WORKPLACE EXPECTATIONS OF GEN Z EMPLOYEES AND STUDENTS

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CERTIFICATION OF APPROVAL

This is to certify that the dissertation entitled **"WORKPLACE EXPECTATIONS OF GEN Z EMPLOYEES AND STUDENTS"** is a record of genuine work done by Nehia Mahesh Nair., a fourth semester, Master of Arts in Human Resource Management student of this college under my supervision and guidance and that is hereby approved for submission.

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DECLARATION

I, Nehia Mahesh Nair, hereby declare that the dissertation titled "**WORKPLACE EXPECTATIONS OF GEN Z EMPLOYEES AND STUDENTS**" is based on the original work carried out by me and submitted to the University of Kerala during the year 2021-2023 towards partial fulfilment of the requirements for the Master of Human Resource Management Degree Examination. It has not been submitted for the award of any degree, diploma, fellowship, or other similar title of recognition before.

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LIST OF ABBREVIATIONS

1	Gen Z - Generation Z
2	HR - Human Resource
3	SPSS - Statistical Package for Social Sciences
4	SD - Standard Deviation
5	df - degrees of freedom
6	p - p-value (probability value)
7	t - t-test statistic

ABSTRACT

This research study investigates the workplace expectations of Generation Z (Gen Z) employees and students, aiming to identify their priorities and values for sustaining engagement and developing effective retention strategies within organizations. The objectives of the study include identifying career development priorities, exploring personal values, and designing a retention strategy. Data was collected from a sample of 76 individuals, consisting of both employed Gen Z employees and students.

The study's major findings highlight the gender and status distribution of respondents, work experience levels, domicile distribution, and salary ranges. Gen Z employees and students exhibit preferences for different career development methods, with on-the-job training emerging as a top choice for both groups. Personal values are found to significantly correlate with workplace expectations, affecting organizational sustainability. The importance of reputation, advanced technology, and work-life balance in influencing job choices is emphasized. The research suggests several key recommendations based on the findings, including providing experiential learning opportunities, fostering an innovative employer brand, offering balanced compensation and benefits, prioritizing work-life balance policies, utilizing non-monetary rewards, customizing retention plans based on experience and salary data, partnering with educational institutions, and implementing personalized retention strategies.

In conclusion, this study contributes valuable insights into the workplace expectations and priorities of Gen Z employees and students. The multifaceted retention approach recommended by the research can assist organizations in effectively engaging and retaining Gen Z talent while fostering a supportive and innovative work environment. Continuously tracking expectations and adapting strategies are crucial for successfully nurturing this emerging workforce and promoting sustained organizational growth.

CHAPTER 1

INTRODUCTION

INTRODUCTION

Talent management space globally evolving with the increased participation of generation Z. The working world, shaped by technological advancements, global integration, and evolving demographics, organizations and educational institutions face notable challenges due to the very presence of the new gen workforce. Gen Z, born between the mid-1990s and the early 2000s, possesses distinct characteristics and specific expectations when it comes to their careers and education. To effectively attract, retain, and nurture the next wave of talent, organizations and HR practitioners must develop a profound understanding of the workplace expectations held by Gen Z employees and students. This entails delving into the depths of their aspirations, preferences, and requirements. By doing so, organizations can tailor their strategies and approaches to meet the unique needs of this generation, ultimately fostering their growth, engagement, and long-term success.

Generation Z, encompassing both employees and students, has grown up in a rapidly evolving world marked by technological advancements, widespread social media, and instant access to information. Their unique upbringing has shaped them into a generation that is comfortable with digital tools, embraces diversity, and holds personal values in high regard when it comes to work and education. To remain competitive in today's landscape, organizations must recognize the significance of aligning their strategies and practices with the specific expectations of Gen Z. For Gen Z, a job entails much more than just earning a pay check; they seek a work environment that offers flexibility, opportunities for personal and professional growth, a sense of purpose, and meaningful work. Gen Z's unique values and goals are compatible with work-life balance, diversity, inclusion, and a supportive organizational culture. The focus Gen Z focuses on holistic well-being, desire for diversity, and preference for collaborative, creative environments are highlighted by research (Smith & Johnson, 2020; Chen et al., 2019). These elements emphasize how important these concepts are for affecting the productivity of Gen Z workers.

Likewise, educational institutions have challenges due to evolving significance of QS ranking and international competition, where need to understand the expectations of Gen Z as students. Gen Z students yearn for an engaging and technology-driven learning experience that bridges the gap between theory and real-world application. Gen Z tend to thrive in environments that foster collaboration, hands-on learning, and practical utilization of knowledge. Career

development support, including internships, mentorship programs, and networking opportunities, holds great importance for Gen Z students as they strive to acquire practical skills and secure fulfilling employment after graduation.

To attract and retain Gen Z employees and students, organizations and educational institutions must align their strategies and offerings with their specific expectations. Recognizing and addressing the values, preferences, and aspirations of Gen Z will enable organizations to create work environments and educational programs that foster engagement, satisfaction, and long-term success for both individuals and the overall organization. By embracing the unique characteristics and expectations of Gen Z, we can build an environment that nurtures their growth and fulfilment, while also driving organizational success in this ever-changing world.

Different generations of workforce

This study focuses on Generation Z, a group of young people that are currently entering the workforce and shaping the future of different industries. Examining and appreciating the traits and experiences of the generations that came before them is essential to developing a thorough knowledge of this dynamic and diverse generation. As a result, the following describes the different workforce generations:

Baby Boomers

The Baby Boomers refer to people who were born between roughly 1946 and 1964, during the post-World War II "Baby Boom." As they slowly recovered from the economic hardships suffered during the war, birth rates in many western countries increased in the years after World War II. Over the course of their lives, this new generation of Baby Boomers enjoyed unparalleled levels of wealth and economic progress. They were born during a period of relative adversity, but as a result of education, government assistance, rising real estate values, and technical breakthroughs, they have become a prosperous and successful generation.

Generation X

People who were born between the middle of the 1960s and the early 1980s are often considered to be a part of Generation X, which preceded the Baby Boomers generation. Global political developments that took place when Gen X was young influenced this generation. Events like the nationalisation of 14 banks, the near insolvency of the country, the launch of the Rajdhani Express, and the establishment of the ISRO all had an impact on the culture and

upbringing of Generation X. Gen X is more accepting of diversity than earlier generations were, and it has learned to embrace differences in class, colour, religion, and sexual orientation.

Generation Y

People who belong within the definition of Generation Y are those who were born between the years 1980 and 2000. They are also known as the Millennial Generation or just Millennials. The technological revolution that took place during the lives of Generation Y members has shaped them. Being online and proficient in technology is in the blood of Generation Y because they were raised with it. Generation Y is online and connected 24/7, 365 days a year, and is equipped with the most recent technology and gadgets, including smartphones, computers, and tablets. The fact that many Millennials grew up witnessing their Baby Boomer parents working long hours at demanding jobs have influenced how they view the workforce and the necessity of a work-life balance.

Generation Z

Generation Z are group of people born after 1995 and currently entering to the workforce they are the most ethnically and technologically diverse generation according to the Institute for Emerging Issues (2012). Social networking is a crucial aspect of Generation Z's existence, and they have an informal straight-forward, and distinct communication style. They are a generation that values Do It Yourself.

Predominant changes in the Generation Z at work

The new workforce Gen Z faces several changes at work some of them are:

- Digital Native Expertise: According to Deloitte research from 2019: The impact of Gen Z According to a study titled How Generation Z Is Changing the Workplace, 81% of Gen Z employees utilise technology at work and 90% of them do so in their personal lives. Compared to earlier generations, they are more likely to feel at ease using technology, and they are more likely to use it to keep in touch with friends and family, learn new things, and do their jobs. As a result, they are valuable to businesses that want to stay on the cutting edge of technology.

- Flexible Work Environments: A 2020 SHRM survey found that: According to the Gen Z Employee Handbook, 72% of Gen Z workers seek flexible work arrangements including remote work or a hybrid schedule. This is most likely a result of Gen Z's

upbringing in a digital era when they are always connected to work. They are more inclined to desire the ability to work from any location and control over their work schedule.

- Advocating for diversity and inclusion, according to a Cone Communications report from 2019: According to a study titled "The Gen Z Takeover: How Gen Z is Changing the Way We Think About Business," 70% of Gen Z workers are more inclined to stick with a company that values diversity and inclusion. Compared to earlier generations, they are more likely to be concerned about social and environmental issues, and they are more likely to desire to work for organisations that are dedicated to changing the world. They are a benefit to businesses seeking to become more sustainable and responsible because of this.

- Continuous Learning: LinkedIn research from 2020). 87% of Gen Z employees, according to The Gen Z Workforce: What You Need to Know, are constantly looking for new methods to learn. They are more inclined to accept upskilling opportunities and view learning as a lifetime quest. Because of this, they are a great asset for businesses trying to stay on the cutting edge of innovation and technology.

- PwC Study on Recognition and Feedback, 2020 The impact of Gen Z According to a study by Redefining the Workplace, 72% of Gen Z employees value feedback as a factor in their job happiness. They are more inclined to value prompt feedback and ongoing praise. Because of this, it is critical for businesses to develop a feedback and recognition culture that is specifically geared towards Gen Z workers.

- Harvard Business Review Study on Work-Life Integration (2020) Gen Z employees are more likely to prioritise work-life integration than traditional work-life balance, according to The Gen Z Mindset: What It Means for the Workplace. To achieve holistic wellbeing, they are more inclined to conflate their personal and professional life. Because of this, it is crucial for businesses to design environments that promote Gen Z employees' wellbeing both at and outside of the office.

- Cone Communications' 2019 report on socially responsible businesses. 73% of Gen Z employees, according to a study by The Gen Z Takeover: How Gen Z is Transforming the Way We Think About Business, are more likely to patronise companies that value social responsibility. Employers who share their beliefs are more likely to be in line

with them. Because of this, it is crucial for businesses to be open about their social responsibility efforts and to ensure that they reflect the beliefs of their Gen Z workforce.

- Mentorship and guidance: According to a Forbes survey [2020 Gen Z: The Next Generation of Employees], 67% of Gen Z workers believe that mentorship is crucial to their professional development. They are more prone to value advice and mentoring from experienced colleagues. Because of this, it's critical for businesses to foster a culture of mentoring and provide Gen Z workers the chance to engage with the thinking of experienced employees.

The insights gained from this study will help HR managers acknowledge the importance of treating each generation differently, recognizing that the workplace expectations of Gen Z may diverge from those of previous generations like Millennials or Baby Boomers. Embracing this understanding will enable organizations to create inclusive and adaptable work environments that value the diverse perspectives and skills brought by different generations. By acknowledging the distinct expectations and motivations of Gen Z, HR managers can tailor talent management, career development, and rewards systems to meet the aspirations of this burgeoning workforce.

1.1 STATEMENT OF THE PROBLEM

The purpose of the study is to analyse any differences in the personal values held by Gen Z employees and students as well as to identify the priorities of Gen Z employees and students regarding sustaining in the organization and in career development. The research aims to offer insights into specific preferences, values, and expectations of Generation Z in the workplace by looking at these issues from an HR perspective. The ability to effectively build and implement customised strategies, policies, and practices to attract, engage, and retain Gen Z talent will be provided by this insight to HR professionals and organisations. Additionally, it will influence HR practices around career development and advancement opportunities that reflect Generation Z's expectations assuring their long-term dedication to and success in the workplace. The respondents identified or recruited for this study comprise of HR management students who are generally oriented to real time industry functioning and HR functional domains by virtue of their minimum 2 internships. Therefore, perception of students can be almost similar to that of employees working with less than 3 years of experience.

1.2 SIGNIFICANCE OF THE STUDY

The significance of this study holds great value as it provides profound insights into the workplace expectations of the young Gen Z workforce and students, both in their roles as employees and during their academic journey. By delving into these expectations, the study offers a wealth of knowledge that can greatly benefit HR managers and organizational leaders, allowing them to better understand and cater to the needs of this unique generation in the workplace.

First and foremost, the study's findings may contribute to HR managers' understanding of the individual characteristics and preferences of Gen Z employees and students. Armed with this understanding, HR managers can shape their practices, including recruitment, onboarding, training, and performance management, to better align with the expectations of Gen Z. By recognizing and addressing the specific needs of this generation, HR managers can foster higher levels of engagement, job satisfaction, and employee retention. This knowledge empowers organizations to develop targeted strategies and initiatives that not only attract top Gen Z talent but also cultivate an environment conducive to their growth and success.

Moreover, the academic sphere stands to benefit greatly from the findings of this study. By gaining a deeper understanding of Gen Z students in terms of their value system and educational expectations, academia can adjust its pedagogy, teaching methods, and curriculum accordingly. This adaptability ensures that educators create a more engaging and relevant learning environment, aligning with the aspirations and motivations of Gen Z students. By tailoring educational approaches to meet the specific needs of this generation, institutions can enhance student engagement, learning outcomes, and overall educational experiences.

