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Employee Performance: A Case Study Of Egerton
University, Kenya**

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**EFFECTS OF INTER-GENERATIONAL WORK BEHAVIORS ON EMPLOYEE
PERFORMANCE: A CASE STUDY OF EGERTON UNIVERSITY, KENYA**

Nancy Laboso

**A Thesis Submitted to the Board of Graduate Studies in Partial Fulfillment of the
Requirements for the Conferment of the Degree of Master of Business
Administration (Human Resource Management) of University of Kabianga.**

UNIVERSITY OF KABIANGA

OCTOBER, 2022

DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been presented for the conferment of a degree or for the award of a diploma in this or any other University:

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Date_____

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DEDICATION

This thesis is dedicated to my family whose love, patience, understanding and support I treasure.

ACKNOWLEDGEMENT

I wish to acknowledge and thank my research supervisors Dr. Joseph Kirui and Dr. Williter Rop for their guidance and encouragement without which this thesis could not have seen the light of the day. I acknowledge all the lecturers who tutored me and wish to appreciate my classmates, research assistants and the entire University of Kabianga staff for their support.

ABSTRACT

Working with people from the different ages appear to be an overwhelming task in light of the fact that no single structure will keep every one of the ages profitable at work. To maximize the productivity of this multiple generations in the universities; an appropriate work related behaviors needs to be in place where all cohorts of the generations feel welcomed and appreciated for the contribution they make so as to enhance the performance of these employees. An intractable administration style coordinated toward any one group will estrange a greater number of representatives than it will rouse. This difference in working behaviors by the different generation necessitated the need for this study which purposed to find out the effects of intergenerational work behaviors on employee performance: a case study of Egerton University in Kenya. The study specifically sought to; establish the effect of intergenerational work attitude on employee performance; determine the effect of intergenerational work habits on employee performance and evaluate the effect of intergenerational social competences and employee performance. The study was guided by Mannheim's Theory of generation and Strauss-Howe generation theory. The study used descriptive correlational research design where all issues pertaining intergenerational work behaviors was cross-examined. The target population for the study was all the 2646 staff of Egerton University where 347 of the staff were randomly sampled. Structured questionnaires were used to collect data for the study. Expert in HR field validated the research instrument where their inputs was incorporated in the final research instrument. Reliability of the instrument was tested using a Cronbach Alpha were a coefficient of 0.849 was actualized from the data collected in a pilot study undertaken in University of Kabianga. The data was analyzed with the help of SPSS version 24 so as to generate quantitative and qualitative results as well as inferential statistics. The findings reveals that there was an average effect on intergenerational work attitude and employee performance ($r=0.505$, $p = 0.001$), intergenerational work habit had a strong positive effect on employee performance ($r = 0.809$, $p = 0.001$), intergenerational social competences had a strong positive effect on employee performance ($r=0.838$, $P < 0.001$). This implies that there exists strong correlation between the variables. Intergenerational work behaviors had a joint significant effect on employee performance as shown by R value of 0.654. The R squared of 0.641 shows that the independent variables accounted for 64.1% of the variance on employee performance while 38.6% are explained by other variables outside the study and the same results were presented using tables and figures. The study concludes that the work environment was not good and that employees were not treated the same way and that employee did not respected one another in workplace. There is need to enhancing staff training so that employees are able to fill existing advancement opportunities in the University. There is need to reward staff who are of high integrity and of good ethical behavior. There is need also to inculcate respect for diversity and age for staff at the University. There is need to encourage staff to communicate well with each other so as to get along with each hence create morale in department. There is need to create a good working relationship between the older generation and the younger generation.

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LIST OF ABBREVIATION AND ACRONYMS

AIDS	-	Acquired Immunodeficiency Syndrome
CLC	-	Community Learning Centres
ERP	-	Enterprise Resource Planning
USAID	-	United States Agency for International Development
NACOSTI	-	National Commission for Science, Technology and Innovation

DEFINITION OF TERMS

Attitude is a positive or negative feeling or evaluation about someone or a given task. In this study it will mean the different generation beliefs and feelings either positive or negative about the work.

Work Behavior is activities and collaborations of individuals working in an organization that influences its viability directly or indirectly. In the study it will mean the conduct outwardly expressed by the different generation in the workplace such as how employee relate with each other.

Work Attitudes is the evaluations of task which expresses one's mind-set towards one's job. In this study, it will be the expressions by the different generations towards their day to day activities in the organization.

Work Habits is any one of the behavioral, ethical, and practical elements applied by employees in contributing to job performance standards that meet company guidelines.

Work Competences are the knowledge, skills, and abilities that are most relevant in today's workforce. They are a combination of skills, knowledge, attributes, and behaviors that enable an individual to perform a task or activity successfully on a given job.

Intergenerational is an interaction between members of different generations

Baby Boomers are individuals born between 1946 and 1964. In the study, they are person aged above 54 years

Generation X these are people born between 1965 and 1980. In the study these are persons of age between 38 to 53 years.

Generation Y they are people born between 1981 and 1996. In the study these are people of age between 18 to 37 years.

Generation Z they are individuals born between 1997 and 20112 and are a bigger associate than the Baby Boomers or Millennials.

Employee Performance it is the magnitude of output and appropriateness of output work by employee. it is the magnitude to which university workers perform.

Intergenerational work attitude are the feelings one have toward different aspects of the work environment. In the study, it is how intergeneration behaves at work depending on how they feel about being there and what makes them satisfied with their job and develop commitment to the institution.

Intergenerational work habit is any one of the behavioral, ethical, and practical elements applied by employees in contributing to job performance standards that meet institutional guidelines. In the study, they are sets a precedence of efficiency, productivity, reliability, and teamwork displayed by a given generation over the other in the workplace.

Intergenerational work competence is a set of specific skills or abilities required to do a job or to complete a task effectively. In the study they define an employee's behavioural strengths that contribute to organizational success by defining the ability on how something should be done.

Intergenerational social competencies are ability to engage in meaningful interactions with others of different generational group.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter comprises of the Background to the study, Statement of the problem, Purpose of the study, Research objectives guiding the study, Research Questions/Hypotheses, Justification, Significance of the study, Scope and Limitations of the study.

1.2 Background of the Study

A generation is a group of people who were born in the same year, have same age and their livelihood has been molded in the same way. A generation involves recollection between groups of persons linked by age and that people who were born on the same year and went through similar past and socio-cultural background have a familiar language constitutes a generation. In a workplace, individuals who have a positive attitude about their job and like what they are doing would be eager to work longer and harder. This illustrates that attitudes propel individuals to act in a specific way and context (Kreither & Kinicki, 2010).

Attitude towards someone or something is the influence of; cognitive components, affective component and behavioural component. Cognitive component entails person's perceptions, opinions and beliefs. It is the consideration processes with emphasis on consistency and judgment. Evaluate beliefs held by a person are an important element of cognition and are manifested by favourable or unfavourable impressions individuals feels

towards an entity, person or situation. Emotional elements of an attitude are the feelings or emotions one has about an object or situation. The work-related attitudes can either be positive or negative assessments representatives hold about their workplace, (Kreitner & Kinicki, (2010).

Baby Boomers as “they entered the workforce; they consolidated their folks' work ethics with their own growing optimism with expectations of making the world a superior spot. As a gathering, Baby Boomers are faithful to say the least. Most are anxious to confide in their boss and just move to different organizations to escape genuinely unforgivable conditions. Hence, they regard chain of importance and most choose to climb the professional bureaucracy from inside the organization they begin with. In spite of the fact that they've been around for long time headways in the working environment, workplace and innovative progression happened after they had just entered the work power. Widespread computer use, smart phones, wireless networks, new technologies like ERP and WhatsApp were adapted by organizations amid their developmental years. To Baby Boomers, face to face is as yet the most ideal route for office associations. The whole thought of working from home to the workplace or remote access is well outside of their wheelhouse.

Mondy (2010) describe Generation X as those born between mid 1960s and late 1970s. They survived less steady financial occasions than the past age in addition to occurrences such as the Acquired Immunodeficiency Syndrome (AIDS) calamity. According to Huang (1998), Generation X were well educated, creative, proactive, altruistic, materialistic, and skeptical. They have a basic feeling of financial insecurity. They enjoy spending money on vacations, and more likely avoid family responsibility and chose

being single. Generation X experienced the democratic development, They grew up during enormous industrial development and information explosive era with Cable TV and Internet. By the time older Generation X 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. (2000) as cited by Yusoff and Kian (2013), Generation X were the first Latch-key children meaning that they 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. Gursoy, Maier and Chi (2008) perceived Generation X employees as employees that 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. 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 Millennial were born between 1980 to 2000 (William, 2008). Thompson (2011) in a study on the America Generation 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 (Gravett & Throckmorton, 2007). Generation Y 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).

Generation Z is also known as; Post-Millennials, the 0 Generation, and Generation 2020 (Erickson, 2008; Espinoza et al., 2010; Malloy, 2012; Meister & Willyerd, 2010; The New Strategist Editors, 2006; Vaughan, 2010), is the generation born between 1997 and 2012.

The “Forbes Magazine has made a survey about generation Z in North and South America, in Africa, in Europe, in Asia and in the Middle East. 49 thousand youngsters were asked (Dill, 2015). On the basis of the results it can be said that Z generation is the first real global generation. High-tech is in their blood, they have grown up in uncertain and complex environment which determines their viewpoint about work, studying and the world. Arising from their habit, they have different expectations in their workplaces. We can speak about a careerist, professionally ambitious generation, but their technical- and language knowledge are on a high level.

Therefore, they are excellent workforces. Employers have to prepare to engage Z generation with regard to speaking to them efficiently, to fit them into the community, the organizational culture and to make them effective employees in the digital age (Elmore, 2014).

A virtual world is natural for Y and Z, but a lot of them cannot fit their online life into their offline life. They feel some gap between reality and desires is irreconcilable, and they feel the uncertainty of existence. They are anxious, disappointed, they sit at home and they are waiting for somebody to pay attention to them and to give a feedback to them that was often told by their parents: they are fantastic (Tari, 2011). An implacable

management style directed toward any one group will alienate more employees than it will inspire.

In this study, Generation X will refer to individuals born between 1963 – 1978, Generation Y will refer to individuals born between 1981 and 1996 which is a more representative period of the literature reviewed and Generation Z will refer to individuals born between 1997 and 2012. Generation X was born during the post independence period when Kenya gained its national independence in 1963. They lived during the reign of the Late President Jomo Kenyatta who was the first President of the Republic of Kenya who ruled until his death in 1978. The employment rate for those aged between 15 years and 24 years is 33% while those aged 25 years and above is 76%. This is a clear indication that the labour force market in Kenya encompasses both Generation X and Generation Y, (Kenya Labour market profile, 2014).

Egerton University is the oldest institution of higher learning in Kenya. It was founded as a Farm School in 1939 by Lord Maurice Egerton of Tatton, a British national who settled in Kenya in the 1920s. In 1950, the School was upgraded to an Agricultural College offering diploma programmes. The Egerton Agricultural College Ordinance was enacted in 1955. In 1979, the Government of Kenya and the United States Agency for International Development (USAID) funded a major expansion of the institution. In 1986, Egerton Agricultural College was gazetted as a constituent college of the University of Nairobi. The following year, 1987, marked the establishment of Egerton University through an Act of Parliament. Egerton University Act of 1987 was repealed and replaced by the Universities Act No. 42 of 2012 and chartered afresh in 2013.

Egerton University is headquartered at Njoro main campus. The main campus also houses the Faculties of Agriculture, Arts and Social Sciences, Education and Community Studies, Engineering and Technology, Environment and Resources Development, Science and Veterinary Medicine & Surgery.

1.3 Statement of the Problem

Every person is a product of his or her environment, so it's no surprise that the modern work place consisting of Baby Boomers and Generation X, Y, Z, is a complex mixture of varied work expectations, attitudes, work habits and social competences. Because of this diversity, a clear cut balance needs to be adapted in order for an organization with all generations to thrive. Organizations works force comprises of the different generation mostly managed by the Baby Boomers have different work related behaviors. Working with individuals from multiple generations may seem like a daunting task because no single structure will keep all these generations satisfied on the job. Millennial's may love regular input, but Generation X might become suspicious of this over involved style. Implementing telecommuting options may cause Baby Boomers to feel isolated, but going without them will upset Millennials and the Z generation who feel most comfortable utilizing the full power of the Internet.” Behavioral conducts like attitude or work habits are regarded differently by the different generational group, hence the need to study intergenerational work related behaviors and their effect on employee performance since the difference in their working behavior differ from one generation to the other yet all these set of generational group are currently working in institution and that no study had been done in relation to their work behavior.

1.4 General Objective

The general objective of this study was to establish the effects of selected intergenerational work behaviors on employee performance: A case study of Egerton University in Kenya.

1.5 Specific Objectives

The following specific objectives guided the study:

- i. To establish the effect of intergenerational work attitude on employee performance at Egerton university.
- ii. To determine the effect of intergenerational work habits on employee performance at Egerton university.
- iii. To evaluate the effect of intergenerational social competences and employee performance at Egerton university.

1.6 Research Hypotheses

H₀1: There is no statistical significant effect of intergenerational work attitude on employee performance

H₀2: There is no statistical significant effect of intergenerational work habits on employee performance

H₀3: There is no statistical significant effect of intergenerational social competences on employee performance

1.7 Justification of the Study

The findings of this study may be valuable in Management of Human Resource as it will help provide new insights to shape the employee work behaviors and enable the organizations to adapt an organizational behavior that accommodates all the generational groups.

1.8 Significance of the Study

This study may help employees of the Universities to improve their individual performance and thereby gain higher rewards and benefits. It may also provide guidance to employees to help them change their attitudes towards work, review their personal ethical stand and their relationship with others in a way that give more self-satisfaction. Institutions of higher learning in Kenya may also benefit from this study as it may help them to understand and manage work related attitudes, habits and social competences of different generations in the workplace.

