of 4-6 years with masters degree. Secondly, the study established that there were employees who fell under Generation X and Y based of their age difference working in different job category in the University with 51% of Generation Y having University qualification (including Ph.D, Masters and Bachelors degree) as opposed to 24% of Generation X who had University qualifications. Findings revealed that 31% of Generation Y had worked between 4-6 years while 18% of Generation X had worked over 6 years. .

The first objective of the study was to establish the difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University. The study found no difference in job satisfaction and job performance between Generation X and Y employees at Kabarak University as both generations agreed that their job was interesting and provided an opportunity to make them contribute to the goals of the University, preferred closed supervision, bonus and/or overtime pay motivated them, preferred competitive salary, expected the organization to promote them based on abilities rather than seniority and enjoyed good working relationship with others. However, other findings reported differences between Generation X and Generation Y, where Generation Y preferred to work in group projects than individual projects, preferred to work in teams and received clear guidance from supervisor more than Generation X.

The second objective of the study was to determine the difference in job involvement and job performance between Generation X and Generation Y employees at Kabarak University. The study found out that there was no difference in job involvement and job performance between Generation X and Y employees at Kabarak University as both generations exhibited similar opinions that they placed high importance to autonomy/independence at work, expected empowerment on the basis of expertise instead of rank, their job allowed them to use creativity instead of routine work activities, enjoyed performing daily activities that make up their job, preferred a balance between work and family and expected flexible working hours at work place. However, differences were reported where Generation Y devoted all their energy in getting work done and stayed overtime to finish their job even if they were not paid for it Generation X.

The third objective of the study was to probe the difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University. The study established no difference in organizational commitment and job performance between Generation X and Y employees at Kabarak University as both generations expressed similar opinions that they were loyal to the organization, were taught to remain loyal to one organization, even if it were to their advantage they would not leave the organization right now and planned to look for new job in the next 12 months. Differences were reported where Generation Y preferred opportunities for career advancement, would be happy to spend the rest of their career in the organization, their life would be disrupted if they left the organization, identified themselves with the organization and its goals and their goals and the organization's were very similar more than Generation X.

The fourth objective of the study was to investigate the difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University. The study established no difference in perceived organizational support and job performance between Generation X and Generation Y as both generations agreed that they placed high importance on immediate recognition on work outcomes, job security was their top priority, were being paid fairly compared to others, received salary that was in line with their educational level and

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experience, strong voice in decision making was important to them, they expected to participate in decisions regarding them, help was available when they had a problem and supervisors were very supportive. Differences were reported where Generation Y agreed that they were more recognized for new ideas more than Generation X.

Concerning job performance indicators, the findings revealed no differences in both Generation X and Y employees at Kabarak University who reported that they were motivated to come to work, work gave them satisfaction, were able to work with minimum supervision and meet work deadlines on time. However, the study established a difference that Generation Y was able to produce accurate work despite work volume more than Generation X.

5.3 Conclusions

The study aimed at establishing the generational differences in work related attitudes and their effects on employees' performance in private universities. The first null hypothesis that there is no difference in job satisfaction and job performance between Generation X and Generation Y employees at Kabarak University was rejected. The study established significant difference in job satisfaction ($Z = -6.023$, $p<.000$) and job performance between Generation X and Generation Y employees at Kabarak University. The second null hypothesis that there is no difference in job involvement and job performance between Generation X and Generation Y employees at Kabarak University was rejected. The study established significant difference in job involvement ($Z = -8.991$, $p<.000$) and job performance between Generation X and Generation Y employees at Kabarak University.

The third null hypothesis that there is no difference in organizational commitment and job performance between Generation X and Generation Y employees at Kabarak University was accepted. The study established no significant difference in organizational commitment ($Z = -4.099$, $p>.117$) and job performance between Generation X and Generation Y employees at Kabarak University. The fourth null hypothesis that there is no difference in perceived organizational support and job performance between Generation X and Generation Y employees at Kabarak University was rejected. The study established a significant difference in perceived

organizational support (Z = -5.951, p<.000) and job performance between Generation X and Generation Y employees at Kabarak University.

The study revealed that there were differences in job satisfaction, job involvement and perceived organizational support between Generation X and Generation Y while no difference in organizational commitment. Some of the earlier findings did not report evidence of support to these findings and this could be attributed to the fact that Generation X and Generation Y in the West (U.S.A, Europe, Australia) experienced different economical, social, political environments as compared to Kenyan Generation X and Generation Y who were contextualized according to the Kenyan perspective and have different economic, social and political influences and experiences.