In summary, the significance of this study is multifaceted. It offers invaluable insights for HR managers, enabling them to focus on individual characteristics when managing people and adapt their approaches to attract and retain employees across different generations. Simultaneously, it provides academia with a deeper understanding of Gen Z students, allowing for the adjustment of pedagogical practices to better serve their needs. Ultimately, the study's findings pave the way for organizations and educational institutions to create environments that effectively engage, develop, and retain Gen Z employees and students, contributing to their personal growth and the overall success of the respective organizations and educational institutions.

1.3 OBJECTIVES

- To identify priorities of Gen Z workforce and postgraduate students pursuing management programs to sustain in the organization.
- To study differences if any exists among 'personal values' held by the employees of Gen Z and of students
- To identify the career development priorities among Gen Z employees and of students pursuing postgraduate management programs.
- To design a retention strategy in order to formulate an ideal policy conducive for Gen Z expectations.

1.4 DEFINITION OF CONCEPTS

Generation Z

Theoretical Definition

Generations born in the 1990's and raised in the 2000s during the most profound changes in the century who exists in a world with web, internet, smart phones, laptops, freely available networks, and digital media are considered as the Generation Z (Bascha, 2011; Brue Tulgan & Rain maker Inc., 2013)

Operational Definition

Generation Z is operationally defined as individuals born between 1995 and 2010. It focuses on their workplace expectations, growth opportunities, sustaining factors in the organization and personal values hold by them.

Workplace expectations

Theoretical Definition

Workplace expectations is the "the beliefs that employees hold about what they will receive in return for their contributions to the organization." (Sonia Ospina).

Operational Definition

Workplace expectations can be operationally defined as are specific, measurable descriptions of what is expected by employees in the workplace.

Values

Theoretical Definition

Value is "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence (Milton Rokeach)

Operational Definition

Values are defined as subjective beliefs and principles held by an individual, influencing decisions and behaviours, reflecting what is deemed significant, desirable, and morally important in life of Gen Z.

Career Development

Theoretical Definition

Career development is a process of planning the series of possible jobs one may hold in an organization over time and development strategies designed to provide necessary job skills as the opportunities arise. (Middlemist, Hill, and Greer)

Operational Definition

Career development is defined as the ongoing process of acquiring skills, knowledge, and experiences to navigate and progress in one's job leading to profession.

1.5 CHAPTERIZATION

This dissertation is presented in five chapters as below

- Chapter 1- Introduction, describes, Statement of the problem, Significance of the study, Objectives and Chapterization.
- Chapter 2 –Review of literature, Theoretical framework of the study will be detailed in this chapter to find out research gap identified as conclusion.
- Chapter 3- Methodology includes title of the study, research problem, universe & sampling, unit, Sources of data, tools for data collection, data collection, plan of data analysis, and limitations of the study.
- Chapter 4- Data Analysis, discussion and interpretations will be summarised
- Chapter 5- will enlist findings, present suggestions, and summarise conclusion of the study.

CHAPTER 2

REVIEW OF LITERATURE

LITERATURE REVIEW

2.1 INTRODUCTION

International literature reviewed are chronologically presented at the beginning of the review. It is followed by national literature reviewed by various authors. These reviews are based on workplace expectations of Gen Z, personal values of Gen Z and retention strategy of Gen Z. The reviews help in formulating the research gap of the study which is mentioned as conclusion of this chapter.

2.2 INTERNATIONAL STUDIES:

A growing concern in understanding Generation Z's (Gen Z) particular workplace expectations and preferences has been generated by their entry into the global workforce. Employees and students from the Gen Z cohort, which is diverse and digitally native, bring unique values and attitudes to organisations. In order to shed light on Gen Z's anticipated contributions, ideal work conditions, and implications for organisations attempting to recruit in, engage, and keep this generation, this study will examine opinions from throughout the globe on what this generation expects from the workplace.

Teresa Bridge (2015) in her article *5 Ways the Workplace Needs to Change to Get the Most out Of Generation Z* focuses on identifying key changes that organizations should implement to effectively engage and maximize the potential of Generation Z employees. The author highlights five crucial areas that require attention.

Jaffery G Harber (2011) conducted research on *Generations in the Workplace: Similarities and Differences* details it is not uncommon to witness the coexistence of four generations in the workplace, namely the Traditionalist, Baby Boomers, Generation X, and Generation Y. Each generation holds unique perspectives on work ethic and their interpretation of loyalty to their respective organizations. Hiring managers must familiarize themselves with the characteristics of each generation to make informed decisions about job placements within their organizations. By aligning applicants with suitable positions, employees can effectively utilize their skills and abilities, leading to productivity and the establishment of measurable goals for both individuals and departments. This productivity allows employees to excel both individually and as team members. Research indicates that each generation possesses its own set of strengths and weaknesses. Older generations tend to exhibit qualities that lend themselves well to customer service and organizational loyalty. On the other hand, younger generations

possess technical knowledge and the capacity to train others in utilizing technology to the organization's advantage.

Bruce Tulgan and Rainmaker Thinkign (2013) in the article *Meet Generation Z: The second generation within the giant 'Millennial'* cohort provides insights into Generation Z, the cohort that follows the Millennials. It highlights the importance of understanding the distinct characteristics and behaviours of Generation Z employees, as they bring their own unique perspectives and expectations to the workplace. The article emphasizes the need for employers to adapt their management strategies to effectively recruit, engage, and retain Generation Z employees. It emphasizes that Generation Z employees value clear expectations, regular feedback, opportunities for growth and development, and work-life balance. The article also discusses the potential challenges organizations may face when managing a multi-generational workforce and offers strategies to bridge the generation gap and create a harmonious work environment. Overall, the article sheds light on the evolving dynamics of the workforce with the emergence of Generation Z and provides guidance for organizations to effectively leverage the strengths of this generation.

Ozkan, M., & Solmaz, B. (2015) in their study *the changing face of the employees–generation Z and their perceptions of work* explained that the characteristics and mindsets of Generation Z, born after 2000, differ from those of previous generations, which in turn influences their expectations in the workplace. As Generation Z begins to enter or has already entered the labor force, their expectations differ from those of their older counterparts. They place a greater emphasis on workplace flexibility, work-life balance, and a fast-paced, career-oriented environment. This study aims to examine the work perception of Generation Z by utilizing the Minnesota job satisfaction scale and personality inventory scales, as well as developing a new scale for measurement. The research was conducted with a sample of 276 university students, and the data collected was analysed using chi-square tests and ANOVA analysis. By studying the work perception of Generation Z, this research seeks to gain insights into their unique perspectives and expectations, enabling organizations to better understand and cater to the needs of this new generation of workers.

lorgulescu, Maria-Cristina (2016) in the article *'Generation Z and its perception of work'* explains one of the notable demographic trends observed in contemporary times is the aging of the Romanian population, which consequently impacts the workforce and poses various challenges for human resource management within organizations. With the imminent entry of

Generation Z into the labor market, managers will encounter a range of generational differences among their employees. This paper aims to provide an overview of the characteristics of Generation Z based on recent research findings. Additionally, the study presents the outcomes of a survey conducted among university students belonging to Generation Z, utilizing a questionnaire to gather data. The survey results shed light on Generation Z's perceptions of an ideal workplace, their preferences for working conditions, the key factors influencing their job selection process, as well as their career expectations and aspirations.

Cseh-Papp and Varga, E.et al. (2017) in the study focuses on *The appearance of a new generation on the labour market.* The current labour market sees the youngest generation entering their careers, which means that the behaviour of Generation Z is currently only hypothetical. However, we can examine their expectations for future employment. Our research paper focuses on the career and job ideals of first-year BSc students in Hungarian higher education who belong to Generation Z. We aim to understand their requirements for future jobs, working conditions, payment, and position. Through a questionnaire completed by 112 students, we hypothesize that the characteristics of this generation will influence their job search, and they have realistic expectations due to their knowledge of the labour market. Since career decisions and job hunting are unavoidable, it is crucial for young people to gather information about the labour market and actively participate in it while preparing to face challenges. The results partially support our hypothesis. The findings also highlight the need for comprehensive career guidance services and a deeper understanding of the labour market. This will help build the self-confidence of Generation Z students based on real and practical self-awareness, and enable them to develop job-seeking plans and future visions aligned with current trends and requirements.

Sidorcuka and Chesnovicka, A. (2017) study on *Methods of attraction and retention of generation Z staff* on the contemporary job market is currently witnessing the rise of Generation Z, often referred to as "digital natives," characterized by their technological proficiency, social awareness, global connectivity, and high levels of education. With approximately two billion individuals comprising this generation worldwide, they are considered the most connected, intelligent, and culturally-informed cohort to date, heavily influenced by social media, brands, and music culture. This study examines the attraction and retention strategies employed by Evolution, a Latvian company, with a significant majority of Generation Z employees. By utilizing a combination of company literature review, questionnaires, and interviews, the research aims to identify the most effective methods and values that resonate with Generation

Z within the organization. The findings highlight Generation Z's preference for communication through various social platforms and engagement in company events. As potential and current employees, they prioritize flexible working hours, diverse job opportunities that allow individual expression, a reputable company with an innovative and adaptive culture, opportunities for educational and promotional advancement, and specific fringe benefits. Additionally, Generation Z exhibits a non-traditional approach to employment, emphasizing the importance of aligning their personal values with those of prospective employers. Understanding and catering to the distinct characteristics and needs of Generation Z are crucial for organizations to attract and retain this talented generation, while fostering a positive and productive work environment that aligns with their values and expectations.

Schwieger, D., & Ladwig, C. (2018) in the article *Reaching and retaining the next generation: Adapting to the expectations of Gen Z in the classroom* explains as colleges and universities face budget cuts and pressure to improve student graduation rates, attracting and retaining students has become a crucial priority. Institutions must adapt their methods to attract new students and support their success. This article explores the characteristics of Generation Z, the generation born between 1996 and 2012, and the expectations that employers have for these technologically proficient individuals. By examining current research, the article aims to provide insights and recommendations for higher education institutions to effectively attract, prepare, and retain Generation Z students for their future careers. It emphasizes the importance of understanding the different phases of the student process, including input, in-process, and output, to better align educational offerings with employer expectations. The proposed model and recommendations serve as a guide for higher education institutions to enhance their efforts in meeting the needs and aspirations of Generation Z students, equipping them with the necessary skills and knowledge to thrive in their future careers.

Orrheim, E., & Thunvall, L. (2018) in the article *Cracking the code: How organisations can improve attraction and retention of Generation Z* discusses organizations face the challenge of attracting and retaining young talent in a highly competitive environment, prompting the need to align their strategies with the evolving needs and desires of the workforce. To better understand their target demographic, Human Resources has turned to Generational Theory. The entry of Generation Z into the labour market brings new challenges, as limited research exists on this cohort's preferences and behaviours. This study aims to fill that gap by exploring how Generation Z incorporates their values into their decision-making processes regarding employment and how this impacts attraction and retention strategies employed by

organizations. Employing a qualitative approach, the study engaged in focus groups to delve into the values of Generation Z and understand their influence on employment decisions. Semi-structured interviews with Human Resource managers provided insights into current attraction and retention strategies. The research followed an abductive approach, analysing empirical findings alongside Generational Theory, Person-Organization fit theory, and existing research on Generation Z. The results reveal a misalignment between organizations and the values and needs of Generation Z, highlighting the need for strategic improvements. The study's qualitative approach contributes a nuanced perspective, offering insights that diverge from previous quantitative reports. Further qualitative research in this field is warranted to deepen our understanding of Generation Z and inform effective strategies for attracting and retaining this generation of workers.

Schroth, H. (2019) in the article *Are you ready for Gen Z in the workplace?* described with the entrance of Generation Z into the labour market, employers must be prepared to accommodate their unique characteristics and behaviours. While there are similarities between Generation Z and the Millennials, this new generation brings their own distinct patterns of behaviour shaped by their experiences. Managers need to not only understand how to effectively guide and support these young and inexperienced employees but also recognize and address their specific needs. Just like previous generations, there may be apprehension and scepticism towards the cultural and technological aspects embraced by Gen Z. However, by comprehending their behaviour and catering to their workplace requirements, employers can foster a seamless integration and achieve mutual success. It is crucial to create an inclusive environment that aligns with their values, preferences, and work styles, harnessing their potential and facilitating their professional development. By embracing the strengths and unique perspectives of Generation Z, employers can establish a harmonious and productive work atmosphere that benefits both the organization and its newest generation of employees. Therefore, it is essential for employers to adapt their strategies and practices to effectively engage and retain Generation Z, ensuring a thriving workforce and organizational growth.