Having an understanding of the attitudes, habits and social competences of co-workers and subordinates may foster enhanced communication, collaboration and productivity in the workplace. The study may also be valuable to scholars who would wish to further the research topic under study.

1.9 Scope of the Study

The research focused on the effects of intergenerational work related behaviors of the Baby boomers, Generation X, Y and Z and employees performance and was guided by the study's specific objectives. The research was conducted at Egerton University and both teaching and non-teaching employees took part in the study. The study was conducted within a period of two months beginning from June 2021 to July 2021. The study targeted a population of 2646 staff of Egerton University.

1.10 Limitations of the Study

The study was limited to the study variables which were; intergenerational work attitude, intergenerational work habits and intergenerational social competencies. The study was limited to Baby boomers, Generation X, Y and Z who were employees of Egerton University as teaching and administrative staff. The study was limited to the study sample size which was 347 respondents.

1.11 Assumptions of the Study

The study assumed that all elements and variables of the research were understood by the respondents. The study assumed that the theories, research instrument, research methodology and data analysis adopted by the study gave the correct study results and the participants in the study gave their response without fear or coercion.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature and Empirical studies related to effect of generational work related behavior on employee performance. Empirical studies related to the study will be reviewed in the chapter in order to lay down ground for carrying out research. This chapter comprises of review of related Literature, Theoretical Framework, Conceptual Framework and Knowledge Gap.

2.2 Theoretical Framework

According to Schofield and Honoré (2009), generational theory can be used as shorthand especially in analyzing generational work behavior, longevity, generational shifts and the ever-increasing inflow to the job market to justify the need for work related behavior of different generations in the world of work.

According to McCrindle (2006) in order to achieve success it is necessary to understand traits, behavior shifts and social changes of the generations. McCrindle (2006) noted 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, may greatly help employees and employ 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, among other things,

shall also have direct bearing on the labor relations at the workplace, the productivity, competitiveness and eventually the sustainability of the university versus rival university that fail to deal with the repercussion of generational clashes.

2.2.1 Mannheim's theory of generations

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.

Mannheim indicates that generations can be primarily characterized by special behavior and collectively shared knowledge (Corsten, 1999). He, therefore, argues that the positivist formulation that aims to provide a universal law and a general rhythm of generational characteristics, on the one hand, romantic-historical formulation that only attempts the qualitative factors and collective feelings of the generations, on the other hand may not amply provide for a thorough theory of generation (Corsten, 1999).

Furthermore, Mannheim argues that development of the distinct generational consciousness and altered approaches depends on social changes (Pilcher, 1994). Therefore it is important to consider social, political, economic and historical factors that can help shape and change common generational characteristics and features. These

factors will eventually lead in the development of certain traits and qualities in each generation that might distinctively distinguish it from others. 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 one Generation is different from it's the other generations. In examining traits and characteristics of each generation, different factors and variables that in one way or another influenced the relevant generation should be reasonably identified and duly analyzed .One may, therefore, soundly conclude that circumstances not only alter the cases, it also alter the character of the generation that outlived that particular circumstance.

2.2.2 Strauss-Howe generational theory

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 (Strauss & Howe, 1991, p. 8). The theory seeks to predict where the society is heading to by understanding characteristics of generational cycles. He noted that generational cycles tend to be recurrent and believe that such patterns are recurring. Therefore, it is necessary to look at these cycles as generation cohorts.

Giancola (2006) defines a cohort generation as a group of people who experience a particular historical or environmental event at approximately the same time in life". A cohort generation experiences a group of events that can distinguish it from other generations. 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, Strauss-Howe generational 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. Strauss-Howe theory helps us to understand traits and characteristics of different generations.

2.3 Review of related literature

Working age Americans in 2008 fell into four main generations, a generation being defined as an identifiable group that shares birth years, age, location, and significant life events at critical developmental stages, divided by five to seven years into: the first wave, core group, and last wave (Kupperschmidt, 2000). There are at least two views regarding generational differences in the workplace. The first presumes that shared events influence and define each generation (Zemke, Raines, & Filipczak, 2000) and that while individuals in different generations are diverse, they nevertheless share certain thoughts, values, and behaviors because of the shared events. The Baby Boom generation has had the largest impact on American society due to its size — roughly 78 million- and the period during which it came of age. Boomers witnessed and partook in the political and social turmoil of their time: the Vietnam War, the civil rights riots, the Kennedy and King assassinations, Watergate and the sexual revolution (Bradford, 1963) as well as Woodstock (Adams, 2000) and the freewheeling 60's (Niemiec, 2000). In a study about the civic engagement of Generation X, the U.S. Census Bureau defined this segment of the population as consisting of individuals born between 1968 and 1979. However, the

upper limit of Generation X in some cases has been as high as 1982, while the lower limit has been as low as 1963 (Karp et al., 2002).

According to Solaja, and Ogunola, (2016) there are four various generations in the Nigerian civil servants that include the Traditionalist, Baby Boomers, Generation X and Generation Y. This diverse workforce require good leadership that will management them well to ensure their effective performance at work. Solaja, and Ogunola studied leadership style and multigenerational workforce in Nigerian parastatals, they observed that multigenerational workforce has resulted in constant conflicts in the workplace, with each generation cohort having different views and characters in their approach to goals and objectives in the organizations. This has posed a challenge to organization leadership in trying to create a balance in the workplace that will ensure coexistence of these different generations. Solaja, and Ogunola, suggested that organizational leadership should acquire knowledge on ways that can be used to respond to the imbalances in motivations, working styles, communications designs and technological choices of the diversified workforce.

The identification and leveraging of the various features of the different cohorts that form a multigenerational workforce presents great benefits to the organization such as growth in productivity, employee unity at work, effective staffing and step up programs and enhanced governance and succession arrangement procedures (Van der Walt, & Du Plessis, 2010). Walt and Plessis, observed that South African coworker interactions are occasionally adversely affected by diversity factors such as cultural diversification. It is observed that the accomplishments of companies depend on among other things the capacity of its multigenerational workforce to cooperate in the present collaborative

knowledge society (Van der Walt, & Du Plessis, 2010). The organization should create an inclusive environment at work that will accommodate each generation cohorts that form part of its workforce. Team spirit and unity among the generations' cohorts should be fostered so as to utilize the various strengths found in these groups for the benefit of organizational performance.

The differences observed across different generation cohorts will mainly be exposed in intra-group job conflict. The diversity of a workforce places individuals at a high stake of interacting with other people of different culture, communication style and as well different work value. Individual employee stand at high chances of getting varying opinions from the ones they relate with, this is likely to lead to occasional conflicts in the workforce (Ehimare, & Ogaga-Oghene, 2011). Workforce diversity if not well managed can adversely affect the performance of the organization through an effective workforce because of its differences that will among other things hinder teamwork and also create uncondusive work environment for other workers. Ogbo, Kifordu, and Ukpere, (2014) observed that organization have failed due to the challenge of facilitating teamwork in a diversified workforce. Nevertheless, if workforce diversity is well embraced in organization and its potential utilized it can lead to high performance in the organizations, according to Ogbo, Kifordu, and Ukpere, (2014) education is capable of managing workforce diversity that will help attain high profits in the organization. Workforce diversity has also been recognized as tool that can enhance organizational performance, this is attributed to the wide nature and work specialization that it brings along in the organization (Ogbo, Kifordu, & Ukpere, 2014).

Tubey, Kurgat, and Kipkemboi, (2015) observed that the Kenyan workforce is growing in complexity coupled with the entry of generation Y workers, the complexity is especially reflected in the values of the different generation cohorts, their beliefs and culture which varies across the various generation cohorts. The diversities among the multigenerational workforce affect the staffing process, job structure, compensation mechanisms, inspiration programs, productivity and the general organizational performance (Tubey, Kurgat, & Kipkemboi, 2015). According to Tubey, Kurgat, and Kipkemboi, (2015) the millenials in Kenya anticipate for tough tasks that are challenging, they suppose for welfare services from their companies. The millenials also do not like to be prescribed on their dressing code at work, they want to wear casually at work and carry out their duties without being supervised. They further, demand their workplace to be furnished with the trending technologies. This generation cohort would expect a positive work ethics in the company and the company to be able to compensate their effort substantially (Tubey, Kurgat, & Kipkemboi, 2015).

Organizations, whether government or non-government, profit making or not for profit, are now faced with one option of embracing diversity in their workforce to spur performance of the organization. Personal and cohort differences should be taken into account to make sure that their differences are well known and catered in the workplace and job design (Wambui, Wangombe, Muthura, Kamau, & Muruki, 2013). Managing workforce diversity develops and sustain a constructive work atmosphere that appreciates the similarities and dissimilarities of every individual or group that are part of the diversified workforce, so as to enable them attain their maximum potential and input to the overall organizational performance.

Wambui, Wangombe, Muthura, Kamau, and Muriuki, (2013) observed that organization should work out a plan to manage the older generation and the younger generation in organizations the organizational workforce. They observed a number of standout characteristics in the older generation cohort, such as their great contribution to the workforce, their commitment and loyalty to their organization. They opined that in order to guarantee a diversified workforce in the organization, matters pertaining to health benefits, job security, and retirement must be looked upon by the management.

The human resources department tasked with the responsibilities of managing the organizations' workforce have difficulties in creating a balance of the older generations and the younger generations in the organizational workforce though proper managerial principles. It is seen that the younger generation are taking over job responsibilities at a younger age with little or no experience, despite this they have a high stake in negotiations because of the knowledge and skills they poses at their fingertips and their techno-savviness. The human resource management should strive to effectively manage the diversified workforce in order ensure the growth of the organization (Ndung'u, 2012).

Government parastatals have a crucial role in the economy of a country and therefore, performing parastatals represent a significant ingredient for developing a country. Parastatals can be likened to an engine in shaping the economic, social and political development of a state. It is only through their positive performance that the government will realize developmental goals in the country (Corina, Liviu, & Roxana, 2011). Performance of government parastatals have therefore been a matter of public concern and measures have taken to ensure the performance of this government parastatals.

2.3.1 Employee performance.

Employee performance is a sign of the capacity of an individual to efficiently achieve independent goals (Venkatraman & Ramanujam, 1986). One of the elements that is assessable is the employees' performance through the level of their productivity which is influenced by the following; work attitude, work habits and social competences among others. Performance of employees is evaluated to identify Quality of work, Quantity of work produced Job knowledge, Working relationships and Achievements. Organizations need employees that are able to get the job done, because employee performance is critical to the overall success of the company. Managers need to understand the key benefits of the different generational in their performance so that they can develop consistent and objective methods for evaluating employees. Doing so helps determine strengths, weaknesses and potential managerial gaps in the organization. Although performance evaluations are never fun, they help managers determine performance levels for each employee.

One of the most important factors in employee performance is to achieve goals. Different generations have different goals and same organizational goals. When employees do not perform effectively, consumers feel that the company is apathetic to their needs, and will seek help elsewhere. Employees at the same time if they find that the company is apathetic to their needs the will plan to exit the organization.

“When people are doing their jobs effectively, morale in the office gets a boost. Employees who aren't motivated to get the job done as indicated, can bring down an entire organization. It is important to foster a positive, energetic work environment. Using employee evaluations on a consistent basis helps employees see their growth, so

that they can feel good about making progress over time. It also helps them set new goals, keeping the energy in the office high. Watching employees grow shows the potential they have for advancement and leadership.

When employees are not performing well, it negatively affects productivity and ultimately, the bottom line. Managers should not make the mistake of thinking that poor performance indicates a poor employee. Look for common trends in which groups of employees are succeeding and where there are deficiencies. Smart managers evaluate the deficiencies to see if it is a talent issue or a management and development issue. Ultimately, good employees are productive, which creates great working environments and increases overall productivity.

2.3.2 The baby boom generation

Most literature reviewed sources identify Baby Boomers as people born between 1943 and 1965. The Baby Boom generation has also been referred to as the “pig-in-the-python” (Callanan & Greenhaus, 2008). This generation is referred to as the Baby Boom, because of the extra seventeen million babies born during that period relative to previous census figures (O’Bannon, 2001). It has had the largest impact on American society due to its size — roughly 78 million- and the period during which it came of age. Boomers witnessed and partook in the political and social turmoil of their time: the Vietnam War, the civil rights riots, the Kennedy and King assassinations, Watergate and the sexual revolution (Bradford, 1963) as well as Woodstock (Adams, 2000) and the freewheeling 60’s (Niemic, 2000). Protesting against power characterized the formative years of many of the individuals now in leadership positions in numerous organizations.

Baby Boomers as they entered the workforce, they combined their parents' work ethic with their own budding idealism in hopes of making the world a better place. Most are eager to trust their employer, respect hierarchy and most decide to climb the corporate ladder from within the company they started with. "Boomers were raised to respect authority figures, but as they witnessed their foibles, learned not to "trust anyone over 30". "As they entered the workforce, they combined their parents' work ethic with their own budding idealism in hopes of making the world a better place. As a group, Baby Boomers are loyal to a fault. Most are eager to trust their employer and only move to other companies to escape truly reprehensible conditions. For that reason, they respect hierarchy and most decide to climb the corporate ladder from within the company they start with (Karp, Fuller, & Sirias, 2002). "

They grew up in an era of "prosperity and optimism and bolstered by the sense that they are a special generation capable of changing the world, have equated work with self-worth, contribution and personal fulfillment" (Yang & Guy, 2006).

"Boomers have been characterized as individuals who believe that hard work and sacrifice are the price to pay for success. They started the workaholic trend (Glass, 2007; The National Oceanographic and Atmospheric Association Office of Diversity, 2006; Zemke 2000) believe (d) in paying their dues and step-by-step promotion (CLC, 2001; Rath, 1999). They also like teamwork, collaboration and group decision-making (The National Oceanographic and Atmospheric Association Office of Diversity, 2006); www.valueoptions.com; Zemke 2000), are competitive (Niemic, 2002) and believe in loyalty toward their employ (Karp 2002).

