

**To explore the potential differences between the
generational cohorts regarding employee engagement
in Ireland.**

Samir Said

Master of Arts in Human Resource Management

National College of Ireland

Submitted to the National College of Ireland – 18th of August 2021

Declaration

Submission of Thesis and Dissertation

National College of Ireland

Research Students Declaration Form

(Thesis/Author Declaration Form)

Name: Samir Said

Student Number: 18135706

Degree for which thesis is submitted: MA in Human Resource Management

Material submitted for award

- (a) I declare that the work has been composed by myself.
- (b) I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.
- (c) My thesis will be included in electronic format in the College Institutional Repository TRAP (thesis reports and projects).
- (d) **Either** *I declare that no material contained in the thesis has been used in any other submission for an academic award.

Or* I declare that the following material contained in the thesis formed part of a submission for the award of

(State the award and the awarding body and list the material below)

Signature of research student: _____

Date: _____

Submission of /thesis to Norma Smurfit Library National College of Ireland

Student Name: Samir Said

Student Number: 18135706

School: Business

Degree: MA in HRM

Degree to be awarded: MA in Human Resource Management

Title of thesis: *To explore the potential differences between the generational cohorts regarding employee engagement in Ireland.*

One hard bound copy of your thesis will be lodged in the Norma Smurfit Library and will be available for consultation. The electronic copy will be accessible in TRAP (<http://trap.ncirl.ie/>), the National College of Ireland's Institutional Repository. In accordance with normal academic library practice all thesis lodged in the National College of Ireland Institutional Repository (TRAP) are made available on open access.

I agree to a hard-bound copy of my thesis being available for consultation in the library. I also agree to an electronic copy of my thesis being made publicly available on the National college of Ireland's Institutional Repository (TRAP).

Signature of Candidate: _____

For completion by the College:

The aforementioned thesis was received by _____ Date: _____

This signed form must be appended to all hard-bound copies of your thesis submitted to your college.

Acknowledgements

This is the most challenging thing I have ever done but the most inspiring experience. I have been in depression for many years and always on medications and needing counselling. I have always been quick to give up, especially criticism from family. Completing this has made me more confident in myself and gives me the push to move on with my life instead of constant depression.

I really would like to thank my amazing supervisor: Pauline Kelly-Phelan, for her deep kindness, patience, understanding, knowledge and her advice. I cannot express how appreciative I am for all the support and patience she gave me.

I would also really like to thank Mary Keating for all the time she helped with counselling me and helping me get through difficult times as well as all her advice and help to get past the depression and hide away fazes that I had.

Table of Contents

Declaration.....	1
Submission of /thesis to Norma Smurfit Library.....	2
Acknowledgements.....	3
List of Tables	5
List of Figures.....	8
Abstract.....	11
Chapter 1: Introduction.....	12
Chapter 2: Literature Review.....	12
2.1 Literature review introduction.....	12
2.2 Employee Engagement.....	13
2.3 Job Satisfaction	17
Social exchange theory.....	19
Perceived organizational support	19
2.4 Generational Cohorts.....	20
2.5 Generation X.....	21
2.6 Genereation Y	23
Chapter 3: Aims and Objectives	24
3.1 Research objective 1.....	24
3.2 Research objective 2.....	24
3.3 Research objective3.....	25
Chapter 4: Methodology	25
4.1 Methodology Introduction.....	25
4.2 Research Philosophy	25
4. 3 Research Approach	26
4.4 Research Strategy	26
4.5 <i>Research Design</i>	27
4.6 Ethical considerations	27
Chapter 5 Findings and Discussion.....	28
Chapter 5: Conclusion.....	99

References.....	101
Reflection (CIPD Requirement)	110
Appendix Survey consent Form.....	111
Appendix 2 permission to use survey	112
Appendix 3 Survey Questions.....	113

List of Tables

Table 1. Job Engagement- I really “throw” myself into my job.

Table 1.1 Sometimes I am so into my job that I lose track of time.

Table 1.2 This job is all consuming; I am totally into it.

Table 1.3 My mind often wanders, and I think of other things when doing my job.

Table 1.4 I am highly engaged in this job.

Table 1.5 Job Engagement means

Table 2. Organization engagement- Being a member of this organization is very captivating.

Table 2.1 One of the most exciting things for me is getting involved with things happening in this organization.

Table 2.2 I am really not into the “goings-on” in this organization.

Table 2.3 Being a member of this organization make me come “alive.”

Table 2.4. Being a member of this organization is exhilarating for me.

Table 2.5 I am highly engaged in this organization.

Table 3. Job Characteristics- How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

Table 3.1 To what extent does your job involve doing a “whole” and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people

Table 3.2 How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

Table 3.3 In general, how significant or important in your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

Table 3.4 To what extent do managers or co-workers let you know how well you are doing on your job?

Table 3.5 To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing – aside from any “feedback” co-workers or supervisors may provide?

Table 4. Rewards and Recognition- A pay raise.

Table 4.1 Job security.

Table 4.2 A promotion.

Table 4.3 More freedom and opportunities.

Table 4.4 Respect from the people you work with.

Table 4.5 Praise from your supervisor.

Table 4.6 Training and development opportunities.

Table 4.7 More challenging work assignments.

Table 4.8 A reward or token of appreciation (e.g. lunch).

Table 4.9 Some form of public recognition (e.g. employee of the month).

Table 5. Distributive justice- Do the outcomes you receive reflect the effort you have put into your work?

Table 5.1 Are the outcomes you receive appropriate for the work you have completed?

Table 5.2 Do your outcomes reflect what you have contributed to the organization?

Table 5.3 Are your outcomes justified given your performance?

Table 6. Procedural justice- Have you been able to express your views and feelings during the procedures?

Table 6.1 Have you had influence over the outcomes arrived at by those procedures?

Table 6.2 Have those procedures been applied consistently?

Table 6.3 Have those procedures been free of bias?

Table 6.4 Have those procedures been based on accurate information?

Table 6.5 Have you been able to appeal the outcomes arrived at by those procedures?

Table 6.6 Have those procedures upheld ethical and moral standards?

Table 7. Perceived organizational support- My organization really cares about my well-being.

Table 7.1 My organization strongly considers my goals and values.

Table 7.2 My organization shows little concern for me.

Table 7.3 My organization cares about my opinions.

Table 7.4 My organization is willing to help me if I need a special favor.

Table 7.5 Help is available from my organization when I have a problem.

Table 7.6 My organization would forgive a honest mistake on my part.

Table 7.7 If given the opportunity, my organization would take advantage of me.

Table 8. Perceived supervisor support- My supervisor cares about my opinions.

Table 8.1 My work supervisor really cares about my well-being.

Table 8.2 My supervisor strongly considers my goals and values.

Table 8.3 My supervisor shows very little concern form me

Table 9. Job satisfaction- All in all, I am satisfied with my job.

Table 9.1 In general, I do not like my job.

Table 9.2 In general, I like working here.

Table 10. Organizational commitment- I would be happy to work at my organization until I retire.

Table 10.1 Working at my organization has a great deal of personal meaning to me.

Table 10.2 I really feel that problems faced by my organization are also my problems.

Table 10.3 I feel personally attached to my work organization.

Table 10.4 I am proud to tell others I work at my organization.

Table 10.5 I feel a strong sense of belonging to my organization.

Table 11. Correlation results for the relationship between job engagement, perceived organizational support and job satisfaction.

List of Figures

Fig. 1 Gender

Fig. 2 Date of Birth

Fig. 3 Job Engagement

Fig. 3.1

Fig. 3.2

Fig. 3.3

Fig. 3.4

Fig. 4 Organization engagement

Fig. 4.1

Fig. 4.2

Fig. 4.3

Fig. 4.4

Fig. 4.5

Fig. 5 Job Characteristics

Fig. 5.1

Fig. 5.2

Fig. 5.3

Fig. 5.4

Fig. 5.5

Fig. 6 Rewards and Recognition

Fig. 6.1

Fig. 6.2

Fig. 6.3

Fig. 6.4

Fig. 6.5

Fig. 6.6

Fig. 6.7

Fig. 6.8

Fig. 6.9

Fig. 7 Distributive justice

Fig. 7.1

Fig. 7.2

Fig. 7.3

Fig. 8 Procedural justice

Fig. 8.1

Fig. 8.2

Fig. 8.3

Fig. 8.4

Fig. 8.5

Fig. 8.6

Fig. 9 Perceived organizational support

Fig. 9.1

Fig. 9.2

Fig. 9.3

Fig. 9.4

Fig. 9.5

Fig. 9.6

Fig. 10 Perceived supervisor support

Fig. 10.1

Fig. 10.2

Fig. 10.3

Fig. 11 Job satisfaction

Fig. 11.1

Fig. 11.2

Fig. 12 Organizational commitment

Fig. 12.1

Fig. 12.2

Fig. 12.3

Fig. 12.4

Fig. 12.5

Fig. 13- Intent to quite

Fig. 13.1

Fig. 13.2

Fig. 14 Organizational citizenship behavior directed to the individual

Fig. 14.1

Fig. 14.2

Fig. 14.3

Fig. 14.4

Fig. 14.5

Fig. 14.6

Fig. 14.7

Abstract

To explore the potential differences between the generational cohorts regarding employee engagement in Ireland.

By Samir Said

This study looks at employment engagement and what it takes to make employees engaged. The research looks to explore the differences in characteristics of both generation x and generation y and what it takes to make them more engaged.

The literature review was carried out to identify some of what makes up employment engagement and how employees react to factors like perceived organizational support and job satisfaction. The study was of a quantifiable nature and involved the self-administering of a survey to many employees in different companies in Ireland.

The survey used in this research was sourced from Saks (2006) and was discovered by a recommendation from my supervisor. I used this survey as it suits the need of this research. The study was conducted with many companies in Ireland through google forms. Survey data was collected, and statistical analysis was carried out.

Chapter 1: Introduction

This study will look at the potential differences between generational cohorts regarding employee engagement and talk about what factors make up engagement. Investigators and human resources professionals have addressed engagement as the answer to increasing the total effectiveness of companies as well as the workers within the companies (Hoole and Bonnema, 2015). Engagement in the workplace can ultimately make or break a company. This study aims to explore the potential differences between the generations and find what makes them engaged.

This proposal for the main study is composed of four chapters. With Chapter 1 being the introduction, Chapter 2 is the literature review, Chapter 3 is the aims and objectives and Chapter 4 being the methodology. Chapter 2 will look at employee engagement as well as definitions of generation followed by looking at Baby Boomers, Generation X and Generation Y. Chapter 3 will look sub questions and look at the aims and objectives of the study. Finally, Chapter 4 will look at the methodology, mentioning the quantitative and the qualitative method, which can give the researcher a better idea of which to use that best suits this study.

Chapter 2: Literature Review

2.1 Literature review introduction

The literature review for this specific research subject consists of five important sections. They include employee engagement, defining generation, Baby Boomers, Generation X and Generation Y. The literature review will first look at employee engagement and what engagement actually consists of. The literature review will show how contemporary literature defines the makeup of engagement while looking for possibilities of additional factors that influence engagement.

The literature review will then look at the different perspectives on clarifying the term generation, explaining what they mean and following contemporary literature on which is the most used for this type of topic to proceed with for this study. The literature review will then look at the period which literature regards Baby Boomers, Generation X and Generation Y to being a part of, also briefly mentioning Generation Z.

The Literature review will then give a background on the Baby Boomers, Generation X and Generation Y. Looking at their characteristics and values.

(Possible sections for main study; Generational stereotypes, generational cohorts, work engagement and meaningful work).

2.2 Employee Engagement

Encouraging individuals to be engrossed in their job is a common difficulty in establishments, made more difficult by the actuality of numerous parts in play, for the reason that the approaches, mannerisms, and feelings related with a single part might fall upon another (Rothbard, 2001). Robinson, Perryman and Hayday (2004) mention that employee engagement has come to be a commonly used and collective expression.

In the 1990's, William A. Kahn (1990) opened up the idea of employment engagement by looking at earlier work of sociologist Erving Goffman (Goffman, 1961). Welch (2011) notes that Kahn can be thought of hypothetical father of the employee engagement movement, considering that his work has remained to be so significant in the field, however, the term employee engagement is not exactly used by him and his quantitative research is related to personal engagement. Kahn (1990) implied that a person's engagement and disengagement from their responsibilities varied. Kahn (1990) describes personal engagement as the binding of the companies employees' themselves to the job they are giving; in engagement, individuals work and communicate themselves physically, psychologically, and passionately when carrying out their work. The author goes on to mention that personal disengagement suggests "the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances" (Kahn, 1990, p. 694).

Welch (2011) mentions Kahn's claim that there three psychological conditions which are vital to the employees' level of engagement and disengagement. These factors are meaningfulness, safety and availability. Psychological meaningfulness is understood as the feeling when individuals notice a return on devoting themselves in the way of physical, cognitive or emotional energy spent in their jobs. Psychological safety is the perception that individuals can be free and be themselves devoid of worry about bad consequences towards their self-image, profession or position in the company. Psychological availability represents an individual who has the physical, emotional or psychological resources to engage at a specific time (Kahn, 1990). Therefore, in keeping with

Kahn (1990, 1992), engagement stands for when an individual is mentally there when engaging and carrying out work in the establishment (Saks, 2006).

Rothbard (2001) similarly describes engagement as mentally being there however goes on to add that engagement consists of two key factors. These factors are absorption and attention. Absorption indicates that individuals are immersed in their tasks and signifies to the magnitude of one's concentration on the job. Attention stands for the state of mind and how often individuals spend their time reflecting about their jobs.

Schaufeli, Salanova, González-Romá and Bakker (2002) describe engagement as an optimistic, satisfying, on-the-job mind-set that takes account of three dimensions, these dimensions being vigour, dedication, and absorption (Coetzee, Ferreira and Shunmugum, 2017):

- Vigour is distinguished by the employees enthusiasm and dedication to put their high levels of energy towards their work willingly while persevering all the more so if there are some difficulties.
- Dedication is distinguished by a feeling of major excitement, satisfaction, challenges, and inspirations. Employees feel and see their jobs as an important and a worthwhile path to follow.
- Absorption is distinguished by remaining completely focused, paying attention on the job so much so, that they feel time moves faster and it is also described as a person having problems stepping away from work.

What has been presented is that employee's vigour to perform at a higher level, dedication to their jobs and absorption that is being immersed in the work, is the three main concepts and approaches that uncover the range of employee engagement (Harshitha, 2015; Ahmed, Shah, Qureshi, Shah and Khuwaja, 2018). The three constructs are a state of mind, meaning a psychological way of attaining and grasping wisdom, opinions and tactics, making choices and deciphering challenges (Andrew and Sofian, 2012; Harshitha, 2015). Ahmed *et al.*, (2018) points out that when the employees have a certain thing to drive them at the workplace, signifies that the employees have a large amount of vigour and will most likely be more persistent and will do the work more enthusiastically. The authors go on to mention both dedication and absorption, defining dedication as employees who are genuinely enthusiastic and hold their work in high regard. The authors' definition on absorption remains the same as Schaufeli *et al.*, (2002) and Coetzee *et al.*, (2017), that being the employees do not realise how the time passes by so fast and having difficulty detaching themselves from work. Harshitha (2015) mentions that the state of mind is something that causes the employees to be impassioned regarding their objectives as well as the companies goals. The author bring up behavioural state, meaning the employees being physically active and wholeheartedly excited to work. By having all these constructs and perceptions, one can be referred to as being engaged (Harshitha, 2015).

On the other hand, some current studies propose that vigour and dedication represent the focal point of engagement, while absorption appears as being more associated with the idea of flow and functions differently when judged against the former two factors of engagement (Salanova, Llorens, Cifre, Martínez and Schaufeli, 2003; Schaufeli, Bakker and Van Rhenen, 2009). Flow represents the specific time of high performance, which is distinguished through dedication, stability, co-ordination, easy focus, full charge, and fundamental satisfaction and joy (Schaufeli *et al.*, 2009). Flow theory has arisen after years of hard labour by Csikszentmihalyi, who devoted tremendous amount of time learning conditions of peak experience (Csikszentmihalyi, Montijo and Mouton, 2018). Flow was at first used to describe performers, competitors and sportspersons as “being in the zone” or the physiological state of absolute absorption and satisfaction in their occupations, which causes the individual to time pass by much faster (Llorens, Salanova and Rodríguez, 2013).

The idea of work engagement came about from studies on burnout, mainly to cover the whole scope of employee mental state and well-being (Maslach, Schaufeli and Leiter, 2001). Burnout is an analogy which is regularly seen when it comes to defining the condition of the mind when it is fatigued (Schaufeli, Taris and Van Rhenen, 2008). Burnout syndrome was originally explained by Freudenberger (1974) as the weakening of psychological and physical liveliness in health workers which comes about from overworking and pressure regarding work. The term was later reconsidered and developed by Maslach (1981), who claimed that burnout has three factors. A major factor is emotional fatigue which involves physical and mental tiredness regarding work. When an individual's emotional resource is exhausted, they believe that they are unable to commit themselves at a mentally. Another factor is depersonalization which means distrust or absence of compassion for others as well as the job. This undesirable response might be connected emotional fatigue. A third factor is the lack of personal success which leads employees to have poor self-esteem, feeling bad about themselves and disappointed in themselves with their achievements at work (Maslach *et al.*, 1981; Browning, 2019; Moss *et al.*, 2016; Kumar *et al.*, 2021; Schaufeli *et al.*, 2008). Burnout is the outcome of heightened responsive fatigue and depersonalization as well as lack of personal success (Maslach *et al.*, 1981). Although it is mostly common in health workers, burnout is also present in all professions (Guveli *et al.*, 2015). Job requirements includes many work aspects that can result in stress, anxiety, pain and burnout when the employees find the requirements too difficult and beyond their abilities (Rošková and Faragová, 2020). This mainly comprises of the communal, physical and administrative sides of the job such as interaction with others, workload, pressure to complete a task and the atmosphere in the workplace, which needs constant tangible and rational exertion (Rošková *et al.*, 2020).

It is important to understand that burnout is the antithesis of engagement. The outcomes of burnout can possibly very problematic for the workers, patrons and the organization (Maslach *et al.*, 1981). While burnout might not be regularly categorized as a scientific mental health illness, its appearance in workers' emotional state, taken advantaged of or unappreciated, and exhausting

work life are forerunners to an array of undesirable results at work for both the workers as well as the establishment (Ekore *et al.*, 2020). Rothmann (2008) gave detail on how burnout influences work engagement, well-being and job satisfaction in a bad way. The author mentions many dimensions which are components of work-related well-being. It is important that we include a summary of each of these, as follows:

Pleasure-displeasure dimension, which relates to job satisfaction. Job satisfaction relates to contentment with salary, administration, establishment procedures as well as the disposition of the job of the work. Job satisfaction plays a major role on burnout, and it is stated that efficiency, faithfulness and job satisfaction stood inversely connected to the amount of pressure at work (Guveli, *et al.*, 2015)

Anxiety-comfort dimension, which relates to employee's low happiness and high gratification that may lessen their loyalty, vigour and ambitions.

Vigour-fatigue dimension, which relates to burnout. Exhaustion embodies the vigour-fatigue dimension as it discusses emotional states when one has exceeded their limit and exhausted their emotional resources.

Enthusiasm-depression dimension, which relates to work engagement. Being in a depressed state of mind involves having little happiness and little stimulation for the mind, while being enthusiastic involves high happiness and high stimulation for the mind. Enthusiasm suggests development and energy (Schaufeli *et al.*, 2002; Rothmann, 2008).

The various workings of well-being can be connected, but can perhaps be individual dimensions (Rothmann, 2008). For instance, one can feel low levels of depression and yet have high levels of worry, meaning disengaged and stress from work. Stress is the outcome of more than one of the undesirable characteristics of well-being merging, for instance, anxiety and depression, meaning work stress and work disengagement (Rothmann, 2008).

Work engagement must be clear and not mixed up with different ideas, although there are certain resemblances which have been discovered once dedication, satisfaction and absorption are talked about (Schaufeli, 2013). Work engagement does not stop at dedication and might actually go further than dedication, as work engagement distinguishes workers that are engaged as the ones that are not only dedicated or enthusiastic, but workers that have recognized the goals and objectives of the organization and the ones that show a clear attempt to the contribution of the organization (Hoole *et al.*, 2015). Harshita (2015) backs this up by mentioning that employee engagement is the impassioned commitment that the employees have for the business and the company's aims and objectives. Satisfaction and energy can possibly be connected to engagement, on the other hand is not clearly seen with the additional two dimensions (Hoole *et al.*, 2015). For that reason, it can be assumed that engagement, dedication, absorption and satisfaction are connected, however engagement comprises of a multilayered dimension of comfort, expressive

and interactive reactions, such as feeling happiness, passionate and accomplishment in the tasks the employees are given or the job as a whole (Schaufeli *et al.*, 2002; Hallberg and Schaufeli, 2006; Hoole *et al.*, 2015).

2.3 Job Satisfaction

Various themes can be used to determine and explain employment engagement. It can be considered very comprehensive, since it really links with organizational commitment, job involvement, job satisfaction and motive to stay within the company which in due course will bring about a highly effective place of work and establishment (Choudhury and Mohanty, 2019). Characteristics of engagement might be different from one place to another but when taking into consideration employee concern most of the engagement drives are practically identical (Choudhury *et al.*, 2019).

Job satisfaction can be seen from the degree of positive response an employee exhibits with their work as well as their viewpoint and commitment to their job (Oshagbemi, 1999; Locke, 1969; Weiss and Cropanzano, 1996). Job satisfaction can be described as the amount of contentment the employees go through with all the different parts of their job, an impassioned state caused by evaluation of the occupation or capabilities, distinctive to the individuals' situations, for example, essentials, morals and prospects (Olasupo, 2011).

There are a lot of researchers that have looked at motivation and noted that it comes down to two groupings; intrinsic and extrinsic (Herzberg, Mausner and Snyderman, 1959; Nawab, Ahmad and Shafi, 2011; Kordbacheh, Shultz and Olson, 2014; de Oliveira Vasconcelos Filho, de Souza, Elias and Viana, 2016; Al-Asadi, Muhammed, Abidi and Dzenopoljac, 2019). Extrinsic aspects are associated with the structure of the profession such as salary, work settings and working hours. Intrinsic aspects are associated to the mental elements of the profession such as type of work, talent, and acknowledgment (de Oliveira Vasconcelos Filho *et al.*, 2016). These studies promote the two factor theory introduced by Herzberg (1956) which talked about the distinctions of what simply makes an individual happy in their job and what motivates the workers to freely put more effort in their work by themselves. Herzberg questioned employed specialists, bookkeepers and engineers by using the critical incident technique. Partakers were requested to refer to a moment in which they felt very content or discontent regarding their job (Herzberg *et al.*, 1959). What he learned was that employees responded better to and became more motivated by intrinsic factors and responded badly to scarcity of extrinsic factors which demotivated the workers and made them less content with their occupations. This research gave rise to the two-factor theory (Ward, 2019).

Hygiene factors comprise of many elements, such as wages, management, social connections, rules and direction, work circumstances and job safety (Herzberg, 1966). Motivation factors represents the aspects that motivate the individuals to be more driven and go even further than what is required by the job, which consists of feeling interdependent, value, belonging and prospects of career and own development (Herzberg, 2008). This correlates with job satisfaction as the majority

of authors are of the same opinion that job satisfaction is affected by way of compensation, control, advancement, work circumstances, job association, the profession itself and the relationships in the company (Scarpello and Campbell, 1983; Hodgetts, 1991; Luthans, 2005).

There are many researchers which agree the profession itself to be the main origin of job satisfaction (Janićijević, Kovačević and Petrović, 2015). A number of aspects from work are connected with satisfaction (Wong, Hui and Law, 1998). Freedom in the workplace and comments on developments happen to be immensely connected to job satisfaction. Likewise, the resourcefulness of the profession allows the individuals to be more interested in their work as well as feel challenged and see prospects of progression, which is a vital factor for satisfaction (Janićijević *et al.*, 2015). This understanding is common with the idea of Tymon and Rees (2013) who discuss that even though displeasure regarding compensation might be mentioned as the main cause of why individuals decide to leave the work, additional research might actually find that the origin of displeasure to be absence of progression, boredom and poor managing.

In a lot of research, pay stands to be an unavoidable job satisfaction factor (Luthans, 2005). Pay stays to be a reality that has many dimensions which influences job satisfaction through many means (Judge and Welbourne, 1994; Carraher and Buckley, 1996). Even though pay is a very clear and noticable factor when it comes to job satisfaction, there are more elements to consider of compensation that has an effect on job satisfaction. In addition to the total of pay, observed impartiality of salary, pay circulation, and peace of mind regarding pay are likewise vital for job satisfaction. Similarly, pay is not simply essential in carrying out the individuals hygienic or observed requirements (Herzberg, 1964). Lawler (2000) notes that an individual's satisfaction regarding their compensation is reliant on if there is equal pay with external or eternal workers of the company without any bias. The author goes on to mention that the companies pay policy can give the individual a good insight if it is fair or not and can then influence pay satisfaction. Pay can influence the level of satisfaction as it can fulfil the individuals esteem needs considering that compensation is very representational. Compensation allows the workers to see that they are valued for their input and work by management. Lastly, with compensation comes perks which also influence job satisfaction, even though the influence is slightly minor (Janićijević *et al.*, 2015).

In keeping with social data handling theory, employees' ways of thinking are shaped by communication with the people around them within the company (Salancik and Pfeffer, 1978). This theory draws attention to the significance of circumstantial or managerial background of the occupation regarding the way job satisfaction is built, and lessens the significance of aspects, for instance, work qualities and individual quality (Westover and Taylor, 2010). Notably, the employees that have an optimistic view of work circumstances and got along great with other members of the company as well as the managers ended up conveying great degrees of job satisfaction (Westover *et al.*, 2010). Many researchers discovered that workers who get along well with other members can possibly increase job satisfaction (Kalleberg, 1977), and many discovered that a warm connection between managers and the workers promote greater degrees of job

satisfaction (Ellickson and Logsdon, 2002). Janićijević *et al.*, (2015) note that management of workers and the managers themselves play a big part in job satisfaction. The authors go on to mention that this part comprises of two important dimensions. Firstly, assistance and backing given to the employees by the by the managers such as practical, social and mental aid are vital when it comes to employee satisfaction. Workers would like their managers to be able to assist them in their work and be available when they need them as well as give individual encouragement in a free and positive way of interaction. Secondly, the amount a worker can contribute and get involved in the judgments made is also vital for employee satisfaction. Numerous studies revealed a connection concerning employee participation and job satisfaction (Miller and Monge, 1986).

Job satisfaction is both vital for the workers as well as the managers. Employees that are not satisfied in their job will end up holding an awful view of their job and interact in a discouraging way which influences the total efficiency of the company (Rajput, Mahajan and Agarwal, 2017).

Social exchange theory

Social exchange theory is a management and sociology concept which employs business and behavior psychology for better understanding of how people act, and it expresses behavioral communication of people as well as in what way does behavioral communication bolster individuals demeanor (Zoller and Muldoon, 2019). Individuals would interact and exchange with each other on the concept that both parties would profit from the exchange. Social exchange theory has helped to explain many forms of relationships such as employer/employee, family, romantic, friends and associates (Zoller *et al.*, 2019). Looking at social exchange theory from an academic point of view, the major components that influence employee engagement and lead employees to develop a faithful, trusting and mutual engagement alongside their managers are the protocol and laws of the exchange (Khodakarami and Dirani, 2020). Following the laws of exchange, employees become obliged and recompensate and respond in the same manner when they are treated well and they are given certain resources by their establishment (Cropanzano and Mitchell, 2005). Both parties should have greater profit than the cost if an exchange is to go on (Zoller *et al.*, 2019). When an organization has this type of trusting relationship developed between the manager and employee, the organization will see the benefits and payback in the way of employee engagement (Robinson *et al.*, 2004).

Perceived organizational support

Perceived organizational support has always been depicted as constructively linked with the individual's behavior and mental well-being in the workplace (Eisenberger and Stinglhamber, 2011). Human resource experts regularly encourage treating the employees well such as equality, approval, trust, helpful direction and opportunity to grow which is a great step to improving the workers well-being, work engagement, greater operation and reducing turnover (Shanock *et al.*, 2019). Perceived organizational support has a strong impact on dedication, work participation and work engagement throughout the whole organization (Khodakarami *et al.*, 2020). Kahn (1990)

talks about interpersonal relationships and mentions that it encourages mental well-being when they remain caring and trusting. The author goes on to mention these types of relationships had the resilience which enabled individuals to try something new and might not even succeed without dreading the aftermath (Islam *et al.*, 2014). This is echoed by Khodakarami *et al.*, (2020) who mentions that perceived organizational support appears to give the workers a secure place to undertake gambles, show their true personalities, try and not make the grade without dreading punishment, and basically have an awareness of physical, emotional and mental engagement. Many employees from different cultures and fields of work have been constantly discovered to develop an overall opinion regarding the amount field of work organization appreciates their additions and looks after their well-being (Shanock *et al.*, 2019).

