

Does Motivational Strategies and Issues Differ Across Generations: An Analytical Study

Namita Rajput¹, Ritu Kochhar nee Bali^{2*}, Subodh Kesharwani³

¹Associate Professor, Sri Aurobindo College, University of Delhi; namitarajput27@gmail.com

²Asst. Professor, Bharati Vidyapeeth University, Institute of Management and Research, New Delhi; ritub.bvimr@gmail.com

³Faculty, School of Management Studies, Indira Gandhi National Open University, New Delhi-India; skesharwani@ignou.ac.in

Abstract

Although most organizations today are giving importance and lot of consideration to encouraging and appreciating workforce diversity in their culture, however for them definition of workforce diversity is limited to just gender and ethnicity. One of the most demoralizing diversity challenges—generational diversity—often goes disregarded and unaddressed. Motivation has long been referred as the most important component for job satisfaction, productivity and performance, and therefore enjoys a long history of academic attention and research theories. It is also proved that motivated employees performs 25% extra than the employees who are not satisfied. At present, workforce representing four generations viz. Traditionalist, Baby Boomers, Generation X and Generation Y are working side by side in the organizations. In this study, a modest attempt was made to check whether significant differences exist among faculty members working in Universities/Colleges in Delhi and NCR region towards factors influencing motivation using a sample size of 690 faculty members. The null hypothesis was rejected proving that differences exist among generations on what motivates them. The study calls the attention of HR Managers to this fact and suggests them to revise their motivational strategies keeping in mind the changing needs and expectation of diverse workforce.

1. Introduction

Although most organizations decant resources and instance into accomplishing and encouraging diversity, many limit their definition of diversity to gender and ethnicity. One of the most demoralizing diversity challenges—generational diversity—often goes disregarded and unaddressed. How to motivate the employees is considered to be one of the challenging problems facing human resource managers of all the organizations today (Wiley, 1997), because motivated employees contributes towards organizational success (Robbins, 2003). Recently conducted studies have proved that highly skilled employees who are motivated at their job performs 25% extra than the one who are not satisfied. (Cialdini, Petrova, & Goldstein, 2004). Motivation has long been referred as the most important component for job satisfaction, productivity and performance, and therefore enjoys a long history of academic attention and research theories (Bandura, 1986; Hackman & Oldham, 1982; Herzberg, Mausner, & Snyderman, 1959; Locke & Latham, 1990; McClelland, 1961; Mashlow, 1943; Vroom, 1964). A good number of researches have been done on

identifying what motivates people at work (Latham & Pinder, 2005); however applying the findings of the research into practice is a challenging task in a diverse, multi-generational workforce. Generation Y employees (born after 1980) have started to enter the workforce from the year 2000 in increasing numbers and this resulted into a workforce which comprises four generations— a kind of workforce diversity which is very difficult to manage for the most of the organizations (Eisner, 2005; O'Bannon, 2001). The four generations include Traditionalists (born before 1946), Baby Boomers (born 1946–1964), Generation X (born before 1980) and Generation Y (born after 1980). All these generations are entering the workplace with their own expectations of needs, values and leadership which are based on their early social and economic experiences that are unique to the times of each individual generation (Eisner, 2005; Howe & Strauss, 1991; Wolburg & Pokrywczynski, 2001; Zemke, Raines, & Filipczak, 1999).

Examples of these different generation-shaping events include the Great Depression and World War II for Traditionalists; the Vietnam War and Civil Rights Movement for Baby Boomers; Watergate and high divorce rates for Generation X; and the

* Address for correspondence:

Ritu Kochhar nee Bali

Asst. Professor, Bharati Vidyapeeth University, Institute of Management and Research, New Delhi

ritub.bvimr@gmail.com

Columbine High School shootings and 9/11 terrorist attacks for Generation Y (Eisner, 2005; Howe & Strauss, 1991; Zemke, Raines, & Flipczak, 1999).

