Inter-Generation Work Values in Relation to Conflict Behaviour

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Abstract—*The focus of this study was on changing work value and their relationship with conflict. In Present study the sample was taken out of members of the university faculty. Their responses have been considered for analysis on the scale for work values and conflict revolution style. In this study an attempt has been made to analyse the work values of university faculty. Inter generations' difference regarding work values were also identified and impact of work values on conflict behaviour also computed. The relationship between the work values and conflict behaviour also studied and the further attempt has been made the behaviour of the various generations in context of work values and conflicting situations. To quantify the work values and conflict scale two inventories are used one is work value questionnaire and second one conflicting behaviour inventory. In scale applied to measure the values further six sub scales are constructed as achievement, comfort, status, altruism, safety and autonomy where as the scale applied for conflict measuring dimensions are identified as authoritative, problem solving, compromising avoiding and smoothing. Out of the sample subjects are divided into two groups as modern generation and old generation. The level of work values and conflict has been studied on subject selected in sample.*

Keywords:-*Inter-generation, Work values, Conflict Behaviour, Achievement and Authoritative.*

1. INTRODUCTION

Work values and conflict behaviour are the important subjects in present scenario which attract the attention of the researcher. In the present study identified two generations Work values and conflict behaviour. Values are useful indicators of an individual's decisions and actions (Rokeach, 1973); they are enduring and are relatively resistant to change (Meglino & Ravlin, 1998; Ravlin & Meglino, 1987, 1989; Rokeach, 1973). The values approach to motivation assumes that people will be motivated by activities and outcomes that they value (Maslow, 1943; Pinder, 1997). Although there has been some disagreement over the distinction between general values and work values, work values have been defined as the outcomes people desire and feel they should attain through work (Brief, 1998; Cherrington, 1980; Frieze, Olson, & Murrell, 2006; Nord, Brief, Atieh, & Doherty, 1988). Work values shape employees' perceptions of preferences in the workplace, exerting a direct influence on employee attitudes and behaviours (Dose, 1997), job decisions (Judge & Bretz,

1992; Lofquist & Dawis, 1971), and perceptions and problem solving (Ravlin & Meglino, 1987). One persistent distinction in work values is between extrinsic and intrinsic values (Deci & Ryan, 1985; Porter & Lawler, 1968; Ryan & Deci, 2000). Extrinsic work values focus on the consequences or outcomes of work—the tangible rewards external to the individual, such as income, advancement opportunities, and status. In contrast, intrinsic work values focus on the process of work—the intangible rewards that reflect the inherent interest in the work, the learning potential, and the opportunity to be creative (Ryan & Deci, 2000). Other work values include influence or autonomy in decision making; job stability or security; altruistic rewards such as helping others or contributing to society; social rewards related to interpersonal relationships at work; and leisure, which refers to the opportunity for free time, vacation, and freedom from supervision (Herzog, 1982; Johnson, 2002; Miller, Woehr, & Hudspeth, 2002). The fundamentally different experiences and events faced by different generations during their developing years may produce different expectations and preferences about work as they progress through school and begin to make major decisions about their future careers. Many will experience the beginning stages of career development, which include self-assessment and career exploration (Erikson, 1963; Super, 1980).A study by Wils et al. (2011) showed that, overall, workers in all generations have fairly similar work values. This conclusion was strengthened by the fact that, unlike other empirical studies on this question, Wils et al.'s study examined the structuring of work values before comparing the different generations, controlled for several confounding factors such as average score or gender, and eliminated biases due, among other things, to social desirability. In fact, no significant difference between the generations was found. The "clash of generations" predicted in the speculative literature is thus unfounded. It is therefore premature to align human resource management with the specific characteristics of each generation. It should also be noted that, while study results have shown that values motivate behaviour, the relationship between values and behaviour is partly moderated by other pressures such as normative pressures (Bardi & Schwartz, 2003).