5.4 Recommendations

5.3.1 Recommendation for Practice and Policy

On the basis of the findings of this study, the following recommendations are important as far as establishing the generational differences in work related attitudes and their effects on employees' performance in private universities. First, the study recommends that private universities should incorporate work related attitudes in generation difference in their human resource policies for purposes of accommodating the variation in generations that affect employee behaviours in work environment. Second, private universities should develop their key performance index of job satisfaction, employees' involvement and commitment, employees' organization support and job performance based on the variation in generation difference. This will make the private universities responsive to difference in opinions, behaviours and work schedules because such issues are brought by generational differences. Third, the study recommends that the private universities should carry out job re-design including flexi hours for which this study establish to be a priority based on difference in generation.

5.3.2 Recommendation for Further Studies

A study on the Generational differences in work related attitudes and their effects on employee performance in other private universities in Kenya and the sample should

include Baby Boomers so as to establish whether they differ with Generation X and Y in work related attitudes. Further study can be undertaken on how the differences and similarities among Generation X and Generation Y employees may impact productivity at workforce in private universities in Kenya. Another study can be conducted to examine the strategies that can be taken to reduce the generational gaps in work related attitudes between Generation X and Generation Y in order to create harmonies at workplace.

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LIST OF APPENDICES

APPENDIX 1: COVER LETTER

School of Business and Economics
Kabarak University
NAKURU

October 2016

Dear Respondent,

RE: DATA COLLECTION FOR RESEARCH PROJECT

I am a Master of Business Administration student of Kabarak University, Nakuru Town Campus. I am conducting a research in partial fulfilment of requirement for the award of a degree in Master of Business Administration (Human Resource Management Option). The title of my research is *"Generational Differences in Work Related Attitudes and their Effects on Employees Performance in Private Universities: Evidence from Kabarak University".*

I kindly request you to fill the attached questionnaire. All the information that you will provide will be treated with utmost confidentiality and will be used only for the purpose of this research.

Thank you for your assistance.

Yours faithfully,

Caroline Cherotich Boinett
Researcher

APPENDIX II : QUESTIONNAIRE

INSTRUCTIONS
1. Please tick [√] the appropriate choice.
2. Fill the information on the blank spaces.
3. Participation in the survey is on a voluntary basis and all answers will be kept strictly confidential.
4. Generation Y Age (18 – 37yrs) and Generation X Age (38- 53yrs).

SECTION A: DEMOGRAPHIC CHARACTERISTICS
1. Gender: Male   [   ]   Female   [   ]

2. Job category: Teaching   [   ]   Non-teaching   [   ]

3. Kindly indicate your age in years**: …………………..**

4. Length of service at Kabarak University:
    Less than one year   [   ]   4 – 6 years   [   ]
    1 – 3 years   [   ]   6 and above   [   ]

5. How many years you have worked in total?…………….

6. Kindly indicate your highest level of education:
    ▪ Doctorate   [   ]
    ▪ Masters   [   ]
    ▪ Bachelors   [   ]
    ▪ Diploma   [   ]
    ▪ Certificate   [   ]
    ▪ Other (Specify) ……………………………………………

SECTION   B: WORK   ATTITUDES   AND   EMPLOYEES'   JOB PERFORMANCE

The following statements relate to work attitude aspects. On a scale of 1-5 where; (Strongly Agree=5, Agree=4, Neutral=3, Disagree =2 and Strongly Disagree=1), please tick appropriately your level of agreement with each of the following statements.

I	Job Satisfaction Indicators	SA	A	N	D	SD
1	My job is interesting and provides an opportunity to make my contributions.					