Apart from difficulties brought in by generational diversity, organizations and their Human Resource Departments are also faced with the challenge of managing large inflow of new Generation Y workers and the even larger outflow of the Baby Boom generation as it moves into its retirement years. This has resulted in forcing employers and researchers to searching for ways to overcome the effects of expected mass outflow of Baby Boomers and Traditionalist employees from the workforce (Toossi, 2005). This mass outflow is going to reflect a significant shift in the generational diversity as the new generation starts entering and replacing baby boomer generation at the workplace (Eisner, 2005; O'Bannon, 2001), as well as deficit in the labour supply in some originations as the overall growth rate of labour has slowed down (Cappelli, 2005; Dohm, 2000; Toossi, 2007). The entry of one generation (Generation Y) and exit of other generation (baby boomers) are pressurizing companies to find out effective ways to (1) Retain and utilize the experience and knowledge of baby boomers who have attained retirement age, (2) effectively mobilizing the talent and skills of Generation X and (3) develop and harness the new, and inexperienced talent represented by the Generation Y employees.

A shift has been taking place in almost all teaching institutions as well. Baby boomer faculty members (born between 1945 till 1965) are approaching their retirement shortly and their fellow members from Generation X (born from 1965 till 1980) are entering their mid career stage. The next generation in the teaching profession is Millennial or Y Generation (born between 1981 till 2000). Just like Baby Boomer and Generation X have shaped their career growth chart and their policies, the younger generation's expectations for their life and work will impact the ways in which Gen Y teachers enter and remain in the profession. This study aims to help state, district, and most important university leaders to better understand the generation differences available so that they can better manage and support all teachers for the improvement of teaching and learning, for current and future generations of students.

There are major differences in what motivates different generations because of their different characteristics and nature. It is very important to deeply analyze these motivational issues as this will help the HR managers to formulate the strategies accordingly in successfully motivating different generations for the well being of the company health and productivity.

In this backdrop it is very important to investigate and compare work motivators across generations. In this study a modest attempt is made to check whether significant differences are there across generations regarding motivational factors. To achieve

the objectives of the study the paper is divided into following sections, section 1 i.e. the present section gives the importance of generational differences, different workforce available in the workforce and need to investigate as to how these generations differ on account of motivational factors. Insights from these factors will help the managers in policy formulations. Section 2 gives extensive review of present literature across globe. Section 3 gives data and methodological issues. Section 4 gives details of interpretations of results. Section 5 gives summary and conclusions. References form the part of last section.

2. Review of Literature

This section gives extensive review of literature of studies done in India and abroad. Motivation has always enjoyed the interest of researchers resulting into numbers of theories on this concept (Bandura, 1986; Hackman & Oldham, 1982; Herzberg, Mausner, & Srydeman, 1959; Locke & Latham, 1990; Mashlow, 1943; McClelland, 1961; Vroom, 1964). Satisfied and motivated employees are always important for the success of any organization as they contribute their 100% to the organization. It is also observed that employees who are satisfied outperform those who are not satisfied by 25%. (Cialdini, Petrova, & Goldstein, 2004). With the advent of motivational theories viz. Maslow's Need Hierarchy theory, Mc Gregor's Factor theory, Vroom's Expectancy Theory, Equity Theory and research work conducted in this area, success has been achieved by the researchers to motivate their employees. Since the mid-1970s, great progress has been made in the ability to foresee and recognize motivation in the organizations. (Latham & Pinder, 2005). However, many of the researchers are of the opinion that lot of work is still to be done.

According to (Michell, 1982), "Motivation can be defined as "those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed" (p. 81). Motivation is a result of processes internal or external to the individual that arouse enthusiasm and persistence to pursue a certain course of action. In other words, it is complex of forces starting and keeping a person at work in an org. Thus motivation is something that moves the person into action, and continue him in the course of action already initiated (Robbins, 2003; Rudolph & Kleiner, 1989).