Though they've been around for major advancements in the workplace, most jump in business technology occurred after they had already entered the work force. Widespread computer use, cell phones, wireless networks, and the cloud are all technologies they have adapted to after their formative years. To Baby Boomers, face to face is still the best way for office interactions. The entire idea of telecommuting to the office or remote access is well outside of their wheelhouse. Boomers are often confident task completers and may be insulted by constant feedback (The National Oceanographic and Atmospheric Association Office of Diversity, 2006), although they want their achievement to be recognized (Glass, 2007). Some have described them as being more process- than result-oriented (Zemke 2000), although they have also been characterized as being goal-oriented. Many are accepting of diversity (The National Oceanographic and Atmospheric Association Office of Diversity, 2006), optimistic (Zemke 2000), liberal (Niemic, 2002), and conflict avoidant (Zemke, 2000; valueoptions.com). They value health and wellness as well as personal growth and personal gratification (Zemke 2000), and seek job security (Rath, 1999).

Baby Boomers, tend to value relationships over time, challenge/accept authority, and are generally optimistic and idealistic. At work they are results driven, retain what is learned, give maximum effort, keep open lines of communication and would like to have been long term employees. Often inaccurately identified as the 'Woodstock Generation' they adjusted to reality and became business and political leaders leaving much of the idealism of youth behind. Due to the large numbers of Boomers competition was a major factor in their lives. Many of this generation experienced double/split sessions in school and intense competition for entry level jobs. This generation experienced the "lay off

phenomenon, and saw their aspirations for long careers with a single employer dashed by corporate mergers, consolidations, and efficiencies (Zemke 2000).

However, “Boomers have proven to be adaptable, reinventing themselves by going back to school and/or changing careers, and raising smaller families. Finally, Boomers have been described as having a sense of entitlement, and as being good at relationships, reluctant to go against peers and judgments of others who do not see things their way. They also thrive on the possibility for change, have been described as the show me generation, and will fight for a cause even though they do not like problems. They value the chain of command, may be technically challenged and expect authority (Rath, 1999).

2.3.3 Generation X

Generation X, born between 1965 and 1981, saw the rise of two income & single parent families. This generation was also called the baby bust generation, because of its small size relative to the generation that preceded it, the Baby Boom generation. With their Baby Boomer parents drawn into their work lives, young Gen X became independent at a much younger age. They possess a natural self-sufficiency and are resourceful enough to work their way out of any problem. On meaningful challenges, they will relentlessly work to achieve a solution but they are not blindly loyal. They consider themselves free agents and are more than willing to leave a job for a better opportunity (Karp 2002).

Unlike the Baby Boomer Generation, most members of Generation X were introduced to digital technology before entering into the workforce. They are drawn to new technology and eagerly pursue any skill that can increase their marketability. Primarily, Generation X

use technology as a means to end, focusing on how technology as a tool can enhance their lives outside of the digital world. Generation X are characterized by skepticism, informality and individualism. They value time over relationships, value work/life balance, embrace diversity, and learn quickly. Members of Generation X' (inclusive) are, the most difficult to work with even those that are part of the group don't want to work with them. Many of this generation are products of single parent homes and known as "latch key kids." This may play a factor in their lack of trust and skeptical attitude (Jenkins, 2007).

Generation X were introduced to digital technology before entering into the workforce. They are drawn to new technology and eagerly pursue any skill that can increase their employability. Primarily, Generation X use technology as a means to end, focusing on how technology as a tool can enhance their lives outside of the digital world. Members of Generation X are the children of older boomers, who grew up in a period of financial, familial and societal insecurity. They grew up with a stagnant job market, corporate downsizing, and limited wage mobility, and are the first individuals predicted to earn less than their parents did. They have grown up in homes where both parents worked, or in single parent household because of high divorce rates, and as such, became latchkey kids forced to fend for themselves (Karp 2002). They were influenced by MTV, AIDS and worldwide competition and are accustomed to receiving instant feedback from playing computer and video games (O'Bannon, 2001).

Among the characteristics attributed to X, the following appear most often. They aspire more than previous generations to achieve a balance between work and life (Karp et al, 2002) they are more independent, autonomous and self-reliant than previous generations

(Jenkins, 2007; Zemke 2000) having grown up as latchkey kids. They are not overly loyal to their employer (Bova & Kroth, 2001; Karp et al, 2002) although they have strong feelings of loyalty towards their family and friends (Karp 2002). They value continuous learning and skill development (Bova & Kroth, 2001). They have strong technical skills (Zemke 2000), are results focused (Crampton & Hodge, 2006), and are “ruled by a sense of accomplishment and not the clock (Joyner, 2000). X naturally question authority figures and are not intimidated by them (Zemke 2000). Money does not necessarily motivate members of this generation, but the absence of money might lead them to lose motivation (Karp 2002). They like to receive feedback, are adaptable to change and prefer flexible schedules (Joyner, 2000). They can tolerate work as long as it is fun (Karp 2002). According to the National Oceanographic and Atmospheric Association Office of Diversity (2006), they are entrepreneurial, pragmatic and creative. Although they are individualistic, they may also like teamwork, more so than boomers (Karp 2002).

2.3.4 Generation Y

Generation Y, also known as “Millennial’s” or “Adultoscents,” were “born between 1982 & 1994, is focused on following their own path. They value time over relationships and are characterized by their technological savvy and need for instant gratification. In addition, they like informality, embrace diversity, and are products of their ever-hovering helicopter parents. In comparison with the other three generations, they tend to be less mature at comparative ages. This generation, approximately the same size as the Boomers, is just entering the workforce and will undoubtedly reinvent the work environment as we know it (Crampton & Hodge, 2006).

Generation Y, is focused on following their own path. On the job, they are focused on achievement more than money, and will only stick around if they feel they are contributing to important tasks. Generation Y was born into the world of technology and they feel good in that world, thus it is primarily important for them to be surrounded by that environment. Generation Y quickly turns to the internet for knowledge, networking, social interaction, and entertainment. Technology is ingrained in every part of their life, so employee doesn't expect them to shut off when they get into the workplace. When they work on projects, they expect to have regular feedback to make sure that they are going along the right path. Having played around with technology from a very young age, the Millennials can instinctively navigate new, high tech equipment without any major learning curve.

The label associated with this generation is not yet finalized. Current labels include Millennials, Nexters, Generation www, the Digital generation, Generation E, Echo Boomers, N-Gens and the Net Generation. Members of the generation have labeled themselves as the Non-Nuclear Family generation, the Nothing-Is-Sacred Generation, the Wannabees, the Feel-Good Generation, Cyberkids, the Do-or-Die Generation, and the Searching-for-an-Identity Generation. This generation has been shaped by parental excesses, computers (Niemic, 2000), and dramatic technological advances. One of the most frequently reported characteristics of this generation is their comfort with technology.

From a young age, the Millennial generation has been told they can do whatever they want by their highly supportive and engaged parents. In most cases, their adolescence was jam packed with scheduled events and technological distractions, making

multitasking second nature. On the job, they are focused on achievement more than money, and will only stick around if they feel they are contributing to important tasks. When they work on projects, they expect to have regular feedback to make sure that they are going along the right path (Kersten, 2002). They passionately immerse themselves in new technology, not only to build their professional skill sets but to enhance every facet of their lives.

Generation Y shares many of the characteristics of Generation X. They are purported to value team work and collective action (Zemke 2000), embrace diversity (The National Oceanographic and Atmospheric Office of Diversity, 2006), be optimistic (Kersten, 2002), and be adaptable to change. Furthermore, they seek flexibility (Martin, 2005), are independent, desire a more balanced life (Crampton & Hodge, 2006), are multi-taskers and are the most highly educated generation since they also value training. They have been characterized as demanding (Martin, 2005), and as the most confident generation (Glass, 2007). Like X, they are also purported to be entrepreneurial, and as being less process focused (Crampton & Hodge, 2006).

2.3.5 Generation Z

Generation Z is also known as; Post-Millennials, the 0 Generation, and Generation 2020 (Erickson, 2008; Espinoza et al., 2010; Malloy, 2012; Meister & Willyerd, 2010; The New Strategist Editors, 2006; Vaughan, 2010). The eldest members of this generation are only now nearing adulthood and thus are not yet represented in the full-time workforce. Though estimated to be smaller in size than the Millennials, their population is still growing (Welsh, 2012).

As with the Millennials, technology is a key player in how this generation is taking shape, perhaps to an even greater extent. While most Millennials will remember a time when encyclopaedias were used to gather information instead of the internet, tapes or CDs were the common music storage devices instead of mp3 players or iPods, and phones were hooked up to the wall at home instead of freely transportable, Post-Millennials do not. This latter generation has grown up in a wireless society. Communication has become instant and transportable with new instant messaging internet applications and the creation of cell phones (Chowdhury, 2013; Kunins, 2010; Meister & Willyerd, 2010; Tyson & Cooper, 2001; WebdesignerDepot.com, 2009). In this generation, Wi-Fi quickly extinguished dial-up internet connections, becoming the standard mode for internet connection on home computers, laptops, and cell phones. “

The changes in technology have change the manner in which this generation interacts with one another. Text messaging and instant messaging have become more prevalent for Generation Z than e-mails which to this generation are “snail mail” (Malloy, 2012). “Facebook, Myspace, instagram, Watsapp and several other social media sites were up and running by the time this generation entered nursery school (Disney Club Penguin, 2014; Meister & Willyerd, 2010; Phillips, 2007; Stenovec, 2011). Not surprisingly, Generation Z are said to be hyper-networked and highly connected (Meister & Willyerd, 2010; Prensky, 2001). Technology has allowed this generation to not only be connected to peers in their own community but to peers globally (Espinoza, 2012).

Generation Z are a generation for whom diversity is the norm (Malloy, 2012). This sense of global connection may deepen as technology and social media continue to evolve and allow for new ways to interact.

Chip Espinoza (2012), author of *Millennial Integration: Challenges Millennials Face in the Workplace and What They can do About Them* notes, [Millennials] are experiencing life together wherever they reside. There is little reason to believe that future generations will not be more so. Yet not everything being said about this generation is positive. There are concerns that individuals in this generation may not be able to discern what information is suitable to post on social media sites in order to not only maintain their professional image in the long-term but to maintain the security and privacy of work-related information (Malloy, 2012). Because of their tendency to communicate via texts and instant messages, they may have difficulty drafting longer documents (Malloy, 2012). Generation Z members value employers who provide equal opportunity for pay and promotion, along with opportunities to learn and advance professionally. They requires future employers to treat them with respect, have ethical behavior, provide fair compensation and promotion across all employees, open and transparent communication, and wise business decision-making (Ernst & Young, 2016).

Generation Z: Generation Z has the features of “net generation” due to highly developed digital era, which they were born into. They were also characterized as Facebook-generation”, digital natives” or sometimes “iGeneration” (Tari, 2011). “The norms of generation Z are different from the norms of the previous generation. Words, slangs and expressions used by generation Z are quite strange to their parents and the two parties sometimes move apart. They are always online on any technical device virtually, with no stop. It can be seen through their actions, as well which are in connection with their technical environment and which can appear as a tool or as a milieu in their life. Other forms of socialization are very difficult for them.

Compared with generation Y, the generation Z is not aware of the concept of struggling. They are practical, rather intelligent than wise and they like to take the lead as they are brave. They are more impatient and more agile than their predecessors and they look for new challenges and impulses continuously. They are not afraid of continuous changes and due to the world of internet they possess much information, but just to a certain extent. To solve problems, they try to find the solutions on the internet (Tari, 2011).

Employers have to face the fact that this generation will choose a career of their own interest, not because they want to meet demands of anybody. The result of this behavior is an intrinsic motivation, they have a tough enterprising spirit and they want to influence the world. At the same time, their most important career goals are the work-life balance and a workplace stability. Z generation is not as optimistic as their predecessors were from the viewpoint of the workplace. A part of them worry about unemployment, or if their career can get stuck and they cannot evolve their talent. The members of Y generation are afraid of becoming an adult and of responsibility, and they think the world of work is cold and rejecting. These two generations handle the process of job-hunting negatively because they cannot receive feedback at all. The X generation had a bit easier situation in the labour market, they faced rejection as adults (Durbák, 2013).

2.3.6 Effect of work attitudes on employee performance

Boomers tend to value work more than younger generations and see work as being more central to their lives than younger generations (Family and Work Institute, 2006; Smola & Sutton, 2002).

Smola and Sutton (2002) found that Boomers perceived work to be a crucial part in one's life more strongly than younger generation. Thus this generation performs their work better than the younger generation since they value work and perceive it as a crucial part of their lives.

Gen X are independent and individualistic, placing more value on their own career over being loyal to organizations (Beutell & Wittig-Berman, 2008). Instead of seeking job security, they pursue challenging jobs and better opportunities to develop their own career (Kupperschmidt, 2000). This shows that Gen X work and perform their work diligently since they do it as a challenge hence they put more effort to the work. They also value autonomy and freedom from supervision in the workplace (Jurkiewicz, 2000). Although Gen X have a stronger desire for rapid job advancement than do Boomers, they are not work-centric and more likely than older generation to value work-life balance (Smola & Sutton, 2002; Twenge, 2010). Gen X also reported higher external locus of control (Twenge, Zhang, & Im, 2004) and self-esteem (Twenge & Campbell, 2001) than Boomers which shows that they will perform better in their work than any other generation.

Millennial generation has been characterized by economic prosperity, advancement of instant communication technologies through the Internet, social networking, and globalization. Similar to Gen X, Millennials value freedom and work-life balance more than Baby Boomers (Cennamo & Gardner, 2008; Smola & Sutton, 2002; Twenge, 2010).