Conflict between modern generation and old generation or conflict between two generations. It also describes cultural, social, or economic differences between modern generation and older generation and caused by shifts in work values and conflict of interest. Thomas-Kilmann Conflict Mode Instrument, which is an assessment used globally in conflict handling, specifies five strategies used to address conflict. They are as follows: Accommodating involves having to deal with the problem with an element of self-sacrifice; an individual sets aside his own concerns to maintain peace in the situation. Thus, the person yields to what the other wants, displaying a form of selflessness. It might come as an immediate solution to the issue; however it also brings about a false manner of dealing with the problem. This can be disruptive if there is a need to come up with a more sound and creative way out of the problem. This behavior will be most efficient if the individual is in the wrong as it can come as a form of conciliation. Avoiding is withdrawal from the conflict. The problem is being dealt with through a passive attitude. Avoiding is mostly used when the perceived negative end outweighs the positive outcome. In employing this, individuals end up ignoring the problem, thinking that the conflict will <u>resolve</u> itself. It might be applicable in certain situations but not in all. Avoidance would mean that you neglect the responsibility that comes with it. The other individuals involved might think that you are neglecting the problem. Thus, it is better to confront the problem before it gets worse**.** Collaborating aims to find a solution to the conflict through cooperating with other parties involved. Hence, communication is an important part of this strategy. In this mechanism, effort is exerted in digging into the issue to identify the needs of the individuals concerned without removing their respective interests from the picture. Collaborating individuals aim to come up with a successful resolution creatively, without compromising their own satisfactions. Competition involves authoritative and assertive behaviors. In this style, the aggressive individual aims to instill pressure on the other parties to achieve a goal. It includes the use of whatever means to attain what the individual thinks is right. It may be appropriate in some situations but it shouldn't come to a point wherein the aggressor becomes too unreasonable. Dealing with the conflict with an open mind is vital for a resolution to be met. Compromising is about coming up with a resolution that would be acceptable to the parties involved. Thus, one party is willing to sacrifice their own sets of goals as long as the others will do the same. Hence, it can be viewed as a mutual give-and-take scenario where the parties submit the same amount of investment for the problem to be solved. A disadvantage of this strategy is the fact that since these parties find an easy way around the problem, the possibility of coming up with more creative ways for a solution would be neglected.

Generational difference- Today's workforce consists of individuals from four generations: the Silent Generation (born 1925-1945), the Baby Boomers (Boomers; born 1946-1964),

Generation X (Gen X; born 1965-1981), and Generation Me (Gen Me, also known as Gen Y, Millennials, n Gen, and i Gen; born 1982-1999). Research has found many generational differences in personality traits, attitudes, mental health, and behaviours (e.g., Kessler et al., 2005; Thornton & Young De Marco, 2001; Twenge, Zhang, & I m, 2004; Wells & Twenge, 2005; for a review of how these differences might affect the workplace, see Twenge & Campbell, 2008). Overall, GenX and especially Gen Me are more individualistic and self-focused (e.g., Sessa, Kabacoff, Deal, & Brown, 2007; Sirias, Karp, & Brotherton, 2007; Twenge & Campbell, 2001, 2009; Twenge, Konrath, Foster, Campbell, & Bushman, 2008), inspiring the label Generation Me (Twenge, 2006). This generational shift is believed to have created a clash of work values leading to conflict within the workplace and is assumed to be based on an employee's membership within a generational cohort. Work-value conflict can occur due to miscommunication, work–life balance issues, technology-use differences, and other issues among the four generations currently in the workplace (Carver & Candela, 2008). These personnel problems also include teamwork issues and older worker=younger supervisor dyadic relationship difficulties (Collins, Hair, & Rocco, 2009). Generational work-value conflict also affects the effectiveness of organization-wide plans, products, and ideas (Sessa, Kabacoff, Deal, & Brown, 2007).

2. OBJECTIVE

1. To study the level of work values among faculty members.

2. To study the level of conflict behaviour among faculty members.

3. To study the difference between generational groups regarding work values.

4. To study the difference between generational groups regarding conflict behaviour.

3. LITERATURE REVIEWS

(Myers & Sadaghiani, 2010)-. The younger generation was stereotyped to be self-centred, unmotivated, disrespectful and disloyal to the organization.