The basic objectives of motivational theories are to identify different facts which create enthusiasm and zeal in employees towards work and finally result in achieving goals of the organisation (Michell, 1982). Under motivation, values can be classified into three categories: (a) intrinsic or self actualization values, (b) extrinsic or security or material values and (c) social or relational

values (Maslow, 1943; McClelland, 1961; Herzberg, Mausner, & Srydeman, 1959; Wollack, Goodale, Wijting, & Smith, 1971; Crites, 1961; Pryor, 1987). According to Michell (1982), organization needs to have proper mechanism to identify what motivates employees externally because needs may differ on individual basis. Organization has to first decide what factors are important for organization's effectiveness and what factors will result in producing expected behaviour. This task becomes even more challenging when the organization is dealing with diverse multi-generational workforce. Intrinsic and extrinsic motivational factors can be differentiated on the grounds that while intrinsic motivational factors push employees towards performance, extrinsic motivation induces or encourages performance. Hence task of management is not to push people towards performance but to pull them so that they achieve organizational goals voluntarily. (Locke & Latham, 2004; Michaelson, 2005). It is therefore very important that HR managers are not adopting any unethical practices or are not considering employees as just another factor of producing for motivating their employees and everything is achieving keeping in mind the equity theory failing which employees may react both affectively and behaviorally in unintended ways (Latham & Pinder, 2005; Shaw, 1996). If motivation is one of the major problems posing challenges to the HR department across the globe as Wylie (1997) indicates, understanding the differences in expectations among multigenerational workforce is essential to success. According to Kyles (2005), if the clashes and conflicts between generations at workplace are not managed effectively or if the generational members don't know or understand the generational values of their colleagues, there is every possibility of mis-understandings, and fights among them.

Thoroughly planned and executed policies, procedures and incentives are effective means of motivating the workforce. It is very essential that understanding of generational values and characteristics combined with regular employee surveys is carried out at regular intervals for gaining insight into what workforce expects and demands and further go a long way in helping organizations to gain competitive advantage.

Of all the literature survey done, it was found that lot of research has been done in various organizations among blue collar and white collar employees. However there is paucity in education sector and this study is a modest attempt to bridge the gap in this sector.

3. Data and Methodology

To achieve the objectives of the study i.e. to address the generational issues among faculty members of educational institutions in Delhi and NCR region and tries to infer whether significant dif-

ferences exist among different generations regarding motivational factors towards work.

3.1 Research Objective

To what extent preferences for work motivators vary across generations

- *H1: There are significant differences on preferences for work motivators across generations*
- *Ho: There are no significant differences on preferences for work motivators across generations*

The research design for the present study was basically descriptive and exploratory in nature and a well structured questionnaire is used in this regard to conduct the survey.

3.2 Survey Questionnaire

The survey instrument consisted of previously validated survey used by Montana and Lenaghan (1999) and Leschinsky and Michael (2004) comprising of 20 questions to find out generational differences on motivational factor among population consisting of faculty members working in Universities Colleges and Institutes approved by AICTE in Delhi and NCR region. Further, respondents were also asked to complete their demographic details which included their age (within a range), gender, and designations (Asst. Professor, Associate Professor and Professor), Salary Status and Marital status etc. A pilot study was conducted to validate the questionnaire the results of which are satisfactory and therefore the same questionnaire was used for actual research.

A convenience sample of faculty members working in Delhi and NCR area was used the study. Questionnaires were distributed to around 1100 respondents out of which 690 complete questionnaires were received. It was ensured that equal no. of questionnaires are received from all the generations i.e. Baby Boomers (1945–1964), Generation X (1965–1980) and Generation Y (1981–2000) since all the three generations are seen equally in the workplace. Of the 690 respondents, 260 respondents were female and 430 were male.

Table 1:

Count	Year of Birth*Occupation Cross tabulation				Total
	Occupation			Total	
	Assistant Professor	Associate Professor	Professor		
Year of Birth	1945–1964	15	59	156	230
	1965–1980	106	78	46	230
	1981–2000	197	33	0	230
Total		318	170	202	690

Among the respondents, 202 participants were Professors, 170 participants were Associate Professors and 318 participants were Asst. Professors.

Factor Analysis and ANOVA were used to find out the differences among generations on what motivates them supplemented by descriptive statistics. Factor analysis is a set of techniques, which, by analyzing correlations between variables, reduces their number into fewer factors, which explain much of the original data, more economically. (Nargundkar, 2005).

