

## **To Determine the Effect of Organizational Culture on the Work Preferences among Generation “Y” in the Private Sector in Kenya**

**Dr. Tabitha Murerwa PhD**

School of Business and Management Studies, Technical University of Kenya  
Kenya

Email:tbbymurerwa@yahoo.com

**DOI Link:** <http://dx.doi.org/10.6007/IJARBSS/v5-i12/1934>

**Published Date:** 08 December 2015

### **Abstract**

This research was carried to investigate the factors affecting the work preferences of generation Y in the private sector in Kenya. The following were the specific objectives; to establish the effect of compensation, to determine the effect of organizational culture, to examine the effect of opportunity to grow and to examine the effects of working conditions on how it affects preferences of generation Y in the private sector in Kenya. The study was to benefit the management of the compulxy limited and other industries in the sector. Confidentiality and uncooperative respondents were the limitation in the study.

Descriptive research design was used in this research study. The target population was 134 respondents from the three levels of management that it Top management, middle level management and lower level management. The researcher used simple stratified random sampling procedure to select a sample size of 67 respondents. Questionnaires was used for collecting data which were then analyzed using statistical tools and presented using pie charts and tables while qualitative data was analyzed by use of descriptive notes.

According to the study findings, 73% said yes compensation affects the work preferences of generation Y in the private sector in Kenya. ,76% on organizational culture accepted that it affect the work preferences of generation Y in the private sector in Kenya, 65% on opportunity to grow affect the work preferences of generation Y in the private sector in Kenya and 69% on working conditions of the total respondents were of the opinion that these major factors affects preferences of generation Y in the private sector in Kenya.

It is recommended that; the compensation should e based on performance, On organizational culture participative culture should be implemented by all management, there should be open opportunity for all staff to grow in the organization, and working conditions should be conducive for every employee to work in It was also suggested that further studies should be done on the same topic on factors affecting preferences of generation Y in the private sector in Kenya.

**Keywords:** Y Generation, Organizational Culture

## **1. Introduction**

Each generation that enters the workforce introduces a unique set of motivations and strengths to the workplace. A successful talent strategy can hinge on an organization's understanding of what makes its employees tick in the same way that broader business strategy relies on an understanding of differences between its myriad customer groups. Differences between generations can affect the way organizations recruit and build teams, deal with change, motivate and manage people, and boost productivity and service effectiveness. But despite their best efforts to shed false assumptions about a homogeneous workforce, global companies often oversimplify their talent strategies. They ground decisions in an incomplete picture of their global workforces by assuming the same generations exist across the countries where they operate. Gaining a more complete picture of a talent pool requires companies to understand the difference between the various generational groups (Baron, 2002).

Employee Satisfaction is not the same as motivation or aptitude, although it is clearly linked. Job design aims to enhance Employee Satisfaction and performance; methods include job rotation, job enlargement, job enrichment and job re-engineering. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work position. Employee Satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers. Some questioners ask yes or no questions while others ask to rate satisfaction on 1-5 scale (where 1 represents "not at all satisfied" and 5 represents "extremely satisfied" (Heizer, 2001).

Employee Satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one job (Baron, 2002). Has argued that Employee Satisfaction is an attitude but points out that researchers should clearly distinguish the One of the biggest preludes to the study of Employee Satisfaction was the Hawthorne studies. These studies (1924–1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in Employee Satisfaction (Armstrong, 2006).

Scientific management also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, *Principles of Scientific Management*, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding Employee Satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work (Ewell, 2003)

Some argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for Employee Satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop Employee Satisfaction theories (Armstrong, 2006)

Employee Satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Employee Satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions. Locke's (1976) is arguably the most famous Employee Satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who does not value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet. Another well-known Employee Satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of ones job. This approach became a notable explanation of Employee Satisfaction in light of evidence that Employee Satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of Employee Satisfaction (Armstrong, 2006)

Herzberg's attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to satisfaction in the job. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions (Dickson, 2000).

Generation Y put more emphasis on personal development and rapid advancement (Bassett, 2008). Their ambition is not to stay within one organization for security, but rather to change workplace or even business field often. With an estimated labour shortage, the importance of recruiting the right people is high. Considering the shift in generations, and Generation Ys' aspiration to change positions and organizations, retaining new employees is of great importance. Their different values of generation Y employees, those bring about different demands on managers and organizations. Are they better, worse, or just different? Opinions vary. Whatever you think, they are entering the workforce, quickly replacing the Baby Boomer (Baron, 2002).

**1.1 Profile of Compulynx Kenya Limited**

Compulynx Ltd (CLL) is a Global organization having Head Office in Nairobi, Kenya and is established since 1994. It has over a decade of experience in the IT industry and has been in the TOP 100 IT COMPANIES (KPMG SME SURVEY). Compulynx provides Niche and Innovative solutions in various industry segments including Retail, Education, Banking, Finance, Insurance, Government and Manufacturing. CLL is strategically allied with international IT companies facilitate access to the latest technologies, enabling it to provide the best solutions. Ba host of international partners, total commitment to customer needs, relentless pursuit of excellence, unique skills & resources and local support are some of the vital factors that have catapulted Compulynx to a prominent place in the African Information Technology industry.