Perceived organizational support is interconnected with the decreasing pressure, heightened contentment, heightened job satisfaction and positive relationships (Eisenberger *et al.*, 2011). With greater amount of perceived organizational support, employees are much more content and are more willing to continue working within the organization (Shanock *et al.*, 2019; Islam, Ahmad and Ahmed, 2014). When employees are satisfied, have a sense of security and peace of mind, they are excited to talk to others about how great the organization is, they aspire to do their work nicely, they like to assist co-workers and most of all are engaged as well as eager to work (Shanock *et al.*, 2019; Saks, 2006; Brunetto, *et al.*, 2013)

2.4 Generational Cohorts

There are a lot of literature when it comes to defining the term generation (Kowske, Rasch and Wiley, 2010; Costanza, Badger, Fraser, Severt and Gade, 2012; Young, Sturts, Ross and Kim , 2013; Bosco and Harvey, 2013; Zabel *et al.*, 2017). Generation is looked at and explained by two perspectives, a social perspective and a cohort perspective. The social perception for generation is that a generation is described as a set of groups, which are about similar in date of birth, and have been through major historic incidents throughout important times that shape and impact the parties involved during their growth, usually at the end of early years, puberty, and early years of reaching maturity (Kupperschmidt, 2000; Costanza, Badger, Fraser, Severt, and Gade , 2012). Costanza *et al.*, (2012) mentions that the differences that arises, are mainly caused by the joint impacts of everyday encounters on the cohort and not just on the age of a person. This is backed by Joshi, Dencker and Franz (2011) by explaining that the term generation is employed for the purpose of describing genealogical kinship. Kupperschmidt (2000) notes that it is commonly assumed that generational cohorts form likenesses in the way they approach things and their principles founded on common encounters in life, and therefore, generational cohorts comprise of traits that can be recognized from the way they contrast. This view shows that the individuals have similar experiences and what they go through, can shape their lives and develop similar commonalities. Ledimo (2015) mentions that different views on morals, opinions, historic and common understandings amongst the generation cohorts might disturb their practiced and office

communications which could cause an undesirable effect on the workers execution of duty and employee retention.

The cohort perspective views generation merely as groups of people that have been given birth to during a certain period of time (Lyons and Kuron, 2013). This view goes by age, which deals with differences amongst people brought about by growth, certain time in life, or additional age related influences (Costanza *et al.*,2012). When it comes to literature relating to this topic, most uses the idea of a generation being a cohort of people shaped by similar experiences during the same historical time frame, therefore this approach will be used for this study.

Although a lot of authors around the world have used similar descriptions and similar dates, a considerable amount of differences on the specific date the generation begins and when it ends (Costanza *et al.*, 2012). Even though there are literatures that discuss Generation Z, mentioning the date of the generation to be between mid-1990 or early 2000s to the current time (Dong, Lohman and McElroy, 2018), the main generational cohorts that are described within a contemporary labour pool are the Baby Boomers, Generation X and Generation Y. Baby Boomers are outlined as those that are born around 1946 and 1964, Generation X signifies the people born around 1965 and 1980 and Generation Y which as well is described as Millennials, signifies the people born between 1981 and 1999 (Meriac, Woehr and Banister, 2010; Hoole *et al.*, 2015). It has been pointed out that the date of Generation Z is between mid-1900 or early 2000. DeVaney (2015) points out that the date for Generation Z is from 1995 to 2000.

2.5 Generation X

Individuals regarding Generation X are usually considered being pessimistic, distrustful and nonconformist (Kupperschmidt, 2000; Wong *et al.*, 2008; Bosco *et al.*, 2013). While growing up, it is expected that they might have gotten little guidance when their family stayed at the workplace, which is why they are regarded as self-sufficient (Hoole *et al.*, 2015). There is a lot of literature that describes individuals from Generation X as being very independent, valuing free time and enjoying themselves, preferring work life balance, who perceive their jobs as contracts and that they favor handling issues in the way they like better (Murphy, 2010; Haynes, 2011; Smith, 2012; Bosco *et al.*, 2013). People from Generation X consider themselves to be working only so they can live their lives, this approach can be credited to when they had to grow up without spending much time with their parents, they looked after themselves as well as their family during the times their parents had to be at their job, all of which made this generation be independent when they were adolescents (Lapoint and Liprie-Spence, 2017). Generation X individuals believe that they work to live. This attitude can be attributed to the lack of time spent with their parents while growing up. This generation cared for themselves and their siblings while their parents went off to work; consequently, Generation X learned to be independent at young ages.

Individuals of Generation X are children of mature boomers, who had to make a living and matured when there was a period of uneasiness regarding financial, family and social life (Ashraf, 2018). They have been mentioned as people born in bad financial circumstances which emphasized independence (Zabel *et al.*, 2017). They were raised where the work marketplace was very demanding, with company cutbacks, and unfair gross flexibility, and remain to be the first individuals foreseen to get a lower income than their parents (Ashraf, 2018). Individuals from Generation X generally believe themselves to be less respected and neglected (Agrawal, 2017). They observed major changes within the home and communal structures. This was when considerable amount of changes occurred with worldwide integration extending to most countries and seeing rapid technological improvement (Agrawal, 2017). They are described as individual that are happy with diversity and transitions, it is said that since individuals from Generation X are more independent and efficient, they may not be faithful with a specific establishment or corporation, and therefore, are more prone to abandon their job to find a better one with more benefits, better wages and more challenges (Wong *et al.*, 2008). Individuals from Generation X are described as doubtful and indifferent with authority who believe little in chain of command and more in business values (Wong *et al.*, 2008; Agrawal, 2017). Generation X is more cooperative as when judged to the previous generation and take formalization in less consideration. The way in which they consider work is depicted as one which cherishes great work-life balance, by which the individual's ambitions and ideals are presumably seen as more significant than work-related ambitions (Howe, Strauss and Matson, 2000; Wong *et al.*, 2008; Agrawal, 2017; Kupperschmidt, 2000).

Although individuals from Generation X are seen as pessimistic, when it comes to work values, they are recognized as engaged workers that work hard as long as work-life balance is present (Beutell and Wittig-Berman, 2008; Mohsen, 2016). Generation X are labeled as individuals that does not seek to climb higher in occupation, but are extremely loyal to the establishment in which they decided to work in (Al-Asfour and Lettau, 2014). Hernaus and Vokic (2014) mentions that Generation X shows little interest of staying in the same station with the same manager for more than twenty years as they want to get the advantages of better compensating positions much quicker in their profession. Tolbize (2008) points out that this generation are not afraid of their higher ups and interrogate them. The author goes on to mention that this generation does not necessarily need a high income to be engaged with their work, but the lack of income could cause them to be lose their drive and be less engaged. This generation puts importance on enjoyment, casualness, and originality, and look at a job as a tough test, therefore use their free time and activities as a way out, believing that it is better to work not as hard but more clever, and believe that by working cleverly, activities and enjoyment can give balance (Lamm and Meeks, 2009). This generation has been described as fond of their personal lives and have a clear liking for competition and enjoyment, but this enthusiasm does not show at the place of work, because people of Generation X have displayed disenchantment with job insurance and preferring career insurance (Dries, Pepermans and De Kerpel, 2008). On the other hand, given that this generation has a clear

liking to enjoyment and balanced lives, establishments that take advantage of this with strategic organizational exercises that are enjoyable might actually get the often times disengaged employees to be more engaged and properly guide their liveliness to the establishment rather than their personal interests (Lamm *et al.*, 2009).

2.6 Generation Y

Literature describes individuals from Generation Y as the latest people to join the workforce, that they are team players who value training and development, self-satisfaction who live for the present valuing work life balance (Wong *et al.*, 2008; Kowske *et al.*, 2010; Hoole *et al.*, 2015; Zabel *et al.*, 2017; Dong, Lohman and McElroy, 2018). This generation grew up in a growing economy, therefore, is very much at ease with technological evolution and are very knowledgeable when it comes to technological advancements like smart phones and processers, they eagerly use shared media and make full use of the tools flexibility to their benefit (Lapoint *et al.*, 2017; Dong *et al.*, 2018). Although there are distinctions among the generations, the over-all values, ideals, and conducts are very much alike, the distinctions being how much importance are given to the values, ideals and conducts (Lapoint *et al.*, 2017).

Parents of Generation Y took on a dependable role, pampering their kids, and imparting a conservative value approach in response to their personal upbringing (Lamm *et al.*, 2009). Non-stop reassurance, instruction, persuading and great affection from their parents brought about the robust drive and positiveness as well as strong conviction, tendency of high attainment, and a self-centered attitude of Generation Y (Reynolds, 2005; Lamm *et al.*, 2009; Mohsen, 2016). Individuals of Generation Y are often dependent more so on others than the former generations (Lapoint *et al.*, 2017). They sometimes need more leadership, consistent constructive criticism, structure, needing information exclusively designed to them, and tools which are accessible (Mohsen, 2016). Although money and benefits are the leading components for enthusiasm, group involvement and work-life balance are vital for engagement and job satisfaction (Sharkawi, Mohamad and Roslin, 2016). Generation Y like to be engaged in other groups, wanting to be accepted and appreciated at work and if the workplace does not deliver these work values, the individuals will not stay in the organization and decide to look for a different place with no delay (Hoole *et al.*, 2015).

This generation sees a job mainly to increase their experience on their curriculum vitae and does not have much of an affection or obligation to the company (Lamm *et al.*, 2009). People of Generation Y have been mentioned of having different values and requirements than the proceeding generations and great amounts are joining the labor force which challenges establishments to regularly motivate Generation Y (Srivastava and Banerjee, 2016). In this case, organizations will have to do much more to stimulate the employees to be engaged and to go beyond the basic obligations, this paves the way of perhaps applying entertainment in the workplace as a way of engaging and encouraging employees (Karl, Peluchette and Hall, 2008). Entertainment in the workplace might improve the perception of people from Generation Y

regarding the establishment and its employees (Lamm *et al.*, 2009). This generation is one that needs strong upkeep, but if provided with flexibility, they are able to be extremely constructive, engaged and will work hard for the company (Yadav and Chaudhari, 2020). Generation Y workers believe in transparency and open conversations, unconcerned of rank or standing (Mohsen, 2016). Individuals from Generation Y are seen as enthusiastic, focused and insistent on high standards of the workplace attaching great importance to talent enhancement and like to take on new prospects (Wong *et al.*, 2008). Both Generation X and Generation Y share likenesses when contrasted to the other generations as both generations are not as “*compliance focused to work*” as the previous generations, both are certain that life has much more meaning than just working, this is more noticeable and particularly accurate for the people of Generation Y (Agrawal, 2017, p.11).

Chapter 3: Aims and Objectives

The title for this research is ‘To explore the potential differences between the generational cohorts regarding employee engagement in Ireland’.

Underneath are the objectives which have been constructed for the reason of obtaining the key aims of this study. They consist of:

3.1 Research objective 1

Do employees of a multigenerational workforce classify and see themselves as part of a specific generation?

This is a key question to identify and find a solution to. From the literature review, it can be seen that each generation has a different set of values and expectations. Organizations need to understand their employees so that they can try to meet their demands and keep them engaged and to retain them. It is also important find out if the values from the different generations have disagreements within the workplace that can cause conflict.

3.2 Research objective 2

What might cause conflict between the generations in the workplace and what heads towards productivity?

This question is of major importance as it is important to realize characteristics of each generation. For example, the literature review mentioned Baby Boomers as loyal and hard workers, who see success as the fruit of hard work, while Generation X is mentioned as being pessimistic, working hard only if there is work life balance and Generation Y who will not hesitate to leave their job if the organizations do not meet their work values.

3.3 Research objective3

To explore any variances amongst generational cohorts and their reaction to training and development, salary and benefits, managerial encouragement, levels of managerial satisfaction, and work life balance.

It is important to look at how each generation sees the environment they work and what they expect. The literature review looked at the generational background and their characteristics, giving a good understanding on their values. It seems interesting to see if there are any differences in how the different generations react to training and development, work life balance, support from their organizations and their levels of satisfaction.

Chapter 4: Methodology

4.1 Methodology Introduction

This chapter will look at the research methodology implemented for this study on generational cohorts and employment engagement. This will comprise of the philosophy and the kind of data as well as how it will be obtained. This chapter will look at research philosophy, approach, strategy and design. Ethical considerations will be looked as well as the selection of samples. Strengths and limitations regarding the research methodology will be discussed. The examination of the literature has shined a light on factors that are related to this research and these factors will be discussed in the study. These are employee engagement, burnout, job satisfaction and organizational commitment. With an email of permission from Alan Saks, the researcher had the green light to use the survey. The survey was taken and used in “Antecedents and Consequences of Employee Engagement” by Saks in 2006. The researcher has chosen this survey as it contains many of the factors necessary to measuring job satisfaction and employee engagement.

4.2 Research Philosophy

Research philosophy plays a significant part in deciding which research design might be employed as well as for what reason (Al-Ababneh, 2020). Al-Ababneh (2020) mentions much on philosophical frameworks and the two main ways of reasoning which links to research methodologies. These two being ontology and epistemology. Ontology relates to the nature of reality, while epistemology relates to the nature of knowledge, likelihood, breath and over-all foundation. Grounded on the researchers’ understanding on the research approach, four kinds of philosophies on research have been established, these philosophies are positivism, interpretivism, realism, and pragmatism (Saunders, Lewis and Thornhill, 2009).

Al-Ababneh (2020) notes that positivism is concerned with the growth of an all-inclusive social which relate methodical process with research of culture and people to benefit everyone. Positive science is not grounded on assumption but on plain experience. The author mentions that data in this science is strictly and solely based on anything which is given and not anything which is

hypothetical. For that reason, positive science is described as “*what is posited or given in direct experience is what is observed in scientific methods*” (Al-Ababneh, 2020, p.79).

The researcher has chosen positivism after much consideration as the philosophy for this study. Regarding positivism philosophy, researchers handles problems impartially with no influence on the main issue being researched (Al-Ababneh, 2020). Therefore, by using positivism, the researcher turns into the observer of the data, with no influence on the results but more exactly using organized and statistical methods for the means of research.

4.3 Research Approach

According to Saunders *et al.*, (2009) research approach is split into two main approaches: deductive approach, and inductive approach which both fall under positivist and interpretivist philosophies. Deductive approach is mentioned that it ought to be exercised when the study concentrates on hypothesis and theory development, while the inductive approach ought to be exercised when gathering information and improving a theory as a discovery of the statistic examination (Saunders *et al.*, 2003). It is essential that the philosophies and approaches complement each other, the inductive approach links in better with the interpretivist philosophy, while the deductive approach links better with the positivist philosophy (Saunders *et al.*, 2009; Al-Ababneh, 2020).

Quinlan *et al.*, (2015) mentions both the deductive reasoning and inductive reasoning. Deductive reasoning is explained as a style of reasoning that works its way to a precise outcome from generalized values. Inductive reasoning is explained as going to a generalized outcome from precise instances, this fits more into the qualitative approach and having conversations in an interview. For this reason, the researcher chooses not to apply inductive reasoning. The researcher has chosen to use the deductive approach as the assortment of data is qualitative and that the researcher believes that the deductive approach is the fitting method for this research.

4.4 Research Strategy

When it comes to research methods, there are three ways to carry out a research. These three research methods are quantitative analysis, qualitative analysis and a mixed methods approach that is referred to as triangulation (Montgomery, 2011; Eyisi, 2016; Park and Park, 2016; Al-Ababneh, 2020). For this study, both quantitative and qualitative analysis is looked at and inspected to see which one would of the two would be the best way to carry out the study or would it be better to use the mixed method approach.

Corbin and Strauss (2008) mentions that the reason for carrying out qualitative studies is to find out and not analyzing a hypostasis, the authors also mention that it is not attempting to manage factors, but to uncover the factors. Qualitative methods put emphasis on inspection and understanding. Information is gathered from settings of their usual circumstances (Park *et al.*, 2016). Degen (2017) points out that a qualitative study is mainly fitting for studies that simply has

the aim of understanding how anything came about, or how frequently occurrences come about. On the other hand, when the aim of the study is to conclude contrasting significance that individuals put on their occurrences, a qualitative study is needed for this type of study.

Quantitative research can be described as a study which clarifies social phenomena by looking at mathematical information that is then examined in a mathematical procedure, particularly statistics (Yilmaz, 2013; Park *et al.*, 2016; Degen, 2017). Quantitative approaches make use of theory analysis for obtaining the study aims that were set out to be achieved in measured and planned investigations (Park *et al.*, 2016). The authors go on to mention that the information is gathered from managed environments as to get rid of any probabilities such as factors besides those that are being researched which can be considered for the connections recognized. The biggest uses of quantitative study comprises of original investigation to classify the source and result interactions in difficulties and prospects (Degen, 2017). Yilmaz (2013) mentions that a quantitative method sanctions the idea which mental and societal phenomena has a natural truth which is autonomous from the topics that are examined, in other words, the recognized or subjects and the recognizer or investigator are seen as fairly distinct and autonomous. Therefore, investigators ought to be examining reality accurately and keep a certain gap between the subject and themselves.

The researcher has chosen to use the quantitative method for the purpose of this study. This is considering the number of individuals the researcher plans to take part of the study as well of taking in the consideration of the timeframe to complete the study and accessibility to information. The researcher has selected to use an online questionnaire.

4.5 Research Design

In search for the connection between the recognized variables, a quantitative questionnaire will be used. Looking at the results and understanding of the information, the researcher will use the assortment of data to put importance on the aim of the research. Deductive reasoning will be utilized for this research. Surveys will be used to collect empirical data.

The research was collected by an online survey questionnaire using google forms to many hospitals as well as companies around Ireland. Everything was confidential in the survey questionnaire and was answered anonymously for ethical reasons. The survey questionnaire was made following Alan Saks instructions in “Antecedents and Consequences of Employee Engagement”. These were closed end questions and statements that involved using a Linkert-scale.

4.6 Ethical considerations

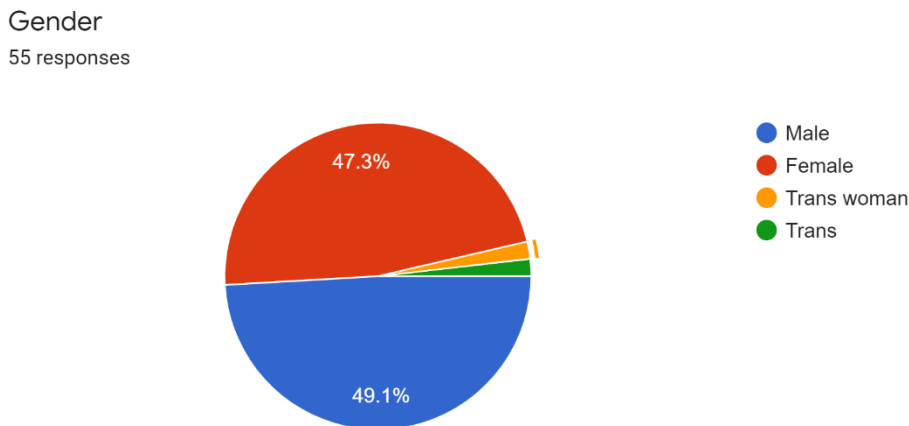
When doing any research study, ethics have to be considered. All the individuals that will partake in the study will be fully informed on what the aim of the study is. The participants can leave whenever they feel like as involvement is voluntary. The names of the individuals will not be mentioned, and the responses will be considered in a way of a numbering method. The

organizations will also not be mentioned but will be given a code or a character to make sure there is complete secrecy.

Chapter 5 Findings and Discussion

Analysis of data and collection of data plays the most important part of research. The questionnaire was a five-point Likert scale, containing ranking questions. This was done through google forms. Participants were first shown the purpose of the study as well as confidentiality of information before asking them to agree to the questionnaire on the first pages of the survey. It was made clear that it was voluntary and that the participants can opt-out anytime they feel compromised. Everything was anonymous and companies were not mentioned. Many hospitals were contacted for the survey but sadly at the time of covid, none completed the survey except a few individuals. As part of a back up I had the same survey sent to many organizations and managed to get fifty-five participants.

Fig. 1 Gender



The result in Fig. 1 shows that there were 26 (47.3%) female respondents, 27 (49.1%) male respondents, 1 (1.8%) trans respondents and 1 (1.8%) trans woman respondents for this study. Fig. 1 shows that there are close to even number of responses from male and female with only 2 being in the other category.

Fig. 2 Date of Birth

Date of birth
55 responses

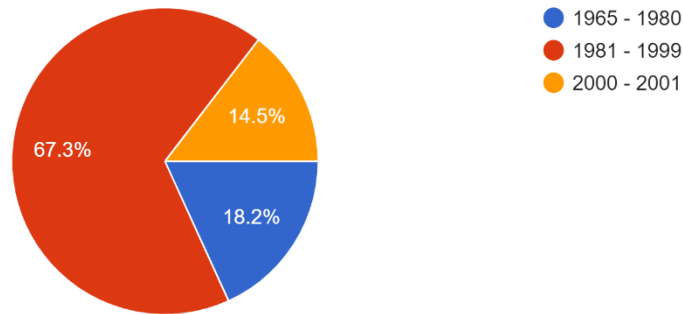


Fig 2 shows that 37 (67.3%) of the employees in the workforce are those from 1981-1999 therefore belonging to Generation Y, 10 (18.2%) of the respondents are from 1965-1980 therefore belonging to Generation X, and 8 (14.5%) of the respondents are from 2000-2001 therefore belonging to Generation Z.

Table 1. Job Engagement- I really “throw” myself into my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	12.7	12.7	12.7
	2.00	7	12.7	12.7	25.5
	3.00	14	25.5	25.5	50.9
	4.00	14	25.5	25.5	76.4
	5.00	13	23.6	23.6	100.0
Total		55	100.0	100.0	

Fig. 3 Job Engagement



Respondents were given an option to choose from the five-point Likert scale, this question ranged from 1 strongly disagree to 5 strongly agree. We can tell from Table 1. that there is quite a bit of respondents that do not “throw” themselves into their work. 7 (12.7%) respondents strongly disagree and chose 1, 7 (12.7) respondents edged closer strongly disagree and chose 2, 14 (25.5%) respondents hovered in the middle of agreeing and disagreeing, 14 (25.5%) respondents agree, and 13 (23.6%) respondents strongly agree with the mean score of 3.35 as shown in Fig. 3 and Table 5.

Table 1.1 Sometimes I am so into my job that I lose track of time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	9.1	9.1	9.1
	2.00	5	9.1	9.1	18.2
	3.00	10	18.2	18.2	36.4
	4.00	25	45.5	45.5	81.8
	5.00	10	18.2	18.2	100.0

Total	55	100.0	100.0	
-------	----	-------	-------	--

Fig. 3.1

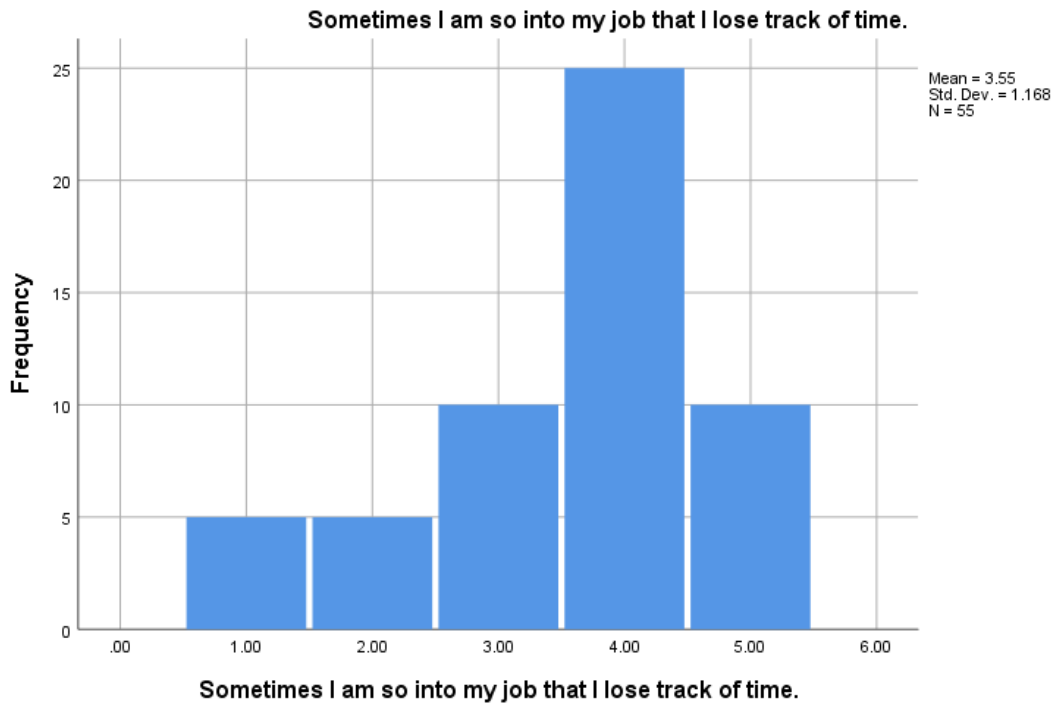


Table 1.1 shows that over half of the respondents agree with really getting into their jobs. 63.7% of the respondents agreeing very strongly, while 18.2% disagreeing strongly, with another 18.2% hovering in the middle with the mean score of 3.55 as shown in fig. 3.1.

Table 1.2 This job is all consuming; I am totally into it.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	6	10.9	10.9	10.9
2.00	8	14.5	14.5	25.5
3.00	17	30.9	30.9	56.4
4.00	18	32.7	32.7	89.1
5.00	6	10.9	10.9	100.0

Total	55	100.0	100.0	
-------	----	-------	-------	--

Fig. 3.2

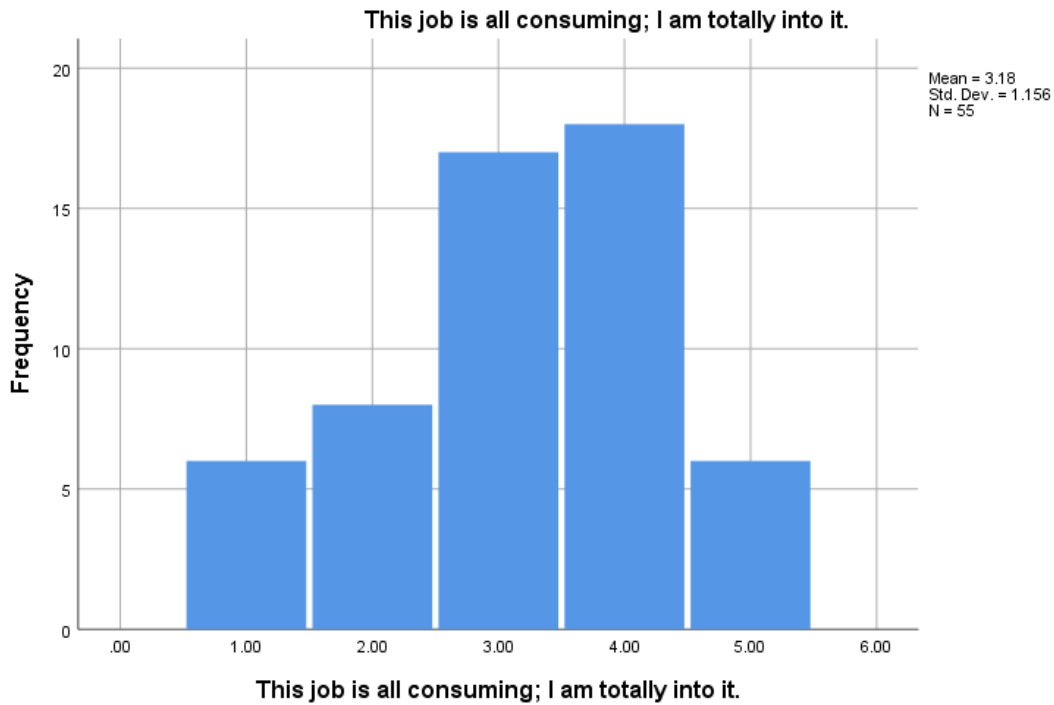


Table 1.2 shows 43.6% of the respondents agreeing or strongly to the question, while 25.4% disagree and 30.9% in the middle with the mean score of 3.18. This is a very positive result as we can tell that the respondents really enjoy their work and therefore be more engaged.