(**Vieregge & Quick, 2011)-**The middle-aged and the younger generations in the Asian context were more individualistic as compared to their elders. Therefore, they were seen to approximate the gap on Hofstede's dimensions of individualism with respect to their Western counterparts. It was believed that the advances in technology, telecommunications, combined with liberalization, have left national cultures fragmented and resulted in significant changes.

Hammill (2011) –points out that understanding the generational differences and traits can go a long way toward improving interaction between them. These four groups share

some traditional work values but differ on the role of the manager issues of loyalty, technical competence, and how much time must be spent on the job to define a good day's work. They also differ in terms of personal lifestyles and social values, as well as their perceptions in relation to public policy and political alignment.

(McCann & Keaton, 2013).Another area of stereotyping the older generation was that older workers were seen to be slow in adapting to technology. This was stronger in certain business sectors like finance, retail and IT. Older workers were considered to be less flexible and more cautious at workplace. In the face of such attitudes, there was resistance to training the older people for change . However, studies have also shown that older workers were excellent learners. Loyalty was considered as one of the most positive stereotypes held of the older generation .

Obi (2012) defined workplace conflict as an act of discontentment and contention which either the workers or employers of labour utilize to put excessive pressure against each other so as to get their demands.

Uchendu, Anijaobi and Odigwe (2013), observed that since conflict was inevitable in organizations, its management determines whether it will generate positive or negative effect on the organizational performance.

Kazimoto, 2013).-If the situation was sufficiently widespread, it can significantly affect employee job description focus, turnover and impact on the prosperity of an organization.

(Osad and Osas, 2013)-Workplace conflict was thus endemic despite the best of management practices in organizations and manifests in various forms as an intrinsic and unavoidable feature of employment relationship. It was by nature an ever present process and more likely to occur in hierarchical organizations where people with divergent view, opinion and background interact. However, conflict in work-relations is not an aberration, since it creates or provides an opportunity for correction and reconciliation for the betterment of both the organization and the workers .

Lyons, S., and Kuron, L. (2013)- observed that generation as a work phenomenon, but does not identified through birth cohort and other variables. This studies suggest to explore the mechanism in which the generational difference can been identified. It was social force in organizations rather than as merely a demographics variable.

(Foster, 2013). Researchers examining generational differences in work-related variables have almost exclusively adopted the cohort Perspective, focusing on mean differences among birth cohorts.

(Deresky, 2014).Values were the preference of certain states of affairs over another; a society's ideas about what was good or bad or wrong.

4. RESEARCH METHODOLOGY

Research Design: The research design is descriptive and undertaken to achieve the stated objectives of the study**.** Questionnaires filling through personal investigation and data collection of the respective fields through meetings with the respondents. It had helped to explore greater insight into all possible practical aspects of the research problem.

Sampling Technique:. The sample size is of 50 teachers. We are taken from 25 sample to old generation (17 receive into 25)and 25 to modern generation(15 receive into 25). Two Scales are used one is work values and second is conflict behaviour work values are calculating on basis on six dimension and conflict behaviour on five dimensions.

5. ANALYSIS AND INTERPRETATION

For the purpose of analysis, according to the responses of the subjects on both work values and its six sub scales were computed. On the other hand, conflict behaviour scales, the total score of the scale scores were also constructed.

Table 1: Showing calculating the work values of modern generation and old generation.

WORK VALUES sub scales	Generation A(modern generation)	Generation B(old generation)	Total Mean Score
Achievement	11.38	10.76	11.07
Comfort	23.61	27.92	25.76
Status	18.69	19.38	19.03
Altruism	12.15	15	13.57
Safety	9.846	10.23	10.03
Autonomy	15.92	13.84	14.88
Total Mean Score	91.61	97.15	94.38

The first objective of the study to study the level of work values among faculty members was taken and according to the values constructed, it was found the mean average score of total sample was found 94.38(out of total score 120), and its 78.65%.This score analysed in different generation. The generation A had attained the score as 91.65(76.34%) where as generation B attained the score high than the score of the total sample and its was found 97.15 that is 84.95%.So out of first look, its very clear that score of the generation B is high, it can be interpretive, the generation B is highly values conscious comparative to generation A and this generation would be less compromising regarding the work values standard.