Headquartered at Nairobi-Kenya, Compulynx has operations in Dubai, Singapore, Hyderabad-India, and Mumbai-India, Uganda and Tanzania. The company also has software development office in India, Business Qualifiers, Total IT solutions Africa focused organization, International technology partners, Unique skills & resources Excellent infrastructure & facilities, largest network of offices in East Africa Clients - Enduring Relationships, Our distinct value proposition and service culture, coupled with our track record of successful service delivery, have enabled u s to build enduring relationships with our customers. These include dominant players across abroad spectrum of areas like Government, Hospitality, Financial Services, and manufacturing, Education, Retail and Telecom. These relationships have helped us expand our service offerings and acquire deeper domain knowledge of diverse industries and their needs.

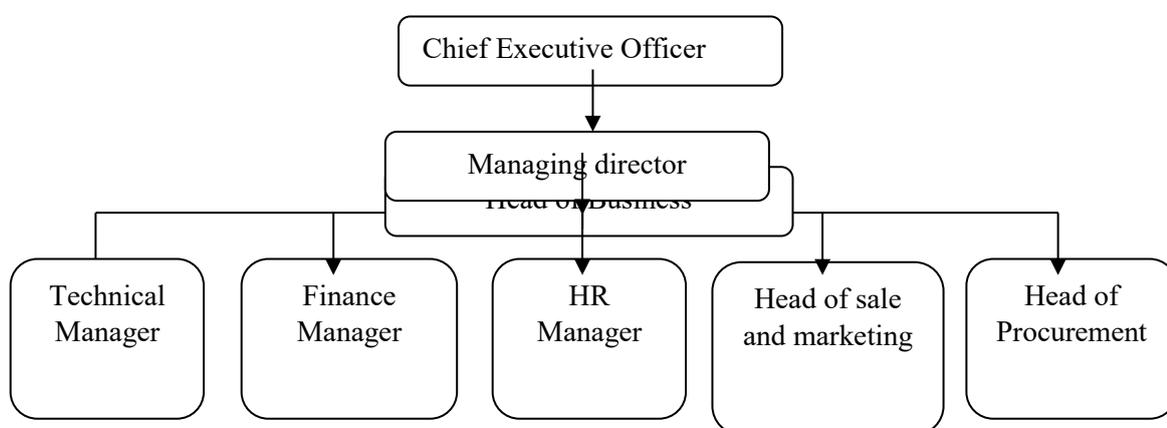


Figure 1.1 Compuluxy limited Organization Structure

Source: Compulynx Kenya Limited (2014)

**1.2 overview of compulynx limited Kenya**

For years, Compulynx limited Kenya has adjusted its structures, strategies, compensation programs, management styles, to fit the mindset of its employees. The coming shift in generations will not only result in a younger labour force, it will also mean a need to adjust to the values of that labour force. Generation Y will not have the same expectations on their employers as the employers are used to, working with the old generation. The old generation grew up with the mindset that long years of service mean promotion. That meant waiting in line for promotion and a clear expectation that conforming to expect behaviors would “pay off.” “Generation Y on the other hand, look at what can be gained in the short run ... They

view a job as a job, not a career. They want a future that gears around their needs instead of their employers. If they don't like a position, they'll move on until they find one they do it is important that employers are aware of these differences and make adjustments to be able to attract and retain new employees when people are a scarcest resource. It has been alleged that compensation, organizational culture opportunity to grow and working conditions affect work preferences among Generation Y in the private sector in Kenya hence it is behind this background that this study is intended to fill the gaps.

## **2. Literature review**

### **Organizational Culture**

In the past 25 years, the concept of organizational culture has gained wide acceptance as a way to understand human systems. From an "open-systems" perspective, each aspect of organizational culture can be seen as an important environmental condition affecting the system and its subsystems. The examination of organizational culture is also a valuable analytical tool in its own right. This way of looking at organizations borrows heavily from anthropology and sociology and uses many of the same terms to define the building blocks of culture. Edgar Schein, one of the most prominent theorists of organizational culture, gave the following very general definition: The culture of a group can now be defined as: A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Richard et al., 2000).

In other words, as groups evolve over time, they face two basic challenges: integrating individuals into an effective whole, and adapting effectively to the external environment in order to survive. As groups find solutions to these problems over time, they engage in a kind of collective learning that creates the set of shared assumptions and beliefs we call "culture." Gareth Morgan describes culture as "an active living phenomenon through which people jointly creates and recreates the worlds in which they live." For Morgan (2000) the three basic questions for cultural analysts are: What are the shared frames of reference that make organization possible? Where do they come from? How are they created, communicated, and sustained? Elements of organizational culture may include: Stated and unstated values. Shop talk—typical language used in and about the group. Climate—the feelings evoked by the way members interact with each other, with outsiders, and with their environment, including the physical space they occupy. Metaphors and symbols—may be unconscious but can be found embodied in other cultural elements. Morgan proposes four essential strengths of the organizational culture approach: It focuses attention on the human side of organizational life, and finds significance and learning in even its most mundane aspects (for example, the setup in an empty meeting room).

It makes clear the importance of creating appropriate systems of shared meaning to help people work together toward desired outcomes, It requires members especially leaders to acknowledge the impact of their behavior on the organization's culture. Morgan proposes that people should ask themselves: "What impact am I having on the social construction of reality in my organization?" "What can I do to have a different and more positive impact?" "It encourages the view that the perceived relationship between an organization when it is undergoing transition and its environment is also affected by the organization's basic

assumptions. Morgan says: We choose and operate in environmental domains according to how we construct conceptions of who we are and what we are trying to do and we act in relation to those domains through the definitions we impose on them. The beliefs and ideas that organizations hold about who they are, what they are trying to do, and what their environment is like have a much greater tendency to realize themselves than is usually believed (Chopra, 2004).