Table 1.3 My mind often wanders, and I think of other things when doing my job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	16.4	16.4	16.4
2.00	9	16.4	16.4	32.7
3.00	15	27.3	27.3	60.0
4.00	16	29.1	29.1	89.1

5.00	6	10.9	10.9	100.0
------	---	------	------	-------

Fig.3.3

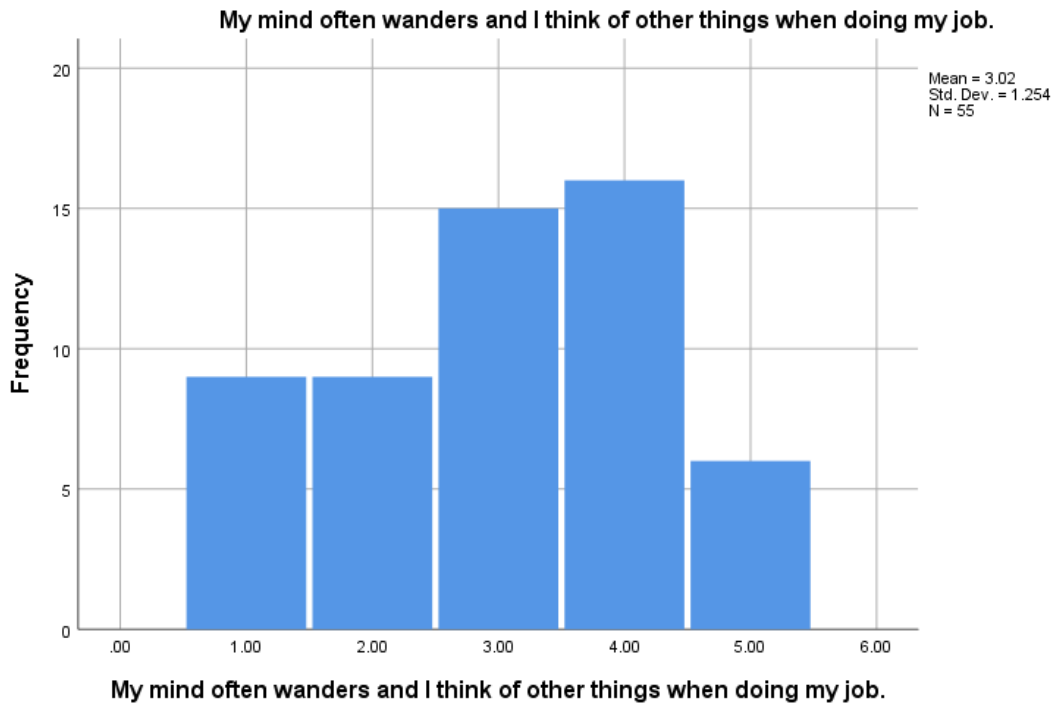


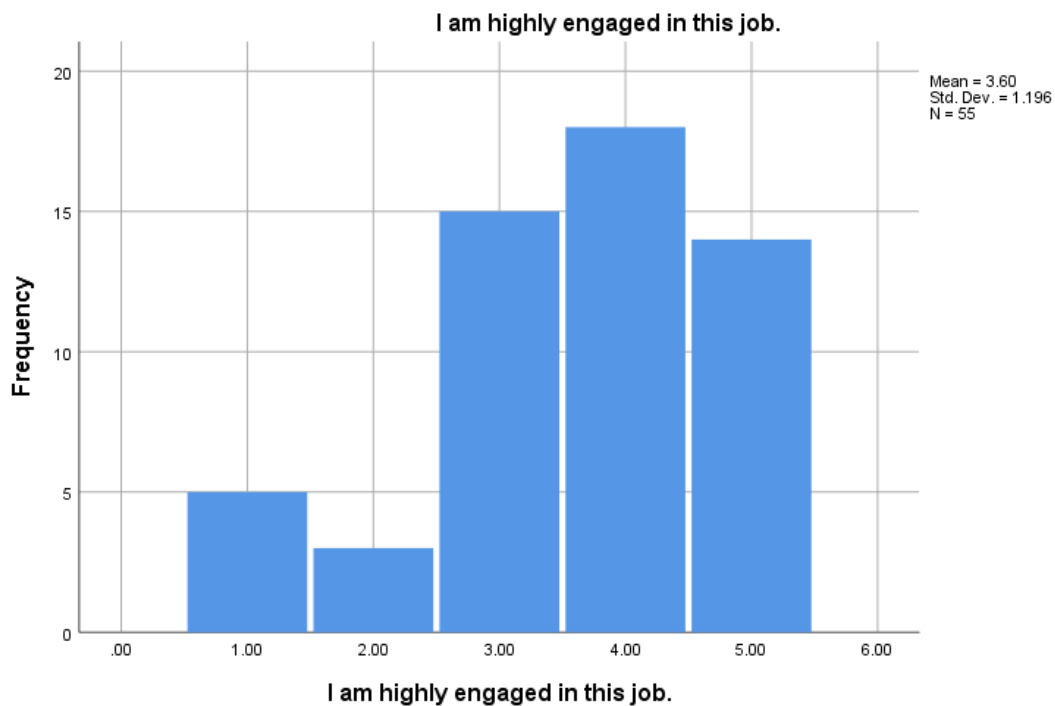
Table 1.3 shows that 29.1% of the respondents agreed to thinking of other things while on the job. 10.9% strongly agree. 32.8% disagree while 27.3% hover in the middle with the mean score of 3.02. This can really cause an issue as the employees might not be satisfied with their jobs or might lack motivation or burnout.

Table 1.4 I am highly engaged in this job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	9.1	9.1	9.1
2.00	3	5.5	5.5	14.5
3.00	15	27.3	27.3	41.8
4.00	18	32.7	32.7	74.5

5.00	14	25.5	25.5	100.0
Total	55	100.0	100.0	

Fig. 3.4



In Table 1.4 and Fig. 3.4, we can see that 58.2% of the respondents are very engaged with their work, while 14.6% strongly disagrees while 27.3% hovers in the middle with the mean score of 3.60.

Table 1.5 Job Engagement means

	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
I really “throw” myself into my job.	55	1.00	5.00	3.3455	.17832	1.32243

Sometimes I am so into my job that I lose track of time.	55	1.00	5.00	3.5455	.15746	1.16775
My mind often wanders, and I think of other things when doing my job.	55	1.00	5.00	3.0182	.16915	1.25449
This job is all consuming; I am totally into it.	55	1.00	5.00	3.1818	.15590	1.15616
I am highly engaged in this job.	55	1.00	5.00	3.6000	.16122	1.19567
Valid N (listwise)	55			Overall Mean 3.2982		

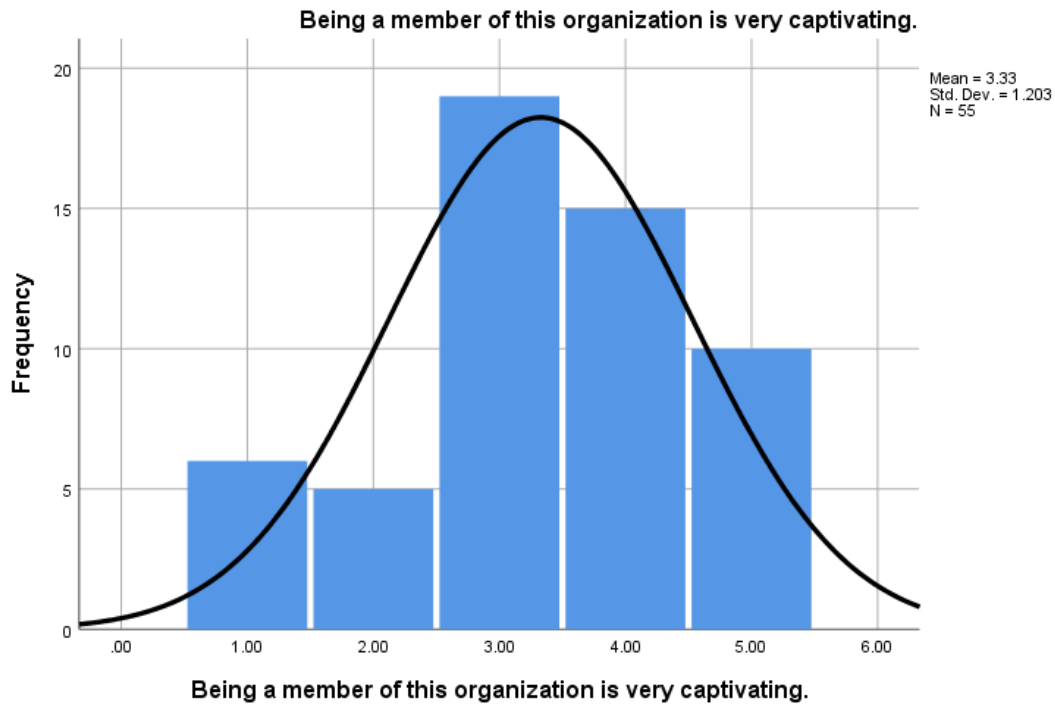
From Table 1.5 we can see the means as well as the overall mean which is 3.2982 which is quite positive. This can be thought of in several ways, job satisfaction, motivation, organizational support, burnout and entertainment in the workplace. Since there are different generations working together, it is critical to understand what makes them more motivated and engaged in their work. That could be workplace fun that Lamm *et al.*, (2009) mentions or work life balance mentioned by Murphy (2010).

Table 2. Organization engagement- Being a member of this organization is very captivating.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	6	10.9	10.9	10.9
2.00	5	9.1	9.1	20.0
3.00	19	34.5	34.5	54.5
4.00	15	27.3	27.3	81.8
5.00	10	18.2	18.2	100.0

Total	55	100.0	100.0	
-------	----	-------	-------	--

Fig. 4 Organization engagement



From Table 2. And Fig. 4, we can see that most of the respondents replied positively with 27.3% responding with a 4 on the scale and 18.2% responding with a 5. 34.5% responded with a 3 on the scale, while only 10.9 and 9.1% responded with a 1 and 2 on the scale which gave a mean score of 3.33.

Table 2.1 One of the most exciting things for me is getting involved with things happening in this organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	4	7.3	7.3	10.9
	3.00	15	27.3	27.3	38.2

4.00	20	36.4	36.4	74.5
5.00	14	25.5	25.5	100.0
Total	55	100.0	100.0	

Fig. 4.1



From Table 2.1 and Fig. 4.1, we can see that most respondents enjoy being involved with the organization. 25.5% respondents rated a 5 on the scale, 36.4% rated a 4, 27.3% rated a 3, 7.3% rated a 2 and only 3.6% rated a 1 with a mean score of 3.73.

Table 2.2 I am really not into the “goings-on” in this organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	16.4	16.4	16.4

2.00	10	18.2	18.2	34.5
3.00	12	21.8	21.8	56.4
4.00	18	32.7	32.7	89.1
5.00	6	10.9	10.9	100.0
Total	55	100.0	100.0	

Fig. 4.2



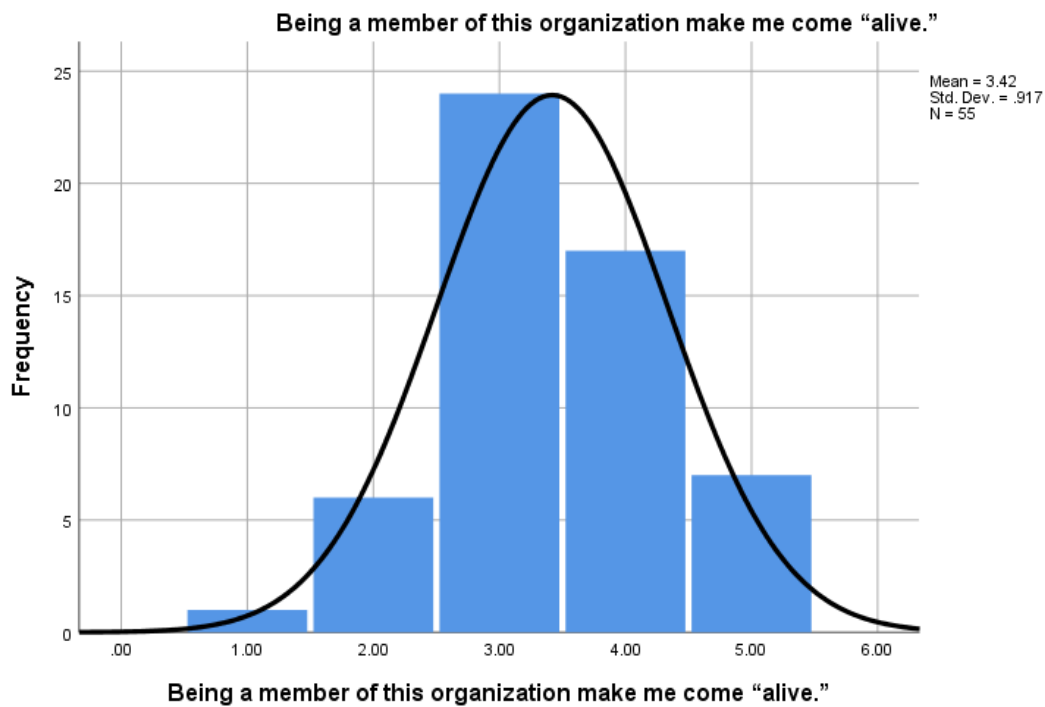
From Table 2.2 and Fig. 4.2, we can see that not many of the respondents responded that well to the question. 10.9% responded with a 5 on the scale, 32.7% responded with a 4, 21.8% responded with a 3, 18.2% responded with a 2 and 16.4% with a 1, giving the mean score of 3.04.

Table 2.3 Being a member of this organization make me come "alive."

Frequency	Percent	Valid Percent	Cumulative Percent
-----------	---------	---------------	--------------------

Valid	1.00	1	1.8	1.8	1.8
	2.00	6	10.9	10.9	12.7
	3.00	24	43.6	43.6	56.4
	4.00	17	30.9	30.9	87.3
	5.00	7	12.7	12.7	100.0
Total		55	100.0	100.0	

Fig. 4.3



From Table 2.3 and Fig. 4.3 we can see the normal curve which is positive. Most respondents responded highly, 12.7% responded with 5 on the scale, 30.9% with 4, almost half (43.6%) with 3, 10.9% with 2 and only 1.8% with 1 which gives the mean score of 3.42.

Table 2.4. Being a member of this organization is exhilarating for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	7.3	7.3	7.3
	2.00	5	9.1	9.1	16.4
	3.00	16	29.1	29.1	45.5
	4.00	27	49.1	49.1	94.5
	5.00	3	5.5	5.5	100.0
Total		55	100.0	100.0	

Fig.4.4

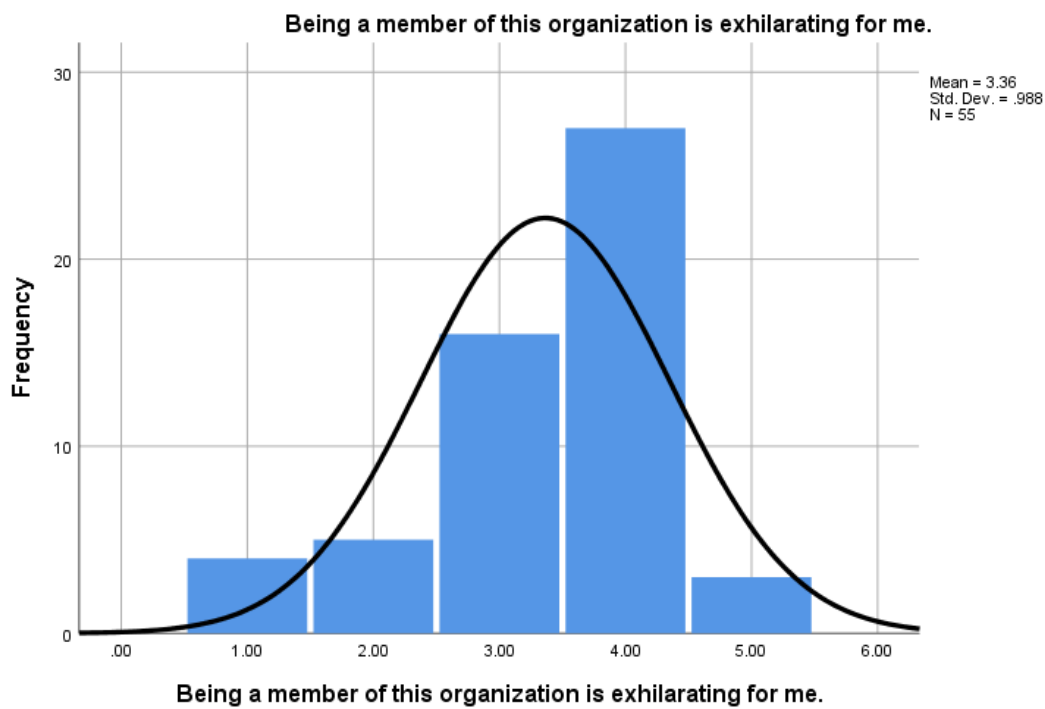


Table 2.4 and Fig. 4.4, shows that when it comes to exhilaration, the response was very positive. 5.5% responded with 5, 49.1% with 4, 29.1% with 3, 9.1% with 2 and 7.3% with 1 which gives a mean score of 3.36.

Table 2.5 I am highly engaged in this organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	2	3.6	3.6	7.3
	3.00	19	34.5	34.5	41.8
	4.00	20	36.4	36.4	78.2
	5.00	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Fig. 4.5

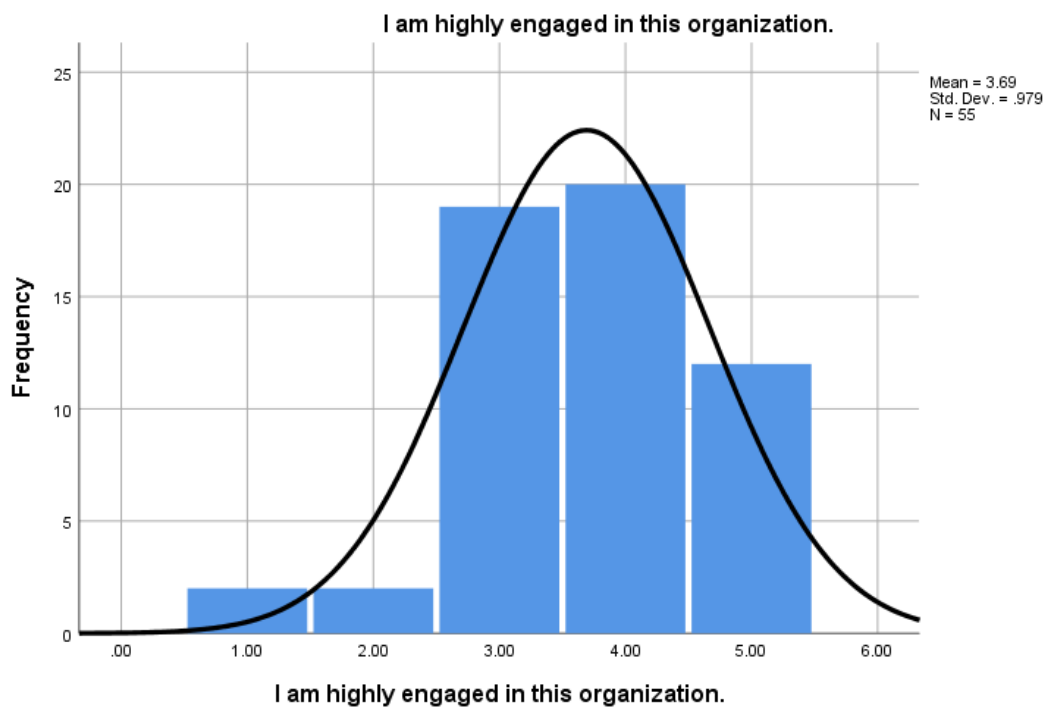


Table 2.5 and Fig. 4.5 show that most respondents are highly engaged in their organization. 21.8% responded with a 5, 36.4% with a 4, 34.5% with a 3 and 3.6% with both 2 and 1 on the scale which gives a mean score of 3.69. From Table 2-Table 2.5, we can see that job engagement is shows a consistent positive flow and that employees are more so energetic and involved than not.

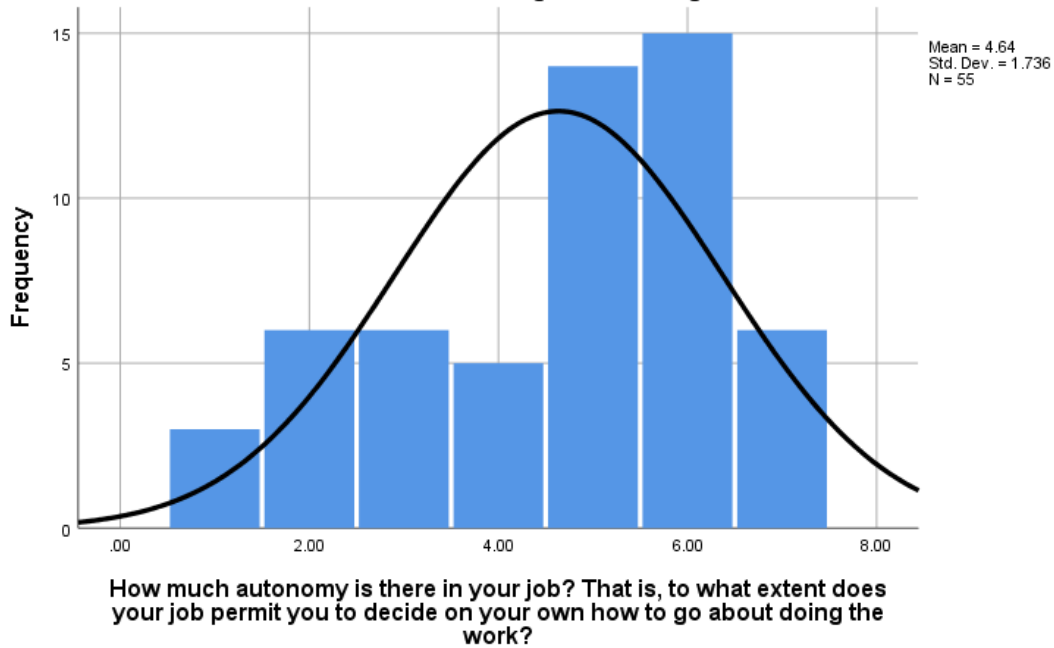
Organizations could possibly have more meetings and discussions to help involve everyone and get them more engaged.

Table 3. Job Characteristics- How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	6	10.9	10.9	16.4
	3.00	6	10.9	10.9	27.3
	4.00	5	9.1	9.1	36.4
	5.00	14	25.5	25.5	61.8
	6.00	15	27.3	27.3	89.1
	7.00	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Fig. 5 Job Characteristics

How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?



From Table 3 and Fig. 5, we can see that respondents are varied when it comes to autonomy, on the scale of 1 to 7 from very little to very much, 10.9% chose 7, 27.3% chose 6, 25.5% chose 5, 9.1% chose 4 and 10.9% chose both 1 and 2 scoring a mean of 4.64 which is very positive for the organisations.

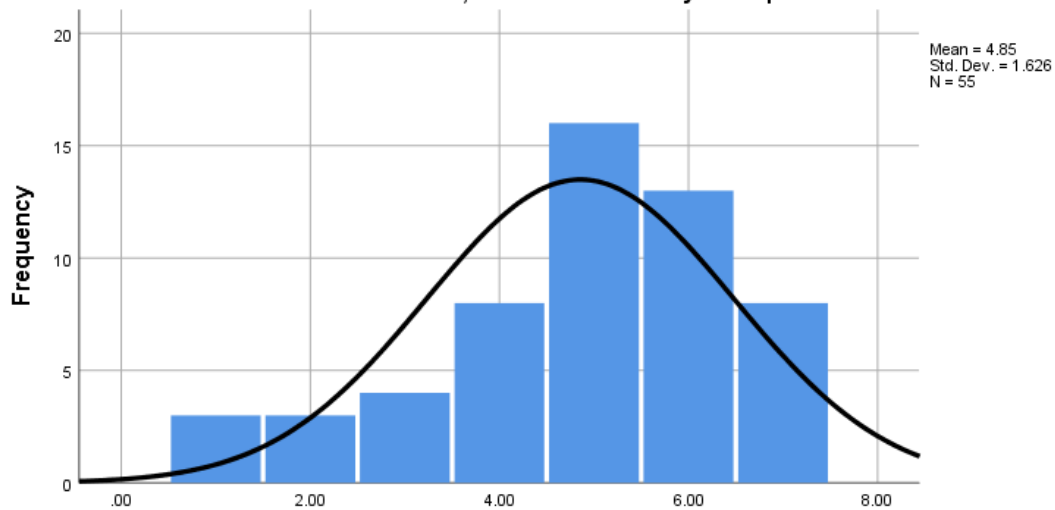
Table 3.1 To what extent does your job involve doing a “whole” and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	3	5.5	5.5	10.9
	3.00	4	7.3	7.3	18.2
	4.00	8	14.5	14.5	32.7

5.00	16	29.1	29.1	61.8
6.00	13	23.6	23.6	85.5
7.00	8	14.5	14.5	100.0
Total	55	100.0	100.0	

Fig. 5.1

To what extent does your job involve doing a “whole” and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people?



To what extent does your job involve doing a “whole” and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people?

From Table 3.1 and Fig 5.1 we can see that the average mean is 4.85 which is very positive and means that the respondents are very involved and engaged with work.

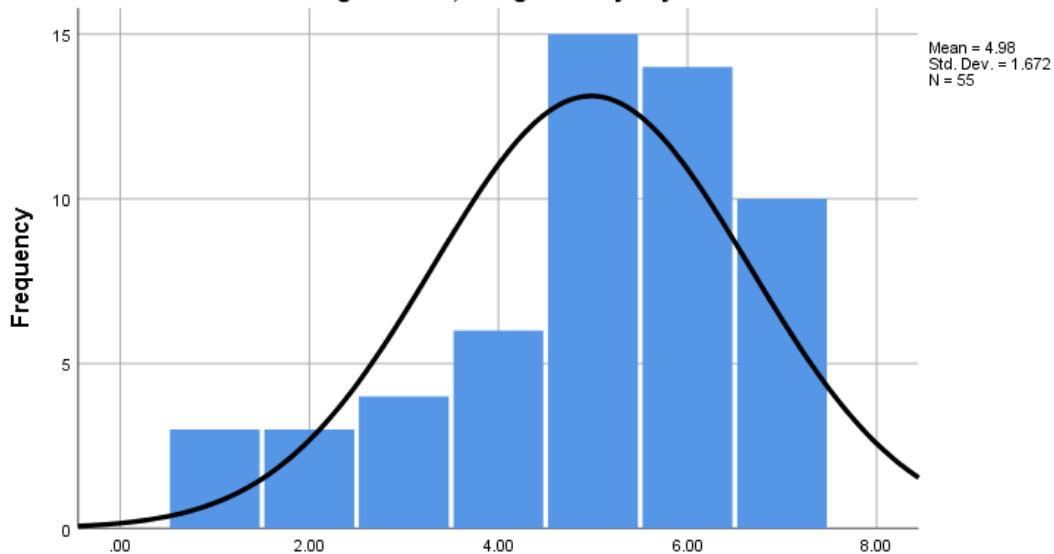
Table 3.2 How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	3	5.5	5.5	5.5
2.00	3	5.5	5.5	10.9

3.00	4	7.3	7.3	18.2
4.00	6	10.9	10.9	29.1
5.00	15	27.3	27.3	56.4
6.00	14	25.5	25.5	81.8
7.00	10	18.2	18.2	100.0
Total	55	100.0	100.0	

Fig. 5.2

How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?