They also have high leisure work values, preferring a job that provides more vacation time than older generations hence their performance in work which are more demanding is poor (Twenge et al., 2010). Despite of their lower work centrality, Millennials have higher expectations about promotions and pay raises in the workplace (Ng et al., 2010). Further, they place a greater value on meaningful and fulfilling work and are not tolerant of less challenging work (Corporate Leadership Council, 2005; Lancaster & Stillman, 2002). In spite of prevailing beliefs about Millennials' high expectation is about work environment and status, prior research found that Millennials are as satisfied with their job as their older generations, even reporting marginally higher job satisfaction, and are more optimistic about their career development (Kowske et al., 2010).

Previous research in personality traits among generations found that Millennials are likely to have distinct personality traits from older generations (Twenge & Campbell, 2001; Twenge, Konrath, Foster, Campbell, & Bushman, 2008). Millennials are found to demonstrate higher narcissism, self-esteem, and assertiveness than their older generations but are weak in their performance of work that are involving or demanding (Twenge & Campbell, 2003; Twenge et al., 2008).

2.3.7 Effect of work habits on employee performance

Boomers have been characterized as being extremely loyal toward their employ, the lack of loyalty of younger workers, especially X has been noted. X may value their relationship with their co-workers above the relationship with their company, especially if this co-worker is a friend (Karp, et al., 2002), and that giving the employer two-weeks'

notice may be an idea of loyalty towards the employer. In addition, X presumably view job-hopping as a valid career advancement method (Bova & Kroth, 2001).

X presumably learned that loyalty to an employer did not guarantee job security, from witnessing job losses among parents who were loyal to their employer and played by the rules (Karp 2002). X more so than boomers have been found to report that remaining loyal to an employer was outdated and were significantly less likely to report being loyal to their employer (Kopfer, 2004). However, in that particular study, the X interviewed were graduate students and the extent to which such results are applicable to non-graduate students is of course debatable.

Loyalty towards employ has been found to decrease, depending on how 'new' the generation was: the younger the generation, the least loyal the generation appeared to be. Smola and Sutton (2002) found younger employees to be less loyal to their company and more 'me' oriented. They wanted to be promoted more quickly than older workers, were less likely to feel that work should be an important part of their life and reported higher intention of quitting their job if they won a large amount of money.

Compared with older generations, X and Y do not change jobs more frequently than older people did at the same age. Furthermore, the frequency with which individuals change jobs may also be related to the economy, as people are more likely to change jobs if the economy is good and opportunities are numerous. Finally, younger workers typically hold several jobs while still studying, but tend to stabilize with one employer as they get older.

Therefore, loyalty (or lack of thereof) may be more a matter of age or other contextual circumstances than a generational trait, according to findings from Deal (2007). Although the extent to which employees feel loyal towards their organizations appears to differ across generations, members of all generations reportedly share similar reasons for staying in their organization. In her book, *Retiring the Generation Gap*, which provides a wealth of information about generational differences in the workforce, Deal (2007) reported that other factors likely to increase employees' loyalty included for instance, opportunities for advancement and promotions, opportunities to learn new skills and develop a challenging job, as well as better compensation such as higher salaries or benefits.

Generations have different preferred learning styles. Deal (2007) noted that the majority of X and Y prefer to learn both hard skills and soft skills on the job, while the majority Boomers, prefer to learn soft skills on the job, and learn hard skills through classroom instruction. Discussion groups were the choice for learning soft skills for older workers, but not for X and Y. While X and Y identified getting assessment and feedback as a top method to learn soft skills, this was not the case for older generations, lending some credence to the stereotype that while older generations may be somewhat sensitive to feedback, younger generations desire it. By contrast, people in different generations had similar methods for learning hard skills (Deal, 2007).

The generations differed in their perceived training needs. Boomers would like skills training in their areas of expertise most, and although X and Y would also like such training, most would prefer training in leadership, while leadership is also an area of

perceived need for Boomers. Moreover, while computer training is a perceived need of Boomers, this is not so for Y and X. Finally, team building is an area in which X would like training, and problem solving is an area in which Y would like training (Deal, 2007).

2.3.8 Effect of social competences on employee performances

Workers appear to differ in the extent to which they appreciate supervision and require feedback. For instance, younger workers presumably dislike micromanagement, but do want strong leadership with clear instructions (Joyner, 2000). A study comparing X, Boomers in the public sector workforce indicated that boomers valued freedom from supervision significantly more than X. However, there was no difference between X and Traditionals or Boomers in the extent to which they wanted freedom from supervision (Jurkiewicz & Brown, 1998). Workers from each generation also differ in the extent to which they require feedback. While younger workers prefer regular feedback, older workers may be insulted by it.

Generation X complain about managers who ignore ideas from employees, and ‘do-it because I said so’ management (O’Bannon, 2001). While younger workers complain that there is a lack of respect towards them in the workplace, older workers share similar complaints, especially regarding the attitudes of younger and newer employees toward management. Both X and Y are comfortable with authority figures and are not impressed with titles or intimidated by them. They find it natural to interact with their superiors, unlike their older counterparts and to ask questions. Y in particular have been taught to ask questions, and questioning from their perspective does not equate with disrespect.

Similarly, Y believe that respect must be earned and do not believe in unquestionable respect. While there is not an empirical basis regarding the behaviors of Y and X when in position of authority, only a small percentage of the younger generations feel a need to exert authority (Deal, 2007).

Younger workers like their older counterparts want to be respected, although the understanding of respect among older and younger workers differs. Older workers want their opinions to be given more weight because of their experience and for people to do what they are told, while younger workers want to be listened to and have people pay attention to what they have to say. Furthermore, older people may not appreciate equal respect showed to all, and may want to be treated with more respect than one would show someone at a lower level in the hierarchy or with less experience (Deal, 2007).

One characteristic often attributed to younger workers, perhaps more so to X, is their desire for balance between work and life (Karp 2002). As children, X reportedly saw their parents lose their jobs, despite making sacrifices for their careers, and grew up to value a balance between work and life (Kersten, 2002). Workers of all ages indicated that they worked hard, but did not let work interfere with the rest of their lives (Mitchell, 2001). The youngest workers are most likely to try not to let work interfere with the rest of their lives. The younger members of Generation X reported doing the best work they could even if it interfered with the rest of their lives, as opposed to all workers, again confirming that younger workers were attempting not to let work interfere with the rest of their lives. However, although older X are most likely to want a work/life balance, members of other age groups to varying extent also aspire to the same thing.

2.4 Conceptual Framework

The conceptual framework posits that intergenerational work behaviors which influence performance of the different generational cohort employees. The generational difference components are work attitude, work habits and social competences. Employee performance strategies which need to be put in place such as career development, remuneration packages, working environment, appreciation and recognition and job satisfaction are considered. With different generational cohorts working in Public Universities their work behaviors need to enhance performance of public Universities.

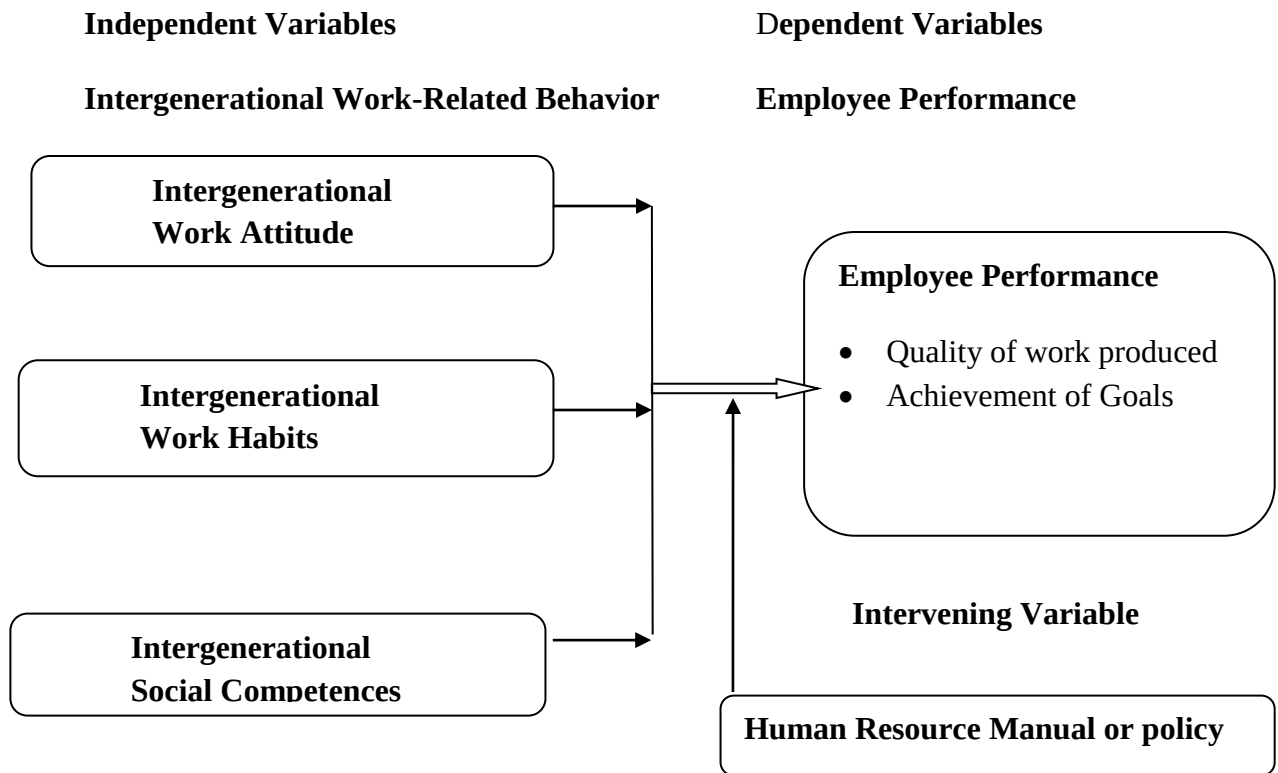


Figure 2.1 Conceptual Framework

Source: Research Data (2021)

2.5 Identification of knowledge gap

The workforce of Universities consists of employees of various ages with different personality types, members of each generation differ in their behavior, managers should identify generational differences. Thompson (2011) in a study on the America Generation 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. The study look at only one generation which was Generation X and fails study the other generations and how they relate with each other in the work place hence the need to do this study to be undertaken to look at all the four generations relate while at workplace.

The Forbes Magazine has made a survey about generation Z in North and South America, in Africa, in Europe, in Asia and in the Middle East. 49 thousand youngsters were asked (Dill, 2015). The study was undertaken in other continents which is different with the location of the current study hence there is need to undertake this study and compare the results to see if they concur with those by Forbes Magazine.

Generation X presumably learned that loyalty to an employer did not guarantee job security, from witnessing job losses among parents who were loyal to their employer and played by the rules this is as per the findings of Karp (2002). This study seeks to evaluate the general working behavior of Generation X as well as the other generations so as to compare on their performance. Kopfer, (2004) interviewed graduate students and found that Generation X more so than boomers were found to remain loyal to an employer and were significantly less likely to report being loyal to their employer. The extent to which

such results are applicable to non-graduate students is of course debatable hence there was need to undertake a study where all cadres of staff are involved.

A study comparing X, Boomers in the public sector workforce indicated that boomers valued freedom from supervision significantly more than X. However, there was no difference between X and Traditional or Boomers in the extent to which they wanted freedom from supervision (Jurkiewicz & Brown, 1998). Workers from each generation also differ in the extent to which they require feedback. While younger workers prefer regular feedback, older workers may be insulted by it. There was need for was need to undertake and study and evaluate how these group of generation relate in their workplace.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the methodology adopted in this study. It describes the research design, population and sampling design, data collection methods, research procedures and data analysis methods.

3.2 Research Design

A research design is a road map or a plan of research to be used to answer the research questions and research objectives. It is the structure or framework to solve a specific problem. It gives direction and systematizes the research. It refers to the process that the investigator will follow from the inception to completion of the study (Cooper & Schindler, 2011; Kothari, 2011; Mugenda, 2012; Mugenda & Mugenda, 2003). A research design is the determination and statement of the general research approach or strategy adopted/or the particular project. Orodho (2003) simplifies the definition by stating that a research design as the scheme, outline, or plan that is used to generate answers to research problems.

This study adopted descriptive correlation research design to examine the effect of intergenerational work attitude on employee performance. The design sought to answer questions like what, who, and how of a phenomena in a study (Donald & Pamela, 2006). This enabled gaining insights on the current phenomena in relation to situations, processes and relationships (Salaria, 2012).

Correlation design describes in quantitative terms the degree to which variables are related. Correlation research design involved collecting data to determine whether and to what extent do exists between two or more quantifiable variables. The degree of relationship is expressed as a correlation coefficient (r) (Mugenda & Mugenda, 2003). This method was used in research to get the views of different respondents who are in the different generational groups.

3.3 Study Location

The study was conducted in Egerton University in Nakuru County both academic and non-teaching staff specifically targeting the four different generations. Egerton University is the oldest institution of higher learning in Kenya. It was founded as a Farm School in 1939 by Lord Maurice Egerton of Tatton, a British national who settled in Kenya in the 1920s. In 1950, the School was upgraded to an Agricultural College offering diploma programmes. In 1986, Egerton Agricultural College was gazetted as a constituent college of the University of Nairobi. The institution was chosen because of its age which accommodate all the generations.

3.4 Target Population

According to Mugenda and Mugenda (1999), target population refers to the totality of cases of people, organizations or institutions, which poses certain characteristics relevant to the study. It is the total number of subjects of the interest to the study. The study targeted all the 2646 staff both teaching and non-teaching staff from Egerton University which comprises of Baby boomers Generation X, Y and Z.

3.5 Sample Size and Sampling procedures

According to Kull (1989), sampling is the process by which a relatively small number of individual subjects or events is selected and analyzed in order to find out some information about the entire population from which it is selected. Stratified sampling was used where teaching and non-teaching staff formed the various strata for the study. The strata were the different generations found in the area.

Israel (2013) formula was used to calculate the sample sizes of this study which was 347 staff from all the teaching and non-teaching departments namely; Professors, Senior Lecturers, Lecturers, Registrars, Administrators and support staff working in Egerton University who were randomly selected.