According to Williamson (2004) cultural analysis is especially valuable for dealing with aspects of organizations that seem irrational, frustrating, and intractable. He writes, "The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them." It is significant that Schein uses the plural "cultures." Using open-systems concepts, we know that members of a group culture may also belong to subcultures within an organization. Since organizations do have a shared history, there will normally be at least a few values or assumptions common to the system as a whole. But sometimes, as in many orchestra organizations, the subcultures have had different experiences over time, and their group learning has produced very different sets of basic assumptions.

Organization members interpret the behavior and language of others through their own cultural biases. Each member's (or subsystem's) set of beliefs, values, and assumptions becomes their unquestioned "reality"; they then perceive behavior inconsistent with their own biases as irrational, or even malevolent. The organizational culture model suggests reinterpreting such conflict as a product of different sets of experiences. Instead of looking at conflict as "right" versus "wrong," this approach suggests that subsystems examine the assumptions underlying their behavior, honor the experiences and learning that led to those assumptions, and then investigate whether those assumptions still work well in the present. This is an exemplary application of "double-loop" learning; a term coined by Chris Argyris of National Training Laboratories in Willingboro, D.C., and now in general use among organizational theorists. In contrast with "single-loop" learning, or the process of solving problems based on an existing set of assumptions, double-loop learning also involves becoming aware of a group's underlying assumption set and continually inquiring whether it is still useful for the task at hand because culture is so deeply rooted in an organization's history and collective experience, working to change it requires a major investment of time and resources. Help from a change agent outside the system is often advisable. Without such help, it is difficult for insiders to view their "reality" as something they've constructed, and to see meaning in things they normally take for granted. Next time, we will take a look at ways some organization change practitioners have taken on the challenge of culture change in the corporate world, as well as in the orchestra field.

Davenport and Prusak (1998), asserted that values and beliefs are integral to knowledge, determining the large part what the knower sees, absorbs, and concludes from observations". This contention is further supported by Baker and Baker (2001) whom succinctly concluded "although a variety of technologies can support it, knowledge management is really about changing people's behavior to make their experience and expertise available to others". This implies that organizational culture is the 'very core' of knowledge management. People in organizations organize their knowledge based on their values and subsequently share their knowledge based on these values. In the context of knowledge management, major cultural factors that have received considerable attention are information system, organizational structure, reward system, processes, people and leadership. The first cultural factor which is information system is seen as a prevalent factor since technology-driven solutions were the

first approaches to developing knowledge management initiatives. As knowledge is resided in people, the people are seen as a crucial cultural factor that is inter-related with other cultural factors. Therefore, some researchers claimed that effective knowledge management needs to focus on people as one of its core values through human resource management (HRM) interventions.

Strong and dedicated leadership that walk the talk is seen as a must-have cultural factor. In addition, the leadership's role is critical to create the vision, mission, objectives and ethics codes of the knowledge management system, (Harris, 2004). The most effective organizational culture to support knowledge management is the culture that is characterized with cooperative involvement and trust. The soft aspects of organizational culture are emphasized but not so much on the structure and system of the organizations. Other writers proposed a knowledge-supportive or knowledge sharing culture as the most desirable organizational culture in order to ensure knowledge management's success. Knowledge-supportive culture is an environment where employees are empowered and willing to disseminate information knowledge-sharing culture refers to employee willingness to share knowledge as part of the ways of working.

Furthermore Organizational culture has been identified as a major catalyst or a major hindrance to knowledge creation and sharing. A knowledge-friendly organizational culture is one of the most important conditions leading to the success of KM initiatives in organizations. This is due mainly to the fact that organizations have traditionally rewarded employees based on individual performance. Specifically, cultural barriers to KM (cultural norms that promote and encourage knowledge hoarding) must be replaced by an organizational culture that promotes and encourages knowledge sharing. It is important that the new culture promote attitudes and behaviors that encourage, allow, and reward employees to share their knowledge and insights (Leidner, 2001).

As evident from the above discussion, organizational culture has been in the limelight in the context of knowledge management development. It is recognized that organizational culture does in fact play a critical role. Yet, what is ironic is the fact that the significant leadership's role in the creation and management of organizational culture that support knowledge management initiatives has been downplayed. Most knowledge management-organizational culture literatures view leadership as part of the cultural factors that needs to be simultaneously addressed. In his article titled "Harnessing Group Memory to build a Knowledge- Sharing Culture" mentioned that cultural change "requires a strong commitment from the top" without further elaborations on the impacts of leaders on the knowledge sharing culture (Reddy, 2005).

Generation Y are said to have high expectations of future employers. They want to work in a good working environment, within a positive company culture that also performs well in terms of social responsibility and generational differences in work preferences (Broad bridge et al., 2009).

Generation Y also greatly value the social aspects of a workplace wanting interaction with colleagues and possibilities to develop friendships with them. The finding that Generation Y intensively use their networks consisting of family and social networking sites like Facebook and MySpace can be seen as an example for the importance of this social aspect.