How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

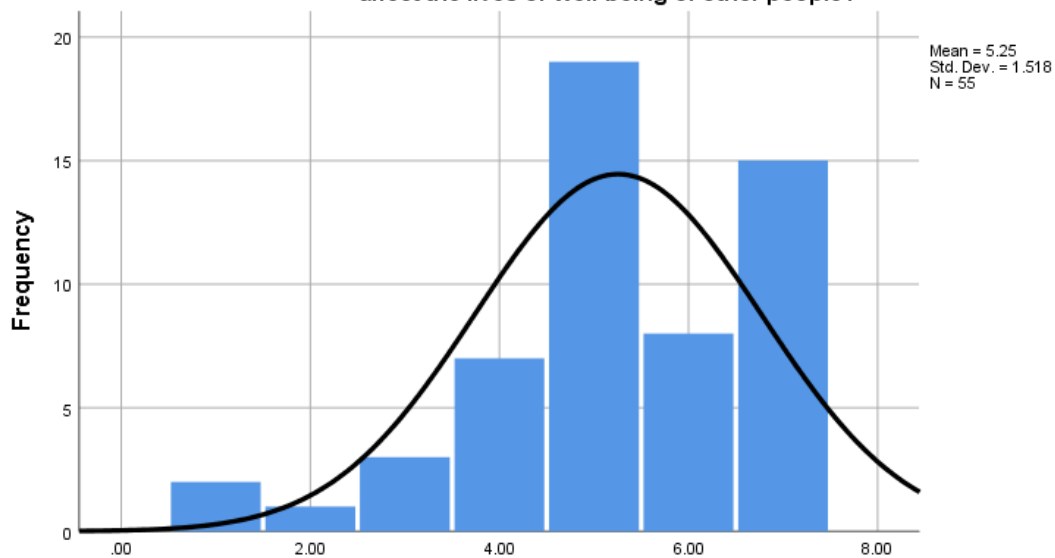
We can see from Table 3.2 and Fig. 5.2 that there is a high number of respondents that make use of their talents and skills in the workplace with a mean score of 4.98.

Table 3.3 In general, how significant or important in your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	1	1.8	1.8	5.5
	3.00	3	5.5	5.5	10.9
	4.00	7	12.7	12.7	23.6
	5.00	19	34.5	34.5	58.2
	6.00	8	14.5	14.5	72.7
	7.00	15	27.3	27.3	100.0
	Total	55	100.0	100.0	

Fig. 5.3

In general, how significant or important in your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?



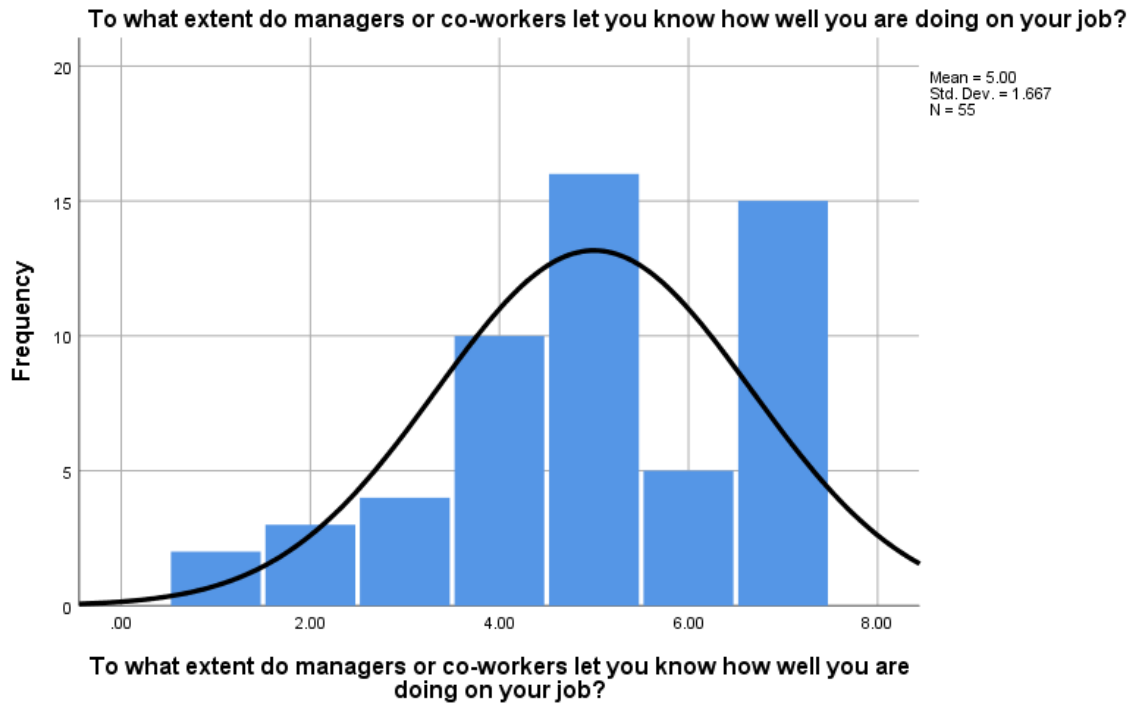
In general, how significant or important in your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

From Table 3.3 and Fig. 5.3 we can see that most respondents replied to quit highly on their importance of their jobs with a score mean of 5.25. This is very positive as many find it fulfilling and are more likely to remain in the organization.

Table 3.4 To what extent do managers or co-workers let you know how well you are doing on your job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	3	5.5	5.5	9.1
	3.00	4	7.3	7.3	16.4
	4.00	10	18.2	18.2	34.5
	5.00	16	29.1	29.1	63.6
	6.00	5	9.1	9.1	72.7
	7.00	15	27.3	27.3	100.0
	Total	55	100.0	100.0	

Fig. 5.4



Communication is vital to a healthy work environment. From Table 3.4 and Fig. 5.4 we can see that 16.4% of the respondents do not get much feedback. Although a lot of the respondents responded positively, this highlights that not all employees feel satisfied with their work. This can be helped if fun activities are introduced.

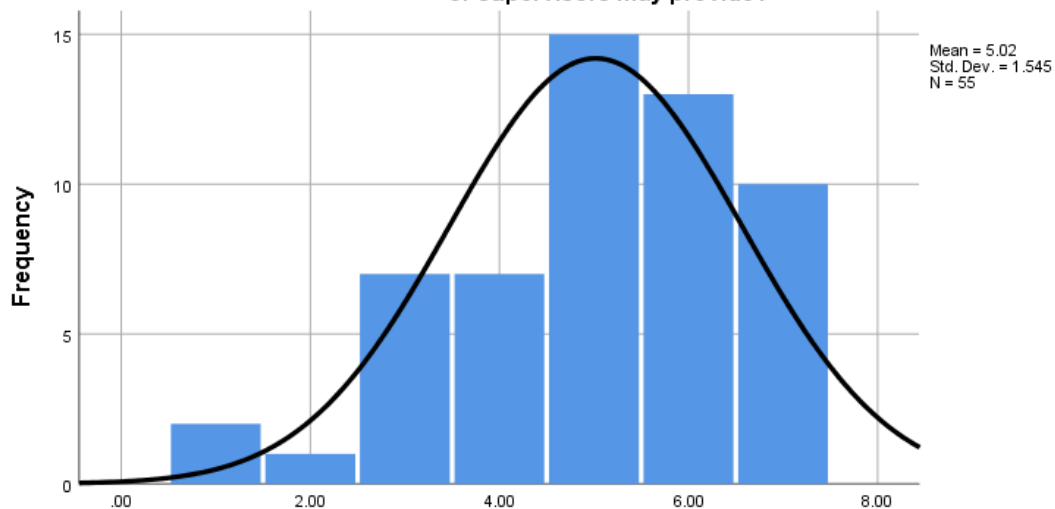
Table 3. 5 To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing –aside from any “feedback” co-workers or supervisors may provide?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	3.6	3.6	3.6
2.00	1	1.8	1.8	5.5
3.00	7	12.7	12.7	18.2
4.00	7	12.7	12.7	30.9

5.00	15	27.3	27.3	58.2
6.00	13	23.6	23.6	81.8
7.00	10	18.2	18.2	100.0
Total	55	100.0	100.0	

Fig. 5.5

To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing –aside from any “feedback” co-workers or supervisors may provide?



To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing –aside from any “feedback” co-workers or supervisors may provide?

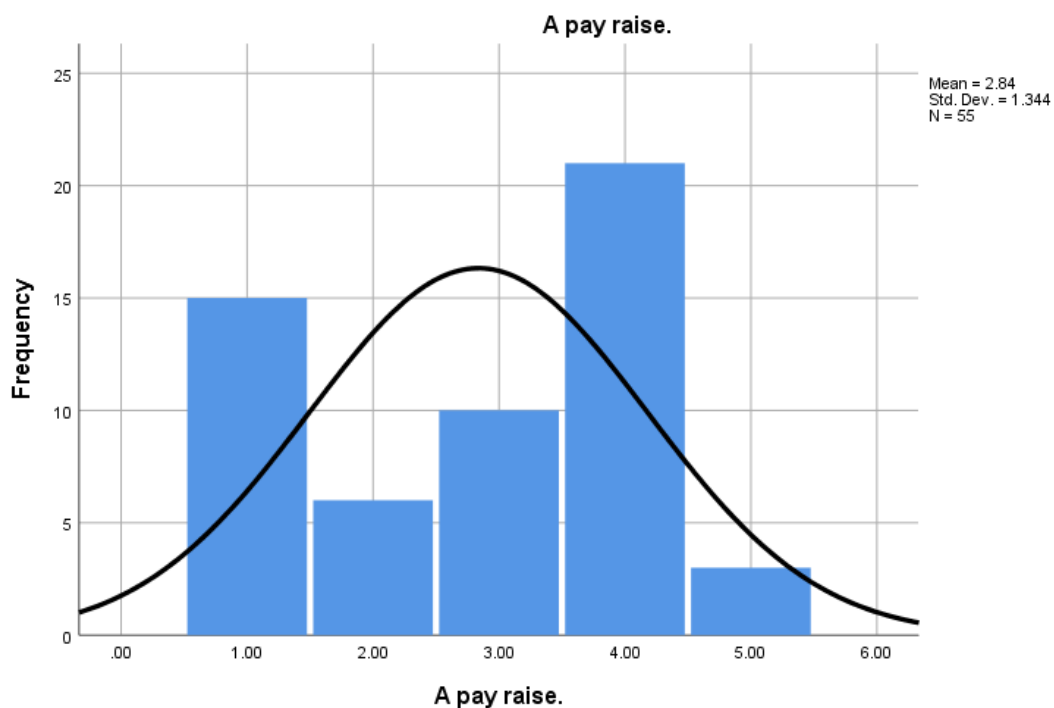
From Table 3.5 and Fig. 5.5 show that most respondents reacted positively to this question with a score mean of 5.02. Organizations must find the right talent and right fit for the job where when there is no feedback, employees know that they have done well in something they are good at without worrying about results.

Table 4. Rewards and Recognition- A pay raise.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	15	27.3	27.3	27.3

2.00	6	10.9	10.9	38.2
3.00	10	18.2	18.2	56.4
4.00	21	38.2	38.2	94.5
5.00	3	5.5	5.5	100.0
Total	55	100.0	100.0	

Fig. 6 Rewards and Recognition



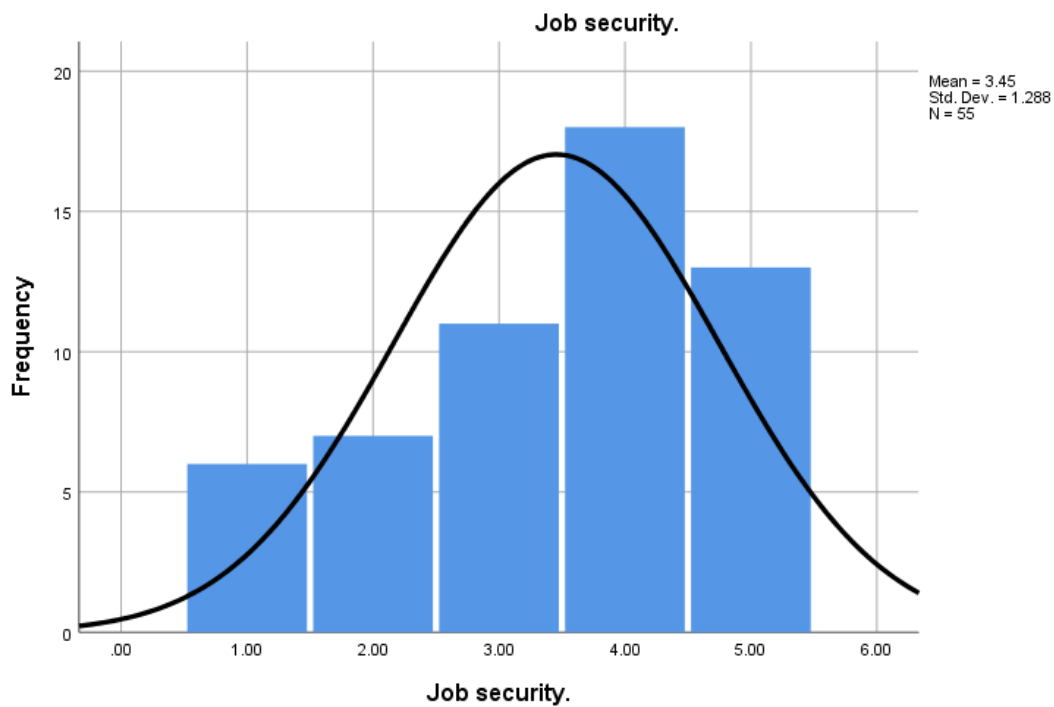
Respondents were asked which outcome they receive for a job well done. It is important to reward someone so that they know that they are appreciated and recognised. 38.2% rated high for a pay raise. The mean score of 2.84.

Table 4.1 Job security.

Frequency	Percent	Valid Percent	Cumulative Percent
-----------	---------	---------------	--------------------

Valid	1.00	6	10.9	10.9	10.9
	2.00	7	12.7	12.7	23.6
	3.00	11	20.0	20.0	43.6
	4.00	18	32.7	32.7	76.4
	5.00	13	23.6	23.6	100.0
Total		55	100.0	100.0	

Fig. 6.1



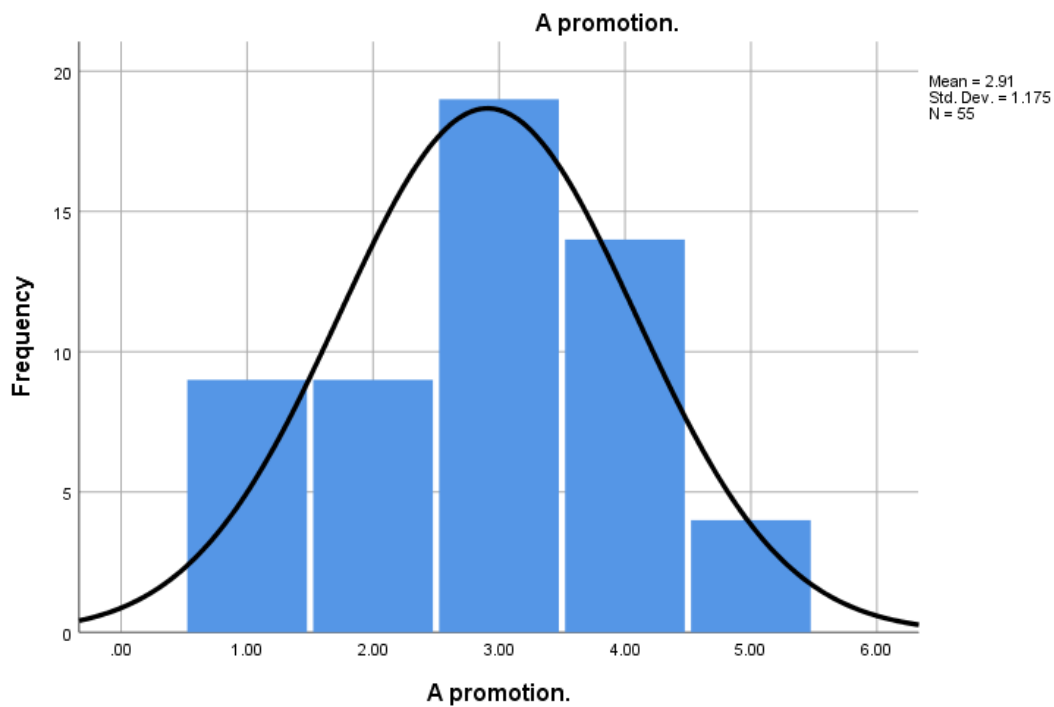
Employees feel more engaged if they know they are well looked after, from table 4.1 and fig. 6.1 we can see that job security is showing very positive on the scale with the mean score of 3.45.

Table 4.2 A promotion.

Frequency	Percent	Valid Percent	Cumulative Percent
-----------	---------	---------------	--------------------

Valid	1.00	9	16.4	16.4	16.4
	2.00	9	16.4	16.4	32.7
	3.00	19	34.5	34.5	67.3
	4.00	14	25.5	25.5	92.7
	5.00	4	7.3	7.3	100.0
Total		55	100.0	100.0	

Fig. 6.2

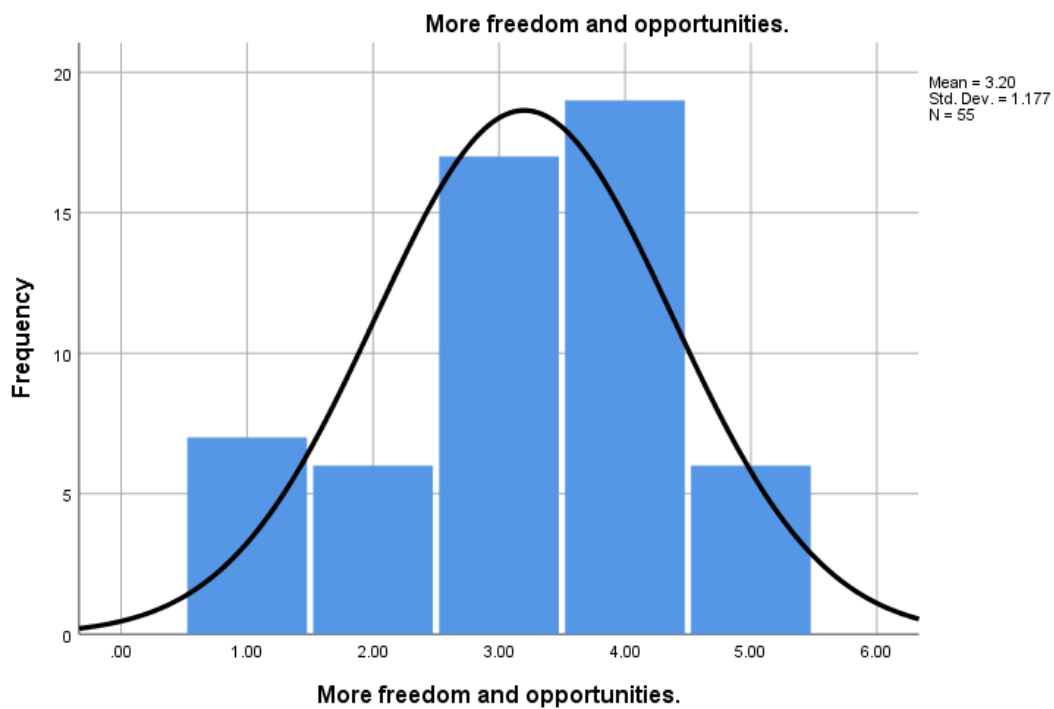


We can see from Table 4.2 that promotion hovers in the middle and only a few get promoted, with a mean score of 2.91, it's not very positive.

Table 4.3 More freedom and opportunities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	12.7	12.7	12.7
	2.00	6	10.9	10.9	23.6
	3.00	17	30.9	30.9	54.5
	4.00	19	34.5	34.5	89.1
	5.00	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Fig. 6.3



From Table 4.3 and Fig. 6.3 we can see that there is a slightly higher mean score of 3.20 where 45.4% have higher opportunities.

Table 4.4 Respect from the people you work with.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	9.1	9.1	9.1
	2.00	3	5.5	5.5	14.5
	3.00	11	20.0	20.0	34.5
	4.00	21	38.2	38.2	72.7
	5.00	15	27.3	27.3	100.0
	Total	55	100.0	100.0	

Fig. 6. 4

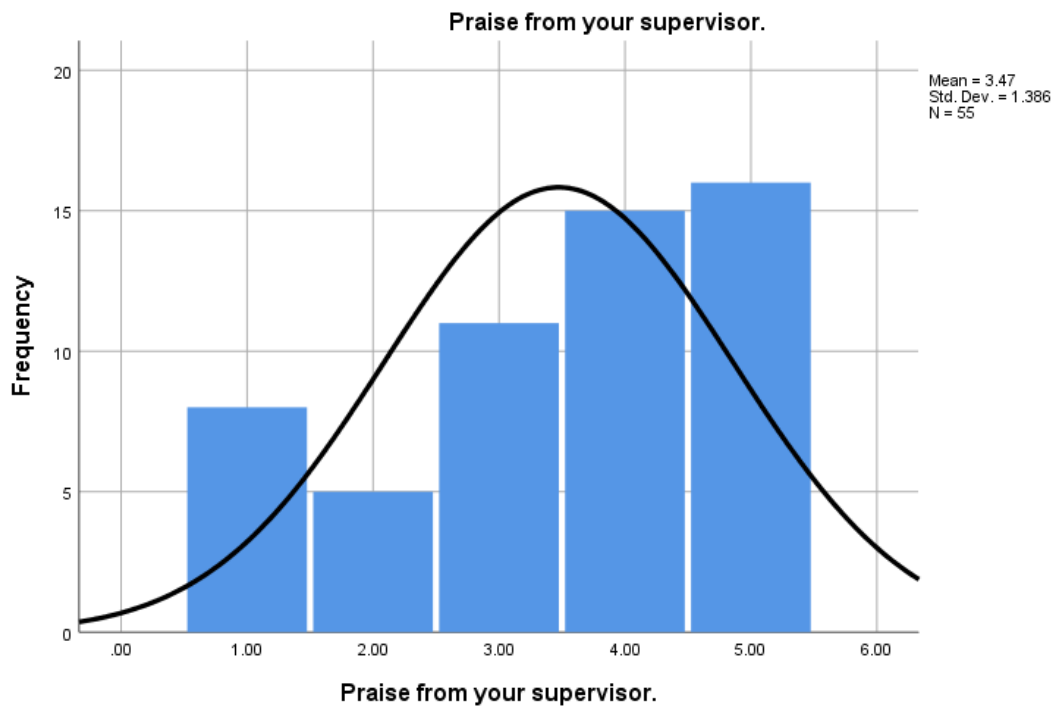


Here we can see in Table 4.4 and Fig. 6.4 that there is a great amount of respect in the workplace with a mean score of 3.69.

Table 4.5 Praise from your supervisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	14.5	14.5	14.5
	2.00	5	9.1	9.1	23.6
	3.00	11	20.0	20.0	43.6
	4.00	15	27.3	27.3	70.9
	5.00	16	29.1	29.1	100.0
	Total	55	100.0	100.0	

Fig. 6.5



We can see from Table 4.5 and Fig. 6.5 that the respondents get a good bit of praise from their supervisor with the mean score of 3.47.

Table 4.6 Training and development opportunities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	9.1	9.1	9.1
	2.00	5	9.1	9.1	18.2
	3.00	12	21.8	21.8	40.0
	4.00	15	27.3	27.3	67.3
	5.00	18	32.7	32.7	100.0
	Total	55	100.0	100.0	

Fig. 6.6



In Table 4.6 and Fig. 6.6 that there is an incline of training and development with a mean score of 3.65.

Table 4.7 More challenging work assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	4	7.3	7.3	12.7
	3.00	12	21.8	21.8	34.5
	4.00	26	47.3	47.3	81.8
	5.00	10	18.2	18.2	100.0
Total		55	100.0	100.0	

Fig. 6.7

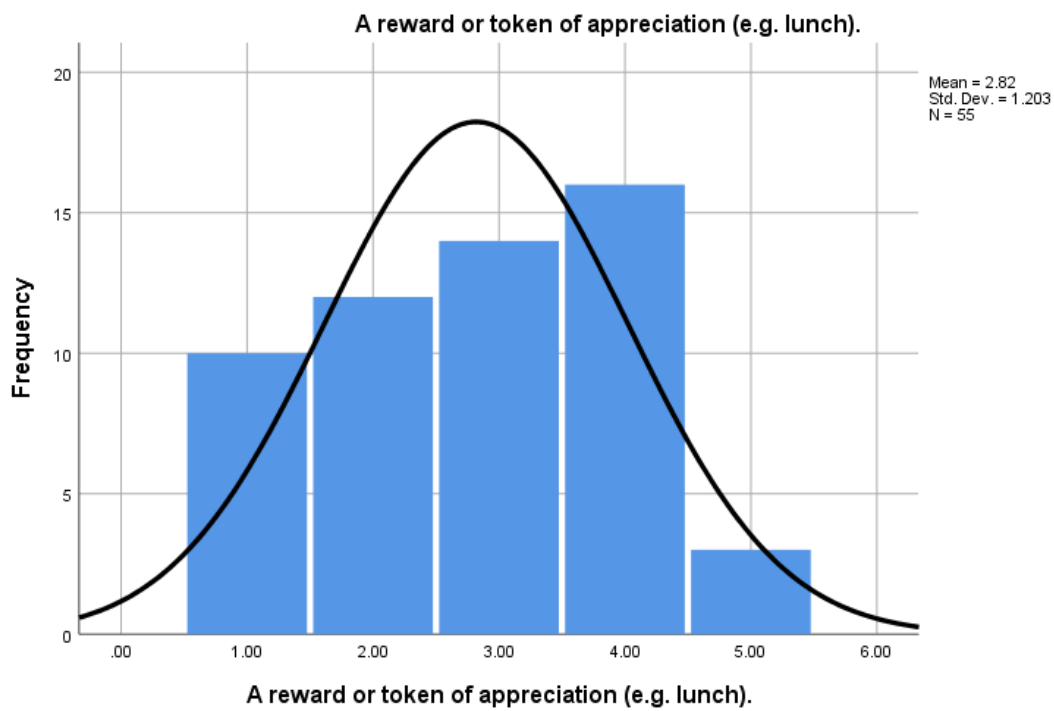


From Table 4.7 and Fig. 6.7 we can see that the mean score is 3.65 which is positive.

Table 4.8 A reward or token of appreciation (e.g. lunch).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	18.2	18.2	18.2
	2.00	12	21.8	21.8	40.0
	3.00	14	25.5	25.5	65.5
	4.00	16	29.1	29.1	94.5
	5.00	3	5.5	5.5	100.0
Total		55	100.0	100.0	

Fig. 6.8

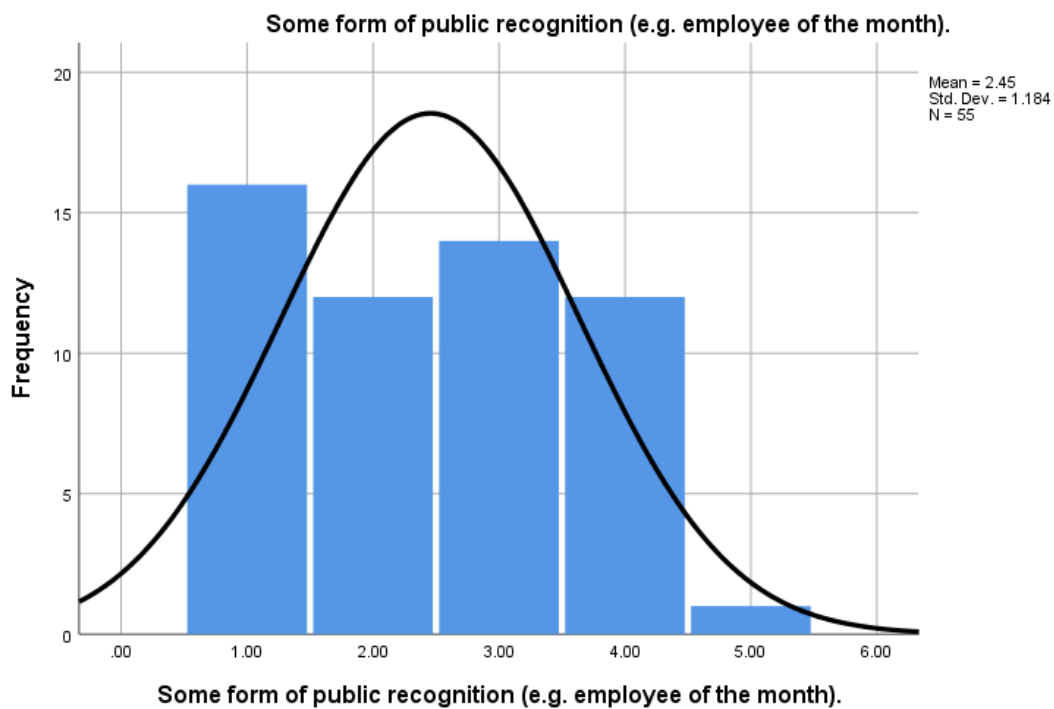


From Table 4.8 and Fig 6.8 we can see that

Table 4.9 Some form of public recognition (e.g. employee of the month).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	29.1	29.1	29.1
	2.00	12	21.8	21.8	50.9
	3.00	14	25.5	25.5	76.4
	4.00	12	21.8	21.8	98.2
	5.00	1	1.8	1.8	100.0
Total		55	100.0	100.0	

Fig. 6.9



From Table 4.9 and Fig. 6.9 we can see that most respondents chose 1 meaning to a small extent with a mean score of 2.45 which is a quite negative.