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

Where N = Target Population

e = 95% confidence level (0.05)

$$n = \frac{2646}{1 + 2646(0.05)^2}$$

$$n = \frac{2646}{7.615} = 347$$

3.6 Data Collection Instrument

The study used primary data that was collected by use of closed and open-ended questionnaires where limited response is required and the respondents were given opportunity to give their views on relevant issues of the study. The questionnaire is a fast way of obtaining data as compared to other instruments (Cohen 2003). In addition, Questionnaires gave the researcher comprehensive data on a wide range of factors. The use of questionnaire in this study had several advantages, which included its ability to reach all respondents. In addition, questionnaires were economical to use in terms of

money and time. The questionnaire was divided into four subsections. The first subsection was the general information comprising of the gender of the respondents, their age, work experience and their highest level of education. The other three subsections comprised of the three independent variables of the study, which included attitude to work, work habits and social competence.

3.6.1 Validity of the instrument

Validity is how well the data collection instrument measures what it is intended to measure (Naibei, 2015). In addressing the question on the characteristics of a good measurement tool in research, Cooper and Schindler (2011) argued that the tool should be an accurate counter or indicator of what the research is interested in measuring. Besides, the instrument should be easy and efficient to use. Such a measurement tool was subjected to tests of validity which is the extent to which a test measures what the researcher wishes to measure

Content validity of a measuring instrument is the extent to which it provides adequate coverage of investigative objectives of the study. Therefore, to ensure that the research instruments collect the desired data, it is important to validate them before they are administered to the sample population, different means of validity were used to validate them which include content and face validity. Mugenda and Mugenda (2012) define content validity as the degree to which the sample test or instrument items represent the content that the instrument is designed for while face validity is the degree to which an instrument appears to measure what it is supposed to measure. To ensure validity of the instrument, the instrument was given to the supervisors and other experts in research to

check on content of the research instrument. This helped to determine the degree to which the instrument gathers the intended information. The feedback from the supervisors, colleagues, and other researchers and scholars was used to make the necessary adjustments on the instrument by removing the ambiguous items, spelling mistakes and other typographical errors.

Face validity was ascertained through review of the questions so that they reflect the intended objectives. The researcher also ensured that all the participants have similar instructions on filling out the questionnaire and also by ensuring that the questions were designed using simple language that is easily understood by the respondents.

3.6.2 Reliability of the instrument

Reliability is concerned with the extent to which a research instrument yields the same results or data on repeated trials (Mugenda & Mugenda, 2003). Reliability of the instrument was done so as to estimate the degree to which a measurement is free of errors. The pilot study was undertaken in University of Kabianga using a sample of 20 respondents. The researcher pre-tested the questionnaire to the pilot sample. It was done in order to ensure the reliability of the research instrument before actual study. Cronbach Alpha Coefficient was used to test the reliability of the research instrument where alpha coefficient of 0.849 was achieved in all the study variable meaning that the research instrument was reliable. This indicated that the research instrument was reliable (Cohen, Manion and Morrison, 2005).

Table 3.3

Reliability Statistics

Variable	N of Items	Reliability value
Intergenerational Work Attitude	15	0.889
Intergenerational Work Habits	16	0.891
Intergenerational Social Competences	8	0.795
Procurement Performance	5	0.823
Average	21	0.849

Source: Research Data, (2022)

3.7 Data Collection Procedure

This refers to the means the study used to gather the required data or information. The researcher started by obtaining introductory letter from the Board of Graduate Studies which was used in getting permit from NACOSTI. The researcher then sends copies of the questionnaires to the respondents after getting the Permit. Printed hard copies were used in this study, as it was the most convenient. To increase the response rate, the researcher made follow up phone calls on the respondents.

3.8 Data Analysis and Presentation

According to Cooper & Schindler (2006), data analysis involves reduction of accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques. In this study the collected data was edited and coded for

completeness and kept for further analysis and interpretation of the Study. Both descriptive and inferential statistics was used to analyze quantitative data. In descriptive statistics, the study used frequency, mean, standard deviation and percentages. The analyzed information was then presented in tables and figures.

3.9 Ethical Considerations

In the study ethical issues was considered crucial hence was observed. The respondents were given introductory letter which showed the researcher's crucial information and intention of carrying out the study. This was supported by research permit from NACOSTI giving permission to carryout data collection. The research participants' information was highly confidential.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings, discussions and results based on the effects of intergenerational work behaviors on employee performance at Egerton University in Kenya. First, it provides the response rate, general background information of the respondents and descriptive analysis of the study variables. Finally, the chapter describes the results of statistical analysis to test the hypotheses and presents the discussions of the results from the findings.

4.2 Response Rate

The target population for the study was 347 staff from all the teaching and non-teaching departments but response was received from 309 respondents. This gives a response rate of 89% which was very good as indicated by Mugenda and Mugenda (2008).

4.3 Respondents Demographic Information

The study asked respondents to give their demographic information on their age, gender, educational level, length of service, length of years in current job and level in current job.

Table 4.1

Respondents Demographic Information

Demographic information	Categories	Frequency	Percent
Respondent's age	Below 30 years	59	19.1
	31 – 40 years	106	34.3
	41 - 50 years	59	19.1
	51 – 60 years	35	11.3
	Above 61 years	16	5.2
	Total	309	100
Respondent's gender	Male	186	60.2
	Female	123	39.8
	Total	309	100
Highest education level	Certificate course	46	14.9
	Diploma certificate	84	27.2
	Bachelors Degree	75	24.3
	Masters Degree	69	22.3
	PhD	35	11.3
	Total	309	100
Length of service	1 – 5 years	18	5.8
	6 – 10 years	110	35.6
	More than 10 Years	181	58.6
	Total	309	100

Source: Research Data (2022)

According to Table 1.1, majority of the respondents were aged between 31 to 40 years who were 106 (34.3%), those who were aged between 41 to 50 years were 59 (19.1%) so do those who were below 30, those who were between 51 – 60 years were 35 (11.3%) and those who were above 61 years were 16 (5.2%). This implies that majority of the working force were born between the years 1980 and 1989 (Generation Y) followed by those who were born between 1970 and 1979 (Generation X) as well as those born before 1990 (Generation Y and Generation Z) and finally those born before 1969 (Baby Boom). These shows that all the generation are represented since they form the workforce of Egerton University.

Majority of the respondents were male who were 186 (60.2%) while the female gender was 123 (39.8%). The findings indicated that both gender forms the workforce of the university and that the institution adheres to two third gender rule as stipulated in the Kenya Constitution 2010. Respondents were asked to indicate their highest academic level and the findings indicated that majority of the respondents who were 84 (27.2%) were diploma holders, 75 (24.3%) had Bachelors degree, 69 (22.3%) were masters holders, 46 (14.9%) were holder of certificate while PhD holders were 35 (11.3%). This shows that all the respondents were educated enough to respond to the study.

Majority of the respondents who were 181 (58.6%) had worked for the institution for more than 10 years, those who had worked for between 6 – 10 years were 110 (35.6%), and those who had worked for between 1 to 5 years were 16 (5.2%). This reveals that all the respondents had worked for the institution for more than 1 year hence they were conversant with intergenerational work behavior in relation to employee performance.

4.4 Descriptive statistics

The following are the descriptive statistics of the study findings categorized by the study variables;

4.4.1 Intergenerational work attitude and employee performance

The first objective was to establish the effect of intergenerational work attitude on employee performance of Egerton University. Respondents were asked how they feel about their present job, compared with alternative jobs that they may be interested in or able to obtain.

The responses on respondents having thoughts about quitting their job are as per Figure 4.1.

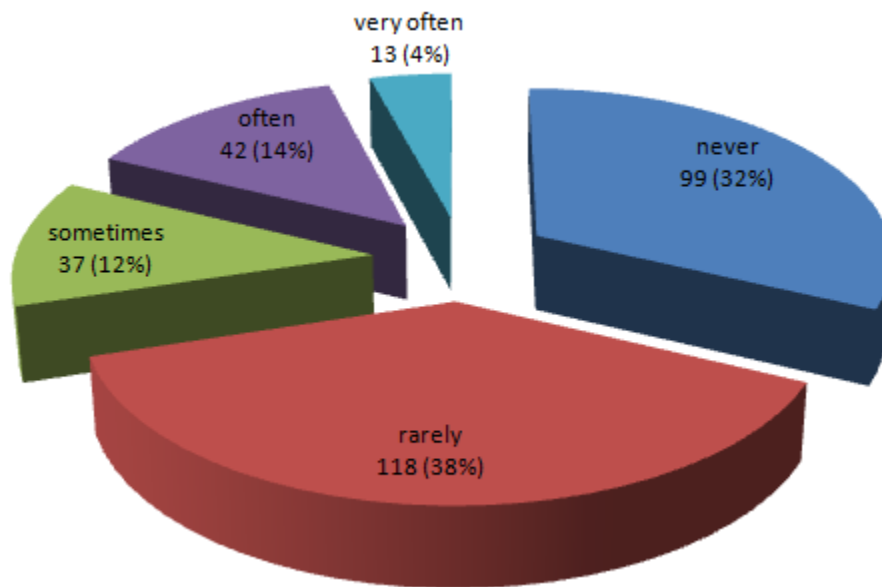


Figure 4.1 Thought of quitting job
Source: Research Data (2021)

Figure 4.1 reveals that majority of the respondents who were 118 representing 38% noted that they rarely have thought relating to quitting their job. Respondents who were 99 representing 32% said that they have never had thought on quitting their job, 37 respondents representing 12% said that they sometimes think of quitting, 42 respondents representing 14% said that they often have thought of quitting while 13 respondents representing 4% said that thought on quitting cross their mind very often. This shows that some employees of Egerton University sometimes have thoughts of quitting their job while the majority were comfortable with the job they have at the university.

Respondents were asked if they plan to look for a new job within the next 12 months and the response were as per Figure 4.2

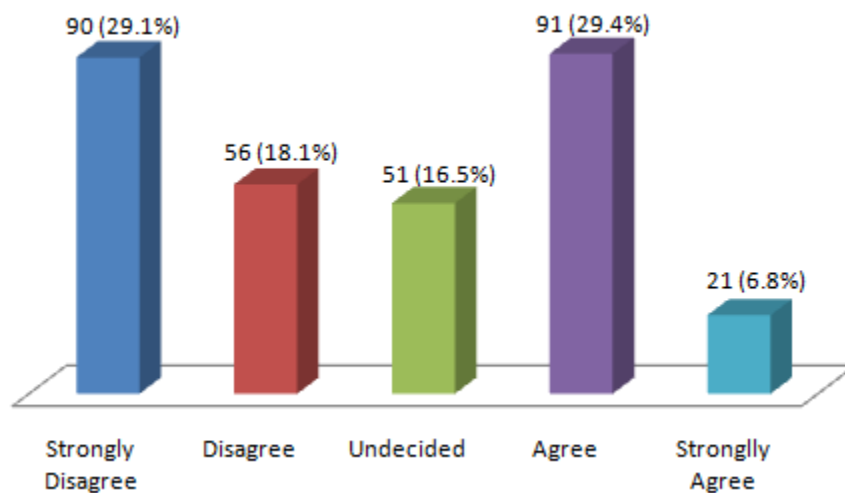


Figure 4.2 Plans to look for new job

Source: Research Data (2021)

The results of Figure 4.2 reveals that majority of the respondent who were 91(29.4%) agreed that they plan to look for a new job in the next one year, 90 (29.1%) strongly

disagreed, 56 (18.1%) disagreed, 51 (16.5%) were undecided while 21 (6.8%) strongly agreed that they plan to look for a new job in the next 12 months. This shows that majority of the respondents who were 146 (47.2%) disagreed that they will look for a new job thus the university has workforce who are dedicated to work for the institution for more years.

Respondents were asked to indicate how likely over the next year, they will actively look for a new job outside their organization and the responses are as per Figure 4.3.

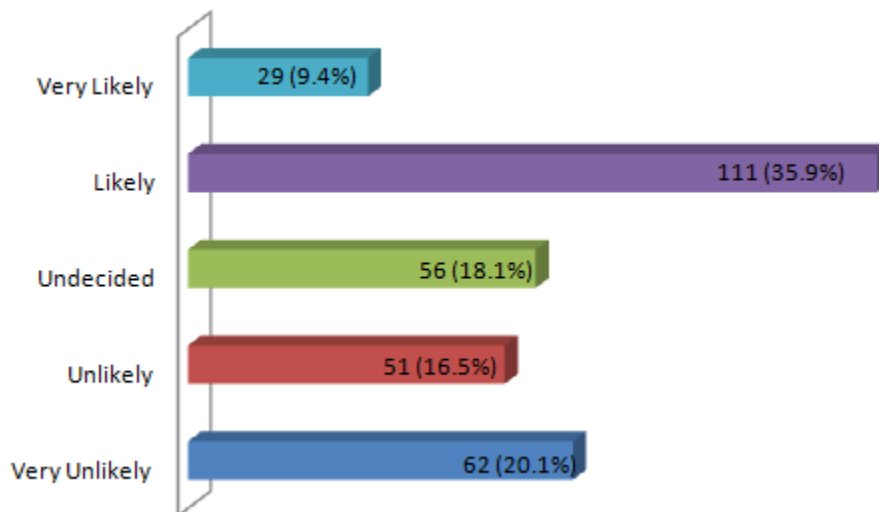


Figure 4.3 Likelihood to actively look for a job

Source: Research Data (2021)

Figure 4.3 reveals that majority of the respondents who were 111 (35.9%) are likely to look for a new job, 62 (20.1%) are very unlikely to look for a job, 56 (18.1%) were undecided, 51 (16.5%) were unlikely to look for a job while 29 (9.4%) were very likely to look for a new job outside the organization.

The findings imply that employees of Egerton University were likely to look for a new job outside the organization as per the majority of the respondents who were 140 (45.3%).