4. Analysis and Interpretations of Results

This section contains the analysis and interpretations of results. To begin the analysis sample adequacy test was conducted the results of which are shown in table 1. The results are satisfactory with the value of KMO and Bartlett’s Test i.e. (.867). This is in the acceptable range (Table 2).

Table 2: KMO and Bartlett’s test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.867
Bartlett’s Test of Sphericity	Approx. Chi-Square	4118.166
	Df	171
	Sig.	.000

For this Variable, Measures of Sample Adequacy such as Bartlett’s test of sphericity (approx chi-square is 4118.166, degree of freedom is 171, significance is 0.000) and KMO value (0.867) showed that data was fit for factor analysis. In order to have deep insights regarding factors influencing motivation across generations factor analysis was used for extracting factors and five factors were retained on the basis of Eigen values and variance explained (Refer Table 3).

Table 3: Total variance explained

Phase=Rotation Sums of Squared Loadings				
Component		Total	% of Variance	Cumulative %
dimension	1	2.762	14.539	14.539
	2	2.684	14.125	28.664
	3	2.327	12.247	40.911
	4	1.853	9.752	50.662
	5	1.617	8.508	59.171

Extraction Method: Principal Component Analysis.

Thus five factors have been extracted which cumulatively explained 59.171% of the total variance. All the statements with factor loadings greater than 0.40 were considered in the corresponding factor. The name of the factors, variable labels and factor loadings are summarized in table 4:-

Eigen value represents the total variance explained by each factor, the results of which are shown in table 4. The table clearly shows that there are five factors having Eigen values more than 1 (in other words, a factor must explain at least as much of the variance if not more, than a single original variable) and clearly depicts that Factor 1 is linear combination of variable number 9, 17, 18, 16, 8. Factor 2 is linear combination of variable number 5, 10, 6, 11. Factor 3 is linear combination of variable number 15, 13, 14. Factor 4 is linear combination of variable number 3, 1, 19. Factor 5 is combination of variable number 2, 4, 12. After the number of extracted factors is decided, the next task is to interpret and name the factors. This is done by the process of identifying the factors that are associated with which of the original variables. The rotated factor matrix is used for this purpose. The factor matrix gives us the loading of each variable on each of the extracted factors. This is similar to correlation matrix, with loadings having values between 0 and 1. Values close to 1 represent high loadings and those close to 0, low loadings. The objective is to find variable which have high loading on one factor, but low loading on other factors.

All the factors have been given appropriate names according to the variables that have been loaded on each factor. The five factors depicted in table are discussed below:

Factor 1: Employee Social Security

The rotated matrix has revealed that respondents have perceived this factor to be one of the important factors with the highest explained variance of 14.539%. Five out of nineteen work motivator statements load on significantly to this factor. This factor has been named as Employee Security as it includes pension and security benefits, opportunities for working in teams, spending time with young ones, work and family balance and interesting job. Hence it can be concluded that social security at job is one of the most crucial factor influencing employees’ motivation at work.

Factor 2: Feeling Appreciated/Recognition

This has been revealed to be next most important factor with explained variance of 14.125%. Four work motivators were loaded. Opportunity to produce quality work, appreciation for job well done, good relationships with colleagues and feeling of being important at work place were loaded high on this fac-

Table 4: Factor loadings of motivational factors

Factor No.	Name of Dimension	Item No.	Variables	Factor loading	Reliability
1	Employee Security	9	I have been clearly communicated about my pension and other security benefits in my job.	.763	0.777
		17	My job offers me enough opportunities of working with my colleagues as a team.	.651	
		18	My job offers me adequate opportunities to enjoy and spend time with young generation.	.614	
		16	My job profile and responsibilities do not disturb my work and family balance.	.593	
2	Feeling Appreciated /Recognition	8	I find my job very interesting.	.534	0.677
		5	I get an opportunity to produce quality work.	.673	
		10	My seniors appreciate me for job well done.	.666	
		6	I share very good inter - personal relationships with my colleagues at my workplace.	.657	
3	Skill Updation and Evaluation	11	I feel that my job profile is very important in the organization.	.531	.666
		15	My job offers me the opportunity to update my skills on a continuous basis.	.694	
		13	I am recognized by my bosses when I complete my assignments on time.	.561	
4	Status of Job	14	I am evaluated on the basis of my performance.	.528	0.645
		3	I am getting a handsome salary.	.733	
		1	My immediate superior respects me a lot.	.607	
5	Work Conditions	19	My job profile is respected and appreciated by people around me.	.533	0.496
		2	I get adequate rest periods and breaks during my working hours.	.780	
		4	Infrastructural facilities are very good in my organization.	.576	
		12	My job offers me the opportunity to do variety of jobs at one time.	.485	

