THE GENERATION Z ON THE LABOUR MARKET IN SOUTH SLOVAKIA

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Abstract

Motivation plays a big role in each activity in a job. It is also important to maintain motivation and further motivate the staff. Otherwise employers are facing a difficulty in the labor market because more than two thirds of the Generation Z spend just a few months at workplace, and more than 70 % of them cannot hold their job more than a year. There is absolutely no problem for them to move on if there are adequate reasons to quit a job. Taking this into account, the objective of this paper is the examination of motivational tools that influence the Generation Z in practice. The research was done in three districts of the Slovak Republic, concretely in the districts of Levice, Komárno and Nové Zámky. In these districts the unemployment rate is quite high in the case of the Generation Z. The other problem is the bilingualism of these districts and an insufficient knowledge of foreign languages. The purpose of the paper is to point out the importance of motivation in the case of Generation Z by using various statistical methods.

Key words: Generation Z, motivation, motivational tools, statistical methods

1. Introduction

Members of Generation Z were born between 1996 and 2009. The „Z" letter comes from the English word „zappers" (Valečková, 2015). Members of the new online world are more impatient, agile than previous generations and they are looking for new continuous impulses and challenges. They were born in the digital world, which means that they are brave, initiative, and more confident than the members of other generations (Peciuliauskiene, 2014). The members of Generation Z were born in a world, what is specified and characterized by digital technology. They are used to the instant connection with internet. They can function the best through the network, and their socialization takes place in the virtual space. They handle the electronic devices perfectly, also they can communicate with hundreds of people on social sites. They can have thousands of friends on social sites, but on the other hand their communication in real life is stressful, that is why they have less friends, and they feel secure in the virtual world. They lifestyle is faster than their ancestor's life. They have high and

diverse expectations with themselves and against their work environment and company (Kissné, 2013).

They are always ready for change, and they can move along without any compromise. If they do not like something, usually they are moving to another place. The younger generation does not stick at one company, and they are not worried about the secure salaries. We are talking about careerist people, whose knowledge about the technology and language makes them excellent labor (Fogas, 2013).

The balance of work and their personal life is very important in their mindset. They are not representing the traditional office work culture, but they are using their electronic devices like mobile phones, notebooks to their job from any point of the world (Hegedűs, 2015). They are reacting faster than the other generations, speaking more languages, they are more flexible, and very clever. They know where to search, if they do not know the answer to a question (Valečková, 2015). The behavior of Generation Z were researched by Kubátová (2015), who made clear that the motivation of Generation Z is essential.

The main task of a leader is to motivate the members of Generation Z with the right leadership methods, in order to reach the success of the organization (Mura and Horváth, 2015). Recognition and reward schemes, which focus on a social element, such as team lunches, peer to peer recognition, and experience days go down very well with this group. Despite their young age, money saving systems have great importance and any employee benefit which can incorporate this, such as a cashback card, a pension system or a money off would be happily received by these savvy savers (Sylvester, 2015; Montana and Francis, 2008).

As they are still relatively new to the labor market, it is a good idea to consider if a mentoring scheme would be right for your employees, as Generation Z are very kinesthetic trainees. By seeing someone do something (such as using a smart phone with a series of swipes) and then having a go themselves, they quickly pick up tasks by 'doing' (Sylvester, 2015; Montana and Francis, 2008).

The purpose of the scientific paper is to point out for the importance of motivation in case of Generation Z by using various statistical methods. At the analysis of the hypotheses we were looking for the answer of this questions: "The money is the most motivating factor? So, the strongest motivational factor in the workplace is the financial recognition? Is there a relationship between the practice of motivational tools and the employee satisfaction?". The first hypothesis is "Money is the most motivating factor among the representatives of Generation Z to work harder and make better job." The second hypothesis is "There is a relationship between the practice of motivational tools and the employee satisfaction." To evaluate these hypotheses, we used statistical methods like Pearson Correlation, Pearson Chi-Square Value, Asymptotic Significance (2-sided) and Cramer´s V.

2. Material and Methods

Our goal in this scientific paper was to map the proper motivational factors, in order to motivate the members of Generation Z. This research was made in three Slovak administrative districts, Levice District (Okres Levice), Komárno District (Okres Komárno) and Nové Zámky District (Okres Nové Zámky).

We analyzed lot of secondary data before we started this research. This contained the assorting of the international literature about this topic. The content of the secondary research was the following: international researches, statistics about this topic and analyzing of other researches. Because we made our research in three different administrative districts in

Slovakia, we analyzed the economical background of these districts. We collected the data online from the Statistical Office of the Slovak Republic.