Bieleń, M., & Kubiczek, J. (2020) in the study focused on *Response of the labour market to the needs and expectations of Generation Z.* several key aspects, including creating a welcoming office atmosphere, incorporating the latest technological advancements, implementing ambassador programs, providing opportunities for internships and apprenticeships, offering attractive benefit packages, ensuring effective onboarding processes, and embracing corporate social responsibility initiatives. The findings of the research revealed

that while enterprises are making efforts to accommodate Generation Z, they are not extensively promoting these changes. Consequently, it is recommended that organizations consider developing reports to showcase their endeavours in adapting to the shifting dynamics of the labour market. By understanding and responding to the unique characteristics and expectations of Generation Z, employers can create inclusive and engaging work environments that attract and retain talented individuals from this new generation.

Racolţa-Paina, N. D., & Irini, R. D. (2021) conducted a study on *Generation z in the workplace through the lenses of human resource professionals–a qualitative study*. The presence of Generation Z in the workforce has triggered significant transformations in organizational functioning, communication, and problem-solving. This paper aims to assess the preparedness of today's organizations in adapting to and addressing the challenges posed by Generation Z in the workplace. The study adopts a qualitative approach, employing individual interviews conducted with four human resources professionals based in Romania. These professionals work in companies with employee counts ranging from 50 to 700, with Generation Z representing between 11% and 58% of the workforce. The findings suggest that, according to the interviewed human resource professionals, their organizations are adequately equipped to confront the changes and challenges associated with Generation Z in the workplace. Successfully managing the impact of Generation Z necessitates a high level of knowledge and receptiveness among both managers and HR specialists regarding the characteristics and preferences of this new generation. To effectively attract, motivate, and retain young employees, it is crucial to harness and leverage the abilities, values, and perspectives of Generation Z, transforming them into opportunities for growth and development.

Leslie, B., Anderson, C., Bickham, C., et al. (2021) conducted a study on Generation *Z Perceptions of a Positive Workplace Environment. Employ Response Rights* discusses The most recent generation to enter the workforce, generation Z, has often been characterized as lacking engagement in the workplace, despite their strong drive for success (Barna, 2018). This discrepancy could potentially be explained by the theory of generations and generation units (Mannheim, 1952), which suggests that subgroups exist within each generational cohort. The objective of this study is to identify variations within generation Z employees in order to understand their subjective perceptions and inclinations towards the workplace. To achieve this, Q methodology was utilized, enabling the identification of distinct subgroups within the generation. The findings revealed three subgroups within generation Z: Social Investors, Chill

Worker Bees, and Go Getters. Social Investors placed value on work-life balance, Chill Worker Bees sought a comfortable work environment, and Go Getters prioritized career advancement. All three groups emphasized the importance of companies maintaining high moral and ethical standards. These results offer HR practitioners, employers, and managers a fresh perspective on the unique subgroups within generation Z, highlighting both intra- and intergenerational overlap.

Gabrielova, K., & Buchko, A. A. (2021) in the research indicates that *Here comes Generation Z: Millennials as managers.as the dynamics of the workplace* continue to evolve, a new group known as Generation Z, or iGen, is entering the workforce. This generation is joining the ranks alongside millennials, who are now progressing in their careers and will be responsible for managing and working alongside Generation Z employees. The objective of this article is to provide a comprehensive overview that highlights the distinct characteristics of these two generations in the workplace. By gaining a deeper understanding of these generational cohorts, it becomes possible to identify potential intergenerational conflicts and develop effective leadership strategies to enhance employee morale and productivity. Drawing upon generational cohort theory, leader-member exchange (LMX) theory, and the work values framework, this article examines the relationship between millennial supervisors and Generation Z subordinates. By analysing these theories, it aims to shed light on the dynamics and challenges that may arise in the workplace between these generational cohorts. Ultimately, the goal is to equip leaders with the knowledge and strategies necessary to foster positive working relationships and create a harmonious and productive work environment that accommodates the unique characteristics and values of both millennials and Generation Z.

Sihombing, Y. (2021) in the study *Understanding working values preferences of Generation Z.* The purpose of this study was to explore and understand the work values preferences of Generation Z in Indonesia. The study utilized the work values dimensions proposed by Twenge et al. (2010), which include Extrinsic, Intrinsic, Leisure, Altruistic, and Social Rewards. A quantitative approach was employed to analyse the data, with an online questionnaire used to collect responses from 132 participants. The results, based on mean and aggregate mean calculations, indicated that Generation Z's preferred work value was Intrinsic, while the least preferred value was Leisure, which pertains to work-life balance and flexibility in job positions. The frequency analysis also revealed that Generation Z prioritized Intrinsic Value, suggesting that they consider their personal fulfilment and the opportunity for skill and knowledge development when seeking employment.

Nguyen Ngoc, and Viet Dung et al. (2022) in the article *Generation Z job seekers' expectations and their job pursuit intention: Evidence from transition and emerging economy* Limited research exists on understanding the expectations and job pursuit intentions of Generation Z job seekers, particularly in transition and emerging economies. To address this gap, this study focused on two main objectives: (1) examining the expectations and job pursuit intentions of Generation Z job seekers in Vietnam, and (2) advancing the understanding of instrumental and symbolic attributes in recruitment literature. Employing an interpretive research method, questionnaires and group discussions were conducted with Vietnamese final year students who were about to enter the workforce. The findings revealed that Generation Z in Vietnam placed greater emphasis on intangible attributes, such as office atmosphere and workplace ethics, rather than physical features when evaluating potential jobs or organizations. The study also revealed that Generation Z considered both instrumental organizational attributes and the symbolic meaning of corporate social responsibility (CSR). While previous research has explored the expectations of Generation Z in the workplace, few studies have investigated their job pursuit intentions. Additionally, many recent studies on Generation Z's workplace expectations lack a solid theoretical foundation in human resource management. By employing an instrumental-symbolic framework in recruitment, this study contributes to the literature by examining how Generation Z job seekers respond to instrumental and symbolic attributes.

Zahari, S. N. S., & Puteh, F. (2023) in the study *'Gen Z Workforce and job-hopping intention: A study among university students in Malaysia'* explains the recruitment and retention of top talent are critical for maintaining a competitive advantage in organizations. However, the prevalent trend of job hopping, particularly among Generation Z, has posed a significant challenge for HR practitioners, leading to high turnover rates in Malaysia. This phenomenon has resulted in substantial financial and non-financial losses for firms. This study aims to investigate the relationship between motivational factors and job-hopping intentions among Generation Z and identify the influential factors driving their inclination to switch jobs. The research employed a quantitative approach through a survey, utilizing validated and reliable questionnaire items derived from previous studies on job-hopping intentions among Generation Z. Data was collected from 369 respondents currently enrolled in public and private universities in Malaysia. Inferential analysis was conducted to examine the relationship and impact of motivational factors on job-hopping intentions. The findings indicate that both intrinsic and extrinsic factors significantly influence job-hopping intentions among Generation Z. Four

factors were identified as having a significant impact, with the achievement factor being the most influential predictor of job-hopping intentions. This study provides valuable insights for government bodies, researchers, and organizations in addressing human resource challenges and identifying key motivational factors to retain and motivate Generation Z employees, who possess valuable skills and experience crucial for future organizational growth.

Firstly, flexible work arrangements are essential for Generation Z. This generation values work-life balance and seeks flexibility in their schedules. Organizations should consider offering remote work options, flexible hours, and project-based assignments to accommodate their needs.

Secondly, technology integration is paramount. Generation Z is highly proficient in technology and expects modern tools and digital platforms in the workplace. Employers must invest in up-to-date technology to support productivity and collaboration.

Thirdly, meaningful work and personal development are crucial for engaging Generation Z. They desire work that aligns with their values and provides opportunities for growth. Companies should offer meaningful projects, mentoring programs, and clear career pathways to keep them motivated and retained.

Additionally, fostering a collaborative and inclusive culture is vital. Generation Z values teamwork, diversity, and inclusion. Organizations should create an environment that encourages collaboration, open communication, and a sense of belonging for all employees.

Lastly, Generation Z seeks purpose and social impact in their work. Organizations should emphasize their commitment to social responsibility and provide opportunities for employees to engage in meaningful community initiatives.

Gen Z: The second generation within the giant 'Millennial' cohort provides insights into Generation Z, the cohort that follows the Millennials. It highlights the importance of understanding the distinct characteristics and behaviours of Generation Z employees, as they bring their own unique perspectives and expectations to the workplace. The article emphasizes the need for employers to adapt their management strategies to effectively recruit, engage, and retain Generation Z employees. It emphasizes that Generation Z employees value clear expectations, regular feedback, opportunities for growth and development, and work-life balance. The article also discusses the potential challenges organizations may face when managing a multi-generational workforce and offers strategies to bridge the generation gap and

create a harmonious work environment. Overall, the article sheds light on the evolving dynamics of the workforce with the emergence of Generation Z and provides guidance for organizations to effectively leverage the strengths of this generation.

The labour market is currently undergoing a significant generational shift as Generation Z takes the place of the baby boomer generation. These two generations have distinct characteristics shaped by their different upbringings and the rapid advancement of technology over the years. Such disparities pose challenges for employers as they strive to adapt their workplaces to meet the unique needs and expectations of Generation Z. The workplace environment plays a crucial role in determining an employer's competitiveness in the labor market. While extensive research has been conducted on Generation Y, there is a notable research gap regarding Generation Z and their experiences in the labor market. Therefore, the purpose of this study was to explore how companies are adapting to this generational change by examining the extent to which workplaces are adjusted to cater to the specific needs of Generation Z employees.

2.3 INDIAN STUDIES:

In India, a change in workplace dynamics goes hand in hand with the integration of Generation Z (Gen Z) workers and students. Understanding the unique needs and objectives of this digitally-immersed and diverse generation in the workplace is crucial as they enter the workforce. This study explores insights relevant to India, looking at Gen Z's expected contributions, preferred work settings, and particular needs. Organisations can more successfully customise their strategy to attract, inspire, and keep Gen Z talent in the Indian environment by looking into these characteristics.

Dr. A.P. Singh and Jianguanglung Dangmei (2016) study focus on *Understanding the generation z: the Future workforce*. Generation Z are born and raised with a strong presence of the social web and digital technology, is characterized by their digital-centric mindset and technology-oriented identity. However, there is a lack of understanding about their distinct characteristics, needs, attributes, and work style as they prepare to enter the workforce. This generation exhibits different attitudes towards work compared to previous generations, posing challenges for organizations in recruiting and retaining them effectively. To address this, organizations must comprehend the factors that impact the recruitment and value success of Gen Z. This paper examines existing literature to explore the preferences and characteristics of Gen Z, enabling organizations to anticipate and create a workplace that suits their needs, ultimately influencing organizational performance. By understanding Gen Z's motivations,

organizations can tailor their strategies and policies accordingly. Gen Z prioritizes work-life balance, career growth, flexibility, and purposeful work experiences. Moreover, their digital upbringing calls for a technologically advanced work environment. Organizations need to provide professional development opportunities, embrace flexibility, and foster a culture of collaboration and inclusivity. By leveraging insights from existing literature, organizations can successfully attract and retain Gen Z employees, leading to enhanced productivity, innovation, and sustainable growth. Understanding Gen Z is vital for organizations to create a conducive work environment and ensure their long-term success in a rapidly evolving workforce.

Bhattacharyya, R. (2017) in his article - *Aspirations & Wants of Generation Z-A Study on the Work Force of the Future* explains Generation Z, often referred to by various names such as iGeneration, Gen Tech, or Digital Natives, succeeds Generation Y (Millennials) and has grown up in a world of advanced technologies and widespread mobile communication. This cohort expects workplace flexibility, remote collaboration, and seamless integration across devices. They place a strong emphasis on making a meaningful impact and desire to be heard and respected, displaying less tolerance for authoritarian corporate cultures. This paper primarily focuses on exploring the career aspirations, traits, and external factors that influence Generation Z's professional growth. It becomes evident that despite their young age, this generation exhibits strong leadership skills, innovation, intelligence, a proactive approach, and effective decision-making abilities. To support their development, it is crucial for society, teachers, mentors, and parents to instil values, ethics, commitment, customs, and listening skills, enabling them to balance their personal, professional, and spiritual lives. This dynamic and talented workforce holds great potential for the nation. Understanding their career aspirations and effectively engaging their talents and minds at their full capacity is vital for India, and indeed any nation, to prepare for a successful future.