In the literature organizational culture, it's regarded by many authors as of great importance for bringing about organizational change (Jung et al., 2009). Therefore the practical need to understand, manage and adjust organizational culture to meet organizational needs has

arisen (Jung et al., 2009). Despite the fact that culture is a widely studied construct, a universal definition has not been conceptualized.

In an attempt to structure the vast amount of dimensions, Schein (Schein, 1990) divided the many dimensions into three levels of culture: artifacts, values and basic assumptions. The first level concerns the most visible and tangible aspects including the physical environment, products, technologies and the patterns of behavior. The second level is concerned with the values that underlie behavior incorporating moral and ethical codes, ideologies and philosophies. The third level also consists of beliefs but differs from values in that assumptions are internalized to the point that the beliefs are not conscious anymore. The process of defining organizational culture becomes even harder when considering the notion that there is no such thing as one organizational culture but moreover an interwoven web of subcultures (Jaskyte & Dressler, 2004). These subcultures, especially present in organizations with separate subdivisions, might diverge or coincide with the general organizational culture possibly resulting in a counterculture (J. Martin & Siehl, 1983).

Some authors respond on this unclearness by stating that because culture is such an elaborate construct, scholars should use the definition most appropriate for their purpose and context. The debate on how the full essence of organizational culture can be captured is also reflected by the number of existing measures. In a review of 70 measures for organizational culture Jung et al (Jung et al., 2009) conclude that there is no 'ideal' way to measure organizational culture. Instead, the instrument to measure culture should be chosen on terms of "fit for purpose". In their review of instruments measuring organizational culture, Jung et al. (2009) describe the dimensions that constitute culture and which instruments use this particular dimension. In explaining organizational culture variable, one considers the below subcultures in the organization:-

The chance to receive training is another development opportunity greatly appreciated by Generation Y. Offering employees the opportunity to increase their knowledge through training, both on the job and by attending for example conferences or taking university courses, is a good way for organizations to attract, retain and motive their employees. Training can also be a part of an organization's competitive strategy. Tannenbaum (2002) wrote: "strategic learning imperatives are high-level, learning-related actions that an organization must take to ensure continued success" (p. 10).

A mentoring program can help provide the development and guidance many Generation Ys wish to receive from their managers and their organizations. Intra-organizational mentoring programs have become increasingly common and "a way not only to transfer crucial skills and knowledge but to inspire loyalty in new employees and emerging leaders" (Keye & Jordan-Evans, 2002, p. 117). Bell (2002) defines a mentor as "simply someone who helps someone else learn something that would have otherwise been learned less well, more slowly or not at all" (p. 5). A mentor could, by that definition, be anyone, whether they are in the organization or not. Usually, though, the mentor is a manager somewhere in the organization, although not necessarily the manager of the person who is being mentored. It is important that the relationship between the mentor and the mentee is one of partnership and not one where one part (usually the mentor) has power over the other part (Bell, 2002). The main purpose of mentoring is learning and growth, and the mentor has to be knowledgeable in how to transfer knowledge to adults. Bell writes: "most adults are motivated to learn if the effort has a clear payoff in the present or – at most – in the very near future" (p. 12). For this reason it is important that both mentor and mentee have a clear view of the purpose of the mentor

program. In order for the mentor to guide the mentee, it is important to establish a trusting relationship (Bell, 2002). This can be established by a mutual agreement that the things that are discussed within the mentoring relationship are confidential. Once trust is established, the mentor can use open-ended questions to both get information about the mentee's situation, and to get her to think about her situation in new ways (a. a.). The mentor can also use his own experiences, both good and bad, to guide and advice the mentee. As discussed above, Bell (2002) presses the importance of a partnership relationship between the mentor and the mentee. In order to avoid any role conflict, I believe that the most suitable mentor program should offer employees mentors who are managers in other parts of the organization. That way, the mentor and the mentee will not have to struggle with conflicting roles because they have a partnership relationship sometimes and a subordinate-superior relationship other times. This will not be possible for all organizations.

Generation Y has sometimes been called "the internet generation" (dot com). They have grown up with personal computers, cellular phones and they are used to communicating using technology. They use the internet for socializing, shopping, looking for jobs, researching future employers and much more. They are also used to a close relationship to and a constant involvement of their parents. These two factors combined explain why Generation Y is used to frequent communication and feedback. Feedback can be given in many different ways: annual (or more often) formal reviews, on staff meetings, while performing a task together, when running in to each other by the coffee machine, etc. Feedback can be given by many different people: managers, coworkers, customers, etc. Generation Y's want all of the above, and they want it as often as every day.

Feedback on performance has two main purposes. It can stimulate the employees' growth and development, and it is a way to recognize and reward good performance (Jensen, McMullen & Stark, 2007). When giving feedback, whether formal in informal, a few key points are important to remember. First and foremost, feedback should always be honest (Kaye & Jordan-Evans, 2002). That does not mean complaining, but offering constructive thoughts and advice.

Generation Y employees expect the chance to give and receive information feedback from their managers and peers. Meeting those expectations is primarily a matter of fostering an environment where giving feedback to employees and coworkers is a part of everyday life. Generation Y also wishes to receive formal feedback. Formal feedback can be delivered in different ways. A performance appraisal is a common way for organizations to evaluate employees for the purpose of providing feedback to the employee and information to management as a base for decisions about promotion, training, etc. Feedback can also be given more frequently by for example email or trough formal conversations. One practice aimed to provide detailed information about an employee's performance is multisource feedback or 360 degree feedback as it is also called. Instead of the employee receiving feedback only from her superior, multisource feedback includes feedback from all around the employee, i.e. coworkers, customers etc (Edwards & Ewen, 1996). The feedback received through multisource feedback is anonymous, and aims at facilitating personal growth and career planning. When implementing such a feedback practice, it is important that the organization has a well-designed system for giving and receiving feedback, and that employees and managers are informed about how the system works and what is expected from them.