For our primary analysis, we used a questionnaire as a basic quantitative research. Before we launched our questionnaire to the public we made a probe query on a small group. Our objective was to correct any mistakes were occurred during these test phase. We chose the people to our probe query from the target crowd of the questionnaire. The probe query was made in similar environment like the real survey (Malhotra, 2002). After the probe, we edited the questionnaire, that means we corrected all the mistakes, which were occurred during the test sampling. During the query, we used several interviewers to overcome any misunderstandings or language barriers. The questionnaire was made on Hungarian language, but if we met a Slovak persons, we translated the questionnaire to their language. The using of interviewers decreased the number unanswered questions.

We needed to exclude the questionnaires, which were not fully filled out. We could make this happen, because the number of wrongly filled out questionnaires was low. The wrong questionnaires were banned from the sample. Our questionnaire was filled out by 150 persons from the Generation Z in the spring of 2016. After this we encoded the collected data. During the preparation of the data we chose the right statistical methods to use.

2.1 Used Statistical Methods

For the evaluation of our data primarily we used the Microsoft Excel and the SPSS statistical program. For the calculation of our research, and to prove our stated hypothesizes we used univariate and multivariate statistical methods. In the univariate analysis, we handled the variables from each other separately. The goal in the multivariate evaluation was to analyze the connections between the variables with a quantitative analysis. Most often used indicators during the univariate statistical methods: (Malhotra, 2002):
− central tendency (average or mean, mode, median),
− dispersion tendency (range, variance, standard deviation),
− shape tendency (kurtosis, obliquity),
− other tendency (sum, number of items, minimum, maximum).
In this study, from the univariate analysis we used the average and standard deviation.

In case of the multivariate methods we used cross table-analysis and linear correlation. The cross table-analysis is a statistical method for calculating the connection between two or more variables. The cross table or in other words the contingency table is based on the frequency of merging different variables. According the test results we can conceive, whether there is a connection among two nominal or ordinal variables. The most common statistics at the cross-table analysis: Chi-square test (calculating the systematic connection among two variables), Phi-coefficient (tests the strength of the correlation), contingency-coefficient (tests the strength of the correlation without the number of the variables), Cramer's V correlation (tests the strength of the connection) and the Lambda-coefficient (making forecasts) (Aaker et al., 2001; Malhotra, 2002).

We chose the Chi-square test and the Cramer's V correlation from the statistical methods in cross-table analysis. The χ^2-statistics serves to measure statistical significance of the observed correlations in the cross-table (Aaker et al., 2001; Malhotra, 2002). It helps to determine whether there is a systematic relation among the two variables or there is not. The examination begins by calculating cell frequencies, if there was no correlation between the two variables, by using the values of the existing row and column summary. We compare these expected cell frequencies with the examined frequencies from the cross-table. If we

have a cross-table with *r* row and *c* column, and its stands from observation *n*, then expected frequencies of cells, f_e, can be calculated by the following formula

$$f_e = \frac{n_r n_c}{n}.$$ (1)

where n_r is the sum of the row, the n_c is the sum of the column, and the *n* is the whole sample. We calculate the χ^2 by the formula

$$\chi^2 = \sum_{\text{all rows}} \sum_{\text{all columns}} \frac{(f_0 - f_e)^2}{f_e}.$$ (2)

where f_0 stands for observed frequencies corresponding to expected frequencies f_e.

The value of Cramer's V can change between the interval 0 and 1. The high value of V indicates strong correlation, but it does not state the direction among the two variables. To determine the tightness or direction of the linear connection between the variables, we used correlation analysis. The relationship among the metric variables were tested with the Pearson's coefficient.

2.2 Demonstration of the Research Area

The research was carried out in three Slovak administrative districts: Levice District (Okres Levice), Komárno District (Okres Komárno) and Nové Zámky District (Okres Nové Zámky). Due to the internalization, we often encounter the phenomenon that the labor is not properly prepared to deal with international duties – the appropriate motivation is missing (Dúbravská, et al., 2015). General information about the three Slovak administrative districts can be found in Table 1.

Table 1: General information about the three districts

	Levice District	**Komárno District**	**Nové Zámky District**
Region	Nitra Region	Nitra Region	Nitra Region
Area	1 551 km^2	1 100 km^2	1 347 km^2
Population	112 874 persons	108 556 persons	149 594 persons
Capital	Levice	Komárno	Nové Zámky

Source: the authors.