Dr. Hemlata Agarwal and Pratiksinh S. Vaghela (2018) in the article *Work Values of Gen Z: Bridging the Gap To The Next Generation*, Businesses have been primarily focused on understanding and catering to the needs of the millennial workforce, overlooking a significant development. Generation Z, also known as the iGeneration, has now entered the workplace. Born after 1995, the oldest members of this generation are graduating from college and joining the workforce or participating in internship programs. In India alone, they represent approximately 20.1 million individuals, and while some are still in school, they will increasingly join the workforce over the next decade. It may be tempting to view Gen Z as an extension of the millennial generation, but studies indicate that they possess distinct

characteristics. The Z Generation is expected to bring about significant transformations in the future workforce. Organizations worldwide will need to adapt to these differences and leverage the unique advantages that this generation offers to enhance productivity and redefine the face of their organizations by the end of this decade.

Shilpa Gaidhani, Dr. Lokesh Arora et al. (2019) in their study titled *'Understanding the Attitude of Generation Z Towards Workplace'* found that Generation Z, the cohort born and raised alongside the advancements of current technology, is inherently digital-oriented, with technology forming a crucial part of their identity. Although this generation has already entered the workforce, there remains limited understanding of their distinct characteristics, needs, attributes, and work style. Unlike previous generations such as Generation Y (Millennials) and Generation X, Gen Z exhibits different attitudes towards work. Organizations often encounter challenges in effectively hiring and retaining Gen Z employees, hindering sustainable growth. To address this, it is crucial for organizations to comprehend Gen Z and identify factors that can influence their recruitment and retention success. By gaining a deep understanding of this generation, companies can proactively create a work environment that aligns with their preferences and values. This paper aims to explore the attitudes and preferences of Gen Z based on existing literature, providing insights for organizations to anticipate and establish a workplace that caters to their needs, ultimately impacting overall organizational performance.

Harris, K. (2020) in his article *A new generation of workers: Preparing for generation Z in the workplace* discusses a new wave of employees from Generation Z, typically aged 25 and below, is entering the workforce, bringing with them distinct needs and preferences. While some workplace changes, such as the inclusion of on-site amenities like gyms and day-cares, remote work options, and social events, were initially implemented to cater to Millennials (Generation Y), they also prove appealing to Generation Z. However, it is important to recognize that Generation Y and Z have unique differences, posing new challenges for managers and human resource departments within firms. For instance, Generation Z values guidance and seeks to please their managers, necessitating comprehensive training to foster confidence in their work. This thesis aims to explore the functioning of Generation Z in the workplace and the influence of their career aspirations and motivations on hiring and retention processes within organizations. A survey was conducted to assess the characteristics and preferences of Generation Z concerning work environments, communication methods, and employee benefits. The results of this survey, along with an analysis of Generation Z's traits,

will inform recommendations for firms on how to effectively prepare for and accommodate the millions of current and future Generation Z employees.

Dina Puthenpurakal (2021) in her article *Discovering Generation Z: who are they and what do want* studies that over the past few decades, the composition of the US workforce has become increasingly diverse, encompassing various ethnic backgrounds and age groups. With multiple generations coexisting in the workplace, organizations need to understand and cater to the unique needs of each generation. Looking ahead, it is crucial for organizations to be adaptable and responsive to the expectations of Generation Z. This upcoming generation will bring about changes that impact work responsibilities, management approaches, recruitment strategies, team communication, and retention efforts. As highlighted by Anderson (2019), organizations must consider these expectations and adapt accordingly. This paper aims to delve into the subject by examining existing literature on engaging and retaining Generation Z individuals, particularly in the context of a more fluid work structure where employees have the freedom to switch organizations based on their preferences. Finding effective solutions is imperative in order to effectively engage and retain this generation within organizations.

Gopal P. Mahapatra and Naureen Bhullar et al. (2022) conducted research **on** *Gen Z: an emerging phenomenon*. The current labour market is witnessing the emergence of the youngest generation as they embark on their careers, rendering the behaviour of Generation Z hypothetical. However, our research paper focuses on exploring the career and job ideals of first-year BSc students in Hungarian higher education who belong to Generation Z. By examining their expectations for future jobs, working conditions, payment, and position, we administered a questionnaire to 112 students and hypothesized that their generational characteristics would influence their job-seeking behaviour, with realistic hopes rooted in their knowledge of the labour market. As career choices and job seeking are inevitable, young individuals must actively gather labour market information and prepare themselves to meet challenges. The findings partially support our hypothesis, emphasizing the need for comprehensive career orientation services and deeper labour market knowledge to build the self-confidence of Generation Z students based on genuine self-awareness, align their plans with current trends and requirements, and navigate their future job-seeking endeavours successfully.

Ganguli, R and Saxena et al. (2022) in the study *The Characteristics and Preferences of Gen Z: A Review of Multi-Geography Findings* focus on *Generation* Z, also known as Gen Z, refers

to individuals born between approximately 1995 and 2010. In comparison to previous generations, Gen Z exhibits distinct characteristics and preferences. As the proportion of Gen Z individuals in the workforce gradually increases, organizations are realizing the challenges associated with retaining them. This study aims to explore the unique characteristics and preferences of Gen Z and its implications for organizations. Understanding this generation is crucial as they will continue to represent a significant portion of the workforce in the coming years. The paper presents the findings of a systematic review that analysed studies conducted by researchers worldwide, focusing on various sample groups consisting predominantly of Gen Z. By identifying common themes across different geographical locations, the study provides a summary of Gen Z's characteristics and preferences. These preferences are categorized into five dimensions, highlighting the areas that organizations should prioritize when recruiting and managing Gen Z individuals. This research contributes to better preparation in engaging and retaining Gen Z talent in organizations.

2.4 RESEARCH GAP

While there is increasing amount of study on the expectations and priorities of Generation Z in the workplace, there is a substantial knowledge gap when it comes to comprehending the subtle differences between Gen Z employees and students, especially in the context of Indian and global perspectives. There are few areas where research can be studied in examining the factors such as domicile, gender, socio-economic status of Gen Z employees and of students to shape workplace expectations. A thorough comparative analysis that specifically investigates the priorities, personal values, career development aspirations, and retention strategies of Gen Z employees and students is lacking, even though only a small number of Indian reviews (8) and international reviews (17) have specifically examined aspects of Gen Z's workplace expectations. Since Gen Z is a young workforce, more research is required to understand how their expectations for the workplace vary over time. The research can assist managers in comprehending this workforce and determining how to best meet their needs.

CHAPTER 3

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

3.1 TITLE OF THE STUDY

Workplace expectations of Gen Z employees and students.

3.2 RESEARCH DESIGN

The study follows a quantitative logic in terms of research methodology. Quantitative approaches place an emphasis on objective measurements and statistical, mathematical, or numerical analysis of data gathered by questionnaires. Quantitative analysis is concerned with collecting numerical data and generalising it across groups of people or explaining a specific phenomenon.

This study analyses the workplace expectations of Gen Z working professionals and of Post Graduate students in Human Resource field in Kerala. The research design followed here is comparative design, which is descriptive in nature where data is collected from young working HR professionals and Post Graduate students pursuing Human Resource Management.

3.3 RESEARCH VARIABLES

Independent Variables- Age, Gender, Status (Professional/ student), Domicile.

Dependent Variable- Personal Values, Career Development, Sustaining in organization, Workplace expectation.

3.4 UNIVERSE AND UNIT

Universe and population of the study

Post Graduate Students and Working Professionals in Kerala.

Unit of the study

A student or employee in the HR field working in Kerala.

3.5 SAMPLING

Quota sampling was used to collect data from respondents. This is a non- probability sampling method that was chosen based on the characteristics of the population and the objectives of the study.

3.5 .1 Sample Size

76 sample of Post Graduate Students and Working Professionals in HR field in Kerala was taken.

3.6 SOURCES OF DATA

3.6.1 Primary Data

Primary data was collected using a questionnaire designed by the researcher.

3.6.2 Secondary Data

The researcher has collected secondary data from newspapers, journal articles, internet sources, blogs, and other magazines.

3.7 TOOLS FOR DATA COLLECTION

A questionnaire was prepared to collect data to study the workplace expectations of Gen Z employees and students with emphasis on demographic variables, variables such as priorities to sustain in the organization, personal values, career development priorities of Gen Z employees and students. The questionnaire consists of 42 questions, including the demographic details of the respondents.

3.8 PRE-TEST

After drafting the questionnaire, the researcher ran a validity test to see whether the scales used provided for the desired data. The test helped realising the issues like response latency, partially filled responses etc. in the beginning itself. The tool has Cronbach's Alpha value as 0.929 which shows that is extremely reliable.

3.9 PILOT-STUDY

A pilot study was carried out for assessing the feasibility of the study among the respondents. 6 respondents were selected randomly, and data was collected. After analysis of the data, necessary corrections and modifications were made in the questionnaire.

3.10 DATA COLLECTION

The researcher created digital questionnaire in the form of Google Forms to collect the primary data from the respondents.

3.11 TOOL FOR DATA ANALYSIS

The researcher used the Statistical Package for Social Sciences (SPSS) and MS Excel for doing the data analysis. Both descriptive and inferential statistics were used for analysis.

3.12 LIMITATIONS OF THE STUDY

- The study has a limited sample size, which could impact the generalizability of the findings. A smaller sample may not adequately represent the diverse perspectives and experiences of Gen Z employees and students.
- As the data was collected using google form, the researcher could not be directly involved in the data collection.

CHAPTER 4

DATA ANALYSIS & INTERPRETATION

4.1 Introduction

This chapter discusses data analysis using SPSS.25 (Statistical Package for Social Sciences) and Microsoft Excel. The data used for analysis was collected from postgraduate students pursuing Human Resource Management and from young working HR professionals in Kerala. The data were collected using a questionnaire through google forms. The questionnaire was designed to identify the priorities of the Gen Z workforce and students to sustain in the organization and to understand the differences among the 'personal values' held by the employees of Gen Z and students. There were distinct questions to identify the career development priorities among Gen Z employees and students.

Modality of Analysis

1. Frequency analysis of selected demographic variables were carried out in order to draw inferences on their implications on the research objectives.

2. Based on the rationale drawn through the research literature reviewed, and in consultation with a panel of experts. Cluster of questions generated that form part of the tool had been selected, and summated scores were computed. This score logically indicates the trend prevailing while performing cross-tabulation analysis as well. Further most preferred and least preferred career development methods were identified based on reported preferences of students and working professionals. These responses traced has been explained in order to find the association between other variables to clarify the researcher's argument.

3. Non-parametric analysis using the Chi-Square test on constituent variables that explain career expectation were selected and analysed to determine the significant association between them.

4. T-test is used to find the significance between the working and student group to find the significance in sustaining the organization

4.2 Analysis of Demographic Variables

The demographic variables considered for the study are gender, status (working/ student), working experience, domicile, present salary, and salary aspiration.

4.2.1 Gender-wise participation of respondents

Table. No. 4.1

Gender	Frequency	Percent
Male	37	48.7
Female	39	51.3
Total	76	100.0

Source: Primary Data

The gender-wise participation of respondents in the study was found to be indicative of the gender statistics in the Kerala higher education sector report where 67 percent were female and 33 percent were male enrolled for higher education program. There was a total of 76 individuals surveyed. Among them, 37 individuals identified as male, which accounts for approximately 48.7% of the total. On the other hand, 39 individuals identified as female, representing around 51.3% of the total.

4.2.2 Participation of respondents by status

Table. No. 4.2

Status	Frequency	Percent
Working	46	60.5
Student	30	39.5
Total	76	100.0

Source: Primary Data

Considering the status-wise participation in the sample out of the total 76 individuals surveyed, 46 individuals reported being working. This represents approximately 60.5% of the total. On the other hand, 30 individuals are students, accounting for approximately 39.5% of the total.

4.2.3 Work experience wise participation of respondents

Table No. 4.3

Work Experience	Frequency	Percent
0-1 year	54	71.1
1-3 years	12	15.8
>3years	10	13.2
Total	76	100.0

Source: Primary Data

The work experience-wise participation among the population found that out of the total 76 individuals, 54 individuals reported having 0-1 year of work experience, which accounts for approximately 71.1% of the total. This includes students having no work experience. Additionally, 12 individuals reported having 1-3 years of work experience, representing around 15.8% of the total. Finally, 10 individuals reported having more than 3 years of work experience, making up approximately 13.2% of the total.

4.2.4 Domicile-wise participation of respondents in the sample

Table No. 4.4

Domicile	Frequency	Percent
Rural	13	17.1
Suburban	25	32.9
Urban	38	50.0
Total	76	100.0

Source: Primary Data

The domicile-wise participation of the population can be categorized into three groups: rural, suburban, and urban. Out of the total 76 individuals surveyed, 13 individuals reported living in rural areas, accounting for approximately 17.1% of the total. 25 individuals reported residing in suburban areas, representing around 32.9% of the total. The largest group consists of 38 individuals who reported living in urban areas, making up approximately 50.0% of the total.