**2.1 Conceptual Framework**

**Independent Variables**

**Dependent Variable**

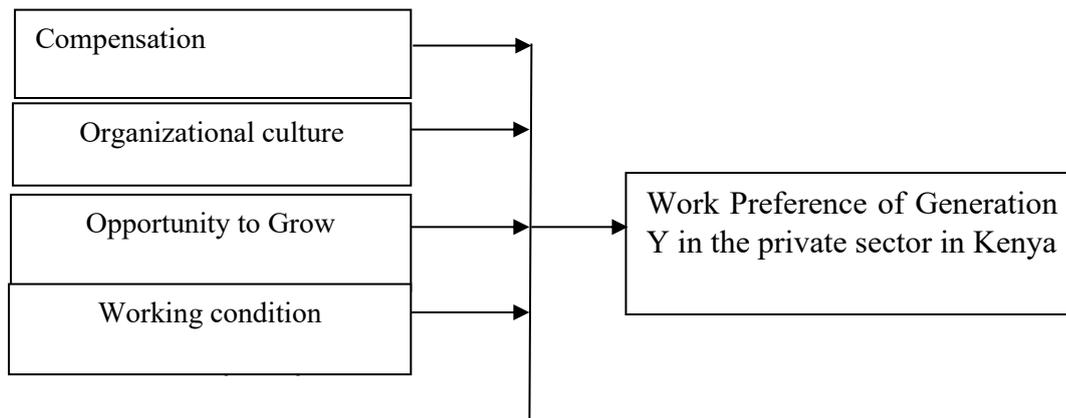


Figure 2.1 Conceptual Frameworks

**3. Research design and methodology**

This chapter explains the methodology the researcher used when collecting data; undertaking study design, selection of the target population, sample design, data collection procedures and data analysis methods.

**3.1 Study Design**

The researcher adopted descriptive research design in carrying out the study. The design was preferred because it is concerned with answering questions such as who, how, what, which, when and how much Kothari (2004). A descriptive study are not only restricted to fact findings but may often result in the formulation of important principles of knowledge and solution to significant problem. A descriptive study was carefully designed to ensure complete description of the situation, making sure that there was minimum bias in the collection of data and to reduce errors in interpreting the data collected.

**3.2 Target Population**

The target population in a research is the total number of persons the researcher will use to collect information (Kothari, 2004). In this research the targeted population considered was 134 employees which covered the senior management, middle management and support staff within the organization.

Table 3.1  
Target Population

Category	Frequency	Percentage
Top level management	3	2
Middle level management	13	10
Support staff	118	88
<b>Total</b>	<b>134</b>	<b>100</b>

Source: Author (2014)

**3.3 Sample Design**

Sampling is a procedure by which some elements of the population are selected as representatives of the total population through the use of probability to acquire a

representative degree of reliability in the selected area (Mugenda and Mugenda 2003). The research used stratified random sampling because the population is heterogeneous and the researcher wanted to ensure each member of the target population have an equal chance of participating in the study. Sample size was picked by use of stratified random sampling method where the stratum was divided with the population in each stratum. The sample size was 50% of the target population was selected for the study.

Table 3.2 Sample Size

Category	Target	Sample Size	Percentage
Top management	3	3	4
Middle level management	13	7	11
Support staff	118	57	85
<b>Total</b>	<b>134</b>	<b>67</b>	<b>100</b>

Source: Author (2014)

### 3.4 Data Collection Instruments and procedures.

#### 3.4.1 Questionnaires

The researcher used a questionnaire to collect data from the respondents. This method allowed each respondent to receive the same set of questions in exactly the same way. Questionnaires therefore yielded data more comparable than informative obtained through an interview

#### 3.4.2 Validity and Reliability of Data Collection Tools

Specific question were incorporated in the questionnaires which aimed at capturing specific information from the respondents. These questionnaires were sent to the respondents to fill and send them back for evaluation. A pretest was also done on the questionnaires using a selected sample of respondents and data acquired evaluated. The pilot study was undertaken to pretest the methods and tools of data collection.

Developed questionnaires were sent to some selected sample of respondent from each sub – groups that were senior level, middle and support staff and then the information acquired evaluated to assess their reliability. The researcher identified that the questionnaires were reliable for the study and the information required could be accessed.

#### 3.4.3 Administration of the Questionnaires

The questionnaires were given out at randomly to respondents from each subgroup by the help of the human resource department in the organization thus appropriate time was allocated for filling the questionnaires.

### 3.5 Data Analysis

The data collected by use of the various instruments was first edited to get the relevant data for the study. The edited data was coded for easy classifications in order to facilitate tabulation. The tabulated data was analyzed quantitatively by calculating various percentages where possible. Data collected was calculated by use of statistical inferences such as mean mode where applicable. Presentation of data was done in form of pie charts and bar graphs only where it provided successful interpretation of the findings. Descriptive data was analyzed qualitatively and the results provided in form of explanatory notes.