Table 5. Distributive justice- Do the outcomes you receive reflect the effort you have put into your work?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	3.6	3.6	3.6
2.00	5	9.1	9.1	12.7
3.00	14	25.5	25.5	38.2
4.00	20	36.4	36.4	74.5
5.00	14	25.5	25.5	100.0
Total	55	100.0	100.0	

Fig. 7 Distributive justice

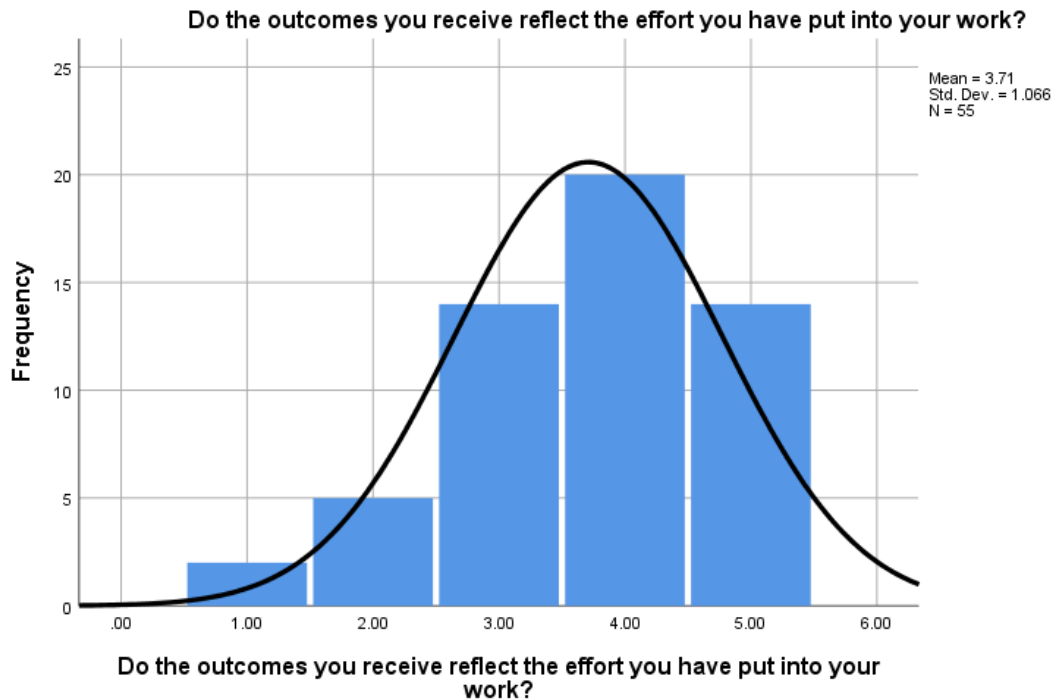


Table 5. and Fig. 7 show that the outcomes do reflect the effort put in with the mean score of 3.71.

Table 5.1 Are the outcomes you receive appropriate for the work you have completed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	5	9.1	9.1	12.7
	3.00	13	23.6	23.6	36.4
	4.00	24	43.6	43.6	80.0
	5.00	11	20.0	20.0	100.0
Total		55	100.0	100.0	

Fig. 7.1

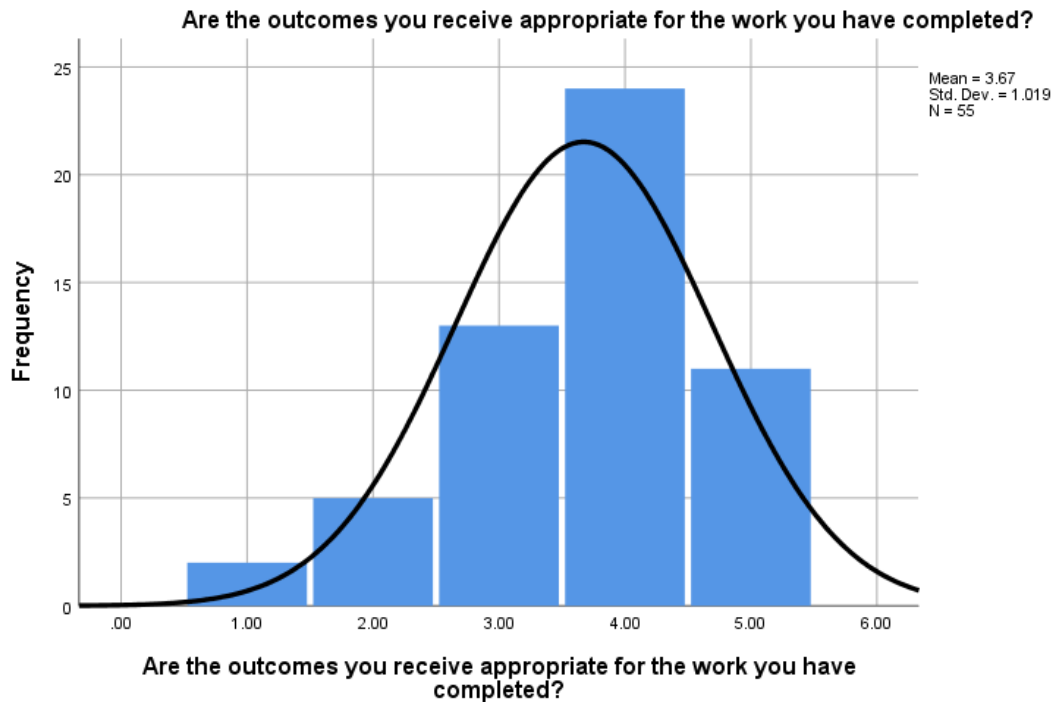


Table 5.1 and Fig 7.1 show a positive mean score of 3.67 regarding outcomes to work completed.

Table 5.2 Do your outcomes reflect what you have contributed to the organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.8	1.8	1.8
	2.00	9	16.4	16.4	18.2
	3.00	15	27.3	27.3	45.5
	4.00	20	36.4	36.4	81.8
	5.00	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Fig. 7.2

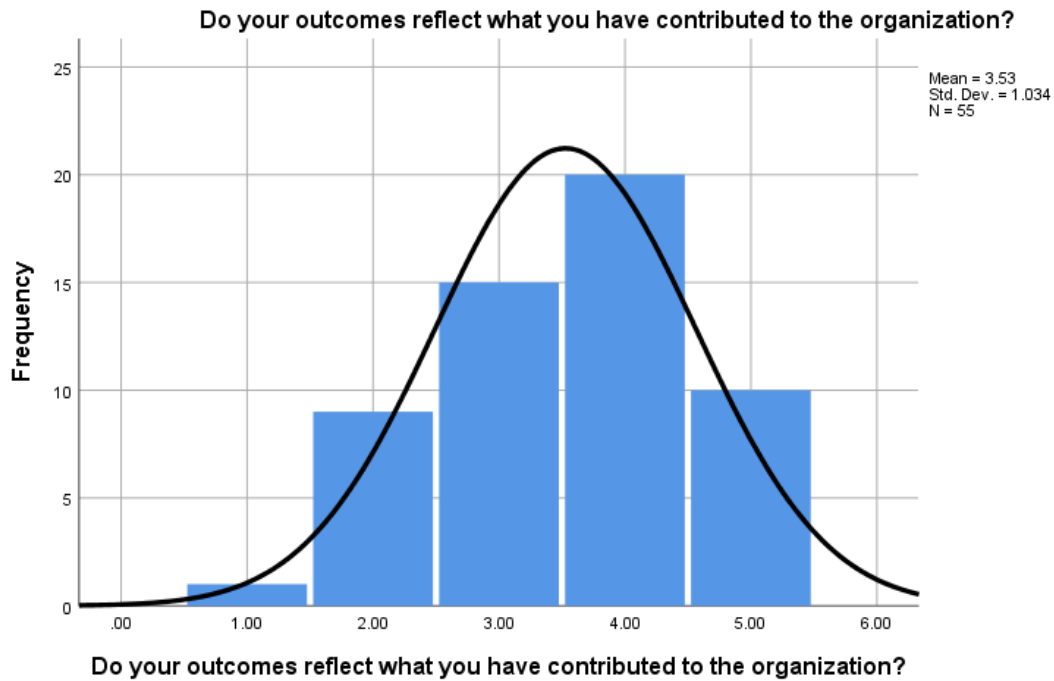


Table 5.2 and Fig. 7.2 show a positive mean score of 3.53 regarding contribution outcomes.

Table 5.3 Are your outcomes justified given your performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	4	7.3	7.3	10.9
	3.00	17	30.9	30.9	41.8
	4.00	20	36.4	36.4	78.2
	5.00	12	21.8	21.8	100.0
Total		55	100.0	100.0	

Fig. 7.3

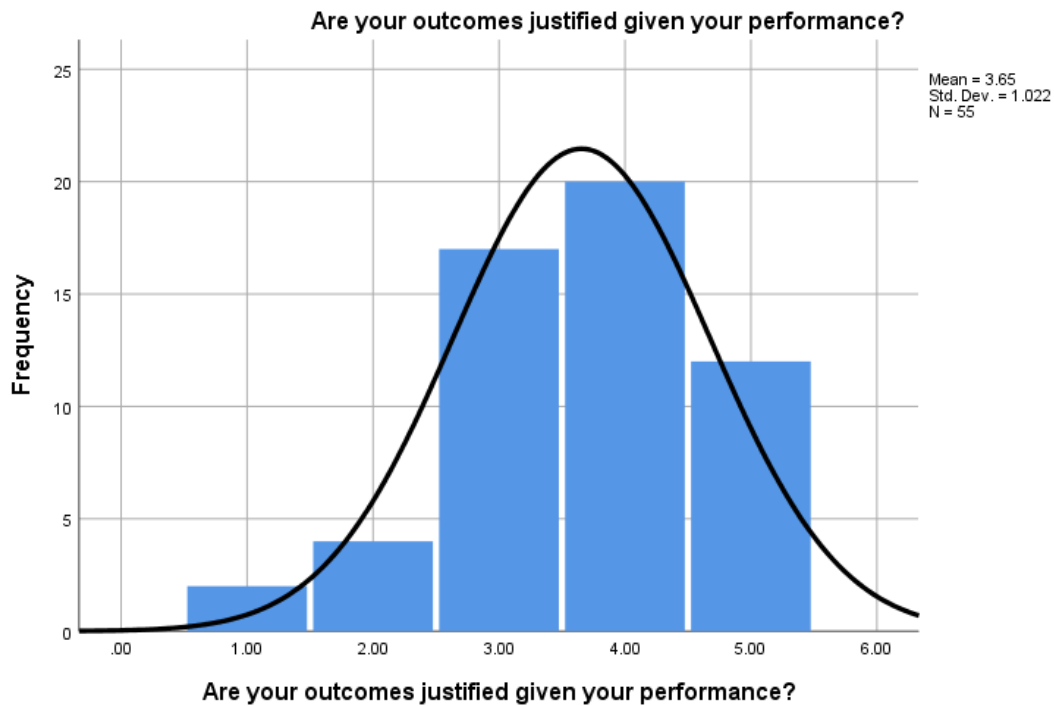


Table 5.3 and Fig. 7.3 shows a positive mean score of 3.65 regarding performance outcomes.

Table 6. Procedural justice- Have you been able to express your views and feelings during those procedures?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	4	7.3	7.3	10.9
	3.00	17	30.9	30.9	41.8
	4.00	21	38.2	38.2	80.0
	5.00	11	20.0	20.0	100.0
Total	55	100.0	100.0		

Fig. 8 Procedural justice



Table 6 and Fig. 8 show a positive mean score of 3.64 regarding respondents feeling comfortable expressing their views.

Table 6.1 Have you had influence over the outcomes arrived at by those procedures?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.8	1.8	1.8
2.00	3	5.5	5.5	7.3
3.00	26	47.3	47.3	54.5
4.00	16	29.1	29.1	83.6
5.00	9	16.4	16.4	100.0
Total	55	100.0	100.0	

Fig. 8.1

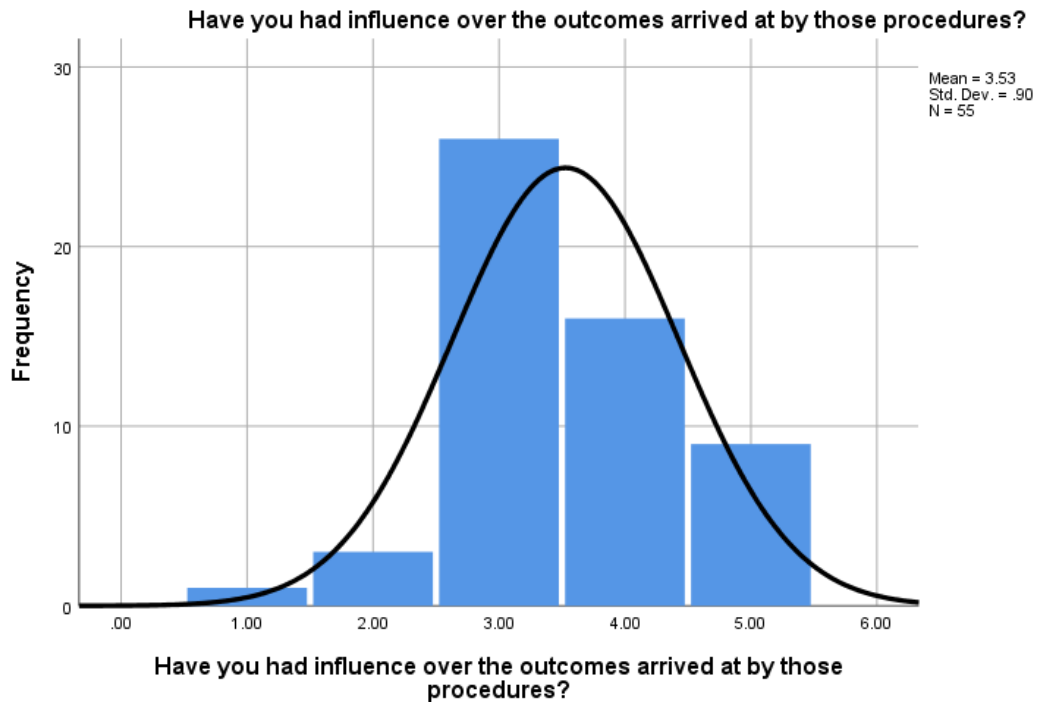


Table 6.1 and Fig. 8.1 show that the respondents had a high influence over outcomes with a mean of 3.53.

Table 6.2 Have those procedures been applied consistently?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	5	9.1	9.1	14.5
	3.00	15	27.3	27.3	41.8
	4.00	20	36.4	36.4	78.2
	5.00	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Fig. 8.2

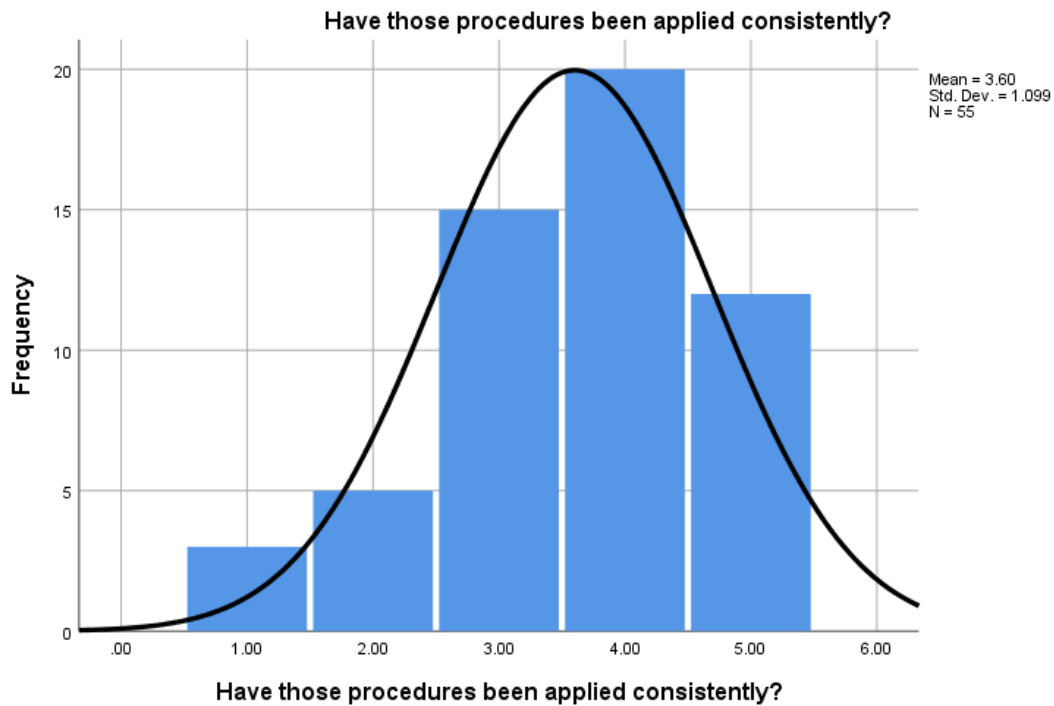


Table 6.2 and Fig. 8.2 show a positive mean score of 3.60.

Table 6.3 Have those procedures been free of bias?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	3	5.5	5.5	5.5
2.00	8	14.5	14.5	20.0
3.00	14	25.5	25.5	45.5
4.00	18	32.7	32.7	78.2
5.00	12	21.8	21.8	100.0
Total	55	100.0	100.0	

Fig. 8.3



Table 6.3 and Fig. 8.3 show that most procedures have been free of bias with a mean score of 3.51

Table 6.4 Have those procedures been based on accurate information?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.8	1.8	1.8
2.00	9	16.4	16.4	18.2
3.00	11	20.0	20.0	38.2
4.00	22	40.0	40.0	78.2
5.00	12	21.8	21.8	100.0
Total	55	100.0	100.0	

Fig. 8.4

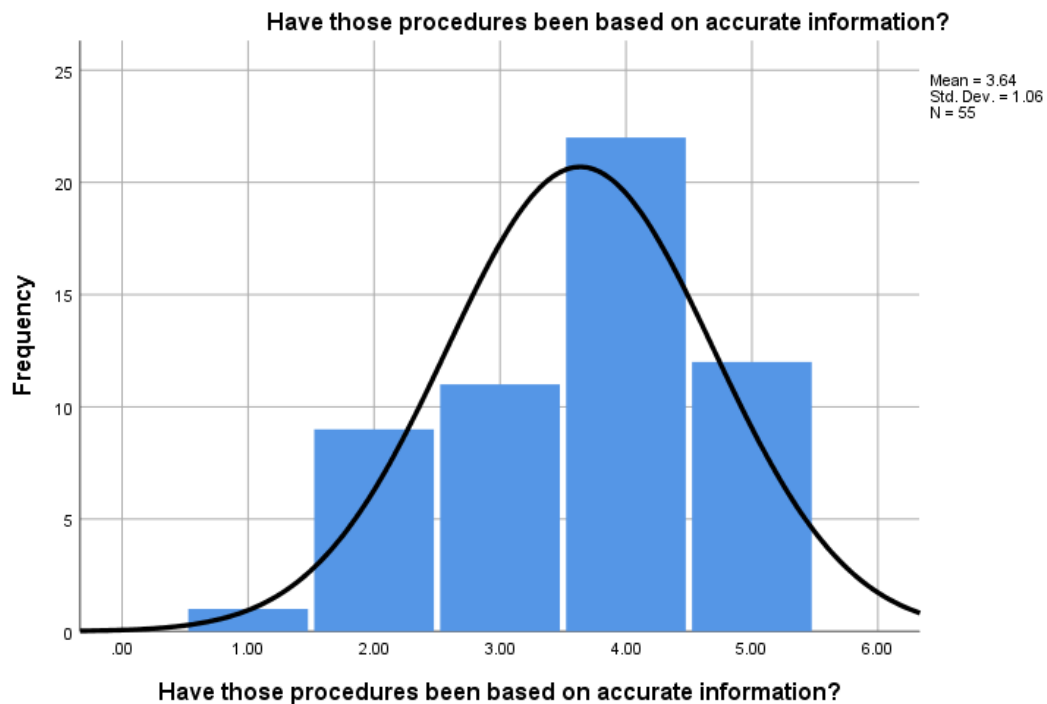


Table 6.4 and Fig. 8.4 show a positive mean score of 3.64.

Table 6.5 Have you been able to appeal the outcomes arrived at by those procedures?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.6	3.6	3.6
	2.00	5	9.1	9.1	12.7
	3.00	20	36.4	36.4	49.1
	4.00	19	34.5	34.5	83.6
	5.00	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Fig. 8.5

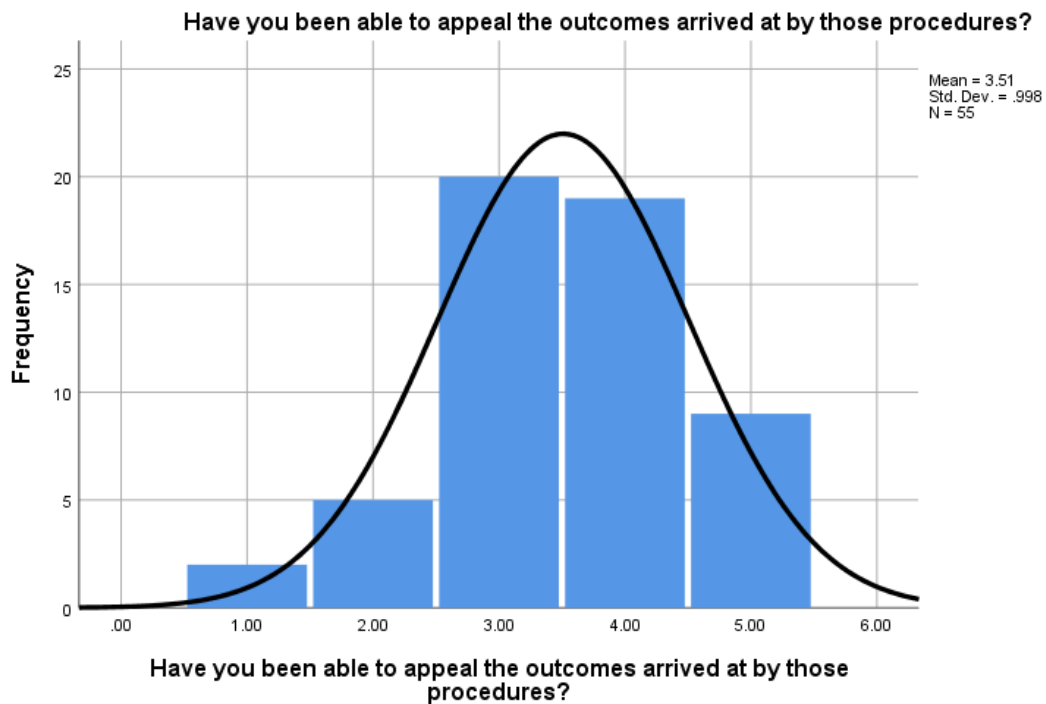


Table 6.5 and Fig. 8.5 show a positive mean of 3.51

Table 6.6 Have those procedures upheld ethical and moral standards?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	5	9.1	9.1	14.5
	3.00	10	18.2	18.2	32.7
	4.00	28	50.9	50.9	83.6
	5.00	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Fig. 8.6

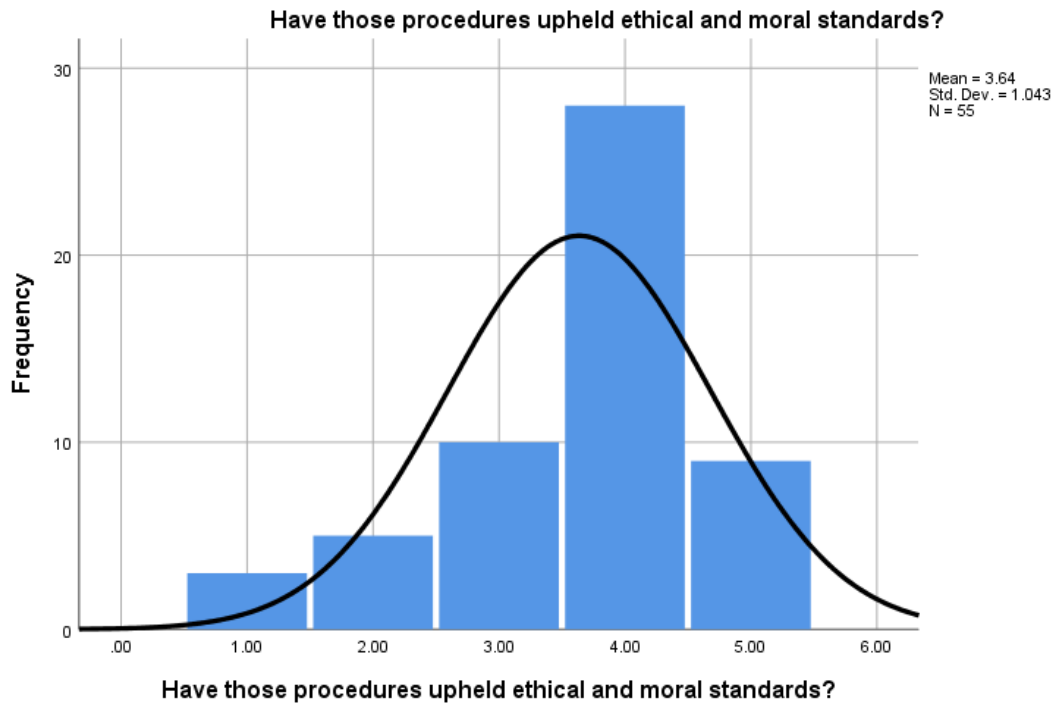


Table 6.6 and Fig. 8.6 show a positive mean of 3.64 regarding moral standards.

Table 7. Perceived organizational support- My organization really cares about my well-being.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	8	14.5	14.5	14.5
2.00	4	7.3	7.3	21.8
3.00	7	12.7	12.7	34.5
4.00	19	34.5	34.5	69.1
5.00	17	30.9	30.9	100.0
Total	55	100.0	100.0	

Fig. 9 Perceived organizational support



Table 7 and Fig. 9 show that 65.4% of the respondents believe they are being cared for by the organization with the mean score of 3.60.

Table 7.1 My organization strongly considers my goals and values.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	6	10.9	10.9	16.4
	3.00	16	29.1	29.1	45.5
	4.00	16	29.1	29.1	74.5
	5.00	14	25.5	25.5	100.0
	Total	55	100.0	100.0	

Fig. 9.1



Table 7,1 and Fig. 9.1 show a positive mean score of 3.58.