Respondents were asked to indicate how overallly they were satisfied working for their institution and the responses are as per Figure 4.4.

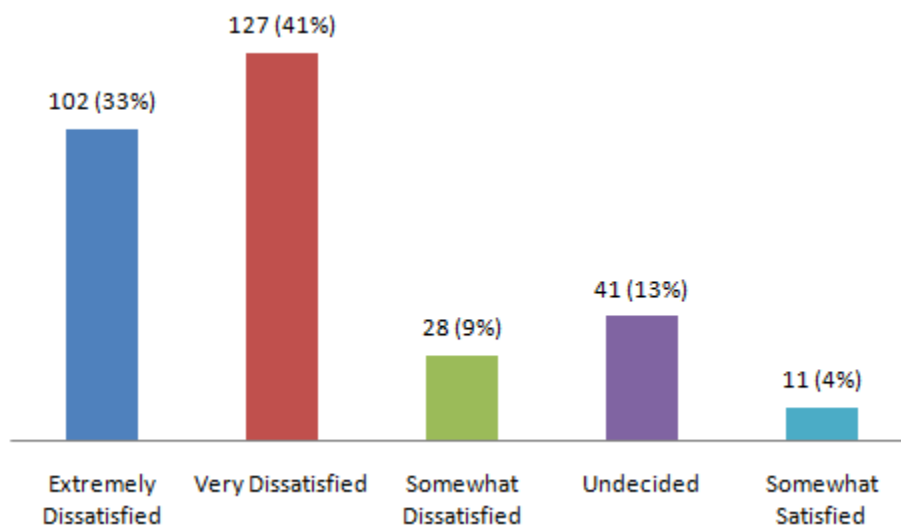


Figure 4.4 Overall Satisfaction
Source: Research Data (2021)

The results as per Figure 4.4 reveal that majority of the respondents who were 127 (41%) were very dissatisfied, 102 (33%) were extremely dissatisfied, 41 (13%) were undecided, 28 (9%) were somewhat dissatisfied and 11 (4%) were somewhat satisfied. The findings imply that respondents were dissatisfied with the work environment as per the majority of the respondents who were 257 (83%).

Respondents were asked to indicate the extent to which they agree or disagree with the statements on work attitude. Their responses were on a Likert Scale of 1 to 5 where 1 -

Strongly Disagree (SD) 2 - Disagree (D), 3 – Undecided (U), 4 – Agree (A), 5 - Strongly Agree (SA).

Table 4.2

Work Attitude

Work Attitude	SD	D	N	A	SA
In general I like working here	174 (56.3%)	70 (22.7%)	4 (1.3%)	48 (15.5%)	13 (4.2%)
As far as I know I plan to work at the University for long	62 (20.1%)	150 (48.5%)		59 (19.1%)	38 (12.3%)
I am satisfied with the job security I have	27 (8.7%)	80 (25.9%)	7 (2.3%)	112 (36.2%)	83 (26.9%)
I am satisfied with the respect I receive from the people I work with	90 (29.1%)	84 (27.2%)	7 (2.3%)	86 (27.8%)	42 (13.6%)
I feel like I am part of the University.	98 (31.7%)	95 (30.8%)		31 (10.0%)	85 (27.5%)
I have asked for training to do my job better	32 (10.4%)	56 (18.1%)		137 (44.3%)	84 (27.2%)
I could do better at my work if I had some/more training or professional development	135 (43.7%)	86 (27.8%)	5 (1.6%)	15 (4.9%)	68 (22.0%)
I have the right tools and equipment's to do my job	39 (12.6%)	55 (17.8%)	13 (4.2%)	120 (38.8%)	82 (26.5%)
I agree that the level of my performance determines my salary	70 (22.7%)	73 (23.6%)	5 (1.6%)	52 (16.8%)	109 (35.3%)
In my decision to work at the University benefits played a major role	65 (21.0%)	81 (26.2%)	5 (1.6%)	60 (19.5%)	98 (31.7%)
In my opinion there should be different treatment towards older employees and younger employee	140 (45.3%)	80 (25.9%)	14 (4.5%)	26 (8.4%)	49 (15.9%)
I receive the right amount of recognition for my work.	67 (21.7%)	115 (37.2%)	13 (4.2%)	67 (21.7%)	47 (15.2%)
I am aware of the advancement opportunities that exist in the University for me.	13 (4.2%)	91 (29.4%)	4 (1.3%)	109 (35.3%)	92 (29.8%)
The amount of work expected of me is reasonable.	86 (27.8%)	82 (26.5%)	15 (4.9%)	63 (20.4%)	63 (20.4%)
I am willing to put in a great deal of effort beyond that normally expected in order to help this University to be successful.	64 (20.7%)	65 (21.0%)	12 (3.9%)	78 (25.2%)	90 (29.1%)
I am proud to tell others that I am part of this University.	61 (19.7%)	74 (23.9%)	5 (1.6%)	91 (29.4%)	78 (25.2%)

Source: Research Data (2022)

Table 4.2 shows that majority of the respondents who were 174 representing 56.3% strongly disagreed as well as 70 respondents representing 22.7% who disagreed that they generally like working for the institution. The respondents who were 48 representing 15.5% agreed as well as 13 respondents representing 4.2% who strongly agreed that they generally like working for the institution while 4 respondents representing 1.3% were undecided.

The findings revealed that majority of the respondents who were 150 representing 48.5% disagreed as well as 62 respondents representing 20.1% who strongly disagreed that they plan to work at the University for long. The respondents who were 59 representing 19.1% agreed as well as 38 respondents representing 12.3% who strongly agreed that that they plan to work at the University for long.

Respondents were satisfied with the job security they had. This is as per the response of the majority of the respondents who were 112 representing 38.2% who agreed as well as 83 respondents representing 26.9% who strongly agreed. The respondents who were 80 representing 25.9% disagreed as well as 27 respondents representing 8.7% who strongly disagreed that they were satisfied with the job security they had while 7 respondent representing 2.3% were undecided.

Majority of the respondents who were 90 representing 29.1% strongly disagreed as well as 84 respondents representing 27.2% who disagreed that they were satisfied with the respect they receive from the people they work with. The respondents who were 86 representing 27.8% agreed as well as 42 respondents representing 13.6% who strongly

agreed that they were satisfied with the respect they receive from the people they work with. The respondents who were 7 representing 2.3% were undecided.

The findings as per Table 4.2 reveals that majority of the respondents who were 98 representing 31.7% strongly disagreed as well as 95 respondents representing 30.8% who disagreed that they feel like they are a part of the University. The respondents who were 85 representing 27.5% strongly agreed as well as 31 respondents representing 10.0% who agreed that they feel like they are a part of the University.

Majority of the respondents who were 137 representing 44.3% agreed as well as 84 respondents representing 27.2% who strongly agreed that they had asked for training to do their job better. The respondents who were 56 representing 18.1% disagreed as well as 32 respondents representing 10.4% who strongly disagreed that they had asked for training to do their job better.

Most of the respondents who were 135 representing 43.7% strongly disagreed as well as 86 respondent representing 27.8% disagreed that they could do better at their wok if they had some more training or professional development. The respondents who 68 representing 22.0% strongly agreed as well as 15 respondents representing 4.9% who agreed that they could do better at their wok if they had some more training or professional development while 5 respondents representing 1.6% were undecided.

The findings reveals that majority of the respondents who were 120 representing 38.8% agreed so do 82 respondents representing 26.5% who strongly agreed that they have the right tools and equipment's to do their job. The respondents who were 55 representing

17.8% disagreed as well as 39 respondents representing 12.6% who strongly disagreed that they have the right tools and equipment's to do their job. Respondents who were 13 representing 4.2% were undecided.

Majority of the respondents who were 109 representing 35.3% as well as 52 respondent representing 16.8% agreed that that the level of their performance determines their salary. The respondents who were 73 representing 23.6% disagreed as well as 70 respondents representing 22.7% who strongly disagreed that that the level of their performance determines their salary while 5 respondents representing 1.6% were undecided.

Respondents who were 98 representing 31.7% strongly agreed as well as 60 respondents representing 19.5% agreed that in their decision to work at the University benefits plaid a major role. The respondents who were 81 representing 26.2% disagreed as well as 65 respondents representing 21.0% who strongly disagreed that their decision to work at the University benefits plaid a major role while 5 respondents representing 1.6% were undecided.

The findings revealed that majority of the respondents who were 140 representing 45.3% strongly disagreed as well as 80 respondents representing 25.9% who disagreed there should be different treatment towards older employees and younger employee. The respondents who were 49 representing 15.9% strongly agreed as well as 26 respondents representing 8.4% who agreed that there should be different treatment towards older employees and younger employee. Respondents who were 14 representing 4.5% were undecided.

Majority of the respondents who were 115 representing 37.2% disagreed as well as 67 respondents representing 21.7% strongly disagreed that they receive the right amount of recognition for my work. The respondents who were 67 representing 21.7% agreed as well as 47 respondents representing 15.2% who strongly agreed that they receive the right amount of recognition for my work while 13 respondents representing 4.2% were undecided.

Respondents who were 109 representing 35.3% agreed as well as 92 respondents representing 29.8% who strongly agreed that they were aware of the advancement opportunities that exist in the University for them. The respondents who were 91 representing 29.4% disagreed as well as 13 respondents representing 4.2% who strongly disagreed that they were aware of the advancement opportunities that exist in the University for them. Respondents who were 4 representing 1.3% were undecided.

The amount of work expected of the respondents was reasonable. This was not true since the majority of the respondents who were 86 representing 27.8% strongly disagreed as well as 82 respondents representing 26.5% who disagreed. The respondents who were 63 representing 20.4% agreed and the same number strongly agreed that the amount of work expected of them was reasonable. Respondents who were 15 representing 4.9% were undecided.

Majority of the respondents who were 90 representing 29.1% strongly agreed as well as 78 respondents representing 25.2% who agreed that they were willing to put in a great deal of effort beyond that normally expected in order to help the University to be successful. The respondents who were 65 representing 21.0% disagreed as well as 64

respondents representing 20.7% who strongly disagreed that they were willing to put in a great deal of effort beyond that normally expected in order to help the University to be successful. Respondents who were 12 representing 3.9% were undecided.

According to findings in table 4.2, majority of the respondents who were 91 representing 29.4% agreed as well as 78 respondents representing 25.2% who strongly agreed that they were proud to tell others that they are part of the University. The respondents who were 74 representing 23.9% as well as 61 respondents representing 19.7% who strongly disagreed that they were proud to tell others that they are part of the University. Respondents who were 5 representing 1.6% were undecided.

The findings imply that respondents did not like working in the institution since they did not have plan to work there for long yet they were satisfied with the job security they had. Respondents were not satisfied with the respect they receive from the people they work with hence they did not feel like they are part of the University. They had asked for training to do my job better so that they could do better at their wok hence they need some more training as well as professional development for they had the right tools and equipment's to do their job.

The level of performance determines salary since it plaid a major role during the decision to work at the University. There should not be different treatment towards older employees and younger employee since they do not receive the right amount of recognition for their work.

There were advancement opportunities that existed in the University but the amount of work expected was not reasonable yet respondents were willing to put in a great deal of effort beyond that normally expected in order to help University to be successful hence were proud to tell others that I am part of this University.

4.4.2 Intergenerational work habits and employee performance

The second objective was to determine the effect of intergenerational work habits on employee performance. Respondents were asked to indicate the extent to which they agree or disagree with the statements on work habit. Their responses were on a Likert Scale of 1 to 5 where 1 - Strongly Disagree (SD) 2 - Disagree (D), 3 – Undecided (U), 4 – Agree (A), 5 - Strongly Agree (SA).

Table 4.3

Work Habit on Employee Performance

Work habits	SD	D	N	A	SA
I challenge myself to do the right thing	42 (13.6%)	56 (18.1%)	13 (4.2%)	28 (9.1%)	170 (55.0%)
Integrity is rewarded in the University	72 (23.3%)	106 (34.4%)	13 (4.2%)	36 (11.6%)	82 (26.5%)
I complete my assignments on time	59 (19.1%)	73 (23.6%)		91 (29.4%)	74 (23.9%)
I am organized and manage my time well in the University	92 (29.8%)	15 (4.9%)	10 (3.2%)	121 (39.2%)	71 (23.0%)
Ethical behavior is the norm in the university	92 (29.8%)	76 (24.6%)	10 (3.2%)	51 (16.5%)	80 (25.9%)
Penalties for unethical behavior are strongly adhered to	48 (15.5%)	75 (24.3%)	16 (5.2%)	45 (14.6%)	125 (40.5%)
Managers at the top show that they care about habits	167 (54.0%)	49 (15.9%)	4 (1.3%)	64 (20.7%)	25 (8.1%)
I follow up on my assignment to ensure completion	75 (24.3%)	114 (36.9%)	11 (3.6%)	65 (21.0%)	44 (14.2%)
I pay attention to details and follow instruction	133 (43.0%)	82 (26.5%)	8 (2.6%)	63 (20.4%)	23 (7.4%)
I really care about what happens to this University.	88 (28.5%)	114 (36.9%)	2 (0.6%)	48 (15.5%)	57 (18.4%)
I am honest in sharing the Information with other	55 (17.8%)	38 (12.3%)	4 (1.3%)	141 (45.6%)	72 (23.0%)
Being a self –starter is welcomed in the University	148 (47.9%)	98 (31.7%)	3 (1.0%)	48 (15.5%)	12 (3.9%)
I respect diversity and age of my colleagues in the University	82 (26.5)	93 (30.1%)	11 (3.6%)	54 (17.5%)	69 (22.3%)
I am proud to tell others that I am part of this company.	177 (57.3%)	64 (20.7%)	2 (0.6%)	60 (19.5%)	6 (1.9%)
I find that my values and the company's values are very similar.	41 (13.3%)	54 (17.5%)	3 (1.0%)	145 (49.6%)	66 (21.5%)

Source: Research Data (2022)

Table 4.3 reveals that majority of the respondents who were 170 representing 55.0% strongly agreed as well as 28 respondent representing 9.1% who agree that they challenge themselves to do the right thing.