Figure 1 shows the examined location in Slovakia. The Figure shows the three administrative districts, where the research was made. The lowest unemployment rate in 2015 was in the Nové Zámky District (Okres Nové Zámky) (10.16 %). The unemployment rate in the Levice District (Okres Levice) was 10.73% while in the Komárno District (Komarno Okres) was 13.26%. The highest average nominal monthly wage of employee in 2015 was in Levice District (Okres Levice) (€ 909). In the NovéZámky District (Okres Nové Zámky) the average nominal monthly wage was € 753, while in the Komárno District (Okres Komárno) was € 751.

Figure 1: The location of the three administrative districts in Slovakia
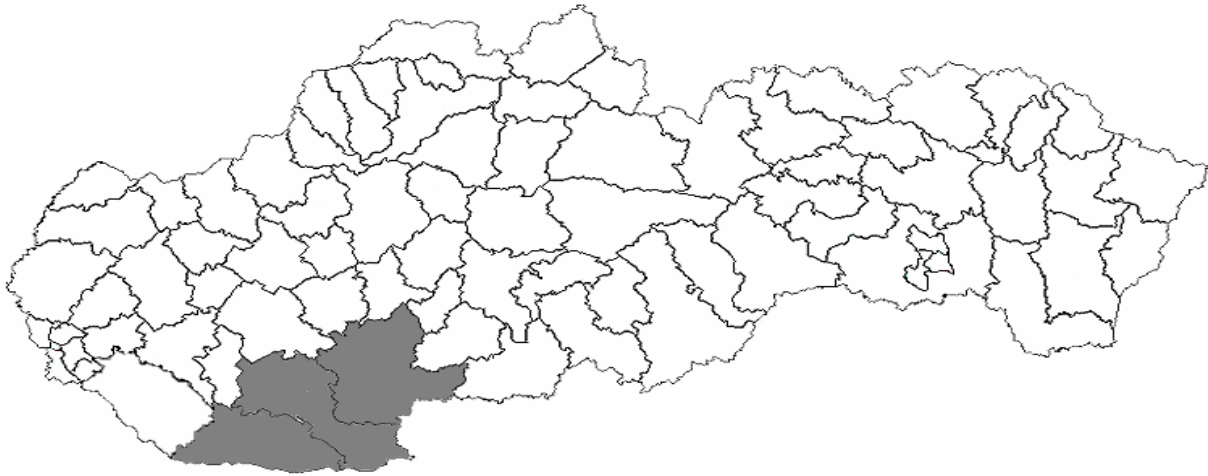
Source: the authors.

3. Results and Discussion

Before carrying out the research we have analyzed a variety of secondary data. This included topics written in national and international literature, reviewing and organizing the collected funds. To perform the quantitative empirical research we have chosen a basic method, the questionnaire. 150 people participated in the questionnaire survey. The empirical research was carried out in three Slovak administrative districts early spring 2016. From the sampling techniques we used the random sampling method. While carrying out the questionnaire we used interviewers, to eliminate potential misunderstandings. We have coded and recorded the filled questionnaires and identified the outstanding values and selected the correct statistical method. The program Microsoft Excel was used for evaluating the results from research. During the analysis of hypotheses we used univariate- and multivariate statistics.

One of the questions of the questionnaire was related to the fact, that how the listed factors are motivating the respondents. The respondents needed to choose one number from the five-point Likert scale (1 - "not motivating", 5 - "very motivating"). Because of the high number of data, we averaged it. We calculated average and standard deviation, when we evaluated questions with Likert scale. Table 2 shows the average and the standard deviation of the answers.

The most important motivating factor of Generation Z is the financial recognition (4.48), after this the second one is the recognition for good work (4.35). They think that the chance of stepping forward (4.23), the acquired knowledge and application of experiences (4.20), clear goals and vision (4.15), continuous feedback (4.12) and the involvement in decision-making (4.04) are also important. The challenging tasks (3.79) and the open environment (3.81) is less important. The Table 2 shows the average and the standard deviation of the answers.

According the high value of the standard deviation, we can assume that not in every case the respondents have the same opinion compared to the average.