Table 7.2 My organization shows little concern for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	29.1	29.1	29.1
	2.00	10	18.2	18.2	47.3
	3.00	16	29.1	29.1	76.4
	4.00	11	20.0	20.0	96.4
	5.00	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Fig. 9.2

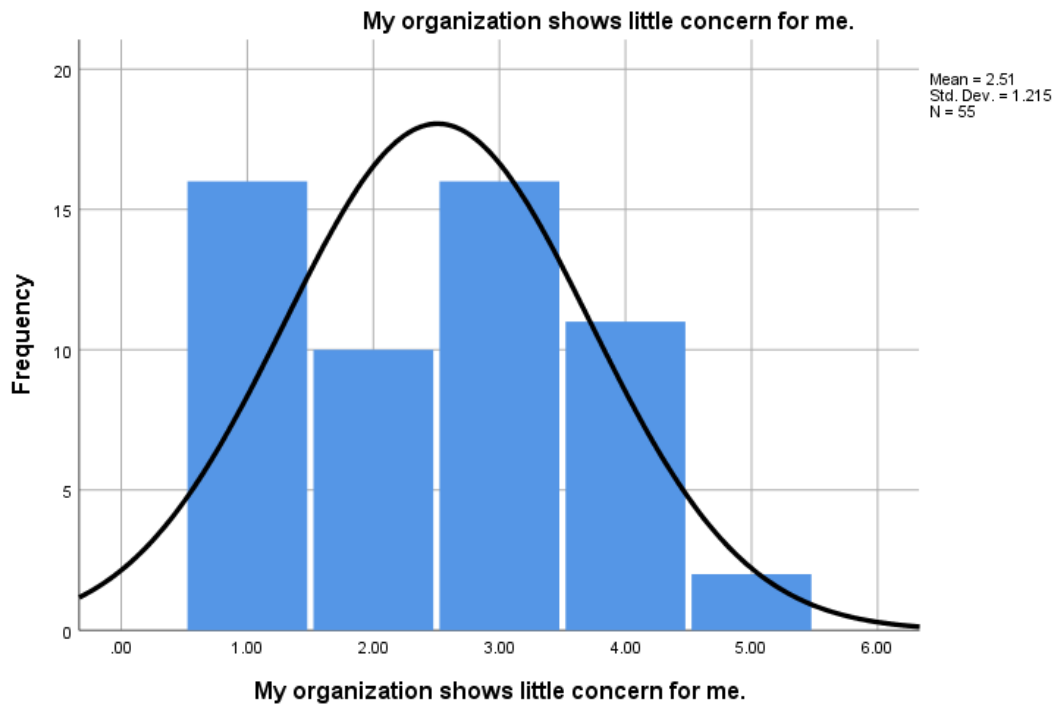


Table 7.2 and Fig. 9.2 show a positive mean score of 2.51. Respondents chose mostly 1, 2 or 3 meaning strongly disagree.

Table 7.3 My organization cares about my opinions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	7.3	7.3	7.3
	2.00	7	12.7	12.7	20.0
	3.00	8	14.5	14.5	34.5
	4.00	23	41.8	41.8	76.4
	5.00	13	23.6	23.6	100.0
	Total	55	100.0	100.0	

Fig. 9.3

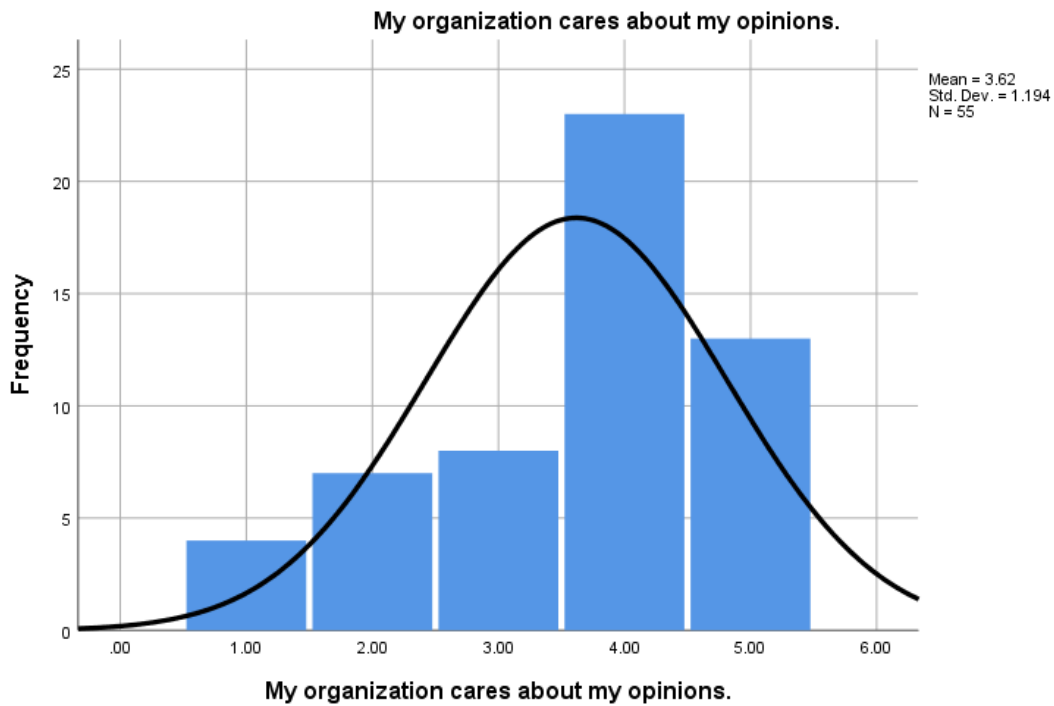


Table 7.3 and Fig. 9.3 show a positive mean score of 3.62.

Table 7.4 My organization is willing to help me if I need a special favor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.8	1.8	1.8
	2.00	7	12.7	12.7	14.5
	3.00	15	27.3	27.3	41.8
	4.00	19	34.5	34.5	76.4
	5.00	13	23.6	23.6	100.0
	Total	55	100.0	100.0	

Fig. 9.4

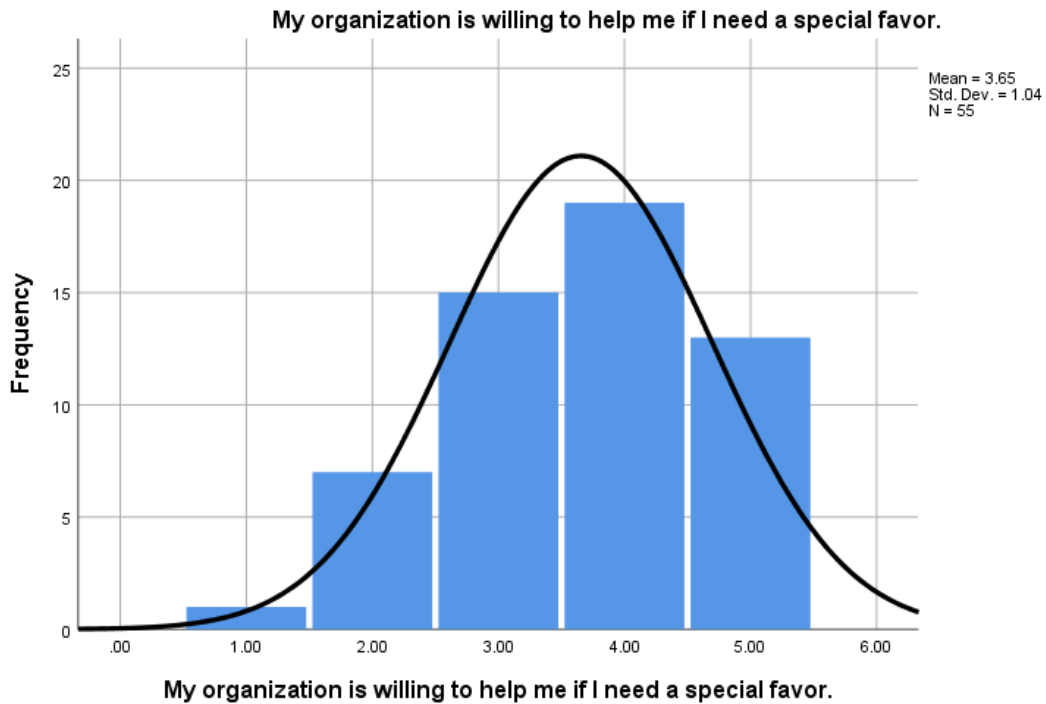


Table 7.4 and Fig. 9.4 show a positive mean of 3.65.

Table 7.5 Help is available from my organization when I have a problem.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	9.1	9.1	9.1
	2.00	6	10.9	10.9	20.0
	3.00	15	27.3	27.3	47.3
	4.00	17	30.9	30.9	78.2
	5.00	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Fig. 9.5



Table 7.5 and Fig. 9.5 show a positive mean score of 3.45 regarding help from the organisation.

Table 7.6 My organization would forgive a honest mistake on my part.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	7.3	7.3	7.3
	2.00	6	10.9	10.9	18.2
	3.00	9	16.4	16.4	34.5
	4.00	21	38.2	38.2	72.7
	5.00	15	27.3	27.3	100.0
	Total	55	100.0	100.0	

Fig. 9.6

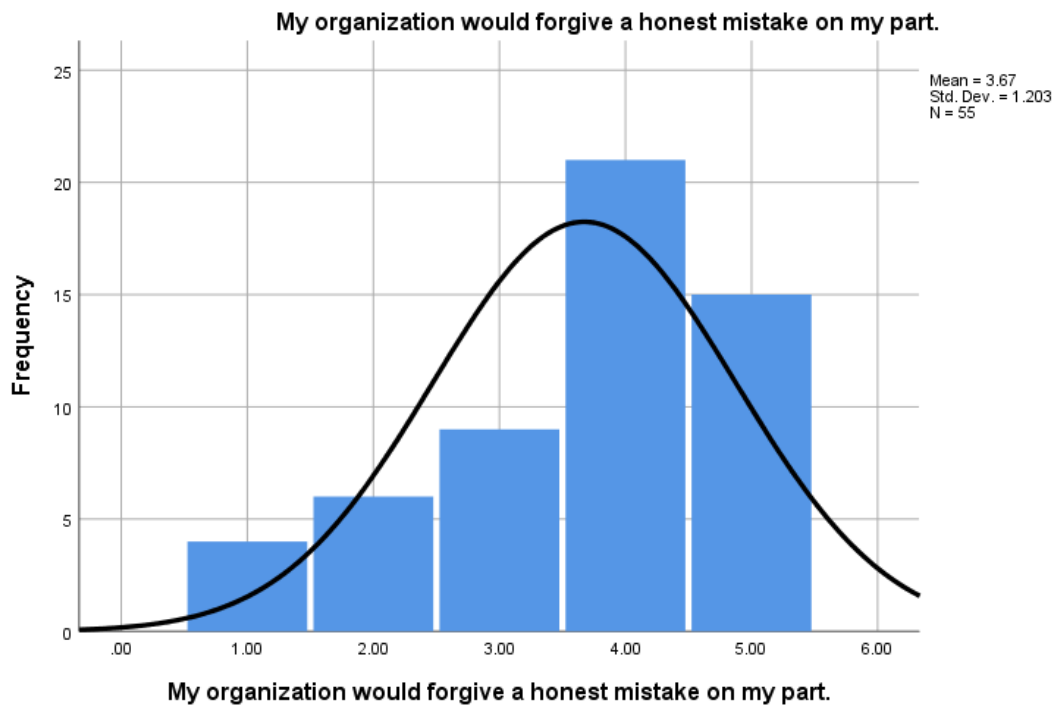


Table 7.6 and Fig 9.6 show a positive mean of 3.67.

Table 7.7 If given the opportunity, my organization would take advantage of me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	27.3	27.3	27.3
	2.00	13	23.6	23.6	50.9
	3.00	16	29.1	29.1	80.0
	4.00	9	16.4	16.4	96.4
	5.00	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Fig. 9.7

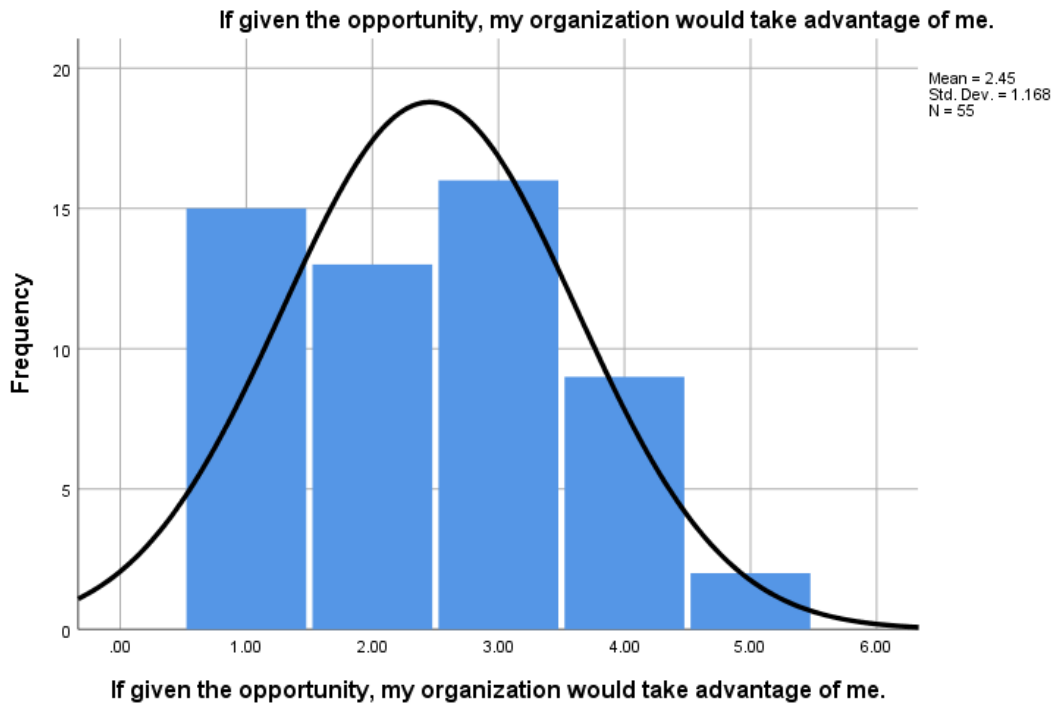


Table 7.7 and Fig. 9.7 show that most respondents replied strongly disagree with a mean score of 2.45.

Table 8. Perceived supervisor support- My supervisor cares about my opinions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	9.1	9.1	9.1
	2.00	8	14.5	14.5	23.6
	3.00	6	10.9	10.9	34.5
	4.00	18	32.7	32.7	67.3
	5.00	18	32.7	32.7	100.0
	Total	55	100.0	100.0	

Fig. 10 Perceived supervisor support

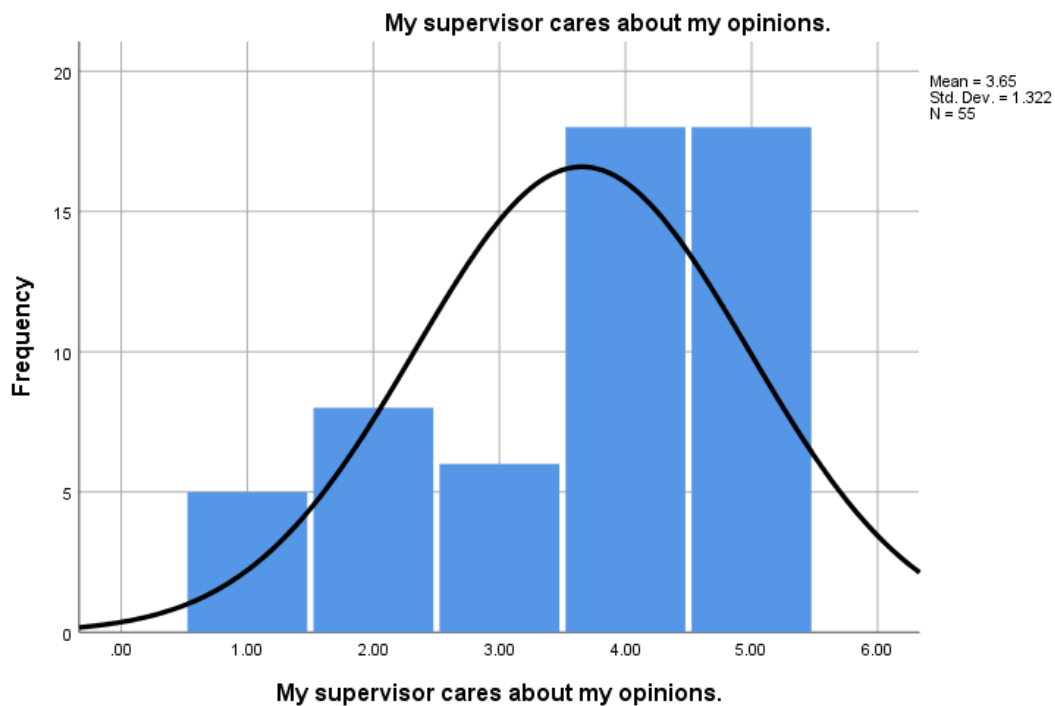


Table 8 and Fig. 10 show a positive mean of 3.65.

Table 8.1 My work supervisor really cares about my well-being.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	2	3.6	3.6	9.1
	3.00	14	25.5	25.5	34.5
	4.00	19	34.5	34.5	69.1
	5.00	17	30.9	30.9	100.0
	Total	55	100.0	100.0	

Fig. 10.1



Table 8.1 and Fig. 10.1 show a positive mean of 3.82.

Table 8.2 My supervisor strongly considers my goals and values.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	7.3	7.3	7.3
	2.00	2	3.6	3.6	10.9
	3.00	20	36.4	36.4	47.3
	4.00	15	27.3	27.3	74.5
	5.00	14	25.5	25.5	100.0
Total		55	100.0	100.0	

Fig. 10.2

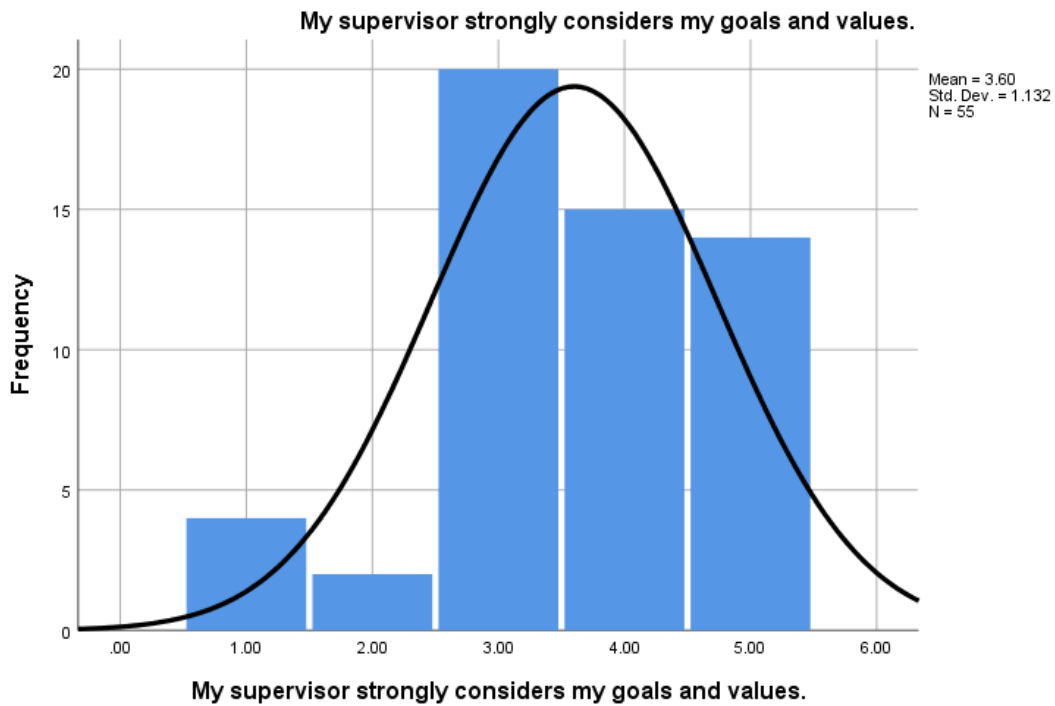


Table 8.2 and Fig. 10.2 show a positive mean score of 3.60.

Table 8.3 My supervisor shows very little concern form me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	17	30.9	30.9	30.9
	2.00	11	20.0	20.0	50.9
	3.00	6	10.9	10.9	61.8
	4.00	18	32.7	32.7	94.5
	5.00	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Fig. 10.3

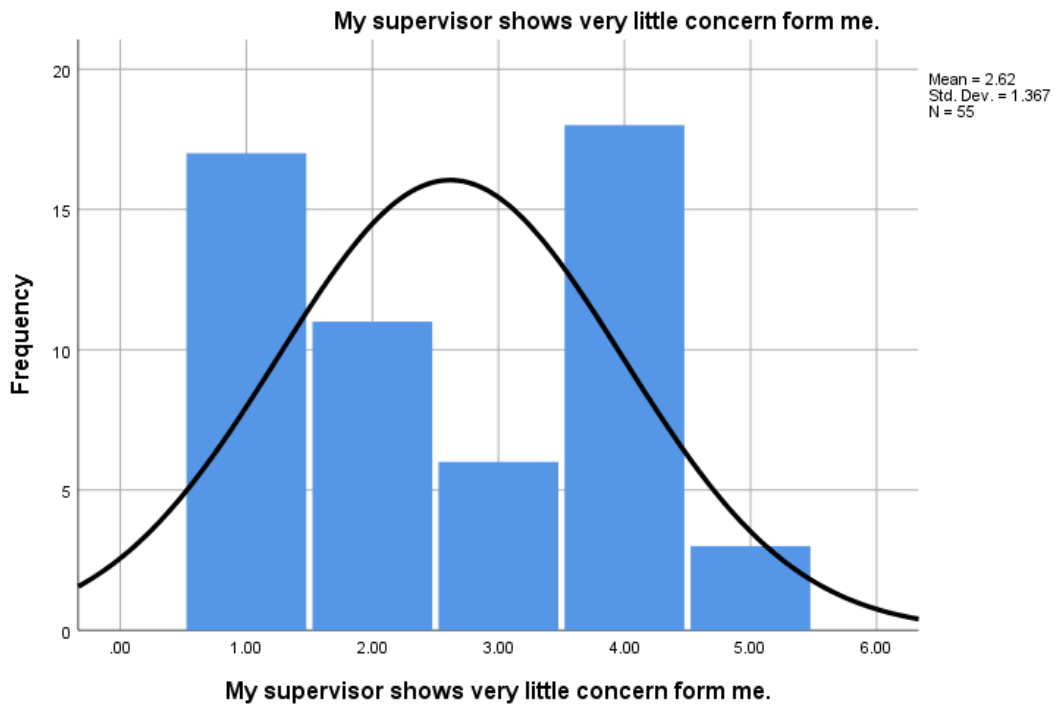


Table 8.3 shows that 40.9% strongly disagrees while 38.2% strongly agrees. This can be difference in viewpoints and lack of communication.

Table 9. Job satisfaction- All in all, I am satisfied with my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	14.5	14.5	14.5
	2.00	4	7.3	7.3	21.8
	3.00	9	16.4	16.4	38.2
	4.00	23	41.8	41.8	80.0
	5.00	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Fig. 11 Job satisfaction



Table 9 and Fig. 11 show a positive mean score of 3.45

Table 9.1 In general, I do not like my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	27.3	27.3	27.3
	2.00	8	14.5	14.5	41.8
	3.00	11	20.0	20.0	61.8
	4.00	13	23.6	23.6	85.5
	5.00	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Fig. 11.1

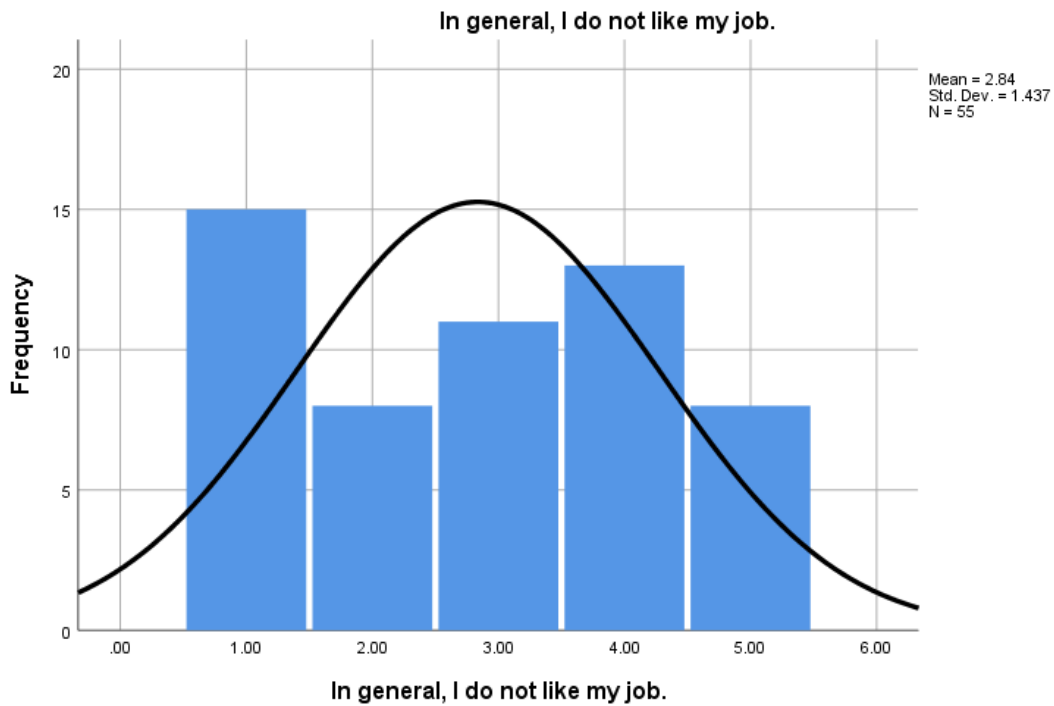


Table 9.1 and Fig. 11.1 show that it is almost evenly split between enjoying the work and not with 41.8% strongly disagreeing and 38.1% strongly agreeing.

Table 9.2 In general, I like working here.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	7	12.7	12.7	18.2
	3.00	15	27.3	27.3	45.5
	4.00	14	25.5	25.5	70.9
	5.00	16	29.1	29.1	100.0
	Total	55	100.0	100.0	

Fig. 11.2

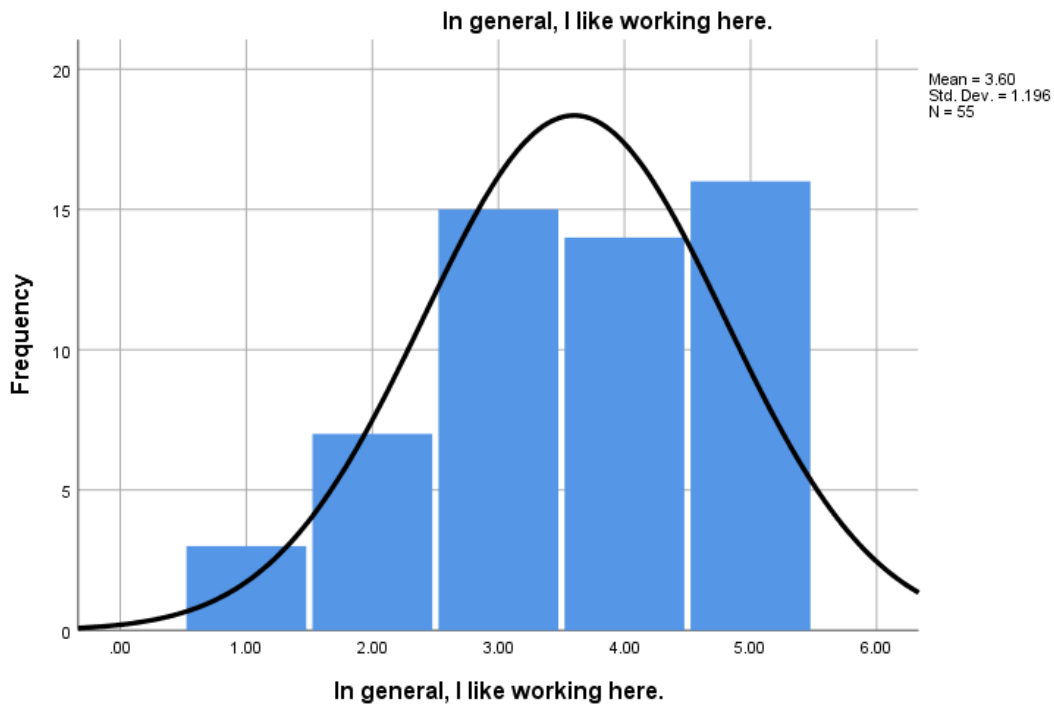


Table 9.2 and Fig. 11.2 show a positive mean score of 3.60.

Table 10. Organizational commitment- I would be happy to work at my organization until I retire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	32.7	32.7	32.7
	2.00	12	21.8	21.8	54.5
	3.00	7	12.7	12.7	67.3
	4.00	10	18.2	18.2	85.5
	5.00	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Fig. 12 Organizational commitment



Table 10. and Fig. 12 show a negative mean score of 2.60 meaning most strongly disagree.