It's interesting the behaviour of the both generations were not found similar in all the sub scales named, achievement and autonomy. The mean score of the generation A is higher than B that is 11.38 comparative to 10.76 in achievement and 15.92 to comparative 13.84in autonomy respectively. In other four sub scales comfort, status, altruism and safety means score of the generation B was found higher than the generation Also

here it can be interpretive from above discussion that generation youngest was found more achievement and autonomy oriented comparative to elders and they are less compromising in these dimensions where as elders are less compromising in case of comfort, status, altruism and safety.

Table 2: Showing calculating Conflict behaviour between Generation modern and generation old.

Conflict behaviour sub scales	Generation A(modern generation)	Generation B(old generation)	Total mean average score
Authoritative	11.69	12.61	12.15
Problem solving	10.69	11.76	11.23
Compromising	9.769	11.38	10.57
Avoiding	10	11.61	10.80
Smoothing	11.76	10.76	11.26
Total mean average score	53.92	58.15	56.03

The second objective of the study was formulated as to study the level of conflict behaviour among respondents. The means score of the sample computed as 56.03(75.70%) in case of generation A and generation B.The score was found 53.92 and 58.15 respectively in A and B and in percentages 71.89% A and 77.53% B. So elders are more adjusting to conflict comparative to youngest in all the sub scales of the conflict except them smoothing. The elders groups attained the high mean score in sub scales of conflict behaviour, in sub scales authoritative the mean score was found 12.16 comparative to 11.69,in problem solving 11.76 comparative to 10.69, in compromising 11.38 comparative to 9.76 and in avoiding it was 11.61 comparative to 10, where as in case of smoothing means score shows inverse behaviour generation A attained means score 11.76 where as generation B 10.76.

Table 3: showing Significance level of work values between modern and old generation.

Work values sub scales	Achieve ment	comf ort	Sta tus	Altru ism	Saf ety	auton omy	To tal
Level of signific ance	0.03	0.03	0.7	0.04	0.6 3	0.04	0.2 69

The third objective of the study was taken as the difference between generations on work values with the help of t-Ratio; significance level was computed with the help of statistical t-test method. In case of the total scales work values, no significant difference was found in generation A and generation B. The level of significance of computed as 0.26%, so P values not falling in permissible limit, But we have followed the research direction to general to specific in case of sub scales as the scales work values named status and safety, the significant level is 0.707 and 0.63 can be interpretive that in both the sub scales in significant difference was found

.Generation itself is not a major responsible cause contributing to the behaviour related to status and safety. In other sub scales achievement, comfort, altruism and autonomy the significance levels were found as 0.03,0.03,0.01and 0.04 respectively. It shows in their sub scales generation its self influence cause for work values behaviour.

Table 4: Showing level of Significance in conflict behaviour.

Confli ct behavi our sub scales	Authori tative	Prob lem solvi ng	compro mising	Avoi ding	smoot hing	To tal sco re
Level of signifi cance	0.04	0.09	0.03	0.04	0.07	0.0 5

The fourth the last study was to study the difference among the generational group regarding conflict behaviour. In the case of conflict behaviour the significance difference between generation groups has been identified at the level of significant 0.05.In the three sub scales out of the five sub scales the level of significance was found under the permissible limit less than 0.05.In case of sub scales of conflict behaviour sub authoritative significance level was found 0.04,compromising 0.03,avoiding 0.04,where as in case of problem solving and smoothing did not attained the except able values and that is the level of significance 0.09 and 0.7.So in two of the sub scales the difference was found insignificant where as in other three it was merged as significant.

6. CONCLUSION

To conclude that younger generation and elder generation are differ from each other in works values and conflict behaviour. In the present study generation youngest was found more achievement and autonomy oriented comparative to elders and they are less compromising in these dimensions where as elders are less compromising in case of comfort, status, altruism and safety. So elders are more adjusting to conflict comparative to youngest in all the sub scales of the conflict except them smoothing.

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