Respondents who were 56 representing 18.1% disagreed as well as 42 respondents who strongly disagreed that they challenge themselves to do the right thing, while 13 respondents representing 4.2% were undecided.

Integrity is rewarded in the University. This is not the case since majority of the respondents who were 106 representing 34.4% disagreed as well as 72 respondents representing 23.3% who strongly disagreed. Respondents who were 82 representing 26.5% strongly agreed as well as 36 respondents representing 11.6% who agreed that integrity is rewarded in the University. Respondents who were 13 representing 4.2% were undecided.

Majority of the respondents who were 91 representing 29.4% agreed so do 74 respondents representing 23.9% who strongly agreed that they complete their assignments on time. Respondents who were 73 representing 23.6% disagreed as well as 59 respondents representing 19.1% who strongly disagreed that they complete their assignments on time.

The findings in Table 4.3 further reveals that majority of the respondents who were 121 representing 39.2% agreed as well as 71 respondents representing 23.0% who strongly agreed that they were organized and manage their time well in the University. Respondents who were 92 representing 29.8% strongly disagreed as well as 15 respondents representing 4.9% disagreed that they were organized and manage their time well in the University. Respondents who were 10 representing 3.2% were undecided.

Ethical behavior is the norm in the university. This is not the case as per the response of the majority of the respondents who were 92 representing 29.8% who strongly disagreed as well as 76 respondents representing 24.6% who disagreed. Respondents who were 80 representing 25.9% who strongly agreed as well as 51 respondents representing 16.5% who agreed that ethical behavior is the norm in the university. Respondents who were 10 representing 3.2% were undecided.

Penalties for unethical behavior are strongly adhered to. This is true since majority of the respondents who were 125 representing 40.5% who strongly agreed as well as 45 respondents representing 14.6% who agreed. Respondents who were 75 representing 24.3% disagreed as well as 48 respondents representing 15.5% who strongly disagreed that penalties for unethical behavior are strongly adhered to. 16 respondents representing 5.2% were undecided.

Managers at the top show that they care about habits, this is not the case since majority of the respondents who were 167 representing 54.0% strongly disagreed as well as 49 respondents representing 15.9% who disagreed. Respondents who were 64 representing 20.7% agreed as well as 25 respondents representing 8.1% who strongly agreed that managers at the top show that they care about habits, yet 4 respondents representing 1.3% were undecided.

Table 4.3 findings also reveals that majority of the respondents who were 114 representing 36.9% disagreed as well as 75 respondents representing 24.3% strongly disagreed that they follow up on their assignment to ensure completion. Respondents who were 65 representing 21.0% agreed as well as 44 respondents representing 14.2% who

strongly agreed that they follow up on their assignment to ensure completion. Respondents who were 11 representing 3.6% were undecided.

Majority of the respondents who were 133 representing 43.0% strongly disagreed as well as 82 respondents representing 26.7% disagreed that they pay attention to details and follow instruction. Respondents who were 63 representing 20.4% agreed as well as 23 respondents representing 7.4% who strongly agreed that they pay attention to details and follow instruction. Respondents who were 8 representing 2.6% were undecided.

Respondents who were 114 representing 36.9% disagreed as well as 88 respondents representing 28.5% who strongly disagreed that they really care about what happens to the University. Respondents who were 57 representing 18.4% strongly agreed as well as 48 respondents representing 15.5% who agreed that they really care about what happens to the University. Respondents who were 2 representing 0.6% were undecided.

The findings also according to Table 4.3 reveals that majority of the respondents who were 141 representing 45.6% agreed as well as 72 respondents representing 23.0% who strongly agreed that they are honest in sharing information with others. Respondents who were 55 representing 17.8% strongly disagreed as well as 38 respondents representing 12.3% disagreed that they are honest in sharing information with others. Respondents who were 4 representing 1.3% were undecided.

Being a self –starter is welcomed in the University; this not true according to the majority of the respondents who were 148 representing 47.9% who strongly disagree as well as 98 respondents representing 31.7% who disagree. Respondents who were 48 representing 15.5% agreed as well as 23 respondents representing 7.4% who strongly agreed that they really care about what happens to the University. Respondents who were 2 representing 0.6% were undecided.

15.5% agreed as well as 12 respondents representing 3.9% strongly agreed that being a self –starter is welcomed in the University. Respondents who were 3 representing 1.0% were undecided.

Majority of the respondents who were 93 representing 30.1% disagreed so do 82 respondents representing 26.5% who strongly disagreed that they respect diversity and age of their colleagues in the University. Respondents who were 69 representing 22.3% strongly agreed as well as 54 respondents representing 17.5% agreed that they respect diversity and age of their colleagues in the University. Respondents who were 11 representing 3.6% were undecided.

Majority of the respondents who were 177 representing 57.3% strongly disagreed as well as 64 respondents representing 20.7% who disagreed that they are proud to tell others that they are part of the institution. Respondents who were 60 representing 19.5% agreed so do 6 respondents representing 1.9% strongly agreed that that they are proud to tell others that they are part of the institution. Respondents who were 2 representing 0.6% were undecided.

Respondents who were 145 representing 49.6% agreed as well as 66 respondents representing 21.5% strongly agreed that they find that their values and company's values are very similar. Respondents who were 54 representing 17.5% disagreed as well as 41 respondents representing 13.3% who strongly disagreed that they find that their values and company's values are very similar. Respondents who were 3 representing 1.0% were undecided.

The findings imply that respondents challenge themselves to do the right thing yet integrity was not rewarded in the University and that they complete their assignments on time since they organized and manage their time well in the University. Ethical behavior is not the norm in the university because penalties for unethical behavior were strongly adhered to. Managers at the top did not show that they care about staff habits and that they never follow up on any assignment to ensure completion nor did they pay attention to details and follow instruction nor really care about what happens to the University. Respondents were honest in sharing information with other but being a self –starter was not welcomed in the University and that respect for diversity and age of colleagues at the University was not adhered to hence they were not proud to tell others that they were part of the institution yet they find that their values and the company's values were very similar.

4.4.3 Intergenerational social competences and employee performance

The third objective was to evaluate the effect of intergenerational social competences and employee performance of Egerton University. Respondents were asked to indicate the extent to which they agree or disagree with the statements on social competencies. Their responses were on a Likert Scale of 1 to 5 where 1 - Strongly Disagree (SD) 2 - Disagree (D), 3 – Undecided (U), 4 – Agree (A), 5 - Strongly Agree (SA).

*Table 4.4**Social Competencies*

Social Competencies	SD	D	N	A	SA
High standard of performance are demanded by my supervisors	70 (22.7%)	35 (11.3%)	18 (5.8%)	82 (26.5%)	104 (33.7%)
People in my department communicate sufficiently with one another.	43 (13.9%)	131 (42.4%)		29 (9.4%)	106 (34.3%)
It is easy to get along with my colleagues.	35 (11.3%)	130 (42.1%)	11 (3.6%)	90 (29.1%)	43 (13.9%)
The morale in my department is high.	86 (27.8%)	80 (25.9%)	4 (1.3%)	53 (17.2%)	86 (27.8%)
My supervisor takes the time to help workers improve the performance	44 (14.2%)	90 (29.1%)	3 (1.0%)	82 (26.5%)	90 (29.1%)
The relationship between the older generation and the younger generation is good.	126 (40.8%)	32 (10.4%)	4 (1.3%)	22 (7.1%)	125 (40.5%)
My colleague encourages me to express my ideas and opinions about important aspects of my job.	42 (13.6%)	143 (49.3%)	3 (1.0%)	81 (26.2%)	40 (12.9%)
I agree that the relationship between the older employee and young employee is good.	35 (11.3%)	151 (48.9%)	16 (5.2%)	59 (19.1%)	48 (15.5%)

Source: Research Data (2022)

Table 4.4 reveals that majority of the respondents who were 104 representing 33.7% strongly agreed as well as 82 respondents representing 26.5% who agreed that high standard of performance are demanded by their supervisors. The respondents who were 70 representing 22.7% strongly disagreed so do 35 respondents representing 11.3% disagreed that high standard of performance are demanded by their supervisors. Respondents who were 18 representing 5.8% were undecided.

Majority of the respondents who were 131 representing 42.4% disagreed as well as 43 respondents representing 13.9% strongly disagreed that people in their department communicate sufficiently with one another. The respondents who were 106 representing 34.3% strongly agreed as well as 29 respondents representing 9.4% agreed that people in their department communicate sufficiently with one another.

Respondents who were 130 representing 42.1% disagreed as well as 35 respondents representing 11.3% who strongly disagreed that it was easy to get along with colleagues. Respondents who were 90 representing 29.1% agreed as well as 43 respondents representing 13.9% who strongly agreed that it was easy to get along with colleagues. The respondents who were 11 representing 3.6% were undecided.

Table 4.4 findings also reveals that majority of the respondents who were 86 strongly disagreed so do 80 respondents representing 25.9% who disagreed that the morale in their department was high. Respondents who were 86 representing 27.8% strongly agree as well as 53 respondents representing 17.2% who agreed that the morale in their department was high while 4 respondents representing 1.3% were undecided.

Supervisor takes the time to help workers improve the performance, this is as per the majority of the respondents who were 90 representing 29.1% who strongly agreed as well as 82 respondents representing 26.5% who agreed. Respondents who were 90 representing 29.1% disagreed so do 44 respondents representing 14.2% who strongly disagree that supervisor takes the time to help workers improve the performance while the respondents who 3 representing 1.0% were undecided.

The relationship between the older generation and the younger generation was not good. This is as per the response of the majority of the respondents who were 126 representing 40.8% who strongly disagreed as well as 90 respondents representing 29.1% who disagreed. The respondents who were 125 representing 40.5% strongly agreed as well as 22 respondents representing 7.1% who agreed that the relationship between the older generation and the younger generation was good. Respondents who were 4 representing 1.3% were undecided.

Majority of the respondents who were 143 representing 49.3% disagreed as well as 42 respondents representing 13.6% strongly disagreed that their colleague encourages them to express their ideas and opinions about important aspects of their job. The respondents who were 81 representing 26.2% agreed as well as 40 respondents representing 12.9% who strongly agreed that their colleague encourages them to express their ideas and opinions about important aspects of their job. Respondents who were 3 representing 1.0% were undecided

Majority of the respondents who were 151 representing 48.9% disagreed as well as 35 respondents representing 11.3% who strongly disagreed that the relationship between the

older employee and young employee is good. The respondents who were 59 representing 19.1% agreed as well as 48 respondents representing 15.5% who strongly agreed that the relationship between the older employee and young employee is good. Respondents who were 16 representing 5.2% were undecided.

The findings implies that supervisors demanded high standard of performance yet staff in department were not communicating sufficiently with one another hence it was not easy for employees to get along with my each other since the morale in department is low. Supervisor took time to help workers improve their performance even though the relationship between the older generation and the younger generation was not good and that employees never encouraged each other to express their ideas and opinions about important aspects of their job because the relationship between the older employee and young employee was not good.

4.5 Inferential statistics

This study applied correlations and multiple regressions to determine the predictive power of the effects of selected intergenerational work behaviors on employee performance at Egerton University in Kenya.

4.5.1 Correlation analysis

Pearson correlation coefficient was used to examine correlation between intergenerational work attitude, intergenerational work habit, intergenerational social competence and their effect on the employee performance of Egerton University. The analysis is shown in the table below.

Table 4.5

Pearson Correlation Coefficient

		Attitude	Habits	Competence	Performance
Attitude	Pearson	1			
	Correlation				
	Sig. (2-tailed)				
Habits	Pearson	.426**	1		
	Correlation				
	Sig. (2-tailed)	.001			
Competence s	Pearson	.484**	.807**	1	
	Correlation				
	Sig. (2-tailed)	.001	.000		
Performance	Pearson	.505**	.809**	.838**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	

N = 309

Source: Research Data (2022)

As shown in Table 4.5 there was a strong positive effect of intergenerational work attitude on employee performance since it had a Pearson Correlation of ($r=0.505$, $p = 0.001$), intergenerational work habit had a strong positive effect on employee performance since it had a Person Correlation of ($r =0.809$, $p = 0.001$), intergenerational social competences had a strong positive effect on employee performance since it had a Person Correlation of ($r=0.838$, $P < 0.001$). The finding implies that there exists correlation between the variables.

4.5.2 Regression analysis

Regression analysis is the statistical technique that identifies the relationship between two or more quantitative variables: a dependent variable, whose value is to be predicted, and an independent or explanatory variable (or variables), about which knowledge is available. The technique is used to find the equation that represents the relationship between the variables. Multiple regressions provide an equation that predicts one variable from two or more independent variables (Bryman and Bell, 2015).

Anderson *et al.* (2002) spelt out the importance of examining the significance of each independent variable in predicting the dependent variable. The Unstandatized coefficient value of Beta was used to determine whether each of the individual independent variable was significant in the overall model. The researcher conducted a multiple regression analysis so as to test relationship among variables (independent) on employee performance and the results are as per Table 4.6.

Table 4.6 shows the regression model summary results where R square, adjusted R square and standard error of estimate are presented.

Table 4.6

Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654	.641	.356	1.00993

a. Predictors: (Constant), attitude, habits, competences

Source: Research Data (2022)

The results in Table 4.6 indicate that intergenerational work behaviors had a joint significant effect on employee performance as shown by R value of 0.654.

The R squared of 0.641 shows that the independent variables accounted for 64.1% of the variance on employee performance while 38.6% are explained by other variables outside the study.

Coefficient of determination in Table 4.7 was generated to explain the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (employee performance) that is explained by all the three independent variables (intergenerational work attitude, intergenerational work habits and intergenerational work habits).