4.2.5 Present salary-wise participation of respondents in the sample

Table No.4.5

Present Salary	Frequency	Percent
< Rs 20,000	8	10.5
Rs 20,000 - Rs 30,000	8	10.5
Rs 30,000 - Rs 40,000	14	18.4
Rs 40,000 - Rs 50,000	9	11.8
> Rs 50,000	7	9.2
Not applicable	30	39.5
Total	76	100

Source: Primary Data

Considering the present salary-wise participation of respondents out of 76 individuals, 10.5% reported a salary below Rs 20,000 and another 10.5% fell within the range of Rs 20,000 to Rs 30,000. Additionally, 17.1% reported salaries between Rs 30,000 and Rs 40,000, while 11.8% fell within the Rs 40,000 to Rs 50,000 range. About 9.2% reported salaries above Rs 50,000, and 40.8% indicated that the student population's present salary was not applicable to them.

4.2.6 Salary aspiration wise participation of respondents in the sample

Table No.4.6

Salary Aspiration	Frequency	Percent
< Rs 20,000	2	2.6
Rs 20,000 - Rs 30,000	2	2.6
Rs 30,000 - Rs 40,000	20	26.3
Rs 40,000 - Rs 50,000	18	23.7
> Rs 50,000	34	44.7
Total	76	100.0

Source: Primary Data

Considering the salary aspiration-wise population of 76 individuals, 2.6% expressed a salary below Rs 20,000, while another 2.6% aimed for a salary between Rs 20,000 and Rs 30,000. Additionally, 26.3% aspired for a salary in the Rs 30,000 to Rs 40,000 range, and 23.7% targeted a salary between Rs 40,000 and Rs 50,000. The largest group, comprising 44.7% of the total, expressed a salary aspiration greater than Rs 50,000.

4.3 CAREER DEVELOPMENT PRIORITIES:

The following data shows the career development priorities of Gen Z employees and students. Among the career development methods studied under this research, training and development, effective feedback system, mentoring, job rotation, workshops, simulations, conferences, on-the-job training, self-study, and 360-degree performance review were considered. The most preferred and least preferred career development methods were found and explained as below.

4.3.1 Working professionals' expectations to career development

Preferred career development method

Table No. 4.7

Working	Frequency	Percent
Somewhat Preferred	4	8.7
Preferred	15	32.6
Mostly Preferred	27	58.7
Total	46	100.0

Source: Primary Data

Fig No. 4.1
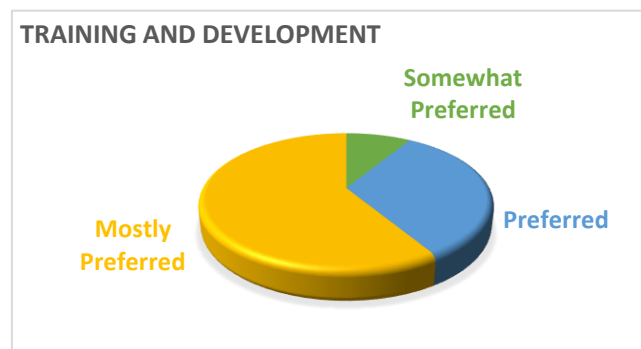
According to the data collected from respondents, Gen Z employees mostly prefer Training and Development as a career development method. Out of the 46 respondents, 8.7% somewhat preferred it, 32.6% preferred it, and the majority of 58.7% mostly preferred training and

development. Working professionals prioritize training and development as a career development method due to its benefits in enhancing skills, demonstrating employer support, and providing networking opportunities. It helps professionals stay competitive and opens doors for career advancement.

Table No. 4.8

Working	Frequency	Percent
Slightly Preferred	2	4.3
Somewhat Preferred	3	6.5
Preferred	9	19.6
Mostly Preferred	32	69.6
Total	46	100.0

Source: Primary Data

Fig No.4.2
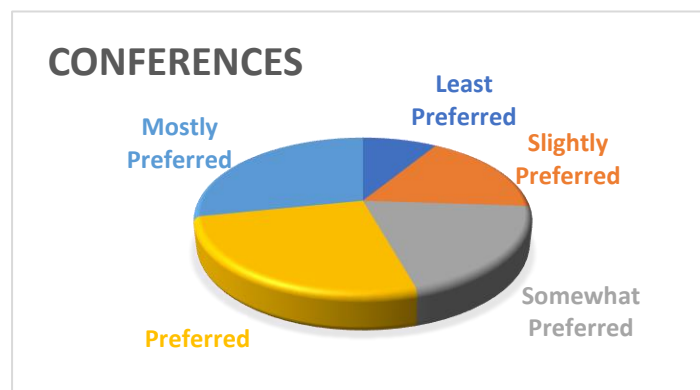
According to the data collected from respondents of the 46 working employees surveyed, 4.3% had a slight preference, 6.5% had a moderate preference, 19.6% had a strong preference, and the majority of 69.6% mostly preferred on-the-job training as a method for career development. Working professionals favour on-the-job training because it offers them hands-on experience, allowing them to apply their skills immediately in a practical setting. This method provides practical learning opportunities that align with their real work experiences, enabling them to develop job-specific skills effectively.

Least preferred career development method

Table No. 4.9

Working	Frequency	Percent
Least Preferred	4	8.7
Slightly Preferred	8	17.4
Somewhat Preferred	9	19.6
Preferred	12	26.1
Mostly Preferred	13	28.3
Total	46	100.0

Source: Primary Data

Fig No. 4.3
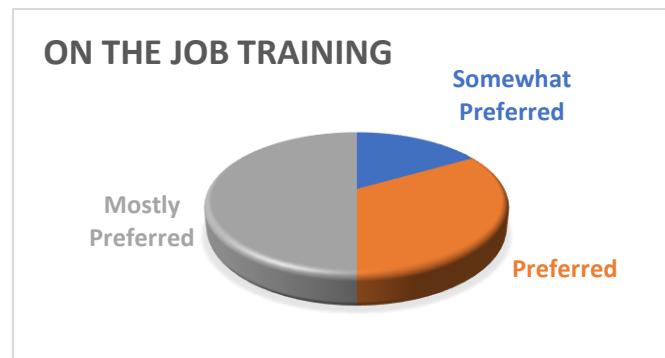
Among the 46 respondents of Gen Z employees 8.7% least preferred, 17.4% slightly preferred, 19.6% somewhat preferred, 26.1% preferred, and 28.3% mostly preferred the conference method. Working professionals least prefer conferences as a career development method because they often provide limited interaction and hands-on learning opportunities. Professionals prefer more interactive methods that offer practical skills and networking opportunities. Conferences may be seen as less effective in addressing specific job-related needs and fostering direct career growth compared to other methods.

Table No. 4.10

Working	Frequency	Percent
Least Preferred	1	2.2
Slightly Preferred	2	4.3
Somewhat Preferred	16	34.8
Preferred	17	37.0
Mostly Preferred	10	21.7
Total	46	100.0

Source: Primary Data

Fig No. 4.4
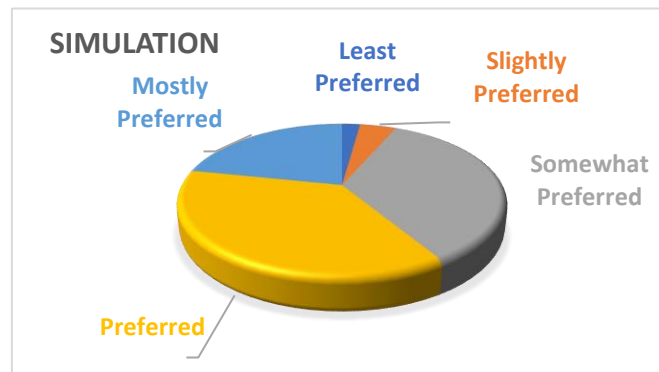
Among the 46 respondents of Gen Z employees 2.2% least preferred, 4.3% slightly preferred, 34.8% somewhat preferred, 37.0% preferred, and 21.7% mostly preferred simulation. Working professionals often found to have not preferred using simulations for career development because they feel simulations are artificial and not connected to real-world experiences. Instead, they prefer methods that offer practical and authentic learning opportunities. Simulations may not fully capture the complexity and details of their actual job roles, so they may not help professionals grow in their careers as effectively.

4.3.2 Students Expectation of Career Development

Preferred career development method

Table No.4.11

Student	Frequency	Percent
Slightly Preferred	1	3.3
Somewhat Preferred	1	3.3
Preferred	12	40.0
Mostly Preferred	16	53.3
Total	30	100.0

Source: Primary Data

Fig No. 4.5
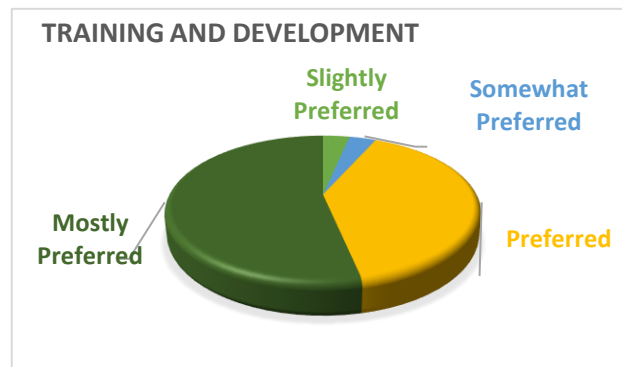
Among the 30 postgraduate students pursuing HR, surveyed, 3.3% slightly preferred, 3.3% somewhat preferred, 40.0% preferred, and the majority of 53.3% mostly preferred training and development. Students expect training and development as their preferred career development method to bridge the gap between theory and practice, gain industry exposure, and build professional networks. It enhances employability, helps make informed career choices, and equips students with practical skills for a successful transition into the workforce.

Table No. 4.12

Students	Frequency	Percent
Slightly Preferred	3	10.0
Somewhat Preferred	6	20.0
Preferred	11	36.7
Mostly Preferred	10	33.3
Total	30	100.0

Source: Primary Data

Fig No. 4.6

ON THE JOB TRAINING

According to the data collected from respondents, the Gen Z students pursuing post-graduation in HR show that out of the 30 students surveyed, 16.7% somewhat preferred on-the-job training, 33.3% preferred it, and the majority, 50.0%, mostly preferred it. Students prefer on-the-job training as their preferred career development method because it provides real-world experience, bridges the gap between theory and practice, and helps develop job-specific skills. It allows students to apply their knowledge, gain industry exposure, and enhance their employability for a successful transition into their careers.

Least Preferred Career Development Method

Table No. 4.13

Student	Frequency	Percent
Least Preferred	1	3.3
Slightly Preferred	1	3.3
Somewhat Preferred	11	36.7
Preferred	13	43.3
Mostly Preferred	4	13.3
Total	30	100.0

Source: Primary Data

Fig No. 4.7
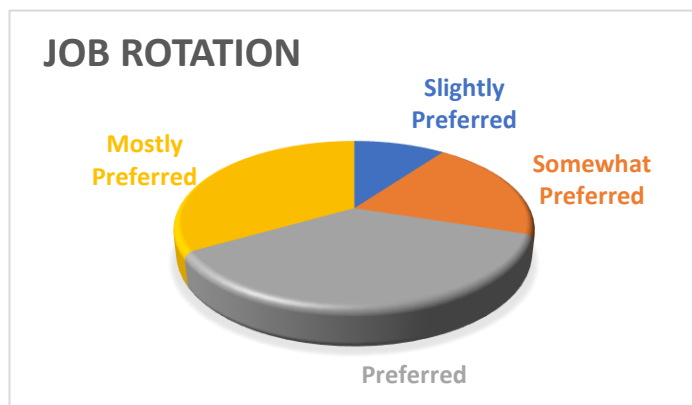
JOB ROTATION

Out of the 30 PG students pursuing Human Resources surveyed, out of surveyed students, 10.0% had a slight preference for job rotation as a career development method, 20.0% somewhat preferred it, 36.7% preferred it, and 33.3% mostly preferred it. Interestingly, job rotation was perceived as the least preferred method by the students. This could be because they have a desire to specialize in a particular area, follow a linear career path, and seek stability. They prioritize building expertise in a specific field.