Table 2: The average and the standard deviation of the answers

Motivational tool	Number of respondents	Average	Standard deviation
Continuous feedback	150	4.12	.7993
Recognition for good work	150	4.35	1.1135
Involvement in decision-making	150	4.04	.8397
Open environment	150	3.81	1.0158
Clear goals and vision	150	4.15	.7606
Great leader	150	4.09	.9405
Financial recognition	150	4.48	.5969
Working collective	150	3.89	.9602
Acceptable working environment	150	3.92	1.0035
Chance to step forward	150	4.23	.8729
Acquired knowledge, application of experiences	150	4.20	.9092
Challenging tasks	150	3.79	1.0745

Source: the authors.

We listed sixteen statements in the questionnaire showing which motivational tools were presented at the workplace of respondents. Closed-response questions were used, where two alternatives were supplemented with a neutral one ("Yes", "No", "I do not know"). The respondents made one choice from a list of possible responses. Responses were averaged. The respondents´ answers were indicated with „1", if the statement did not apply to them, and were indicated with „2", if so. The neutral answers were indicated with „0". Therefore the obtained values were between 0 and 2. The higher the value is, the motivational tools are more likely represented in the life of the companies. Values in parentheses represents the averages obtained. The following Table 3 shows the average and standard deviation of the answers.

Table 3: The presence of motivational factors in case of the Generation Z

Motivational tool	Number of respondents	Average	Standard deviation
I get challenging tasks	150	0.63	.7592
I can put my knowledge into practice and upgrade it	150	0.51	.6916
I have a chance to step forward	150	0.77	.8647
I am satisfied with my boss	150	0.57	.6881
I can turn to my boss at any time	150	0.54	.6905
I am in good relationship with my colleagues	150	0.51	.6490
I get respect at my workplace	150	0.63	.7592
Before making any decision, they listen to my opinion	150	0.54	.7688
Senior management supports the grassroots initiatives	150	0.51	.7318
I have high degree of autonomy in decision-making	150	0.63	.7959
I get the recognition for my work	150	0.54	.6478
The recognition is visible on my salary	150	0.66	.7908
A high level of motivation characterizes my workplace	150	0.66	.8261
The motivation of employees´ gets a lot of attention	150	0.66	.8600
I get all the necessary information and support to carry out	150	0.54	.6905
I feel important in the life of the company	150	0.63	.7592

Source: the authors.

The members of Generation Z feel, that they have chance to step forward in their workplace (0.77), and their recognition is visible on their salary (0.66). They declared that the

high level of motivation characterizes their workplace (0.66), because the leaders are paying lot of attention to it (0.66). On the other hand, they feel that they cannot use their acquired knowledge and experience in the practice (0.51), and the senior management does not support the grassroots initiatives (0.51). The fact that they do not have good relationship with their colleagues (0.51) was very interesting.

In the next part of the paper we are going to analyze two hypotheses. At the analysis of the first hypothesis we were looking for the answer of this questions: "The money is the most motivating factor? So, the strongest motivational factor in the workplace is the financial recognition?". To evaluate this hypothesis, we analyzed the question were the responders needed to choose from defined motivating factors, and how these factors are motivating them. Among these factors we could find the financial recognition. At the analysis of the second hypothesis we were looking for the answer of this question: "Is there a relationship between the practice of motivational tools and the employee satisfaction?" Because Generation Z is relatively new on the labor market, it is a good idea to consider what motivate them.

Hypothesis: Money is the most motivating factor among the representatives
of the Generation Z to work harder and make better job.

The respondents needed to choose one number from the five-point Likert scale according how the financial recognition is motivating them (1 - "not motivating", 5 - "very motivating"). In case of Likert scale standard deviation and average were used. According the evaluated data, we can say that the most important motivational factor among the members of Generation Z is the financial recognition (4.49). However, according the standard deviation of the answers (0.595) we can assume that not in every case the respondents have the same opinion compared to the average. The high value of standard deviation indicates that the respondent's perceptions are not entirely uniform. Due to that fact the respondents cannot be seen homogeneous.

We used the Pearson's correlation analysis, to calculate the tightness between the metric variables. This index number represents the strength among two metric variables (Aaker et al., 2001). The Table 4 shows the results of the statistical methods: Pearson-Correlation and the asymptotic significance (2-sided).

Table 4: Pearson-correlation between motivation and financial recognition

Financial recognition	Pearson-correlation	.394
	Asymptotic significance (2-sided)	.000
	Number of respondents	.150

Source: the authors.

The table shows, that there is a moderate positive significant relationship between the monetary recognition and the motivation. The hypothesis was accepted, due to the relationship among these two variables.