tor and thus the factor has been named as Feeling Appreciated/Recognition. It can be concluded that quality of job assignments and recognition is the second most important factor influencing employee's motivation at work.

Factor 3: Skill Updation and Evaluation

This is the next important factor with 12.247% of the variance. Three work motivators which were loaded high on this factor included opportunities for skill updation, recognition by boss for timely completion of assignments and evaluation based on per-

formance. Since skill updation and performance evaluation both have high loadings on this factor, the factor has been named as skill updation and Evaluation.

Factor 4: Status of Job

Three work motivators were loaded on this and together account for 9.752% of the variance. This factor includes motivators like handsome salary, respect from superiors and appreciation by people around and thus the factor has been assigned the name of Status of Job.

Factor 5: Work Conditions

Three types of features load on this factor and together account for 8.508% of the variance. This factor includes adequate rest periods and breaks, good infrastructure and opportunity to do multiple jobs at one time. Since opportunities for rest periods and breaks and good physical infrastructure were loaded high, the factor has been named as work conditions.

4.1 Effect of Generations on Motivation Factor

H0: There is no significant difference between the mean scores of Motivation Factor for the three generations. For ascertaining whether significant difference exists between various generations, one way ANOVA is applied. One of the assumptions of the one way ANOVA is the Homogeneity of Variance, which is measured by Levene’s test. When the Significance value of Levene’s test is less than 0.05 it indicates that the assumption of Homogeneity of Variance is violated and F-test may give misleading results here. In this case, Welch test is used; else when the Significance value of Levene’s test is less greater than 0.05 F-values will be seen for the analysis.

Decision rule: When the significance value of F-test/Welch test is less than 0.05, Null hypothesis is rejected. When the Null Hypothesis is rejected, Post Hoc analysis will be used for further ascertaining which groups differ among their mean score. There are different methods for Post hoc analysis. When assumption of Homogeneity of Variance sustains, Tukey HSD method is used and when this assumption is violated Tamhane’s method is used.

Table 5: Effect of Generations on Various Work Motivator Factors

Factors	Levene Statistic	Sig.	F	Sig.	Welch Statistics	Sig.
Employee Social Security	46.658	.000	.839	.433	.964	.382
Feeling Appreciated/ Recognition	3.273	.038	3.546	.029	3.304	.038
Skill Updation and Evaluation	4.496	.011	13.130	.000	15.016	.000
Status of Job	3.861	.022	7.365	.001	6.174	.002
Work Conditions	.185	.831	1.045	.352	1.061	.347

In the Table 5, assumption of Homogeneity of Variance is violated for first four factors. So, corresponding significance values of Welch Statistics are considered. Sig. value of Welch test indicates that Null hypothesis is rejected for three out of five factors viz. Feeling Appreciated/ Recognition, Skill Updation

and Evaluation, Status of Job and hence there are significant differences between the three generations as regards these three factors are concerned. For ascertaining the difference between the mean score of three generations Descriptive Statistics was used for all the three factors. The scale contained statements which were to be rated from 1 – Strongly Important to 5–Strongly Unimportant; hence higher mean score indicates less importance for that particular factor, see table 4.

Table 6: Results of descriptive

Descriptives		
Statistics = Mean		
Feeling Appreciated/ Recognition	1945–1964	-.0023877
	1965–1980	-.1224973
	1981–2000	.1248850
Skill Updation and Evaluation	1945–1964	.2590024
	1965–1980	-.0599684
	1981–2000	-.1990340
Status of Job	1945–1964	.1904062
	1965–1980	-.1603951
	1981–2000	-.0300111

From Table 6 & 7 it can be concluded that Factor 2 Feeling Appreciated / Recognition is not that important to Generation Y (1981–2000) as it is to other two generations.