4. Results and Discussion

4.2.1 Response Rate

Table 4.1

Response rate

Category	Frequency	Percentage
Actual Response	51	76
Non-response	16	24
<b>Total</b>	<b>67</b>	<b>100</b>

Source: Author (2014)

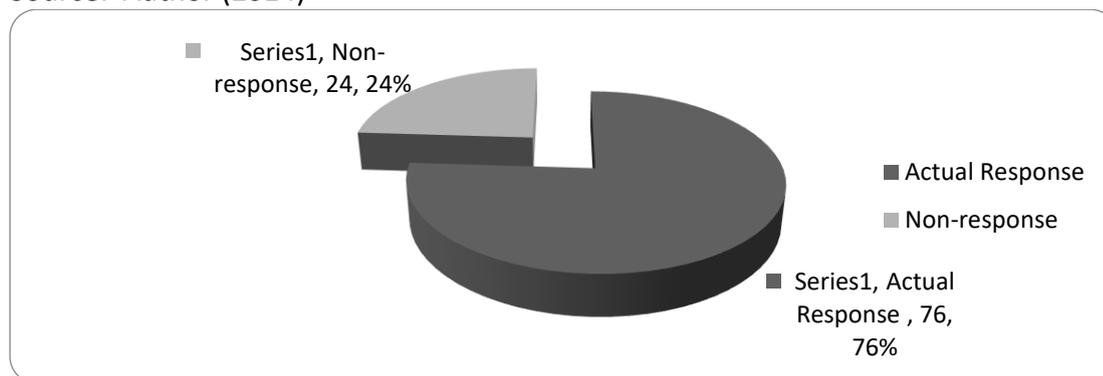


Figure 4.1 Response Rate

Source: Author (2014)

According to table 4.1 and figure 4.1 above, inflating data analysis on response rate 76% of the total respondents participated effectively while 24% did not. Based on the analysis it can be concluded that the response was extremely high

4.1 Organizational Culture

Table 4.1

Whether Organizational culture affects Work preferences among Generation Y.

Response	Respondents	Percentage
Yes	39	76
No	12	24
<b>Total</b>	<b>51</b>	<b>100</b>

Source: Author (2014)

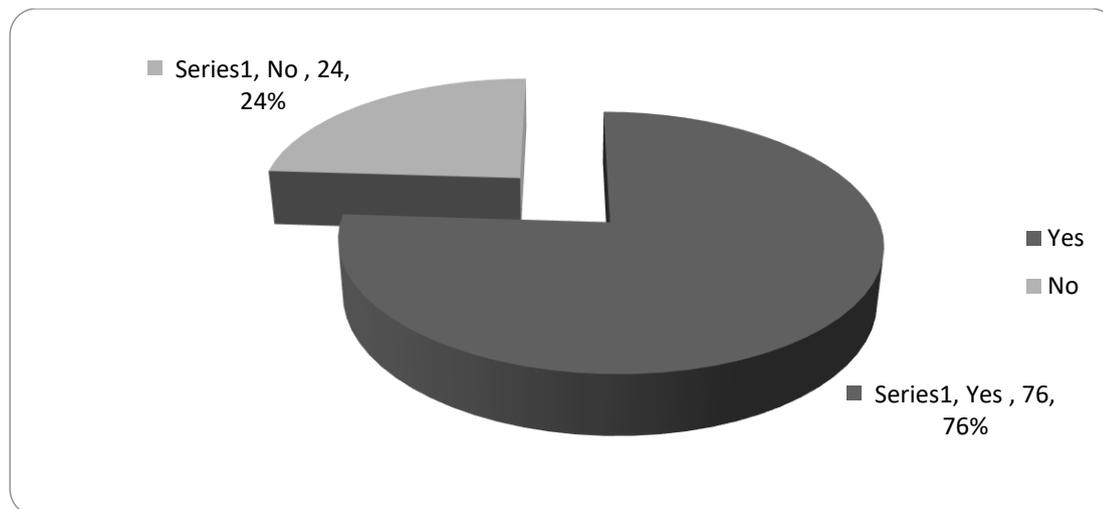


Figure 4.9 Whether Organizational culture affects Work preferences among Generation Y.  
Source: Author (2014)

Table 4.9 and figure 4.9 above intended to determine the whether organizational culture affects work preferences among generation y. According to the analysis 76% of the total respondents were of the opinion that organizational culture affects work preferences among generation y. while 24% said it does not affect. From the study it can be concluded that organizational culture affects work preferences among generation y represented by 76%.

#### 4.2 Organizational Culture

Table 4.2

Effect of Organizational Culture Affects Work Preferences Among Generation Y.