Table No. 4.14

Student	Frequency	Percent
Somewhat Preferred	5	16.7
Preferred	10	33.3
Mostly Preferred	15	50.0
Total	30	100.0

Source: Primary Data

Fig No.4.8
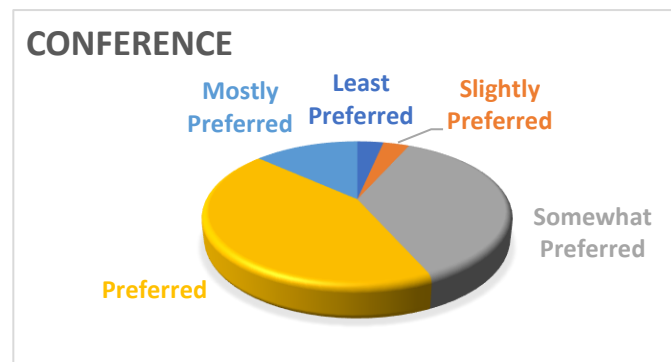
Among the 30 students surveyed, 3.3% least preferred, 3.3% slightly preferred, 36.7% somewhat preferred, 43.3% preferred, and 13.3% mostly preferred conference as a career development method. Students may perceive conferences as the least preferred career development method due to limited interaction and hands-on learning opportunities. They prioritize more interactive methods that provide practical skills and networking opportunities. Conferences may be seen as less effective in addressing specific job-related needs and fostering direct career growth compared to other methods.

4.4 Reliability Statistics

Cronbach's Alpha is a commonly employed statistical measure used to evaluate the internal consistency or reliability of a scale or set of items. It quantifies the extent to which the items within a scale are interconnected or measure the same underlying construct. Ranging from 0 to 1, higher values indicate stronger internal consistency. A value of 1 signifies perfect internal

consistency, while values nearing 0 indicate lower reliability. Researchers rely on Cronbach's Alpha to determine the extent to which the items in a scale consistently measure the intended construct, providing confidence in the scale's reliability for future research.

Table No. 4.15

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.929	0.938	36

The reliability statistics, specifically Cronbach's Alpha, shows that the measurement scale applied in the study has a high level of internal consistency. Cronbach's Alpha values for the scale are 0.929 and 0.938, which show that it is extremely reliable. The 36 questions included objectively by identifying variables such as workplace expectations, sustaining in the organization, personal values, and career development priorities on the scale to increase the scale's accuracy.

4.5 Workplace Expectation

The workplace expectations of Gen Z employees and students have been assessed through a series of 8 questions. Their priorities include seeking reputable organizations, embracing challenging work environments, and displaying a willingness to work remotely. They express a preference for a structured five-day workweek and a commitment to remaining with an organization as a fresher for a duration exceeding three years. Access to advanced technology and tools is important for effective job performance. Moreover, they emphasize the importance of an engaging and enjoyable workplace, underscored by the presence of both interactive experiences and well-equipped cafeteria facilities. These expectations collectively underline Gen Z's inclination toward growth, innovation, and a dynamic work atmosphere.

4.5.1 Gen Z employees Workplace Expectation and interest to sustain in the organization

Table No. 4.16

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	435.312[a]	288	0.000
Likelihood Ratio	188.518	288	1.000
Linear-by-Linear Association	30.032	1	0.000
N of Valid Cases	76		

Source: Primary Data

The Pearson chi-square test showed a significant association between workplace expectations and interest to sustain in the organization (chi-square value = 435.312, df = 288, p < .001). This suggests that there is a relationship between workplace expectations and interest to sustain in an organization. The linear-by-linear association test revealed a significant linear association between workplace expectations and sustenance of employees in the organization (chi-square value = 30.032, df = 1, p < .001). This suggests that as workplace expectations increase or decrease, the likelihood of sustaining in the organization also changes in a linear manner.

4.5.2 Workplace expectation and personal values of Gen Z employees and students

Table No. 4.17

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	482.741[a]	306	0.000
Likelihood Ratio	189.890	306	1.000
Linear-by-Linear Association	26.942	1	0.000
N of Valid Cases	76		

The Pearson chi-square test showed a significant association between the variables (chi-square value = 482.741, df = 306, p < 0.001). This indicates that there is a relationship between workplace expectations and personal value. The linear-by-linear association test revealed a significant linear association between the variables (chi-square value = 26.942, df = 1, p < 0.001). This indicates that as one variable increase or decreases, the other variable changes in a linear manner.

4.5.3 Respondent's status and workplace expectation

Table No. 4.18

		I am not willing to work in a less reputed organization.					Total
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
Status	Working	3	14	11	11	7	46
	Student	0	7	11	8	4	30
Total		3	21	22	19	11	76

Source : Primary Data

The crosstabulation table provides insights into the relationship between the variables status (working or student) and employees are not willing to work in a less reputed organization. Among the respondents who are currently working, 11 out of 46 strongly agreed (15.2%) that they are not willing to work in a less reputed organization. Additionally, 11 respondents agreed (15.2%), 14 somewhat agreed (30.4%), 3 disagreed (6.5%), and 7 strongly disagreed (15.2%) with this statement. For the student respondents, 8 out of 30 strongly agreed (26.7%) that they are not willing to work in a less reputed organization. Furthermore, 11 respondents agreed (36.7%), 7 somewhat agreed (23.3%), and 4 disagreed (13.3%) with this statement.

These findings indicate that a significant proportion of respondents, both working professionals, and students, prefer working in reputed organizations. This suggests that reputation is an important factor influencing their job choices.

4.5.4 Technology and Innovation and creativity in the workplace

Table No. 4.19

		I value innovation and creativity in the workplace.			Total
		Somewhat agree	Agree	Strongly Agree	
I expect to have access to the latest technology and tools to perform my job effectively.	Disagree	0	2	0	2
	Somewhat agree	3	2	1	6
	Agree	2	23	13	38
	Strongly Agree	0	7	23	30
Total		5	34	37	76

Source: Primary Data

The crosstabulation table presents the relationship between the variables employees expect to have access to the latest technology and tools to perform their job effectively and employees value innovation and creativity in the workplace. Among the respondents, 30 out of 76 strongly agreed (39.4%) that they expect to have access to the latest technology and tools to perform their job effectively. Additionally, 38 respondents agreed (50%), 6 somewhat agreed (7.8%), and 2 disagreed (2.6%) with this statement. In terms of valuing innovation and creativity in the workplace, 34 respondents agreed (44.7%), 37 strongly agreed (48.6%), and 5 somewhat agreed (6.57%).

These findings suggest that many of the people surveyed expect to have the latest technology and tools available to them so they can do their job well. Furthermore, most respondents highly value innovation and creativity in the workplace. These insights emphasize the importance of providing employees with modern technology and fostering an environment that encourages innovative thinking and creativity. Organizations that meet these expectations are likely to attract and retain employees who value access to technology and have a strong interest in innovative work practices.

4.5.5 Level of Experience & Workplace Expectation

Table No. 4.20

		Level of Workplace Expectation		Total
		Low	High	
Work Experience	0-1 year	5	49	54
	1-3 years	0	12	12
	>3years	0	10	10
Total		5	71	76

Source: Primary Data

The crosstabulation analysis examined the relationship between work experience and the level of workplace expectations. Experienced individuals had greater work expectations. The total score from the tool we used explained these expectations well. Among those with 0-1 year of work experience, the majority of 90.7% had high workplace expectations. Similarly, all respondents with 1-3 years constituting 15.7% of total respondents, and >3 years having work experience, 13.15% of total respondents, had high workplace expectations. The range for low is 8- 24 and for high is 25 – 33. These findings suggest that as individuals gain more work experience, their expectations for the workplace tend to increase.

4.6 Expressed interest of employees to continue with the organization (Sustenance)

The sustainability of Gen Z employees and students within an organization has been examined through focused questions. A positive work culture holds paramount importance than other factors. While well-compensated, a depleted work-life balance remains a concern. Growth opportunities, positive manager relationships, and relationship with colleagues are binding elements. Competitive compensation, rewards, and recognition impact their retention, as does an organization's commitment to diversity and inclusion. These findings emphasize the intricate blend of factors influencing Gen Z's tenure and engagement, emphasizing holistic workplace values and opportunities.

4.6.1 Employees interest to sustain in the organization and their personal values

Table No. 4.21

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	531.368[a]	272	0.000
Likelihood Ratio	212.514	272	0.997
Linear-by-Linear Association	48.775	1	0.000
N of Valid Cases	76		

Source: Primary Data

The Pearson chi-square test showed that personal values and interest to sustain in an organization are significantly connected (chi-square = 531.368, df = 272, p < 0.001). This means there is a clear link between these two factors. The linear-by-linear association test also found a significant linear relationship between them. The statistical values, like the chi-square of 48.775 with 1 degree of freedom and a p-value under 0.001, confirm this strong relationship. In simpler terms, as one variable goes up or down, the other variable changes predictably and proportionally in a straight-line manner. The chi-square tests confirmed both a significant connection and a linear relationship between the variables studied.

4.6.2 Likelihood of staying in the organization as it offers a competitive salary and benefits package

Table No. 4.22

		I am likely to stay with this organization as it offers a competitive salary and benefits package					Total
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
Present Salary	< Rs 20,000	0	1	3	1	3	8
	Rs 20,000 - Rs 30,000	0	0	1	6	1	8
	Rs30,000 - Rs 40,000	0	0	2	9	3	14
	Rs 40,000 - Rs 50,000	0	1	1	3	4	9
	> Rs 50,000	0	1	2	2	2	7
	Not applicable	1	0	5	19	5	30
Total		1	3	14	40	18	76

Source: Primary Data

The crosstabulation table displays the relationship between the variables Present Salary and Employee is likely to stay with the organization as it offers a competitive salary and benefits package. Among the 46 working respondents, 13 respondents strongly agreed (28.2%), 21 respondents agreed (45.6%), 9 somewhat agreed (19.5%) and 3 disagreed (6.5%) with this statement. In terms of the present salary range, most respondents (30 out of 76) fell into the "Not applicable" category, indicating that they may not have a specific salary range. However, among the respondents with a present salary, the highest frequency is in the "Rs 30,000 - Rs 40,000" range, with 14 individuals falling into this category.

From these findings, it can be inferred that a significant proportion of respondents value a competitive salary and benefits package as a factor in their decision to stay with the organization. The data also suggest that many respondents may not have a specific present salary range or have chosen not to disclose it. These insights highlight the importance of providing competitive compensation and benefits to attract and retain employees who highly value these factors. Additionally, the organization can further explore salary and benefits strategies tailored to different salary ranges to optimize employee retention and satisfaction.

4.6.3 Employee's present salary and interest to sustain in the organization

Table No. 4.23

		A depleted work-life balance troubles me even though I am highly paid.					Total
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
Present Salary	< Rs 20,000	0	0	2	3	3	8
	Rs 20,000 - Rs 30,000	0	0	0	6	2	8
	Rs30,000 - Rs 40,000	0	0	3	4	7	14
	Rs 40,000 - Rs 50,000	0	0	1	4	4	9
	> Rs 50,000	0	2	0	3	2	7
	Not applicable	1	2	11	8	8	30
Total		1	4	17	28	26	76

Source: Primary Data

The crosstabulation table presents the relationship between the variables Present Salary and how depleted work-life balance troubles employees even when they are highly paid. A depleted work-life balance is a state in which work demands take up so much of an individual's time and energy that they have little or no time or energy for their personal life. Among the

49

respondents, 26 out of 76 strongly agreed (34.2%) that a depleted work-life balance troubles them even though they are highly paid. Additionally, 28 respondents agreed (36.8%), 17 somewhat agreed (22.3%), 4 disagreed (5.2%), and 1 strongly disagreed (2.17%) with this statement. In terms of the present salary range, most respondents (30 out of 76) fell into the "Not applicable" category, However, among the respondents with a present salary, the highest frequency is in the "Rs 30,000 - Rs 40,000" range, with 14 individuals falling into this category. From these findings, it can be inferred that a considerable proportion of respondents, regardless of their present salary, experience a troubled work-life balance despite being highly paid. This suggests that simply offering a high salary does not necessarily alleviate the negative effects of a depleted work-life balance. Organizations should recognize the importance of maintaining a healthy work-life balance for their employees, as it remains a concern even among those who are well-compensated. Addressing work-life balance issues and implementing measures to promote employee well-being can contribute to higher job satisfaction and overall organizational success.

4.6.4 Salary aspiration and depleted work-life balance of employee

Table No. 4.24

		A depleted work-life balance troubles me even though I am highly paid.					Total
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
Salary aspiration	< Rs 20,000	0	0	2	0	0	2
	Rs 20,000 - Rs 30,000	0	0	0	1	1	2
	Rs 30,000 - Rs 40,000	0	0	5	9	6	20
	Rs 40,000 - Rs 50,000	0	2	3	7	6	18
	> Rs 50,000	1	2	7	11	13	34
Total		1	4	17	28	26	76

The crosstabulation table provides insights into the relationship between the variables salary aspiration and how depleted work-life balance troubles employees even when they are highly paid. Among the respondents, 34 out of 76 strongly agreed (44.7%) that a depleted work-life balance troubles them even though they aspire to a higher salary. Additionally, 28 respondents agreed (36.8%), 17 somewhat agreed (22.3%), 4 disagreed (5.26%), and 1 strongly disagreed (1.31%) with this statement. When considering the salary aspirations of respondents, the majority of those who strongly agreed or agreed with the statement fell into the "> Rs 50,000" salary aspiration category, comprising 45% of the total respondents. This was followed by the "Rs 30,000 - Rs 40,000" category, accounting for 26.3% of the respondents.