Similarly, Factor 3 Skill Updation and Evaluation (refer Table 7 and 8) and Factor 4 Status of Job (refer Table 6 and 9) carry less importance to Baby Boomer Generation (1945–1964) as compared to Generation X and Generation Y. For detailed analysis Post hoc analysis (Tamhane Method) was employed.

4.2 Multiple Comparisons

Table 7: Dependent variable: feeling appreciated/ recognition Tamhane

(I) Year of Birth	(J) Year of Birth	Mean Difference (I-J)	Std. Error	Sig.
1945–1964	1965–1980	.12010960	.08914268	.446
	1981–2000	-.12727267	.09323592	.434
1965–1980	1945–1964	-.12010960	.08914268	.446
	1981–2000	-.24738227(*)	.09620932	.031
1981–2000	1945–1964	.12727267	.09323592	.434
	1965–1980	.24738227(*)	.09620932	.031

*The mean difference is significant at the .05 level.

The factor 2.2 Feeling Appreciated/Recognition include statements like I got opportunity to produce quality work, my seniors appreciates me for a job well done, I share good inter-personal relationships with my colleagues at my work place and my job is very important in the organization. Generation Y being the youngest generation at the workplace comprises of people who are multi-tasking. For them their work life balance and handsome salary is more important as compared to being appreciated by the boss for job well done. Further, they are so connected with the outside world through social media's that they don't give much importance to maintaining good interpersonal relationships with their colleagues at workplace. They are not emotional people; rather they apply practical approach towards their work.

4.3 Multiple Comparisons

Table 8: Dependent variable: Skill Updation and Evaluation Tamhane

(I) Year of Birth	(J) Year of Birth	Mean Difference (I-J)	Std. Error	Sig.
1945-1964	1965-1980	.31897078(*)	.09063337	.001
	1981-2000	.45803640(*)	.08695458	.000
1965-1980	1945-1964	-.31897078(*)	.09063337	.001
	1981-2000	.13906562	.09707800	.392
1981-2000	1945-1964	-.45803640(*)	.08695458	.000
	1965-1980	-.13906562	.09707800	.392

*The mean difference is significant at the .05 level.

The factor 2.4 Skill Updation and Evaluation include statements like my job offers me the opportunity to update my skills on continuous basis, I am recognized by my bosses for completing assignments on time and I am evaluated on the basis of my performance. Baby Boomer Generation (1945-1964) comprises of people who are at the verge of retirement or will be retired in coming ten years. They have already achieved what all targets they people have set for them in their professional life. Thus, enhancing skills or updating their knowledge is not that important for them as is important to Generation X and Generation Y who have started their careers shortly and still have to step up the ladders of success in their professional life. Further, Baby Boomer generation is very particular about their seniority and experience they have gained during their professional tenure. For any promotions decisions, they therefore prefer their organizations to consider their seniority or experience as compared to younger generations who wants to be evaluated on the basis of their performance on the job rather than no. of years of experience.

Table 9: Multiple comparisons dependent variable: status of job Tamhane

(I) Year of Birth	(J) Year of Birth	Mean Difference (I-J)	Std. Error	Sig.
1945-1964	1965-1980	.35080136(*)	.09989813	.001
	1981-2000	.22041728	.09732214	.070
1965-1980	1945-1964	-.35080136(*)	.09989813	.001
	1981-2000	-.13038408	.07850146	.265
1981-2000	1945-196	-.22041728	.09732214	.070
	1965-1980	.13038408	.07850146	.265

*The mean difference is significant at the .05 level.

The factor 2.4 Status of Job includes statements like I am getting a handsome salary, my immediate superior respect me a lot and my job profile is respected and appreciated by people around me. Again Baby Boomer Generation (1945-1964) comprises of employees who are aged above 55 and will be reaching their retirement very shortly. Most of them have discharged their family responsibilities and are settled. Rather than earning a handsome salary, they prefer comfortable job which is near to their place, does not require them to move very frequently or does not include a job which is target oriented. Since their age does not allow them to take much stress and tension which will result in medical complications.