Category	Frequency	Percentage
Very high	21	41
High	14	27
Moderate	9	18
Low	7	14
<b>Total</b>	<b>51</b>	<b>100</b>

Source: Author (2014)

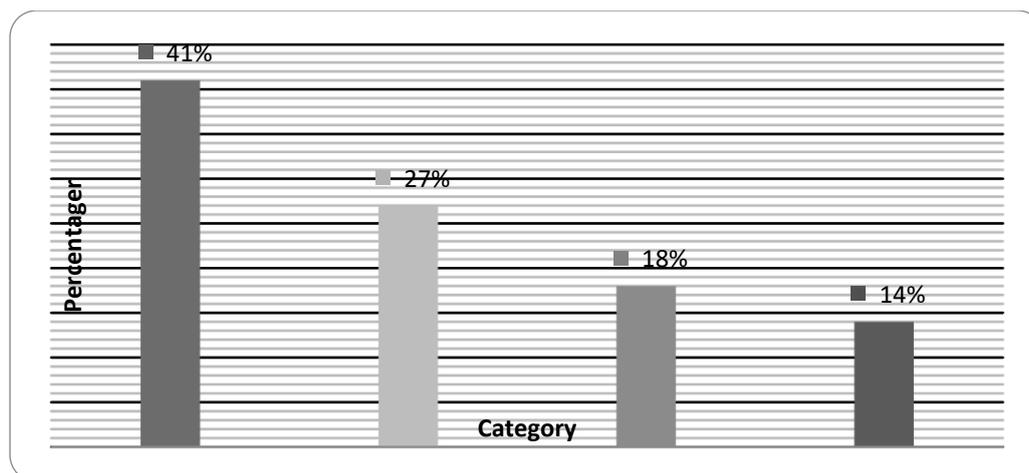


Figure 4.3 Effect of Organizational Culture On Work Preferences Among Generation Y.

Source: Author (2014)

The presentation shown on table 4.10 and figure 4.10 above represents the study analysis based on the extent to which organizational culture affects work preferences among generation y. According to the analysis 41% said it affect at very high extent, 27% affect at high extent, 18% at moderate while 14% affect at low extent. From the study it can be concluded that Organizational Culture Affects Work Preferences among Generation Y at very high extent which is represented by 41%.

#### 4.3 Summary of Data Analysis

In all 67 questionnaires which were distributed only 51 represented by 76% were completely filled and returned for analysis. 24% of the questionnaires were never returned for analysis and therefore were not analyzed. Male respondents were the majority participants in this study with 76% while females were 24%. Majority of the respondents were between 36-45 years which was represented by 33%, followed by 26-35 years at 25%, 18-25 years at 10%, 46-55 years at 18% and 55 years and above being were represented by 14% of the total respondents. Majority of the respondents had college level of education represented by 52%, 22% had university education, 12% had secondary level of education while others were 14%. From the analysis majority of the respondents had acquired college education. On duration of service in the organization majority of the respondents had worked for the company for 12 years and above, 6-8 years at 25%, 3-5 years were 12%, 9-11 years were represented by 22% and below 2 years were 8%. The study also showed that majority of respondents was from the support staff at 76%, followed by middle management at 18% while senior management was the least at 6%.

#### Organizational Culture

Based on the study finding that was intended to determine the whether organizational culture affects work preferences among generation y. According to the analysis 76% of the total respondents were of the opinion that organizational culture affects work preferences among generation y. while 24% said it does not affect. From the study it can be concluded that organizational culture affects work preferences among generation y represented by 76%. According to the study that represents the study analysis based on the extent to which organizational culture affects work preferences among generation y. According to the analysis 41% said it affect at very high extent, 27% affect at high extent, 18% at moderate while 14%

affect at low extent. From the study it can be concluded that Organizational Culture Affects Work Preferences among Generation Y at very high extent which is represented by 41%.

## **5. Conclusions**

On compensation system it was clear that this sends a very strong message to the message to the organizations values especially the relative importance it which are placed upon by different jobs performance. Indicators and measure of equality, employees' attitude was to be affected very strongly good or bad by their remuneration hence organizations in this sector must improve on this as it affect work preferences among Generation Y in the private sector in Kenya.

On communication it can be concluded that effective communication, every organization should be improved. Miscommunication quickly leads to poor performance. The degree to which a job is done to the satisfaction of the laid down procedure and goals will be highly affected with the effectiveness of the communication procedures. Hence communication should be improved by organizations in this sector thus improve satisfaction of employees in the organization.

The management of organizations with generation Y staff needs to understand the importance of opportunity to grow to this group of staff within the institution and thereafter makes it understood to them that it is an aspect highly regarded by the organization. It should be noted that the organization management should ensure that this opportunity exists and in return it causes a positive impact to the entire team including generation Y.

Working conditions includes the occupational Health and Safety Policies and Programmes which are concerned with protecting employees and other people from being affected by what the company procedure and also against the hazards. Occupational Health Programmes deal with the prevention of ill health arising from working conditions hence affecting employee satisfaction in the construction industry thus firms in this sector should improve on there working conditions.

### **5.1 Recommendations.**

The organization management should ensure that there is good creation of the awareness to the key participants in order to eliminate to reduce rate of mis understanding issue. This should be done through improvement of communication system in the organization. By so doing the organization participants in the implementing will be well prepared mentally psychologically and physically. There should be open door policy when it comes to communication.

### **Acknowledgement**

I would like to acknowledge the employees of compulxy limited for their contributions to this article by being my respondents, would also acknowledge my family members for their tiring support throughout this research.

### **References**

- Appleby, R. (2003), *Modern Business Administration and Finance* (3<sup>rd</sup> Ed.), New York, NY: Prentice Hall.
- Armstrong, M. (2003), *Human Resource Management Practices* (9<sup>th</sup> Edition), London, UK: Kogan Page Limited.