		SA	A	N	D	SD
2	I prefer group projects to individual projects.					
3	I prefer to work in a team because they are more effective.					
4	I receive clear guidance from my supervisor.					
5	Close supervision improves my performance.					
6	Bonus and/or overtime pay are strong motivators to me.					
7	I regard competitive salary as important to me.					
8	I expect my organization to promote me based on my abilities rather than seniority.					
9	Having good working relationship with my colleagues is important to me.					
II	**Job Involvement Indicators**	**SA**	**A**	**N**	**D**	**SD**
10	I place high importance to autonomy/independence at work					
11	When there is a job to be done, I devote all of my energy to getting it done.					
12	I expect empowerment on the basis of expertise instead of rank in my workplace.					
13	I expect my job to allow me to use my creativity instead of routine work activities.					
14	I enjoy performing the daily activities that make up my job.					
15	I will stay overtime to finish a job even if I am not paid for it.					
16	A balance between work and family is vital to me.					
17	I expect flexible working hours in my workplace.					
III	**Organisational Commitment Indicators**	**SA**	**A**	**N**	**D**	**SD**
18	I am loyal to the organization I work for.					
19	I was taught to believe in the value of remaining loyal to one organization.					
20	Opportunity for career advancement is important to me.					
21	I would be very happy to spend the rest of my career in this organization.					
22	Too much of my life would be disrupted if I					

		SA	A	N	D	SD
	decided I wanted to leave my organization right now.					
23	Even if it were to my advantage, I do not feel it would be right to leave my organization now.					
24	I plan to look for a new job in the next 12 months.					
25	I want to identify myself with the organization and its goals.					
26	I find that my goals and the organization's goal are very similar.					
IV	**Perceived Organisational Support Indicators**	SA	A	N	D	SD
27	I place high importance on immediate recognition of my work outcomes.					
28	I am recognized for new ideas.					
29	Job security is my top priority.					
30	I am being paid fairly in comparison to others.					
31	I want to receive a salary in line with my educational level and experience.					
32	Having a strong voice in decision making is important to me.					
33	I expect to participate in decisions regarding me in my workplace.					
34	Help is available from my organization when I have a problem.					
35	My supervisor is very supportive at work place.					

SECTION C: JOB PERFORMANCE

The following are measures of job performance. Please tick appropriately your level of agreement with each of the following statements on a scale of 1-5 where; (Strongly Agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly Disagree=1).

V	Job Performance indicators	SA	A	N	D	SD
36	I am able to produce accurate work despite the work volume.					
37	I am always motivated to come to work.					

38	My work gives me satisfaction.					
39	I am able to work with minimum supervision.					
40	I can meet my work deadlines on time.					

41.   What motivates you to work hard?…………………………………………….

Thank you for giving me your precious time. May God bless you.

APPENDIX 1II: INTRODUCTORY LETTER FROM SCHOOL OF BUSINESS AND ECONOMICS

KABARAK BUSINESS SCHOOL

P.O. Private Bag. 20157
Kabarak, KENYA
Email: jgathii@kabarak.ac.ke

Tel: 020-2035181
Fax: 254-51-343529/343012
www.kabarak.ac.ke

2nd November, 2016

To Whom It May Concern:

Dear Sir/Madam,

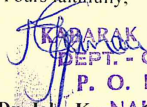**RE: CAROLINE CHEROTICH BOINETT – GMB/NE/1065/09/14**

This is to confirm that the above named is a bonafide student of Kabarak University pursuing a Master of Business Administration (Human Resource Option).

Caroline has completed her coursework and currently carrying out a study on the "Generational Differences in work related attitudes on Employees Performance in Private Universities: Evidence from Kabarak University."

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

Dr. John Kamau Gathii.
AG. DEAN

Kabarak University Moral Code
As members of Kabarak University family, we purpose at all times and all places, to set apart in one's heart, Jesus
as Lord.
(1 Peter 3:15)

APPENDIX IV: AUTHORITY LETTER FROM KABARAK UNIVERSITY

Office of the Registrar (Administration & Human Resources)

Private Bag - 20157	**Tel: 254-51-343509**
KABARAK, KENYA	**Fax: 254-51-343529**
Email: Registrar@kabarak.ac.ke	**www.kabarak.ac.ke**

8th November 2016

Ms. Caroline Cherotich Boinett
School of Business and Economics
KABARAK UNIVERSITY

Dear Ms. Boinett,

RE: REQUEST TO COLLECT DATA

This is to acknowledge receipt of your letter dated 7th November 2016 on the above subject.

I am pleased to inform you that your request to collect data at this University on *"Generational Differences in Work Related Attitudes on Employee Performance in Private Universities: Evidence from Kabarak University"* has been approved. We would also appreciate if you would share with us your research findings.

Thank you.

Yours sincerely,

PROF. RONALD K. CHEPKILOT
REGISTRAR (ADMIN & HR)

C.C.   Deputy Vice Chancellor (A & R)
         Registrar (A & R)

Kabarak University Moral Code
As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.   1 Peter 3:15