Table 4.7

Coefficients of Determination

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	0.232	0.893		0.238	0.004
1 Attitude	0.413	0.552	0.246	0.802	0.000
Habit	0.465	0.467	0.552	0.795	0.001
Competences	0.391	0.540	0.212	0.633	0.000

a. Dependent Variable: employee performance

Source: Research Data (2022)

From the findings in Table 4.7, the study found that holding intergenerational work attitude, intergenerational work habits and intergenerational social competences constant, employee performance was 0.232. The study also found that a unit increase in intergenerational work attitude increased employee performance by 0.413.

Further it was established by the study that a unit increase in intergenerational work habits lead to an increase in employee performance by 0.465, and that it was also found that a unit increase in intergenerational social competences lead to an increase in employee performance by a factor of 0.391.

4.6 Test of hypotheses

From the results of coefficient of determination in Table 4.7, **H₀₁**: There is no significant effect of intergenerational work attitude on employee performance. The findings shows that intergenerational work attitude affect employee performance ($\beta = 0.246$, $p < 0.05$) thus we reject the hypotheis. **H₀₂**: There is no significant effect of intergenerational work habits on employee performance. The findings reveals that intergenerational work habits affect employee performance ($\beta = 0.552$, $p < 0.05$) hence we reject the hypothesis. **H₀₃**: There is no significant effect of intergenerational social competences on employee performance. The findings shows that intergenerational social competences affect employee performance ($\beta = 0.212$, $p < 0.05$) thus we reject the hypothesis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the research findings, the conclusions based on the findings and the recommendations as well as suggestions for further research.

5.2 Summary

The main objective of this study was to establish the effects of intergenerational work behaviors on employee performance at Egerton University in Kenya. The variables for the study were; intergenerational work attitude, intergenerational work habits and intergenerational social competences.

Response was received from 309 respondents out of the targeted population of 347 to give a response rate of 89% which was very good (Mugenda and Mugenda, 2008). Majority of the work force were born between the years 1980 and 1989 (Generation Y) followed by those who were born between 1970 and 1979 (Generation X) as well as those born between 1990 and 2000 (Generation Y and Generation Z) and finally those born before 1969 (Baby Boom). Both gender forms the workforce of the university and that the institution adheres to two third gender rule as stipulated in the Kenya Constitution 2010. All the respondents were educated enough to respond to the study and that they all had worked for the institution for more than 1 year hence they were conversant with intergenerational work behavior affecting employee performance.

The findings reveals that there was an average positive effect of intergenerational work attitude on employee performance ($r=0.505$, $p = 0.001$), intergenerational work habit had a strong positive effect on employee performance ($r =0.809$, $p = 0.001$), intergenerational social competences had a strong positive effect on employee performance ($r=0.838$, $P < 0.001$). This implies that there exists correlation between the variables. Intergenerational work behaviors had a joint significant effect on employee performance as shown by R value of 0.654. The R squared of 0.641 shows that the independent variables accounted for 64.1% of the variance on employee performance while 38.6% are explained by other variables outside the study.

Holding intergenerational work attitude, intergenerational work habits and intergenerational social competences constant, employee performance was 0. 232. The study also found that a unit increase in intergenerational work attitude increased employee performance by 0.413. Further it was established by the study that a unit increase in intergenerational work habits lead to an increase in employee performance by 0.465, and that it was also found that a unit increase in intergenerational social competences led to an increase in employee performance by a factor of 0.391.

5.2.1 Intergenerational work attitude and employee performance

Employee of Egerton University sometimes had thoughts of quitting their job but majority of them were comfortable with the job they had at the University. Majority of the respondents 146 (47.2%) disagreed that they will look for a new job thus the university had workforce who were dedicated to work for the institution for more years.

Employees of Egerton University were likely to look for a new job outside the organization 140 (45.3%) since majority of them 257 (83%) were dissatisfied with the work environment and that they did not have plan to work there for long but were satisfied with the job security they had. Respondents were not satisfied with the respect they receive from the people they work with hence they did not feel like they are part of the University. Respondents had asked for training so that they could do better at their work hence respondents required more training as well as professional development for they had the right tools and equipment's to do their job.

The level of performance determines salary since it played a major role during the decision to work at the University. There were different treatment towards older employees and younger employee since they did not receive the right amount of recognition for their work. There were advancement opportunities that existed in the University but the amount of work expected was not reasonable yet respondents were willing to put in a great deal of effort beyond that normally expected in order to help University be successful hence were proud to tell others that they are part of the University.

5.2.2 Intergenerational work habits and employee performance

Respondents challenge themselves to do the right thing even though integrity was not rewarded in the University. Respondents completed their assignments on time since they organized and manage their time well. Ethical behavior was not the norm in the university because penalties for unethical behavior were strongly adhered to. Managers at the top did not care about staff habits and that they never follow up on any assignment to ensure completion nor did they pay attention to details about what happens to the

University. Respondents were honest in sharing information with other but being a self – starter was not welcomed in the University and that respect for diversity and age of colleagues at the University was not adhered to hence they were not proud to tell others that they were part of the institution yet they find that their values and the institutional values were very similar.

5.2.3 Intergenerational social competences and employee performance

Supervisors demanded high standard of performance yet staff in department were not communicating sufficiently with one another hence it was not easy for employees to get along with each other since the morale in department is low. Supervisor took time to help workers improve their performance even though the relationship between the older generation and the younger generation was not good and that employees never encouraged each other to express their ideas and opinions about important aspects of their job because the relationship between the older employee and young employee was not good.

5.3 Conclusions

The study makes the following conclusions;

5.3.1 Intergenerational work attitude and employee performance

Egerton University had dedicated workforce who planned to work for the institution for more than one (1) year. The work environment was not conducive hence staffs are dissatisfied. Job security was the reason most staff opted to work for the institution for long. The respect for one another was lacking. Staff lacked training to enable them works better. Level of performance determines salary and that there was different treatment

towards older employees and younger employee in the work place. Advancement opportunities existed in the University.

5.3.2 Intergenerational work habits and employee performance

Staff challenged themselves to do the right thing even though integrity was not rewarded in the University. Staff completed assignments on time because of good time management but they lacked ethical behavior. Top Managers did not care about staff habits and that they never follow up on any assignment. Staff of Egerton University was honest in sharing information with others but lacks respect for diversity and age of colleagues at the University.

5.3.3 Intergenerational social competences and employee performance

Supervisors demanded high standard of performance yet communication between staff was not good thus they could not get along with each other making the morale in department low. Supervisor took time to help workers improve their performance even though the relationship between the older generation and the younger generation was not good since employees never encouraged each other to express their ideas and opinions about important aspects of their job because the relationship between the older employee and young employee was not good.

5.4 Recommendations

The study makes the following recommendation;

- a) There is need to create a conducive work environment where all employees are treated the same way hence create respect for one another in workplace. There is need to enhancing staff training so that employees are able to fill existing advancement opportunities in the University.
- b) There is need to reward staff who are of high integrity and of good ethical behavior. There is need also to inculcate respect for diversity and age for staff at the University.
- c) There is need to encourage staff to communicate well with each other so as to get along with each hence create morale in department. There is need to create a good working relationship between the older generation and the younger generation.

5.5 Suggestions for Further Research

This study sought to establish the effects of selected intergenerational work behaviors on employee performance at Egerton University in Kenya. Further studies can be done in replicating the same study in other sector of economy so that the results can be compared. There is need to undertake a study on intergenerational work behavior on employee motivation.

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APPENDICES

Appendix I: Research Questionnaire

SECTION A: DEMOGRAPHIC INFORMATION

1. How old are you?

☐ Above 61 years

☐ Between 51 – 60 Years

☐ Between 41 – 50 Years

☐ Between 31 - 40 Years

☐ Bellow 30 Years

2. What is your gender? Female ☐ Male ☐

3. What is your highest education level?

☐ KCPE Certificate

☐ KCSE Certificate

☐ Certificate course

☐ Diploma

☐ Bachelors Degree

☐ Masters Degree

☐ PhD

Other (please specify) _____

4. How long have you been with this organization?

☐ Less than 1 Year

☐ 1 – 2 years

☐ 3 – 4 Years

☐ 3 – 6 years

☐ 7 – 8 Years

☐ 9 – 10 Years

☐ More than 10 Years

5. How long have you been in your current job with this organization?

☐ Less than 1 Year

☐ 1 – 2 years

☐ 3 – 4 Years

☐ 3 – 6 years

☐ 7 – 8 Years

☐ 9 – 10 Years

☐ More than 10 Years

6. What is the level of your current job?

☐ Professor

☐ Senior Lecturer

☐ Lecturer

☐ Registrar

☐ Senior Administrator

☐ Administrator

☐ Clerk

7. What is the nature of your job?

☐ Permanent

☐ Temporary

☐ Part time

☐ Contract

SECTION B:

The following statements ask you how you feel about your present job, compared with alternative jobs that you may be interested in or able to obtain. Please tick the box that best represents the way that you feel.

1. Thoughts about quitting this job cross my mind.

☐ Never, ☐ Rarely, ☐ Sometimes, ☐ Often, ☐ Very Often, ☐ All the time

2. I plan to look for a new job within the next 12 months.

☐ Strongly Disagree

☐ Agree

☐ Undecided

☐ Disagree

☐ Strongly Disagree

3. How likely is it that, over the next year, you will actively look for a new job outside of this organization?

☐ Very Unlikely

☐ Unlikely

☐ Undecided

☐ Likely

☐ Very Likely

4. Overall, how satisfied are you working for this institution?

Extremely Dissatisfied ☐

Very Dissatisfied ☐

Somewhat Dissatisfied []

Neutral []

Somewhat Satisfied []

Extremely Satisfied []

5. Which of the following categories best describes your current employment status”

Top Management []

Middle Management []

Lower Management []

Non-management []

SECTION C:

5. WORK ATTITUDE

Please indicate the degree of your agreement or disagreement with each statement by ticking (√) on your answer sheet that best represents your point of view about work attitude. Please choose from the following answers: 1 - Strongly Disagree (SD) 2 - Disagree (D), 3 – Neutral (N), 4 – Agree (A), 5 - Strongly Agree (SA)

	SD	D	N	A	SA
1. In general I like working here .					
2. As far as I know I plan to work at the University for long					
3. I am satisfied with the job security I have					
4. I am satisfied with the respect I receive form the					

people I work with					
5. I feel like I am a part of the University.					
6. I have asked for training to do my job better					
7. I could do better at my work if I had some/more training or professional development					
8. I have the right tools and equipment's to do my job					
9. I agree that the level of my performance determines your salary					
10. In my decision to work at the University benefits played a major role					
11. In my opinion there should be different treatment towards older employees and younger employees					
12. I receive the right amount of recognition for my work.					
13. I am aware of the advancement opportunities that exist in the University for me.					
14. The amount of work expected of me is reasonable.					
15. I am willing to put in a great deal of effort beyond that normally expected in order to help this University to be successful.					
16. I am proud to tell others that I am part of this University.					

6. WORK HABITS

	SD	D	N	A	SA
1. I challenge myself to do the right thing					
2. Integrity is rewarded in the University					
3. I complete my assignments on time					
4. I am organized and manage my time well in the University					
5. Ethical behavior is the norm in the university					
6. Penalties for unethical behavior are strongly adhered to					
7. Managers at the top show that they care about habits					
8. I follow up on my assignment to ensure completion					
9. I pay attention to details and follow instruction					
10. I really care about what happens to this University.					
11. I am honest in sharing the Information with other					
12. Being a self –starter is welcomed in the University					
13. I respect diversity and age of my colleagues in the University					
14. I am proud to tell others that I am part of this company.					
15. I find that my values and the company's values are very similar.					

7. SOCIAL COMPETENCES

	SD	D	N	A	SA
1. High standard of performance are demanded by my supervisors					
2. People in my department communicate sufficiently with one another.					
3. It is easy to get along with my colleagues.					
4. The morale in my department is high.					
5. My supervisor takes the time to help workers improve the performance					
6. The relationship between the older generation and the younger generation is good.					
7. My colleague encourages me to express my ideas and opinions about important aspects of my job.					
8. I agree that the relationship between the older employee and young employee is good.					

Thank You

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION RefNo: 199600 RESEARCH LICENSE This is to Certify that Ms. Nancy Cherotich Laboso of University of Kabanga, has been licensed to conduct research in Nakuru on the topic: EFFECTS OF SELECTED INTER-GENERATIONAL WORK BEHAVIORS ON EMPLOYEE PERFORMANCE; A CASE STUDY OF EGERTON UNIVERSITY IN KENYA for the period ending: 24/July/2022. License No: NACOSTI/P/21/1919 199600 Applicant Identification Number NOTE: This is a computer generated License. To verify the authenticity of this document Scan the QR Code using QR scanner application.	NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 24/July/2021 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Verification QR Code
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Appendix III: Research Clearance Letter



UNIVERSITY OF KABIANGA
ISO 9001:2015 CERTIFIED
OFFICE OF THE DIRECTOR, BOARD OF GRADUATE STUDIES

REF: MBA/A/0016/17

Date: 17TH JUNE, 2021

Nancy Laboso,
MMT&H,
University of Kabianga,
P.O Box 2030- 20200,
KERICHO.

Dear Ms. Laboso,

RE: CLEARANCE TO COMMENCE FIELD WORK

I am glad to inform you that the Board of Graduate Studies during its meeting on 14th April 2021 approved your research proposal entitled "**Effects of Selected Inter-Generational Work Behaviors on Employee Performance: A Case Study of Egerton University in Kenya**".

I am also acknowledging receipt of your corrected proposal via email and hard copies. You are now free to commence your field work on condition that you obtain a research permit from NACOSTI.

Please note that, you are expected to publish at least one (1) paper in a peer reviewed journal before final examination (oral defense) of your Masters thesis.

Thank you.

Yours Sincerely,

Prof. J. K. Kibett
DIRECTOR, BOARD OF GRADUATE STUDIES.

- cc 1. Dean, SBE
2. HOD, MMT&H
3. Supervisors

Appendix IV: Research Publication