Hypothesis: There is a relationship between the practice of motivational tools
and employee satisfaction.

To confirm this hypothesis, we used cross-table analysis, which indicates the relationship of two variables. During the evaluation, we examined the link among the motivational tolls and employee satisfaction. For this statistical analysis we used the Chi-square test and the Cramer's V. The Table 5 shows the results of the statistical methods: Pearson Chi-Square, the asymptotic significance (2-sided), and the Cramer´s V.

Table 5: Pearson Chi-Square test and Cramer´s V

Motivational tool	Pearson Chi-Square Value	df	Asymptotic Significance (2-sided)	Cramer´s V
I get challenging tasks	21.379	4	.000	.553
I can put my knowledge into practice and upgrade it	15.324	4	.000	.468
I have a chance to step forward	22.204	4	.000	.563
I am satisfied with my boss	20.586	4	.000	.542
I can turn to my boss at any time	16.422	4	.000	.484
I am in good relationship with my colleagues	13.033	4	.000	.431
I get respect at my workplace	17.042	4	.000	.493
Before making any decision they listen to my opinion	6.853	4	.000	.312
Senior management supports the grassroots initiatives	17.335	4	.000	.498
I have high degree of autonomy in decision-making	13.003	4	.000	.431
I get the recognition for my work	14.882	4	.000	.461
The recognition is visible on my salary	16.423	4	.000	.484
A high level of motivation characterizes my workplace	25.391	4	.000	.602
The motivation of employees´ gets a lot of attention	9.170	4	.000	.362
I get all the necessary information and support to carry out	16.263	4	.000	.482
I feel important in the life of the company	26.046	4	.000	.610

Source: the authors.

Based on the figures above, the correlation shows strong significant relationships in all cases. Concluding from this, the level of the employee satisfaction is influenced by the existence of different motivational tools at the company. Overall, according the results we can conclude that there is a significant relationship between the employee satisfaction and the motivation. This hypothesis was also confirmed.

4. Conclusion

In this research were participating 150 members from Generation Z. In the study, we examined three administrative districts in Slovakia: Levice District (Okres Levice), Komárno District (Okres Komárno) and Nové Zámky District (Okres Nové Zámky). The research was done in the spring of 2016. The ending contains the main conclusions of the research.

The most important motivating factor of Generation Z is the financial recognition and the recognition for well-done jobs. They were not born for the traditional office work. They are motivated during working by electronic devices, especially they like to make their duties through the internet. According to them, the opportunities in development of career and self-realization at their workplace is very important.

The members of Generation Z are more closed and backward compering to the other generations. This can be explained by the fact that they are living in an online world. Compared to other generations they do not have that good relationships with their co-workers, but they not reject to work in groups. The leadership must increase the number of team works in the life of the companies, and they also need to motivate the team members for doing some activities together to strengthen their relationship. All generations are motivated, if their opinions are accepted by their co-workers. That is why the team members should recognize the professional experience and opinion from others. The team leader needs to show the best example. In order to strengthen the relationships between the group members, the company can organize team building exercises. The essence of the team building exercises for individuals is to „become a team player". The team building training is responsible for the development of better communication, and more effective cooperation among the group members.

During the research, we established two hypothesizes. The first hypothesis examined whether the monetary recognition is the main motivating factor. For the testing, we used the Pearson correlation analysis, which indicated moderate positive significant relationship between the financial recognition and the motivation. Due to this relationship we confirmed this hypothesis. The members of Generation Z are best motivated by the monetary recognition.

The second hypothesis was based on the fact, that the motivational tools used by the managers are affecting the satisfaction of the workers. To prove that we used cross-table analysis. From the statistical methods, we chose the Pearson's Chi square and the Cramer's V. According the results, there is a strong significant connection among the variables. From this evaluation, we can say that the motivational tools are greatly affecting the satisfaction of the employees. The overall conclusion from the result is, that there is a significant relationship between employee satisfaction and motivation. We also confirmed the second hypothesis.

We think that we might develop this research further in the future. It would be interesting to observe this topic from the companies' point of view. A long-term goal maybe we could involve more generations in the research. On the labor market a new generation will appear in few years, which will be more different from the Generation Z or the previous ones. Because will appear only in the future, we shown that line of the research as a long-term goal. The youngest members of Generation Alpha are orientating well in the cyberspace. This spectacle fascinates many people, but scares a lot more. Researchers already know that they will cause headaches and difficulties on the labor market.

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