These findings highlight that a significant portion of respondents, particularly those aspiring to higher salaries, still experience difficulties with their work-life balance despite their salary expectations. This suggests that achieving a higher salary alone may not alleviate work-life balance concerns. Organizations should address these concerns and consider implementing policies and practices that promote a healthier work-life balance for all employees, regardless of their salary aspirations. Prioritizing work-life balance can contribute to employee satisfaction, well-being, and overall organizational success.

4.6.5 Preference for working in an organization recognizing and rewarding the performance
Table No. 4.25

| | | Recognition and rewards for my performance and contributions are important factors in my decision to stay with an organization | | | | | Total |
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
I prefer working in an organization as a fresher for more than 3 years.	Strongly Disagree	0	0	1	1	3	5
	Disagree	0	0	1	13	11	25
	Somewhat agree	0	1	2	12	11	26
	Agree	1	0	2	8	2	13
	Strongly Agree	0	0	0	3	4	7
Total		1	1	6	37	31	76

Source: Primary Data

The crosstabulation table displays the relationship between two important questions describing variables recognition and rewards for employee's performance and contributions are important factors for them decision to stay with an organization and employees prefer working in an organization as a fresher for more than 3 years considered in the study. Among the respondents, 7 out of 76 strongly agreed that recognition and rewards for their performance and contributions are important factors in their decision to stay with an organization. Additionally, 13 respondents agreed (17.10%), 26 somewhat agreed (34.2%), 25 disagreed (32.8%), and 5 strongly disagreed (6.5%) with this statement. This may be interpreted as existence of neutral attitude towards recognition among the Gen Z people under study. In terms of the preference for working in an organization as a fresher for more than 3 years, 37 respondents agreed (48.6%), 31 somewhat agreed (40.7), 6 disagreed (7.89%), 1 strongly disagreed (1.31%), and 1 strongly agreed (1.31%) which indicates agreement of majority of gen Z people's interest to work for about 3 years to gain experience before further job hoping.

From the analysis, it can be inferred that most people in the study feel that recognition and rewards for their work are important for them to stay at a company. Also, a good number of them would like to start and continue working at a company for more than 3 years. This shows that valuing employees' efforts and giving rewards can help keep them happy and committed.

4.6.7 Preference for working in an organization offering competitive benefits

Table No. 4.26

		I am likely to stay with this organization as it offers a competitive salary and benefits package					Total
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
I prefer working in an organization as a fresher for more than 3 years.	Strongly Disagree	0	0	1	1	3	5
	Disagree	0	2	5	15	3	25
	Somewhat agree	0	1	4	15	6	26
	Agree	1	0	4	5	3	13
	Strongly Agree	0	0	0	4	3	7
Total		1	3	14	40	18	76

Source: Primary Data

The crosstabulation table presents the relationship between the variables employees are likely to stay with the organization as it offers a competitive salary and benefits package and employees prefer working in an organization as a fresher for more than 3 years. Among the respondents, 7 out of 76 strongly agreed (9.21%) that they are likely to stay with the organization due to its competitive salary and benefits package. Additionally, 13 respondents agreed (17.10%), 26 somewhat agreed (34.2%), 25 disagreed (32.8%), and 5 strongly disagreed (6.57%) with this statement. In terms of the preference for working in an organization as a fresher for more than 3 years, 40 respondents agreed (52.6%), 18 somewhat agreed (23.6%), 14 disagreed (18.42%), 3 strongly disagreed (3.94%), and 1 strongly agreed (1.31%).

From these findings, it can be inferred that a significant proportion of respondents are likely to stay with the organization because of its competitive salary and benefits package. Additionally, many respondents express a preference for working in an organization as a fresher for more than 3 years. These insights suggest that offering competitive compensation and benefits can contribute to employee retention, and there is considerable interest among respondents to build a long-term career within the organization.

4.6.8 Respondents' status & interest to sustain in the organization.

Table No. 4.27

Group Statistics					
	Status	N	Mean	Std. Deviation	Std. Error Mean
Expressed interest of employees to continue with the organization	Working	46	4.30707	.523547	.077193
	Student	30	3.97083	.657093	.119968

Source: Primary Data

Among the working professionals, who form respondents, the mean score for sustaining in the organization is 4.30707 and with the student respondents, the mean score for sustaining in the organization is 3.97083. These statistics indicate that, on average, the working professionals have a higher mean score and therefore greater interest to sustain in the organization compared to the student respondents. The higher mean score for the working respondents may be inferred as existence of stronger inclination to sustain in their current organization compared to the student respondents.

Table No. 4.28

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Expressed interest of employees to continue with the organization	Equal variances assumed	.022	.882	2.472	74	.016	.336232	.136009	.065229	.607235
	Equal variances not assumed			2.357	52.216	.022	.336232	.142657	.049997	.622466

Results of independent samples t-test, comparing the means between the working and student groups about them sustaining in the organization is discussed here. The t-test results show a significant difference between the means when equal variances are assumed (t = 2.472, p = .016) and not assumed (t = 2.357, p = .022). This suggests that there is a significant difference in mean scores between the two groups, indicating that for sustaining in the organization there is a significant impact for both students and working professionals.

4.7 Personal Values

The personal values that shape the workplace expectations of Gen Z employees and students have been studied through specific questions. These findings reveal the important principles that guide their career preferences. They highly value a workplace culture that is supportive

and inclusive. Continuous learning and career growth are top priorities, and they appreciate innovation and creativity. Taking care of their own and their colleagues' mental and emotional well-being matters to them. They also want the ability to make decisions and have control over their work, along with personal freedom and respect. Ensuring a safe and harassment-free workplace is crucial, and they value honesty and openness in communication. Striking a balance between work and personal life is important, as is practicing ethical and socially responsible business behaviour. These insights highlight the fundamental values that shape Gen Z's expectations for a positive and purpose-driven work environment.

4.7.1 Challenging workplace and well-being of employee

Table No. 4.29

		I prioritize the mental and emotional well-being of myself and my colleagues.				Total
		Disagree	Somewhat agree	Agree	Strongly Agree	
I am willing to work in a challenging workplace.	Strongly Disagree	0	2	0	0	2
	Disagree	0	0	0	1	1
	Somewhat agree	0	2	6	12	20
	Agree	0	2	20	11	33
	Strongly Agree	1	0	5	14	20
Total		1	6	31	38	76

The crosstabulation table shows the relationship between the variables Employees willingness to work in a challenging workplace and Employees prioritize the mental and emotional well-being of themselves and their colleagues. Among the respondents, 20 out of 76 strongly agreed (26.3%) that they are willing to work in a challenging work environment. Additionally, 33 respondents agreed (43.4%), 12 somewhat agreed (15.7%), and 2 disagreed (2.63%) with this

statement. In terms of prioritizing the mental and emotional well-being of themselves and their colleagues, 20 respondents strongly agreed (26.3%), 11 agreed (14.4%), 6 somewhat agreed (7.89%), and 2 disagreed (2.63%). From these findings, it can be inferred that a significant proportion of respondents are willing to work in a challenging work environment. Moreover, a substantial number of respondents highly prioritize the mental and emotional well-being of themselves and their colleagues. These insights highlight the importance of creating a balance between a challenging work environment and a supportive, mentally, and emotionally healthy workplace. Organizations that acknowledge and address these needs are likely to attract and retain employees who are willing to take on challenges while also valuing well-being.

4.7.2 Challenging workplace and Relationship with manager

Table No. 4.30

		I am willing to work in a challenging work place.					Total
		Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree	
Positive relationship with my manager is important to me to continue with the organization	Strongly Disagree	1	0	0	0	0	1
	Disagree	0	0	1	0	1	2
	Somewhat agree	1	0	5	4	1	11
	Agree	0	0	4	21	7	32
	Strongly Agree	0	1	10	8	11	30
Total		2	1	20	33	20	76

The crosstabulation table shows the relationship between the variables positive relationship with the manager is important to employees to continue with the organization and the employees are willing to work in a challenging workplace. Among the respondents, the majority, 30 out of 76 strongly agreed (39.4%) that a positive relationship with their manager is important for them to continue with the organization. Additionally, 32 respondents agreed (42.10%), 11 somewhat agreed (14.47%), 2 disagreed (2.63%), and 1 strongly disagreed (1.31%) with this statement. In terms of willingness to work in a challenging work environment, the majority (33 out of 76) agreed, while 20 respondents somewhat agreed (26.3%), 20 disagreed (26.3%), 1 strongly disagreed (1.31%), and 1 strongly agreed (1.31%).

Based on the analysis and discussion presented above, it can be deduced that respondents attach significant importance to fostering a positive relationship with their manager when considering their continuation with the organization. Additionally, a noteworthy portion of respondents expresses willingness to engage in employment within a challenging work environment.

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSION

INTRODUCTION

This chapter discusses the important findings, suggestions, and conclusions of the study. The major objective of the study was to identify the priorities of the Gen Z workforce and students to sustain in the organization. The study was conducted among PG students pursuing HR and young working professionals. The study also intends to identify career development priorities and their personal values.

5.1 FINDINGS

The objectives of the study have been analysed and interpreted in the study. The major findings of the study based on the responses are given below:

1 Among the total of 76 individuals surveyed, gender-wise participation of respondents in the study found that out of 76 individuals in total, 48.7% were male and 51.3% were female respondents. Thus, revealing a balanced participation of respondents.

2 Out of the total surveyed sample, 60.5% were reported to be employed and 39.5% of the respondents identified themselves as students, indicating their status within the sample under study.

3 It is found that 15.8% of the respondents reported to have 1-3 years of work experience. 13.2% stated having more than 3 years of work experience, whereas 71.1% having 0-1 year of work experience, encompassing students with no prior experience. providing insights into the distribution of work experience within the sample studied.

4 It is found that approximately 17.1% hailed from rural areas. Roughly 32.9% were from suburban areas, indicating the domicile distribution within the sample.

5 Present salary-wise distribution among the surveyed reveals that 10.5% earn salaries below Rs 20,000. Another 10.5% draw salary between Rs 20,000 to Rs 30,000. And 17.1% reported to have salaries between Rs 30,000 and Rs 40,000, while 11.8% fell in the Rs 40,000 to Rs 50,000 range. Approximately 9.2% indicated salaries above Rs 50,000.

6 In the study of gen Z, only 2.6% of the about to pass out student population opted to join for a job with salaries below Rs 20,000, while another 2.6% targeted between Rs 20,000 to Rs 30,000. Significantly, 26.3% aspired to earn between Rs 30,000 to Rs 40,000, and 23.7% aimed for Rs 40,000 to Rs 50,000. The important finding is that majority comprising 44.7%, expressed salary aspirations exceeding Rs 50,000.

7 It is found that Gen Z employees favour Training and Development as a career development method. 8.7% somewhat preferred, but 32.6% preferred it, and 58.7% mostly preferred it.

It is found that this approach enhances skills, showcases employer support, and fosters networking, helping professionals stay competitive and advance in their careers.

8   The study reveals that among employees surveyed, on-the-job training emerges as top choice for career development. Majority of respondents (69.6%) chose this method as its appeal lies in hands-on experience, enabling immediate skill application and effective job-specific skill development for professionals.

9   It is found that among the surveyed postgraduate HR students, majority preferred (40.0%), and mostly (53.3%) preferred training and development as a career advancement method. Students choose this method to bridge theory and practice, gain industry exposure, and build networks, enhancing employability, informed career decisions, and practical skills for a successful workforce entry.

10   The data shows that surveyed Gen Z HR postgraduate students' majority either preferred (33.3%), or mostly preferred (50.0%) on-the-job training for its real-world experience, bridging theory and practice, and fostering job-specific skills. Students appreciate its capacity to apply knowledge, gain industry exposure, and enhance employability, facilitating a smooth career transition.

11   The study reveals Gen Z employee respondents, preferences for the conference method ranged from least preferred (8.7%) to mostly preferred (28.3%) only. Conferences are less favoured due to limited interaction and hands-on learning. Professionals prioritize interactive methods for gaining practical skills and networking, Conferences as a method found to be less effective in addressing job-specific needs and career growth compared to other approaches.

12   Gen Z employees often dislike simulations for career development, finding them artificial and disconnected from the real world. They prefer practical, authentic methods that effectively replicate job complexity and complexity and provide real career growth.

13   Students showed little preference for job rotation, instead prioritizing expertise and stability in a specialized field over exposure. They valued a linear career path to build subject matter expertise.

14   Students least favoured conferences for career development due to their limited interactivity and hands-on learning. They preferred interactive methods that build practical skills and networking, finding conferences ineffective for job-specific preparation and direct career growth.