- Assel, H. (2001), *Marketing Management Strategy and Action* (3<sup>rd</sup> Edition), Boston, USA: Kent Publishing Company.
- Bally, D., Farmer, R., Crocker, A., & Jones, L. (2008) *Procurement Principles and Management* (5<sup>th</sup> Ed.), New York, NY: Prentice Hall.
- Barber, A. (1998). *Recruiting employees: Individual and organizational perspectives*: Sage Publications Thousand
- Baron, R. (2002), *Management of Innovation Culture* (6<sup>th</sup> Edition), London, UK: McGraw Hill.
- Bernhardt, E. (2006), *Principles of Marketing* (1<sup>st</sup> Edition), Brussels, Belgium: Foreman & Company Publishers.
- Bassett B. 2008. Working With Generation Y. *Office Pro*, March 2008, p. 16-19
- Cannon, T. (2005), *Basic Marketing Principles and Practice* (3<sup>rd</sup> Edition), New Delhi, India: AITBS Publishers.
- Chopra, S., & Clara, S. (2004), *Supply Chain Management* (2<sup>nd</sup> Edition), New Jersey, USA: Prentice Hall.
- Clay, T. (2000), *Economics Principles and Practices* (3<sup>rd</sup> Ed.), London, UK: Prentice Hall.
- Coleman H. 2008. Understanding What Makes Generation Y Tick. *Electrical Wholesaling*, January 2008, p. 62-63
- Cooper, G. (2005), *Benchmarking Best Practices* (3<sup>rd</sup> Edition), Mumbai, India: Acts Publishers.
- Craw, C. (2007), *New Products Management* (5<sup>th</sup> edition), London, UK: Irwin Publishers.
- Datta Gupta N & Kristensen N. 2008. Work Environment Satisfaction and Employee Health: Deloitte – survey. “Generation Y. Moving with the times” published on [Deloitte.com](http://www.deloitte.com/dtt/home/0%2C1044%2Csid%25253D2000%2C00.html) <http://www.deloitte.com/dtt/home/0%2C1044%2Csid%25253D2000%2C00.html> 081211
- Dickson, P. (2000), *Cost Management* (4<sup>th</sup> Edition), New York, NY: Harcourt Brace College Publisher
- Driver, M.J. "Careers: A Review of Personal and Organizational Research", in *International Review of Industrial and Organizational Psychology*, 1988 C L Cooper and I Robertson.
- Drummond, G. (2001), *New Product Development* (4<sup>th</sup> Edition), New York, NY: Amcon Publisher.
- Ewell, R. (2003), *Cost of production and Economic Integration* (3<sup>rd</sup> Edition), Interstate Printers & Publishers, London.
- Hannagan, T. (2005), *Management Concept and Practices* (4<sup>th</sup> Edition), New York, NY: Prentice Hall.
- Harold, A. (1989), *Fundamentals of Production* (4<sup>th</sup> edition), Mumbai, India: West Publishing Co.
- Harvey B. (2004). *What makes Innovation Ticking?* (2<sup>nd</sup> edition), Johannesburg, SA: Fortune Publishers.
- Heizer, G. (2001), *Management, Strategic and Tactical Decisions* (4<sup>th</sup> Ed.), New York, NY: Prentice Hall.
- Hicks, M.J. (2000), *Problem Solving in Business and Management*, (3<sup>rd</sup> Ed.), Nairobi, Kenya: Macmillan Publishers.
- Mrkintosh, M. (2004). *Making New Product Development work*, (3<sup>rd</sup> edition), New York, NY: Prentice Hall.
- Needle, D. (2004), *Business in Context* (4<sup>th</sup> Edition), New York, USA: Thomson Learning Publishers.

- Panle Evidence from Denmark, France, and Spain, 1994-2001. *The European Journal of Health Economics*, volume 9:1, p. 51-61.
- Peter, D. A. (2000), *Industrial Management in Logistics Management Practice Hall* (3<sup>rd</sup> Edition), New York, NY: Prentice Hall.
- Richard, D. (2001), *Management for Competitive Advantage* (9<sup>th</sup> Edition), New York, NY: McGraw Hill.
- Roberson, L., Deitch, E., Brief, A., & Block, C. (2003). Stereotype threat and feedback seeking in the workplace.
- Saleemi, N.A. (2010), *Purchasing and supplies Management* (1<sup>st</sup> Edition), Nairobi, Kenya: Saleemi Publishers.
- Scott, M. (2007), *Effective Public Relations* (7<sup>th</sup> Edition), Englewood Cliffs, UK: Prentice Hall.
- Sheldon, R. (2008), *Practice of Communication* (3<sup>rd</sup> Ed.), New York, NY: Common Courage Press.
- Smith, M. (1999). *Marketing concepts and Applications* (3<sup>rd</sup> Edition), London, UK: McGraw-Hill Publishers.
- Steenkamp, D. (2002), *International Market Segmentation Issues and Perspectives* (1<sup>st</sup> Edition), New York, NY: Interstate Printers & Publishers.
- Taylor, F. (1911). Scientific management. New York.
- Tymson, M. (2006), *Public Relations Manual*, (2<sup>nd</sup> Ed.), Sydney, Australia: Timpson Communication Publishers.
- Wilcha, K. (2005), *Modern Business Administration and Finance* (4<sup>th</sup> Ed.), London, UK: Prentice Hall.
- Williamson, O.E. (2004), *Management New competitive landscape* (6<sup>th</sup> Edition), New York, USA: McGraw Hill Publishers.
- Yeaton, K. (2008). Recruiting and Managing the Why 'Generation: Gen Y. CPA JOURNAL, 78(4), 68.