Table 10.1 Working at my organization has a great deal of personal meaning to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	3.6	3.6	3.6
2.00	9	16.4	16.4	20.0
3.00	21	38.2	38.2	58.2
4.00	18	32.7	32.7	90.9
5.00	5	9.1	9.1	100.0
Total	55	100.0	100.0	

Fig. 12.1

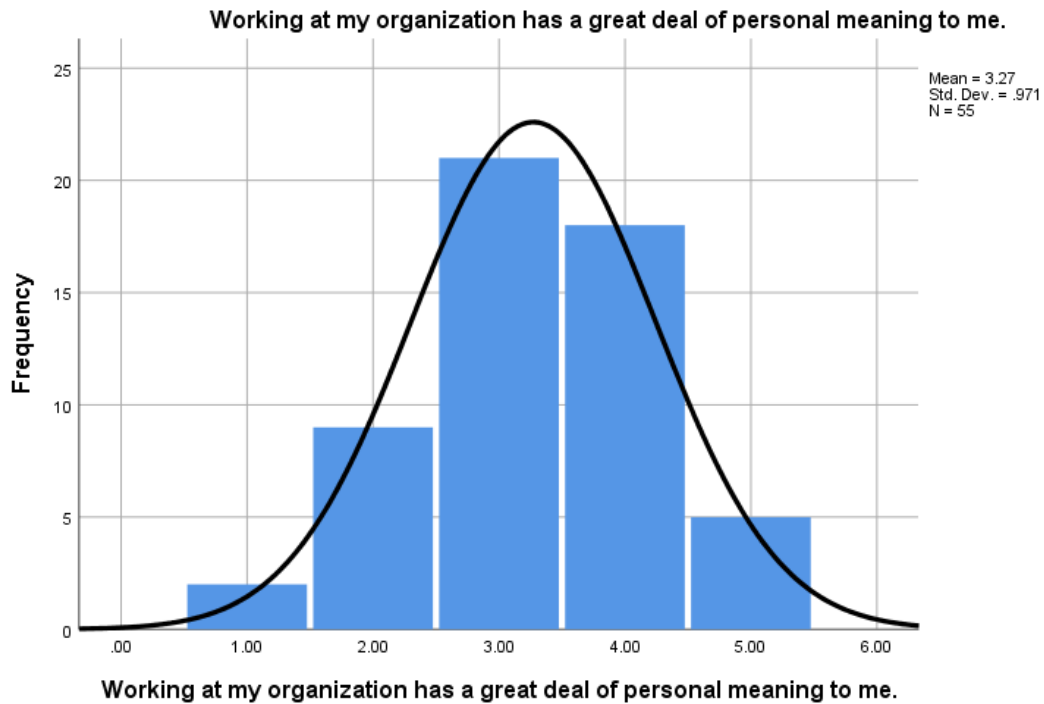


Table 10.1 and Fig. 12.1 show a positive mean of 3.27.

Table 10.2 I really feel that problems faced by my organization are also my problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.5	5.5	5.5
	2.00	8	14.5	14.5	20.0
	3.00	25	45.5	45.5	65.5
	4.00	15	27.3	27.3	92.7
	5.00	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Fig. 12.2

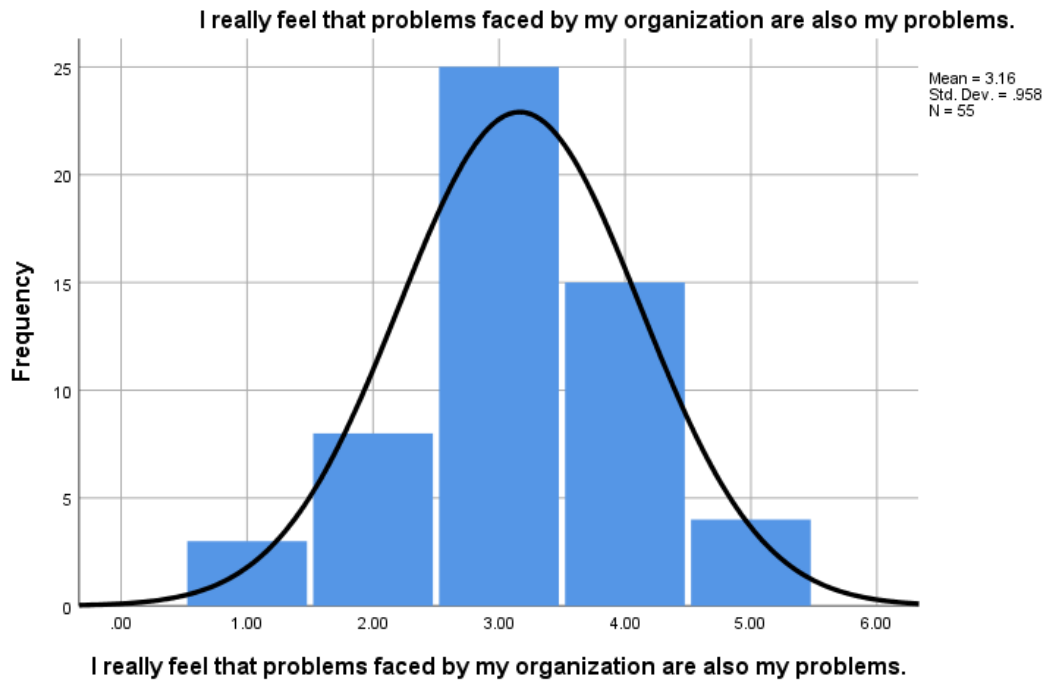


Table 10.2 and Fig. 12.2 show a positive mean score of 2.16 or employees being involved.

Table 10.3 I feel personally attached to my work organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	10.9	10.9	10.9
	2.00	10	18.2	18.2	29.1
	3.00	20	36.4	36.4	65.5
	4.00	14	25.5	25.5	90.9
	5.00	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Fig. 12.3

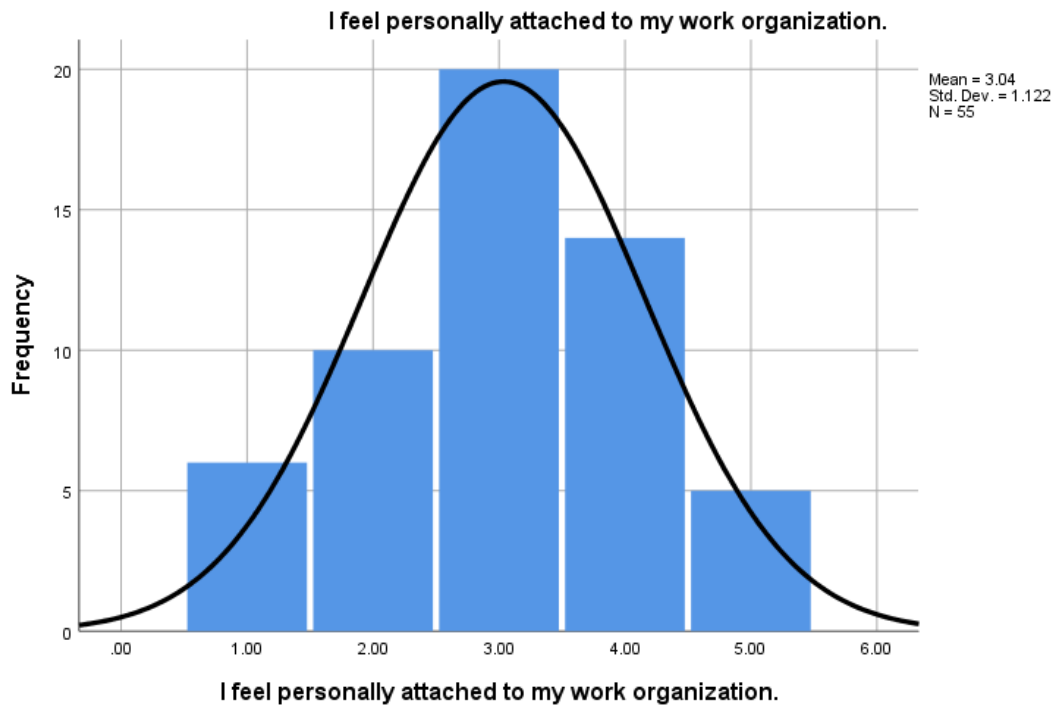


Table 10.3 and Fig. 12.3 shows a positive mean score of 3.04

Table 10.4 I am proud to tell others I work at my organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	3.6	3.6	3.6
2.00	8	14.5	14.5	18.2
3.00	10	18.2	18.2	36.4
4.00	16	29.1	29.1	65.5
5.00	19	34.5	34.5	100.0
Total	55	100.0	100.0	

Fig. 12.4



Table 10.4 and Fig. 12.4 show a very positive mean score of 3.76.

Table 10.5 I feel a strong sense of belonging to my organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	7.3	7.3	7.3
	2.00	11	20.0	20.0	27.3
	3.00	10	18.2	18.2	45.5
	4.00	24	43.6	43.6	89.1
	5.00	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Fig. 12.5

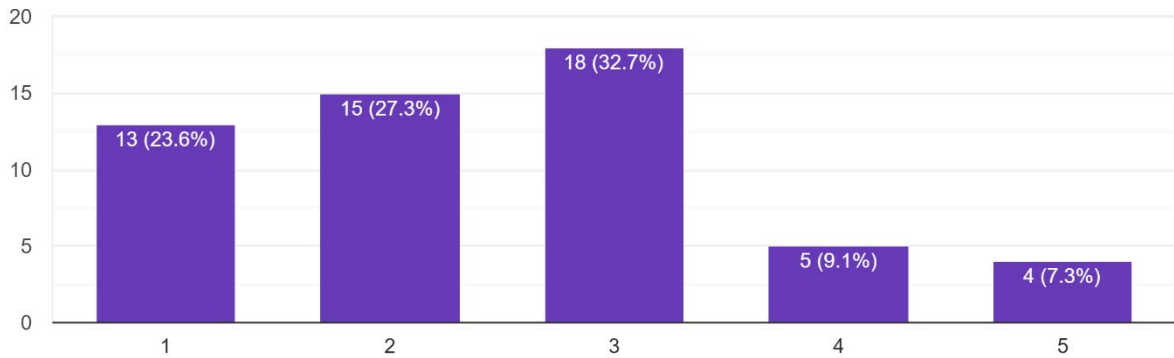


Table 10.5 and Fig 12.5 show a positive mean of 3.31.

Fig. 13 Intent to quite

I frequently think of quitting my job.

55 responses

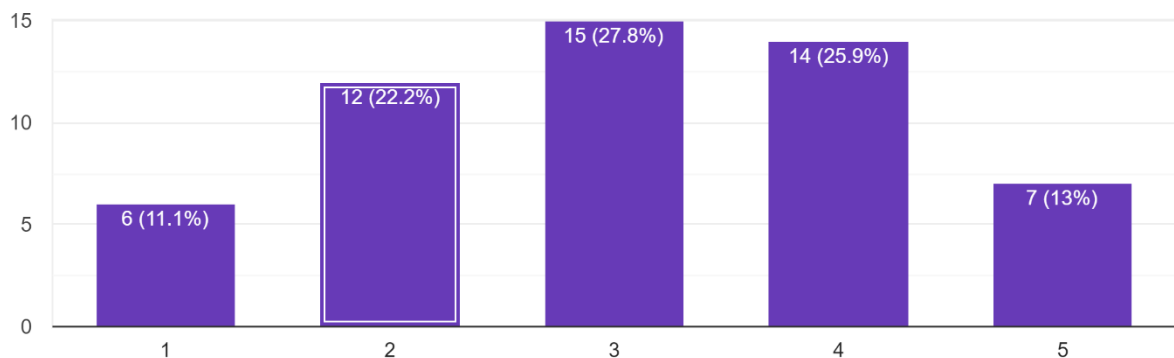


In Fig. 13 we can see that not many of the respondents think about quitting their jobs. 23.6% strongly disagreeing by choosing 1, 27.3% chose 2, 32.7% chose 3, 9.1% chose 4 and 7.3% chose 5. This can be due to several reasons, but job satisfaction really plays a big roll. Employees that are satisfied are less likely to leave their jobs.

Fig. 13.1

I am planning to search for a new job during the next 12 months.

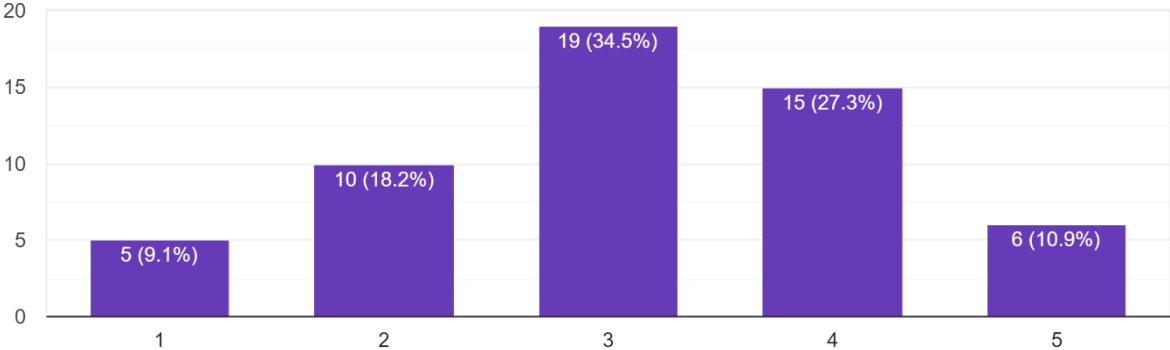
54 responses



Although Fig. 13 showed that the employees were not frequently thinking of quitting their jobs, Fig. 13.1 shows that that many respondents plan on leaving the organization. This can be due to lack of promotion or development. Organizations need to train and award employees to reduce turnover.

Fig. 13.2

If I have my own way, I will be working for this organization one year from now.
55 responses



We can see from Fig. 13.2 that the respondents would stay if they had their own way but not all. This can be due to lack of communication, motivation and burnout. Organizations really need to better understand the employees needs and better communicate.

Fig. 14 Organizational citizenship behavior directed to the individual

Willingly give your time to help others who have work-related problems.
55 responses

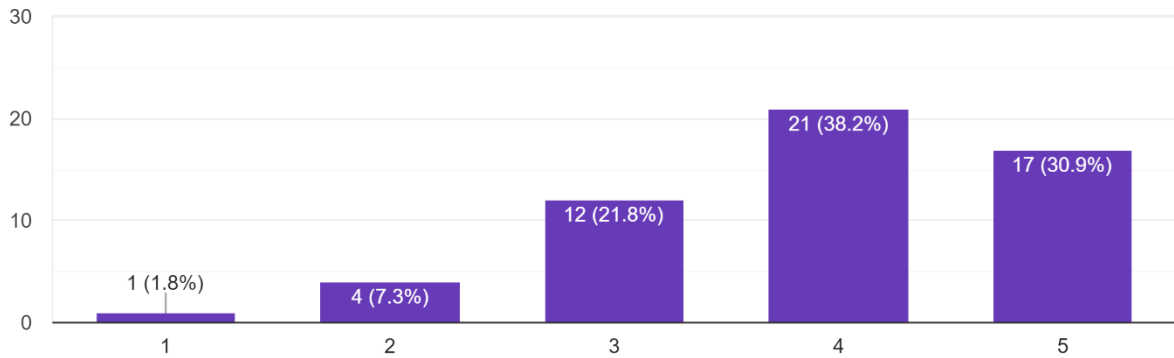


Fig. 14 shows that most of the respondents would help others in need with work-related problems. This can be seen as a sign of great communication and work relations. Organisations could include activities to get employees even closer by solving problems or scenario tests.

Fig. 14.1

Adjust your work schedule to accommodate other employees' requests for time off.
55 responses

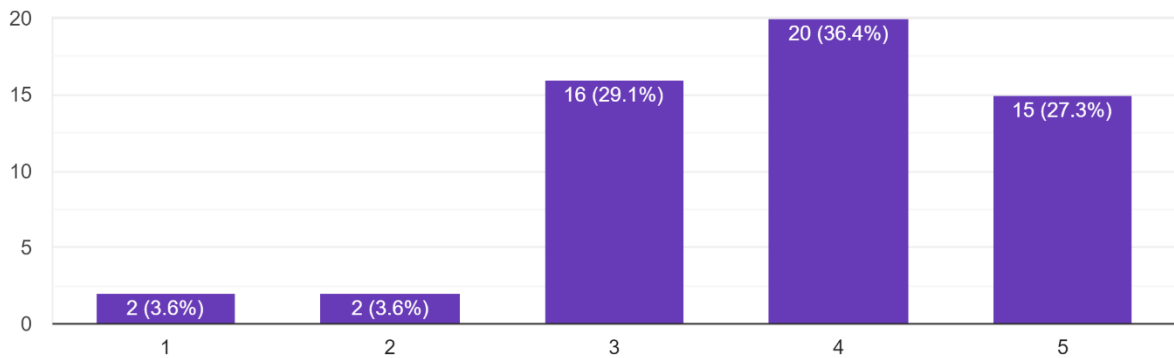


Fig. 14.1 show that most of the employees are very accommodating and helping others.

Fig.14.2

Give up time to help others who have work or non-work problems.

55 responses

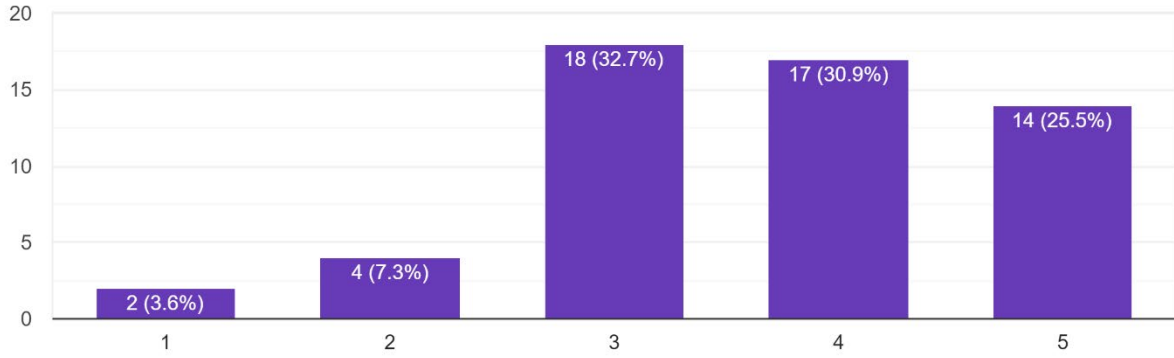


Fig. 14.3

Assist others with their duties.

54 responses

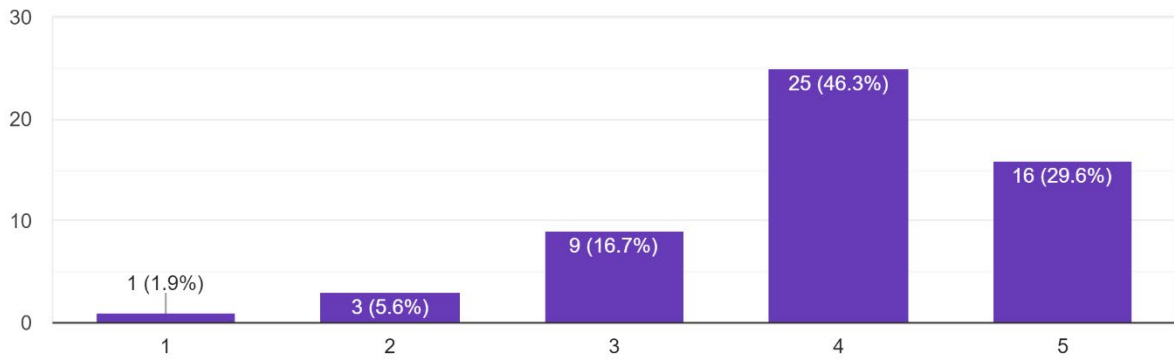


Fig. 14.4

Attend functions that are not required but that help the organizational image.

55 responses

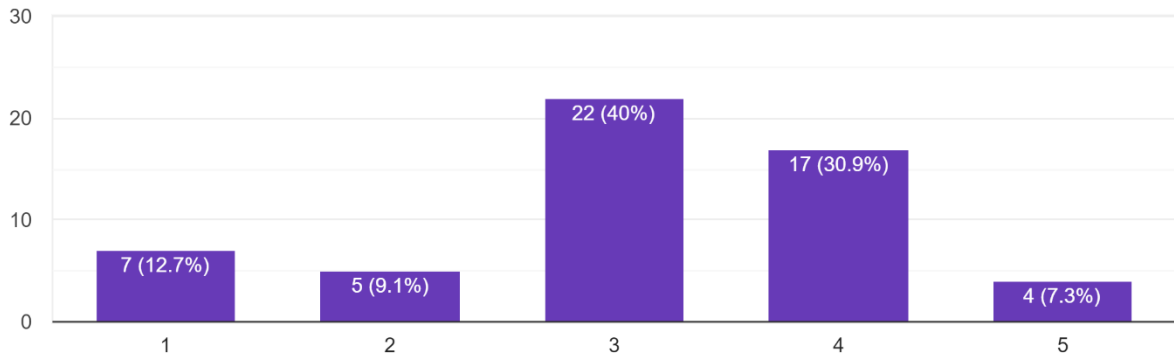


Fig. 14.5

Offer ideas to improve the functioning of the organization.

55 responses

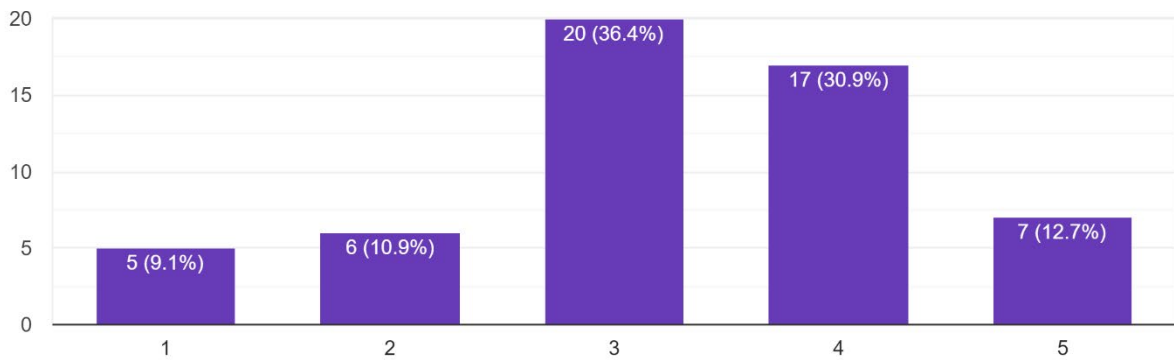


Fig. 14.6

Take action to protect the organization from potential problems.

54 responses

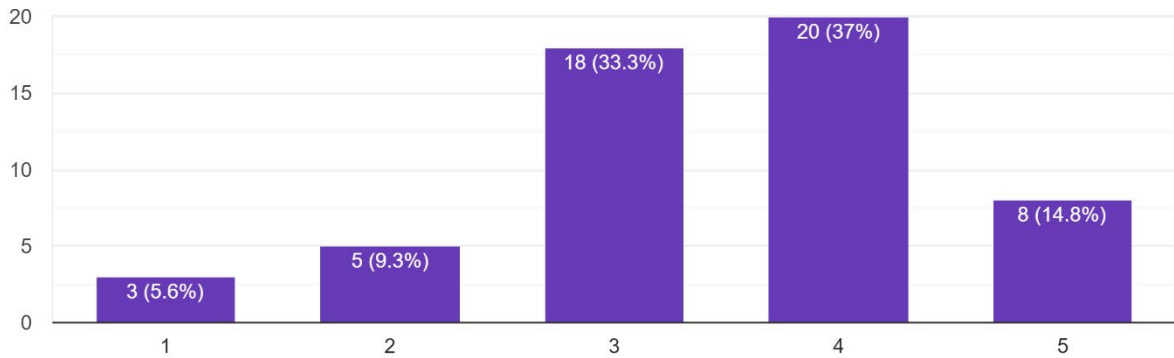
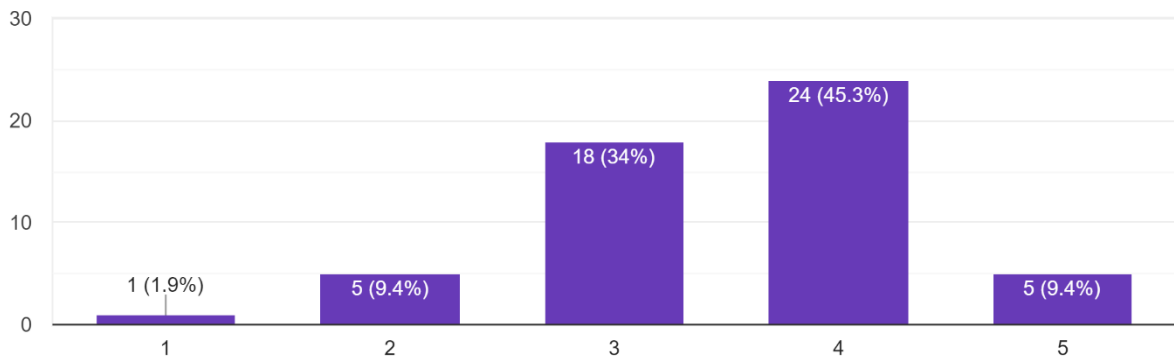


Fig. 14.7

Defend the organization when other employees criticize it.

53 responses



From Fig. 14 to Fig 14.7 we can see that all them are very positive and that is great for the organization as it shows better communication and better relations which can increase productivity and decrease turnover.

Table 11. Correlation results for the relationship between job engagement, perceived organizational support and job satisfaction.

Correlations

		JobEngagem ent	PerceivedOrga nizationalSupp ort	JobSatisfactio n
JobEngagement	Pearson Correlation	1	.523**	.402**
	Sig. (2-tailed)		.000	.002
	N	55	55	55
PerceivedOrganizational Support	Pearson Correlation	.523**	1	.576**
	Sig. (2-tailed)	.000		.000
	N	55	55	55
JobSatisfaction	Pearson Correlation	.402**	.576**	1
	Sig. (2-tailed)	.002	.000	
	N	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

The figures shown in Table 11., shows the Pearson correlation result of the effect of perceived organizational support and job satisfaction on job engagement. From Table 11., we can see that the variables used for the correlation analysis all had a significant and robust positive relationship with job engagement factors at 1% level with a recording of (r=.52, n=55, p=.000 p<0.01), which means the relationship is highly significant and that we can reject null hypothesis, and accept the alternate, which states that "perceived organizational support and job satisfaction does have a significant effect on job engagement in organizations in Ireland".

Recommendations

This research studied on the potential differences between generational cohorts regarding employee engagement. The following recommendations are aimed at making sure that organisations retain the younger generation and maintain a healthy environment for the cohorts.

Consideration should be given to what type of lifestyle the employees have and how they view the company.

Choose the right person for the job.

Interviews are very important, and one issue arises, that is that doing interviews the traditional way. Traditional interviews are a set of questions made by a manager that is looking for new staff as well as conduct the interview. The problem with this is that most of the managers will use their own experience and knowledge to evaluate the candidate on what they themselves deem important. Looking at it this way, if two managers were to question the same person, the two managers may have a different idea or maybe some similar on what the best for the role is (Millman, 2016).

Situational interviews should be carried out as situational interviews is seen as a means of improving individual, team and organizational performance. Interviewers should be thought how to use this method by their organizations. When the managers are accustomed to the method, they can increase the performance levels for their teams or organization by employing the right person for the task and promoting them (Millman, 2016).

An impartial reward approach should be utilized that rewards and distinguishes employees that have done so well in their jobs that they have gone the extra mile and excel at their job. It is important that organizations implant a fair reward system soon as possible and take these recommendations into account as engaged employees brings major benefits to the organization, by increasing productivity, loyalty, creativity and reducing turnover.

Chapter 5: Conclusion

This study primarily focusses on what might be the differences between the generational cohorts regarding employee engagement in Ireland. Encouraging employees to be more engaged and engrossed in organisations is a common difficulty. Organizations must understand that with different age groups, comes different beliefs and viewpoints. It is hard to try and facilitate different viewpoints as with dealing with generational cohorts, the background is a vital role to understanding how to get them engaged. Experience and how they grew up shapes their understanding and views on how they should be treated or what they enjoy doing. Organizations will need to include work life balance and activities so that employees do not feel overworked and become slow because of burnout. Generation X are very loyal while Generation Y tend to hop from one job to the other. Transparency is vital for organizations if they want to keep employees involved and keep them within the organization.

Employees are brought up to being denoted to as the rare, one that cannot be imitated, and a vital resource of an organization, establishments rely on the employee's performance and involvement for the success of their organisation (Elnaga and Imran, 2013). It is critical for organizations to know that burnout is the antithesis of engagement. If the organization do not take the employees

mental and physical health into consideration, then the outcomes from burnout can become a major issue for everyone involved.