15   A significant relationship between workplace expectations and organizational sustainability is revealed in the linear-by-linear association test (chi-square value = 30.032, df = 1, p <

.001) suggesting that changes in workplace expectations linearly influence organizational sustainability.

16 There found to have significant association between the variable's workplace expectations and personal values (chi-square value = 482.741, df = 306, $p < 0.001$), which reveals association between workplace expectations and personal values. The linear-by-linear association test further demonstrated a significant linear link (chi-square value = 26.942, df = 1, $p < 0.001$), illustrating that changes in one variable correspondingly influence the other variable linearly.

17 The study found that both working professionals and students exhibit a strong preference for reputable organizations. This influences job choices, with 30.4% of professionals and 63.4% of students unwilling to work for less reputed organizations, underscoring its major role in attraction and retention.

18 The study found that a significant majority of respondents expect access to advanced technology (39.4% strongly agreed, 50% agreed) and highly value innovation and creativity (48.6% strongly agreed, 44.7% agreed) for effective job performance and fulfilment at work. These findings underscore the importance of providing modern technology and cultivating an innovative workplace culture to attract and retain Gen Z employees.

19 The study found a positive correlation between work experience and higher workplace expectations. Respondents with 0-1 years of experience showed the highest expectations at 90.7%, while those with 1-3 years (15.7%) and >3 years (13.15%) also had high expectations. This suggests that workplace expectations generally increase with more work experience accumulated.

20 In the study, the Pearson chi-square test (chi-square = 531.368, df = 272, $p < 0.001$) indicated a significant link between personal values and expressed interest of employees to continue with the organization. The linear-by-linear association test (chi-square = 48.775, df = 1, $p < 0.001$) confirmed a strong linear relationship, showcasing that changes in one variable correspond predictably with the other. Both tests emphasize a meaningful and substantial connection between the variables.

21 Most employees agree that their current salary impacts their likelihood to stay for better benefits. Of 46 respondents, 28.2% strongly agreed, 45.6% agreed, and 19.5% somewhat agreed with this statement. Only 6.5% disagreed. The most common salary range was Rs 30,000 - Rs 40,000. This suggests that tailored retention strategies based on salary ranges could optimize employee satisfaction.

22 Many respondents (34.2% strongly agreed, 36.8% agreed) said poor work-life balance is concerning, even with high pay. The Rs 30,000 - 40,000 range was most common. Employees at all pay levels experience work-life challenges. This suggests high pay alone does not address work-life balance issues. Organizations should prioritize healthy work-life balance to improve well-being and satisfaction, even for well-paid employees.

23 Despite aspiring to higher salaries, many respondents faced work-life balance challenges, including 45% of those targeting >Rs50,000 and 26.3% expecting Rs30,000-40,000. This highlights that higher pay alone does not resolve work-life balance issues.

24 While many were neutral on recognition and rewards for retention, significant portions agreed they impact satisfaction and commitment (48.6% agreed, 40.7% somewhat agreed). Additionally, most were interested in 3+ year tenures as freshers, highlighting Gen Z's inclination to gain experience before seeking opportunities, and the influence of recognition and rewards.

25 The study revealed a link between employees staying for competitive packages and preferring 3+ year tenures as freshers. 9.21% strongly agreed and 17.10% agreed to stay for the package, while 52.6% agreed and 23.6% somewhat agreed to a 3+ year tenure. A significant portion prioritized competitive packages for retention and longer tenures in their early careers.

26 The study shows that from the independent samples, a t-test comparing means between working and student groups for sustaining in the organization reveals a significant difference (t = 2.472, p = .016, and t = 2.357, p = .022, assuming equal and unequal variances, respectively). This implies a substantial impact on sustaining in the organization for both students and working professionals, as mean scores significantly differ between the two groups.

27 In the study it is found that a strong link between willingness to work in a challenging environment (69.7% agree or strongly agree) and need for mental and emotional well-being (40.7% strongly agree, or agree). Provision of job with challenges and careful HR capable of ensuring employee well-being is crucial for attracting and retaining Gen Z employees who value both aspects.

5.2 SUGGESTIONS

Here are some suggestions based on the key findings from the research study:

- Providing hands-on training and on-the-job learning is validated by the finding that Gen Z prefers these experiential methods for career growth over passive approaches.
- Building an innovative employer brand is validated by the data showing Gen Z values creativity, technology, and innovation at work.
- Offering competitive but balanced salaries and benefits aligned to different levels career advancement is validated by the insight that higher pay alone does not resolve work-life balance challenges.
- Fostering a balanced environment is validated by the finding that Gen Z seeks professional challenges along with wellness initiatives and work-life balance.
- Prioritizing policies for better work-life balance is validated by the data emphasizing their significance in enhancing satisfaction.
- Implementing non-monetary rewards is validated by the finding that these boost retention beyond just compensation.
- Customize retention plans based on experience and salary data from surveys about expectations
- Creating a supportive and challenging work environment is validated by Gen Z's interest in both aspects.
- Tracking expectations regularly is validated by the indication that strategies must evolve to meet Gen Z's changing needs.
- It is suggested to partner with colleges for lectures, and internships to attract and develop students early which may make students industry ready.
- Use data about satisfaction, engagement, and attrition to make personalized retention strategy policy

From the findings of the study, the researcher proposed Gen Z recruitment integrated retention policy is as follows:

HIRE TO RETAIN POLICY

The findings persuaded the researcher to formulate an integrated approach towards retention which may have to start from the very recruitment. As a manifestation of an organization's employer brand building exercise because the data shows that students as well as new recruits are keen for joining the reputable organizations. Therefore, we must create a recruitment approach that is pertinent while formulating an alternate policy for retention.

- Initiate industry-academia collaborations to design and develop a campus hiring pipeline and for talent acquisition from educational institutes, providing early exposure to students.

- Design job specific cutting-edge technology and introduce it to the prospective employees.

- Advertise roles emphasizing hands-on learning, on-the-job training, and upskilling opportunities aligned with Gen Z preferences such as training and development, effective feedback system, mentoring, workshops, simulations, conferences, self-study, and 360-degree performance review

- Promote competitive yet balanced rewards and benefits, along with specific work-life balance initiatives such as flexible work arrangements, generous vacation time, sick days, and sabbaticals. For promoting competitive yet balanced rewards and benefits, when recruiting Gen Z talent highlight competitive pay, bonuses, profit sharing, and other monetary benefits.

- Assess candidate mindset and values by conducting assessments like Personality Assessments such as Big Five Personality Test to assess openness, conscientiousness, extraversion, agreeableness, and neuroticism, Myers-Briggs Type Indicator (MBTI) to evaluate thinking preferences. Schwartz Values Survey to measure motivations and priorities. Portrait Values Questionnaire (PVQ) to understand basic values. Situational Judgement Tests- Present ethical dilemmas and scenarios to gauge decision-making.

- Behavioural Interview: Ask values-based questions related to sustainability, community service etc. Group Discussion/Simulation: Moderated discussion on sustainability topics to assess alignment. Roleplay scenarios to evaluate responses. Psychometric Tests. Aptitude, critical thinking, abstract reasoning tests for alignment with sustainability vision and organizational culture.

- Continuously update policies and culture to attract, engage and retain emerging talent by tracking expectations and fostering belonging.

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Gen Z Retention Techniques:

- Offer periodic skill-building through immersive job training, mentorship, and simulated learning methods such as hands-on project work and assignments to apply skills, job rotations, access to online courses, microlearning videos, VR simulations, peer mentoring and buddy programs for guidance, guest talks and seminars from internal leaders and experts. simulations, role playing, and serious games to practice skills, coaching and mentoring from experienced professionals, sponsorship for conferences, events, and professional development, feedback, and evaluation to strengthen skills suited to Gen Z inclinations.

- Institute non-monetary motivation through career-growth-focused recognition programs and exclusive learning opportunities for high-performing and longer-tenured employees.

- Normalize hybrid or flexible work models, ergonomic workspaces, self-care time offs, recreational activities, and family care support.

- Cultivate an environment where individuals are encouraged to express their thoughts without fear, enabling constructive dialogue and shared learning. This atmosphere of trust and collaboration nurtures both career advancement and personal growth, allowing each person to thrive and contribute meaningfully.

- Conduct stay conversations, pulse surveys, and focused groups to understand evolving expectations in an annual basis.

- Create unique growth opportunities by allowing employees to explore different roles and departments, aligning with their interests and strengths.

5.3 CONCLUSION

This research explored the workplace priorities and values of Gen Z employees and students to understand their expectations for sustaining engagement and designing effective retention strategies. The findings revealed that on-the-job training is highly preferred by Gen Z for career growth as it provides practical skills and exposure. Though competitive compensation is valued, work-life balance is considered equally important. Building a strong employer brand and reputation also emerges as a priority. An inclination for longer tenures early in the career indicates the potential positive influence of recognition and rewards on retention. Differences surface in expectations with more work experience, with higher workplace expectations. For

students, priorities lean towards gaining industry exposure and practical knowledge to enable a smooth workforce entry.

In summary, a multifaceted retention approach is recommended. This includes training aligned with hands-on learning preferences, competitive yet balanced rewards structures, work-life balance policies, and a culture of innovation and cares for well-being. Tracking expectations continuously and crafting customized strategies are key for engaging and retaining Gen Z talent. The insights obtained will assist organizations in nurturing this emerging workforce and sustaining growth.

As Elon Musk said, "Talent is extremely important. It's like a sports team, the team that has the best individual player will often win but then there's a multiplier from how those players work together and the strategy they employ." This underscores the importance of understanding and adapting to the priorities of new generations like Gen Z to create a cohesive and engaged workforce. By focusing on their desire for hands-on training, work-life balance, and a caring culture while leveraging their talent, passion, and ambition, organizations can build motivated and loyal teams for sustaining innovation and success. Crafting customized retention strategies and continuously evolving them will be key to effectively attracting and retaining Gen Z talent.

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APPENDIX

Research Questionnaire

- Age

- Gender: Male/ Female/ Others

- Status: Working/ Student

- Work experience: 0-1year, 1-3 year,> 3 years

- Domicile: rural/suburban/urban

- Present Salary: < Rs 20,000/Rs 20,000– Rs 30,000/ Rs 30,000 – Rs 40,000/ Rs 40,000 – Rs 50,000/ >Rs 50,000, Not applicable

- Salary aspiration: <Rs 20,000/Rs 20,000– Rs 30,000/ Rs 30,000 – Rs 40,000/ Rs 40,000 – Rs 50,000/ >Rs 50,000.

Abbreviations

- SD – Strongly Disagree
- D - Disagree
- SWA - Somewhat agree
- Agree
- SA – Strongly Agree

- LP – Least Preferred
- SP- Slightly Preferred
- SWP - Somewhat Preferred
- P - Preferred
- MP – Mostly Preferred

SL NO.	Questions	SD	D	SWA	A	SA
1	I am not willing to work in a less reputed organization.					
2	I am willing to work in a challenging work place.					
3	I am willing to work far away from home.					
4	I prefer working five days a week.					
5	I prefer working in an organization as a fresher for more than 3 years.					
6	I expect to have access to the latest technology and tools to perform my job effectively.					

7	I expect my workplace to have lots of fun and engagement.					
8	I expect my workplace to have a good cafeteria.					
1	Positive work culture is more influential than anything else in the organization.					
2	A depleted work-life balance troubles me even though I am highly paid.					
3	Growth opportunities are a positive factor that binds me to the organization					
4	Positive relationship with my manager is important to me to continue with the organization					
5	Positive relationship with my colleagues is important to me to continue with the organization.					
6	I am likely to stay with this organization as it offers a competitive salary and benefits package					
7	Recognition and rewards for my performance and contributions are important factors in my decision to stay with an organization.					
8	I am more likely to stay with an organization that values and supports diversity and inclusion					
	Mark your Career Development priorities	LP	SP	SWP	P	MP
1	Feedback system					
2	Training and development					
3	Mentoring					
4	Job Rotation					
5	Workshops					
6	Simulations					
7	Conferences					
8	On the job training					
9	Self-Study					
10	360-degree performance review					
		SD	D	SWA	A	SA
1.	A supportive and inclusive workplace culture is important to me.					
2.	I prioritize continuous learning and development in my career.					

3.	I value innovation and creativity in the workplace.					
4.	I prioritize the mental and emotional well-being of myself and my colleagues.					
5.	I value the ability to make decisions and have control over my work in my job.					
6.	I believe in the importance of personal freedom and to be treated with respect in the workplace.					
7.	I believe that a workplace should be safe and free from harassment and discrimination.					
8.	I value transparency and honesty in all workplace communications and interactions.					
9.	I believe in the importance of work-life balance and the ability to prioritize personal life outside of work.					