Ranking of Means: The results of the means ratings for the 19 work motivator preferences measured in the study indicate that there were both significant agreement and disagreements on the top five work motivators for each generation. Table 10 illustrates the mean scores for the top work motivator preferences and the ranking that each had within the different generations. Interesting Job was ranked 1st by Baby Boomers, 3rd by Generation X and 5th by Generation Y. Opportunity to produce quality work was ranked 1st by Generation X and 2nd by both Baby Boomers and Generation Y. Being evaluated on the basis of performance was ranked 1st by Generation Y while it was ranked 4th by Generation X. Opportunity to produce quality work was ranked 2nd by both Baby Boomers and Generation Y. Being evaluated on the basis of performance was ranked 1st Generation Y while it was ranked 4th by Generation X. This factor, however, didn't find place in the Baby Boomer's list of top motivators.

5. Conclusion

Responses to the questions in the survey were subjected to (1) a principal components Factor Analysis to reduce the number of items to a smaller set of factors that could be used to under-

Table 10: Distribution of top five highest means scores by generation for preferences of work motivators

Sr. No.	Motivator	Overall Mean	Ranking		
			Baby Boomer	Generation X	Generation Y
1	I find my job very interesting.	1.59	1	3	5
2	I get an opportunity to produce quality work.	1.6	2	1	2
3	My job profile is respected and appreciated by people around me.	1.61	3	2	3*
4	I am evaluated on the basis of my performance.	1.66		4	1
5	My job offers me the opportunity to update my skills on a continuous basis.	1.68			3*

*Indicates motivators that scored the same mean and therefore received the same ranking within that generational group.

stand underlying patterns within the survey items (Jolliffe, 2002), (2) Anova was used to find out the differences between the three generational groups and (3) a ranking of means to compare the top ranked items among the generations for each question.

The null hypotheses positing that there are no statistically significant differences in preferences of work motivators among the three generational cohorts of faculty members was rejected. Significant differences existed among generations on factors viz. Feeling Appreciated/ Recognition, Skill Updation and Evaluation and Status of Job. Understanding the differences among generations in their preferences of work motivators has practical applications also. Understanding these differences can help organizations create better talent acquisition and retention strategies that target the preferences of each generation (e.g., recruiting strategies focused on Generation Y motivators, who will predominantly come from the Gen Y population). These strategies can involve both targeted communication regarding policies that the company wants to highlight, as well as revisions of policies and resources to offer work environments more closely aligned with generational preferences (e.g., properly resourced projects that provide Baby Boomers an opportunity to turn out quality work and at the same time ensure skill updation and evaluation and work life balance for Generation X and Generation Y).

It was found that both Generation X and Y share chances to update skills on continuous basis, opportunity to turn out quality work and being evaluation on the basis of performance as top motivators. Academic institutions are therefore required

to ensure that effective strategies are adopted in the institute to ensure that the right knowledge and skills training is provided from time to time so that these young academicians remain competitive internally for promotion. For the Baby Boomer Generation also, organization should try to evolve opportunities wherein this generation can contribute through their vast knowledge and experience. They should be given a mentoring role through which they can train and guide the upcoming new generations with their expertise in the field. Other than this, open house sessions can be organized in which members from different generations are encouraged to share information about their backgrounds, beliefs, value systems and important influences. This will open the door to a productive discussion of differences and preventing serious conflicts from arising and helps in developing respect for ideas and beliefs of other generations.

5.1 Future Research

Because the population for this study was limited to faculty members working in Universities and colleges and Institutes approved by AICTE in Delhi and NCR, similar studies can be undertaken in other parts of country to have a broader view of perceptions and influencers of different generations of faculty members. Better understanding these motivators as applied to the larger population of faculty members in education industry could provide insights for creating strategies to attract young university graduates to work in this industry and stop the exodus of mid-career teaching professionals from the industry who are needed to fill the gap created when Baby Boomers will retire.

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