One major aspect of engagement is communication. As mentioned before, different experiences give rise to different views on morals, opinions and common understandings which can negatively affect the employee's performance and engagement as well as employee retention. If communication is not there or there is no understanding, it can lead negative emotions and stress which can cause burnout for the employees (Ledimo, 2015)

In the results chapter, we have observed a difference in employee engagement levels. Although a minor difference, it goes some way to support the alternative hypothesis that: employee engagement with organizational support and job satisfaction does have a significant effect on job engagement in organizations in Ireland. Therefore, we reject the null hypothesis.

References

- Agrawal, S. (2017). 'PERSONALITY TRAITS AND ORGANISATIONAL COMMITMENT OF GEN X AND GEN Y EMPLOYEES'. *Journal of organisation & Human behaviour*, 6(1), 10-17.
- Ahmed, U., Shah, S. A., Qureshi, M. A., Shah, M. H., & Khuwaja, F. M. (2018). 'Nurturing innovation performance through corporate entrepreneurship: the moderation of employee engagement'. *Studies in Business and Economics*, 13(2), 20-30.
- Al-Ababneh, M. (2020). 'Linking ontology, epistemology and research methodology'. *Science & Philosophy*, 8(1), 75-91.
- Al-Asadi, R., Muhammed, S., Abidi, O., & Dzenopoljac, V. (2019). 'Impact of servant leadership on intrinsic and extrinsic job satisfaction'. *Leadership & Organization Development Journal*.
- Al-Asfour, A., & Lettau, L. (2014). 'Strategies for leadership styles for multi-generational workforce'. *Journal of Leadership, Accountability and Ethics*, 11(2), 58.
- Andrew, O. C., & Sofian, S. (2012). 'Individual factors and work outcomes of employee engagement'. *Procedia-Social and Behavioral Sciences*, 40, 498-508.
- Ashraf, R. (2018). 'Multigenerational Employees: Strategies for Effective Management'. *International Journal of Economics and Management Science*, 7(3), 301-315.
- Beutell, N. J., & Wittig-Berman, U. (2008). 'Work-family conflict and work-family synergy for generation X, baby boomers, and matures: Generational differences, predictors, and satisfaction outcomes'. *Journal of Managerial Psychology*, 23(5), 507-523.
- Bosco, S. M., & Harvey, D. M. (2013). 'Generational Effects on Recruitment and Workplace Productivity'. *Proceedings of the Northeast Business & Economics Association*, 17-20.
- Browning, S. G. (2019). 'Burnout in Critical Care Nurses'. *Critical care nursing clinics of North America*, 31(4), 527-536.
- Brunetto, Y., Xerri, M., Shriberg, A., Farr-Wharton, R., Shacklock, K., Newman, S., & Dienger, J. (2013). 'The impact of workplace relationships on engagement, well-being, commitment and turnover for nurses in Australia and the USA'. *Journal of advanced nursing*, 69(12), 2786-2799. Retrieved from Journal of advanced nursing.
- Callanan, G. A., & Greenhaus, J. H. (2008). 'The baby boom generation and career management: A call to action'. *Advances in Developing Human Resources*, 10(1), 70-85.
- Carraher, S. M., & Buckley, M. R. (1996). 'Cognitive Complexity and the Perceived Dimensionality of'. *Journal of Applied Psychology*, 81(1), 102-109.

- Choudhury, S., & Mohanty, K. M. (2019). 'Drivers of Employee Engagement-A Chronological Literature Review Excluding India', *Journal of Strategic Human Resource Management*, 8(1), 32-46.
- Coetzee, M., Ferreira, N., & Shunmugum, C. (2017). 'Psychological career resources, career adaptability and work engagement of generational cohorts in the media industry'. *SA Journal of Human Resource Management*, 1-12.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Costanza, D. P., Badger, J. M., Fraser, R. L., Severt, J. B., & Gade, P. A. (2012). 'Generational differences in work-related attitudes: A meta-analysis'. *Journal of Business and Psychology*, 27(4), 375-394.
- Costanza, D. P., Badger, J. M., Fraser, R. L., Severt, J. B., & Gade, P. A. (2012). 'Generational differences in work-related attitudes: A meta-analysis'. *Journal of Business and Psychology*, 27(4), 375-94.
- Cropanzano, R., & Mitchell, M. S. (2005). 'Social exchange theory: An interdisciplinary review'. *Journal of management*, 31(6), 874-900.
- Csikszentmihalyi, M., Montijo, M. N., & Mouton, A. R. (2018). *Flow theory: Optimizing elite performance in the creative realm* (APA Handbook of Giftedness and Talent ed.). Washington D.C: American Psychological Association.
- de Oliveira Vasconcelos Filho, P., de Souza, M. R., Elias, P. E., & Viana, A. L. (2016). 'Physicians' job satisfaction and motivation in a public academic hospital'. *Human resources for health*, 14(1), 75.
- Degen, R. J. (2017). 'Wisdom, Uncertainty, and Ambiguity in Management Decisions Based on Experiences and the Trustworthiness of Research Methods to Substantiate Them'. *Revista Ibero Americana de Estrategia*, 16(4), 6-22.
- DeVaney, S. A. (2015). 'Understanding the millennial generation'. *Journal of Financial Service Professionals*, 69(6).
- Dong, H. B., Lohman, L. L., & McElroy, E. (2018). 'Y or Z? What Marketers Need to Know about the Upcoming Work Force Generations'. *Marketing Management Association Annual Conference Proceedings*, 30-36.
- Dong, H. B., Lohman, L. L., & McElroy, E. (2018). 'Y OR Z? WHAT MARKETERS NEED TO KNOW ABOUT THE UPCOMING WORK FORCE GENERATIONS'. *Marketing Management Association Annual Conference Proceedings*, 30-36.
- Dries, N., Pepermans, R., & De Kerpel, E. (2008). 'Exploring four generations' beliefs about career'. *Journal of managerial Psychology*, 23(8), 907-928.

- Eisenberger, R., & Stinglhamber, F. (2011). 'Perceived organizational support: Fostering enthusiastic and productive employees'. Retrieved February 12, 2021, from American Psychological Association: <https://content.apa.org/PsycBOOKS/toc/12318>
- Ekore, J. O., Allui, A., Al Shareef, S., & Zawawi, R. (2020). 'A cross-sectional investigation of prevalence of occupational burnout in Saudi aviation industry'. *International Journal of Engineering Business Management*, 12, 1-8.
- Ellickson, M. C., & Logsdon, K. (2002). 'Determinants of job satisfaction of municipal government employees'. *Public Personnel Management*, 31(3), 343-358.
- Elnaga, A., & Imran, A. (2013). 'The effect of training on employee performance'. *European journal of Business and Management*, 5(4), 137-147.
- Eyisi, D. (2016). 'The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum'. *Journal of Education and Practice*, 7(15), 91-100.
- Freudenberger, H. J. (1974). 'Staff burn-out'. *Journal of social issues*, 30(1), 159-165.
- Goffman, E. (1961). *Erving Goffman Encounters Two Studies in the Sociology of Interaction*. Retrieved February 12, 2021, from SCRIBD: <https://www.scribd.com/document/223820325/Erving-Goffman-Encounters-Two-Studies-in-the-Sociology-of-Interaction>
- Guveli, H., Anuk, D., Oflaz, S., Guveli, M. E., Yildirim, N. K., Ozkan, M., & Ozkan, S. (2015). 'Oncology staff: burnout, job satisfaction and coping with stress'. *Psycho-oncology*, 24(8), 926-931.
- Hallberg, U. E., & Schaufeli, W. B. (2006). "'Same same" but different? Can work engagement be discriminated from job involvement and organizational commitment?'. *European psychologist*, 11(2), 119-127.
- Harshita. (2015). 'Employee engagement: a literature review'. *Clear International Journal of Research in Commerce & Management*, 6(12), 97-100.
- Haynes, B. P. (2011). 'The impact of generational differences on the workplace'. *Journal of Corporate Real Estate*, 13(2), 98-108.
- Hernaus, T., & Vokic, N. P. (2014). 'Work design for different generational cohorts: Determining common and idiosyncratic job characteristics'. *Journal of Organizational Change Management*, 24(7), 615-641.
- Herzberg, F. (1964). 'The Motivation-Hygiene Concept and Problems of Manpower'. *Personnel Administrator*, 27, 3-7.
- Herzberg, F. (1966). *Work and the Nature of Man*. New York: The World Publishing Company.

- Herzberg, F. (2008). *One more time: How do you motivate employees?* (1st ed.). Boston: Harvard Business Review Press.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation of work* (2nd ed.). New York: John Wiley & Sons.
- Hodgetts, R. (1991). *Organizational behavior: Theory and practice*. New York: MacMillan.
- Hoole, C., & Bonnema, J. (2015). 'Work engagement and meaningful work across generational cohorts'. *SA Journal of Human Resource Management*, 13(1), 1-11.
- Hornbostel, B., Kumar, R., & Smith, R. (2011). *My generation*. Retrieved January 3, 2019, from <http://www.42projects.org/docs/Employee%20Engagement%20across%20Four%20Distinct%20Life%20Stages%20-%20Hornbostel,%20Kumar,%20Smith%20-%20July%202011.pdf>
- Howe, N., Strauss, W., & Matson, R. J. (2000). *Millennials rising: The next great generation*. New York, NY: Vintage Books.
- Islam, T., Ahmad, U. N., & Ahmed, I. (2014). 'Exploring the relationship between POS, OLC, job satisfaction and OCB'. *Procedia-Social and Behavioral Sciences* 144, 164-169.
- Janićijević, N., Kovačević, P., & Petrović, I. (2015). 'Identifying organizational factors of job satisfaction: the case of one serbian company'. *Ekonomski Anali/Economic Annals*, 60(205), 73-104.
- Joshi, A., Dencker, J. C., & Franz, G. (2011). 'Generations in organizations'. *Research in Organizational Behavior*, 31, 177-205.
- Judge, T. A., & Welbourne, T. M. (1994). 'A confirmatory investigation of the dimensionality of the Pay Satisfaction Questionnaire'. *Journal of Applied Psychology*, 79(3), 461.
- Kahn, W. A. (1990). 'Psychological conditions of personal engagement and disengagement at'. *Academy of Management Journal*, 33, 692-724.
- Kahn, W. A. (1992). 'To be full there: psychological presence at work'. *Human Relations*, 45, 321-49.
- Kalleberg, A. (1977). 'Work values and job rewards: a theory of job satisfaction'. *American sociological review*, 42, 124-143.
- Karl, K. A., Peluchette, J. V., & Hall, L. M. (2008). 'Give them something to smile about: A marketing strategy for recruiting and retaining volunteers'. *Journal of Nonprofit & Public Sector Marketing*, 20(1), 71-96.
- Khodakarami, N., & Dirani, K. (2020). 'Drivers of employee engagement: Differences by work area and gender'. *Industrial and Commercial Training*, 52(1).

- Kordbacheh, N., Shultz, K., & Olson, D. (2014). 'Engaging mid and late career employees: the relationship between age and employee engagement, intrinsic motivation and meaningfulness'. *Journal of Organizational Psychology*, 14(1), 11-25.
- Kowske, B. J., Rasch, R., & Wiley, J. (2010). 'Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes'. *Journal of Business and Psychology*, 25(2), 265-279.
- Kumar, A., Sinha, A., Varma, J. R., Prabhakaran, A. M., Phatak, A. G., & Nimbalkar, S. M. (2021). 'Burnout and its correlates among nursing staff of intensive care units at a tertiary care center'. *Journal of Family Medicine and Primary Care*, 10(1), 443-448.
- Kupperschmidt, B. R. (2000). 'Multigeneration employees: Strategies for effective management'. *The health care manager*, 19(1), 65-76.
- Lamm, E., & Meeks, M. D. (2009). 'Workplace fun: the moderating effects of generational differences'. *Employee relations*, 31(6), 613-631.
- Lapoint, P. A., & Liprie-Spence, A. (2017). 'Employee Engagement: Generational Differences in the Workforce'. *Journal of Organizational Psychology*, 17(5), 118-128.
- Lawler, E. E. (2000). *Rewarding excellence: pay strategies for the new economy*. San Francisco: Jossey-Bass.
- Ledimo, O. (2015). 'Generational differences in organizational justice perceptions: An exploratory investigation across three generational cohorts'. *Foundations of Management*, 7(1), 129-142.
- Llorens, S., Salanova, M., & Rodríguez, A. M. (2013). 'How is flow experienced and by whom? Testing flow among occupations'. *Stress and Health*, 29(2), 125-137.
- Locke, E. A. (1969). 'What is job satisfaction?'. *Organizational behavior and human performance*, 4(4), 309-336.
- Luthans, F. (2005). *Organizational Behavior* (10th ed.). New York: McGraw Hill Irwin.
- Lyons, S., & Kuron, L. (2013). 'Generational differences in the workplace: A review of the evidence and directions for future research'. *Journal of Organizational Behavior*, 35(S1), S139-S157.
- Maslach, C., & Jackson, S. E. (1981). 'The measurement of experienced burnout'. *Journal of organizational behavior*, 2(2), 99-113.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). 'Job burnout'. *Annual review of psychology*, 52(1), 397-422.

- Meriac, J. P., Woehr, D. J., & Banister, C. (2010). 'Generational differences in work ethic: An examination of measurement equivalence across three cohorts'. *Journal of Business and Psychology*, 25(2), 315-324.
- Miller, K. I., & Monge, P. R. (1986). 'Participation, satisfaction, and productivity: A meta-analytic review'. *Academy of management Journal*, 29(4), 727-753.
- Millman, Z. (2016). 'High impact interviewing'. *Organizational Dynamics*, 4(45), 298-304.
- Mohsen, M. (2016). 'Committed generations: a case study on generations X and Y employees in Saudi hotels'. *Anatolia*, 27(4), 456-467.
- Montgomery, S. E. (2011). 'Quantitative vs. qualitative—do different research methods give us consistent information about our users and their library space needs?'. *Library and Information Research*, 35(111), 73-86.
- Moss, M., Good, V. S., Gozal, D., Kleinpell, R., & Sessler, C. N. (2016). 'A critical care societies collaborative statement: burnout syndrome in critical care health-care professionals. A call for action'. *American journal of respiratory and critical care medicine*, 194(1), 106-113.
- Murphy, S. A. (2010). *Leading a multi-generational workforce*. Retrieved January 18, 2019, from AARP: https://assets.aarp.org/www.aarp.org_/articles/money/employers/leading_multigenerational_workforce.pdf
- Nawab, S., Ahmad, J., & Shafi, K. (2011). 'An analysis of differences on work motivation between public and private sector organizations'. *Interdisciplinary*, 2(11), 110-127.
- Olasupo, M. O. (2011). 'Relationship between organizational culture, leadership style and job satisfaction in a Nigerian manufacturing organization'. *IFE Psychologia: An International Journal*, 19(1), 159-176.
- Oshagbemi, T. (1999). 'Overall job satisfaction: how good are single versus multiple-item measures?'. *Journal of managerial Psychology*, 14(5), 388-403.
- Park, J., & Park, M. (2016). 'Qualitative versus quantitative research methods: Discovery or justification?'. *Journal of Marketing Thought*, 3(1), 1-8.
- Quinlan, C. (2015). *Business research methods* (1st ed.). Andover: Cengage Learning.
- Rajput, B. L., Mahajan, D. A., & Agarwal, A. L. (2017). 'An Empirical Study of Job Satisfaction Factors of Masons Working on Construction Projects in Pune'. *IUP Journal of Management Research*, 16(1), 36-46.
- Reynolds, L. A. (2005). 'Communicating total rewards to the generations'. *Benefits Quarterly*, 21(2), 13-17.

- Robinson, D., Perryman, S., & Hayday, S. (2004). *The Drivers of Employee Engagement*. Brighton: Institute for Employment Studies.
- Rošková, E., & Faragová, L. (2020). 'Job Crafting, Work Engagement, Burnout: Mediating Role of Self-Efficacy'. *Studia Psychologica*, 62(2), 148-163.
- Rothbard, N. P. (2001). 'Enriching or depleting? The dynamics of engagement in work and family'. *Administrative Science Quarterly*, 46, 655-84.
- Rothmann, S. (2008). 'Job satisfaction, occupational stress, burnout and work engagement as components of work-related wellbeing'. *Journal of industrial psychology*, 34(3), 11-16.
- Saks, A. M. (2006). 'Antecedents and consequences of employee engagement'. *Journal of managerial psychology*, 21(7), 600-619.
- Salancik, G. R., & Pfeffer, J. (1978). 'A social information processing approach to job attributes and task design'. *Administrative Science Quarterly*, 23, 224-53.
- Salanova, M., Llorens, S., Cifre, E., Martínez, I. M., & Schaufeli, W. B. (2003). 'Perceived collective efficacy, subjective well-being and task performance among electronic work groups: An experimental study'. *Small Group Research*, 34(1), 43-73.
- Saunders, M., Lewis, P., & Thornhill, A. (2003). *Research methods for business students* (3rd ed.). Essex: Pearson Education Limited.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5rd ed.). Essex: : Pearson Education Limited.
- Scarpello, V., & Campbell, J. P. (1983). 'Job satisfaction: are all the parts there?'. *Personnel psychology*, 36(3), 577-600.
- Schaufeli, W. B. (2013). *What is engagement?* In C. Truss, K. Alfes, R. Delbridge, A. Shantz, & E. Soane (Eds.), *Employee engagement in theory and practice*. London: Routledge.
- Schaufeli, W. B., Bakker, A. B., & Van Rhenen, W. (2009). 'How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism'. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 30(7), 893-917.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). 'The measurement of engagement and burnout: A two sample confirmatory factor analytic approach'. *Journal of Happiness studies*, 3(1), 71-92.

- Schaufeli, W. B., Taris, T. W., & Van Rhenen, W. (2008). 'Workaholism, burnout, and work engagement: Three of a kind or three different kinds of employee well-being?'. *Applied psychology*, 57(2), 173-203.
- Shanock, L. R., Eisenberger, R., Heggstad, E. D., Malone, G., Clark, L., Dunn, A. M., . . . Woznyj, H. (2019). 'Treating employees well: The value of organizational support theory in human resource management'. *The Psychologist-Manager Journal*, 22(3-4), 168-191.
- Sharkawi, S., Mohamad, S., & Roslin, R. (2016). 'Leaders we prefer: Perspectives from Malaysian Gen Y employees'. *Polish Journal of Management Studies*, 14(2), 192-202.
- Smith, R. (2012). *Overview of the generations - generation Y, generation X, boomers and veterans (part 4)*. Retrieved January 18, 2019, from TheSHRMBlog: <https://blog.shrm.org/blog/overview-of-the-generations-generation-y-generation-x-boomers-and-veterans>
- Srivastava, M., & Banerjee, P. (2016). 'Understanding Gen Y'. *Journal of Management Research*, 16(3), 148-164.
- Tolbize, A. (2008). 'Generational differences in the workplace'. *Research and training center on community living*, 5(2), 1-21.
- Tymon, A., & Rees, G. (2013). *Tymon, A. and Rees, G., 2013. Performance management, motivation and reward. In Leading, managing and developing people (4th ed.)*. London: Chartered Institute of Personnel and Development.
- Ward, B. (2019). 'The Impact of Personality on Job Satisfaction: A Study of Bank Employees in the Southeastern US'. *Journal of Organizational Behavior*, 18(2), 60-79.
- Weiss, H. M., & Cropanzano, R. (1996). 'Affective events theory: a theoretical discussion of the structure, causes, and consequences of affective experiences at work'. *Research in Organizational Behavior*, 18, 1-74.
- Welch, M. (2011). 'The evolution of the employee engagement concept: communication implications'. *Corporate Communications: An International Journal*, 16(4), 328-346.
- Westover, J. H., & Taylor, J. (2010). 'International differences in job satisfaction: The effects of public service motivation, rewards and work relations'. *International Journal of Productivity and Performance Management*, 59(8), 811-828.
- Wong, C. S., Hui, C., & Law, K. S. (1998). 'A longitudinal study of the job perception–job satisfaction relationship: A test of the three alternative specifications'. *Journal of occupational and organizational psychology*, 72(2), 127-146.

- Wong, M., Gardiner, E., Lang, W., & Coulon, L. (2008). 'Generational differences in personality and motivation: do they exist and what are the implications for the workplace?'. *Journal of Managerial Psychology*, 23(8), 878-890.
- Wong, M., Gardiner, E., Lang, W., & Coulon, L. (2008). 'Generational differences in personality and motivation: do they exist and what are the implications for the workplace?'. *Journal of Managerial Psychology*, 23(8), 878-890.
- Yadav, R., & Chaudhari, S. (2020). 'Work Values Influencing Career Choice in Non-Life Insurance PSUs: A Study of Indian Millennials'. *Bimaquest*, 20(2), 34-47.
- Yilmaz, K. (2013). 'Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences'. *European Journal of Education*, 48(2), 311-325.
- Young, S. J., Sturts, J. R., Ross, C. M., & Kim, K. T. (2013). 'Generational differences and job satisfaction in leisure services'. *Managing Leisure*, 18(2), 152-170.
- Zabel, K. L., Biermeier-Hanson, B. B., Baltes, B. B., Early, B. J., & Shepard, A. (2017). 'Generational differences in work ethic: Fact or fiction?'. *Journal of Business and Psychology*, 32(3), 301-315.
- Zoller, Y. J., & Muldoon, J. (2019). 'Illuminating the principles of social exchange theory with Hawthorne studies'. *Journal of Management History*, 25(1).

Reflection (CIPD Requirement)

I began this course with a lot of doubts as I was not in a great place regarding mental health. I Originally started this course to get more confidence but as I went on, I found out that I was very lacking when it came to researching and referencing. I quickly managed to get the hang of it and spent most of my time working on assignments and it got to the point that I was more confident in assignments than exams.

Once I finished my last exam and started my dissertation, I realized that my knowledge and understanding of writing a proper dissertation was lacking. I had struggled to choose a title and hovered over generational cohorts and employee engagement for a good while before I was directed by my supervisor Pauline Kelly-Phelan. With her kind help I was on the right track. I struggled a lot and had some problems that made me take a break a couple of times, but I still held on and did not give up.

One of the hardest challenges was the literature review. Understanding and selecting appropriate literature was vital and just collecting and reading as many as I could broadened my understanding and was a great way to learn. One problem I faced was the storage of articles as at the start I took note of them but could not find them later. Using the library add to folder function really helped me sort out the articles and allowed me to recheck them often.

Creating the survey questionnaire was a fun experience as I managed to get the approval from Saks (2006) and really enjoyed using google forms to make the 5-point Likert Scale. Using google forms made it easy for me and the participants to use.

Learning to write the research methodology was very helpful and rewarding as it allowed me to better understand different methodological groupings which can be implemented in research studies. It helped me get a better grasp on ideas, approaches and expressions that are used in research.

Data analysis was a challenge for me as Covid really made it more difficult for me because of situation at home but I managed to slowly understand and still learning SPSS. It was very helpful in understanding results and outcomes of primary research.

Appendix Survey consent Form

Survey on employment engagement



Consent Form

You are invited to participate in a web-based online survey regarding employee engagement and burnout in the workplace. This is a research project in part fulfilment in a masters degree in Human Recourse Management being conducted by Samir Said, a student at National College of Ireland. It should take approximately 15 minutes to complete.

Participation

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

Benefits and Risks

You will receive no direct benefits from participating in this research study. However, your responses is much appreciated and will help tremendously with my research project. There are no risks.

Confidentiality

Your survey answers will be sent to a link at forms.google.com. forms.google.com does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

Contact

The results of this study will be used for scholarly purposes only.
If you have any questions about the research study, please contact me at said.samir00@gmail.com

Email *

.....

Clicking on the "agree" button below indicates that: *You
have read the above information* *You voluntarily agree to participate *You
are at least 18 years of age If you do not wish to
participate in the research study, please decline participation by clicking on the "disagree" button.

- Agree
- Disagree

Appendix 2 permission to use survey

Alan Saks <saks@utsc.utoronto.ca>

Mon 01/07/2019 21:14



To: Samir Said



You can use the scale for your research, the items are in the appendix and directions in the measures section.

Alan Saks, PhD
Professor, HRM
University of Toronto

...

[Reply](#) | [Forward](#)

Samir Said

Mon 01/07/2019 20:26



To: saks@utsc.utoronto.ca

Dear Professor Saks,

My name is Samir Said and I am a student at the National College of Ireland (NCI). I am currently finishing a Master's degree here at NCI and am undertaking a research dissertation in the area of HR Practices and their influence on employee engagement. I would be grateful for a little more detail around the scale that you administered in the Journal article: 'Antecedents and consequences of employee engagement'. Is it possible to ask for a copy of that scale or direction to it within some alternative paper and permission to use the survey in my research? I would be much appreciative of your help in this regard.

Looking forward to hearing from you.

Kindest Regards,
Samir Said.

Appendix 3 Survey Questions

1. Job Engagement

1. I really “throw” myself into my job.
2. Sometimes I am so into my job that I lose track of time.
3. This job is all consuming, I am totally into it.
4. My mind often wanders and I think of other things when doing my job (reverse coded).
5. I am highly engaged in this job.

2. Organization Engagement

1. Being a member of this organization is very captivating.
2. One of the most exciting things for me is getting involved with things happening in this organization.
3. I am really not into the “goings-on” in this organization.
4. Being a member of this organization makes me come “alive.”
5. Being a member of this organization is exhilarating for me.
6. I am highly engaged in this organization.

3. Job Characteristics

1. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?
2. To what extent does your job involve doing a “whole” and identifiable piece of work? That, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?
3. How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

4. In general, how significant or important in your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

5. To what extent do managers or co-workers let you know how well you are doing on your job?

6. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing – aside from any “feedback” co-workers or supervisors may provide?

5. Rewards and Recognition

Indicate the extent to which you receive various outcomes for performing their job well:

1. A pay raise.
2. Job security.
3. A promotion.
4. More freedom and opportunities.
5. Respect from the people you work with.
6. Praise from your supervisor.
7. Training and development opportunities.
8. More challenging work assignments.
9. Some form of public recognition (e.g. employee of the month).
10. A reward or token of appreciation (e.g. lunch).

5. Distributive Justice

1. Do the outcomes you receive reflect the effort you have put into your work?
2. Are the outcomes you receive appropriate for the work you have completed?
3. Do your outcomes reflect what you have contributed to the organization?
4. Are your outcomes justified given your performance?

6. Procedural Justice

1. Have you been able to express your views and feelings during those procedures?
2. Have you had influence over the outcomes arrived at by those procedures?
3. Have those procedures been applied consistently?
4. Have those procedures been free of bias?
5. Have those procedures been based on accurate information?
6. Have you been able to appeal the outcomes arrived at by those procedures?
7. Have those procedures upheld ethical and moral standards?

7. Perceived Organizational Support

1. My organization really cares about my well-being.
2. My organization strongly considers my goals and values.
3. My organization shows little concern for me.
4. My organization cares about my opinions.
5. My organization is willing to help me if I need a special favor.
6. Help is available from my organization when I have a problem.
7. My organization would forgive an honest mistake on my part.
8. If given the opportunity, my organization would take advantage of me.

8. Perceived Supervisor Support

1. My supervisor cares about my opinions.
2. My work supervisor really cares about my well-being.
3. My supervisor strongly considers my goals and values.
4. My supervisor shows very little concern form me.

9. Job Satisfaction

1. All in all, I am satisfied with my job.
2. In general, I do not like my job.

3. In general, I like working here.

10. Organisational Commitment

1. I would be happy to work at my organisation until I retire.
2. Working at my organisation has a great deal of personal meaning to me.
3. I really feel that problems faced by my organisation are also my problems.
4. I feel personally attached to my work organisation.
5. I am proud to tell others I work at my organisation.
6. I feel a strong sense of belonging to my organisation.

11. Intent to Quit

1. I frequently think of quitting my job.
2. I am planning to search for a new job during the next 12 months.
3. If I have my own way, I will be working for this organisation one year from now.

12. Organizational citizenship behavior directed to the individual

How often do you?

1. Willingly give your time to help others who have work-related problems.
2. Adjust your work schedule to accommodate other employees' requests for time off.
3. Give up time to help others who have work or non-work problems.
4. Assist others with their duties.

12. Organisational Citizenship Behaviour (Organisational

How often do you?

1. Attend functions that are not required but that help the organisational image.
2. Offer ideas to improve the functioning of the organisation.
3. Take action to protect the organisation from potential problems.

4. Defend the organisation when other employees criticize it.