Job Expectations of Generation X and Y Teachers in Turkey

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Abstract: In this study, job expectations of X and Y generation teachers were tried to explained. This study is done by using "mixed search" model in which quantitative and qualitative techniques are used together. In this study, 218 participants took place and researchers applied "Job Expectation Scale" to these participants. Besides this, the questions of semi-structured "Expectation from the Job Interview Form" were asked. To analyze data, percentage and frequency tables were used for personal data of the participants and arithmetic average and standard deviation were calculated to determine the job expectation level of X and Y generation participants. To indicate the meaningful difference between X and Y generation, t-test was applied. The qualitative data collected by semi-structured interview form was analyzed by using context analyzing method. As a result of the findings, existence management structure in educational institutes is not suitable or appropriate for the expectation of Y generation.

Key words: Job expectations · X and Y generation · Education · Teacher · Turkey

INTRODUCTION

The generation concept may be defined as the totality of individuals of the same age, living in the same era. Generations are influenced by shared symbols of their era as well as social, political and economic conditions. These conditions and symbols lead the members of a generation to manifest similar characteristics and to behave on the basis of common value judgements [1].

Depending on their significant characteristics, generations are described under four groups; namely, "Veterans" (or Silent Group or born in 1925-1945), "Baby Boomers" (or born in 1946-1964), "Generation X" (born in 1965-1979) and "Generation Y" (Nexters, Echo Boomers, Millenials, Trophy Generation or born in 1980-1999) [2]. The main characteristics of these generations are described briefly below.

Veterans: This generation comprises individuals that were born in and lived through 1925-1945, the period between World Wars I and II that had a deep impact on the world. This is a generation when people had to obtain supplies via ration cards and lived under very harsh conditions. In order to minimize the wars' negative effects, they had to be disciplined and respectful towards the norms and the system. Employers and employees were respectful and obedient towards each other respectively. This generation thought that being just in regard to payments had a key role in overcoming difficult periods. Moreover, they preferred stability and a relaxed relationship with their managers. Briefly, veterans were ideal employees. Only a small percentage of this generation was active in the labour force market [3].

Baby Boomers: This generation includes individuals born in the baby boom period. They were born in 1946-1964 and were not involved in the main problems of the age such as general pessimism, kidnapping, environmental pollution and terrorism. Baby boomers tended to accept development and change. Although they were respectful towards authority as veterans were, they preferred to be regarded as equals within an organisation. Unlike veterans, this generation did not quickly accept the roles assigned to them at their workplaces [4].

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Baby boomers were highly competitive and workaholic [5]. Since they preferred to be regarded as equals and consequently embraced authority less, they did not like following rules out of respect. Although they were respectful towards authority, they challenged the system. Despite the fact that veterans considered working hard was right, the members of this generation thought that they were obliged to work hard.

Briefly, baby boomers [6]:

- Regarded team and group decisions having a significant value at the workplace.
- Pursued a process-oriented perspective at work.
- Attached importance to official payments and linked their success with these payments.
- Regarded commitment and loyalty to their workplace as an important value.
- Believed in job satisfaction to achieve success.
- Wanted to stay at their workplace for a long period

Generation X: This generation includes individuals born between 1965 and 1979. The members of Generation X feel underappreciated and discarded as the children of workaholic baby boomer generation. The children of this generation, whose parents work, have a rather high self-confidence. The members of Generation X tend to desire a balance between life and work more. Trusted by their organisations to an extent, Generation X employees are less loyal than veterans and baby boomers. However, this disloyalty is not unfavourable altogether. Because, they tend to accept change (especially regarding technology); since they are more goal-oriented, they expect feedback from their managers to improve their performance [7].

The members of Generation X witness their workaholic parents be fired from their jobs and/or belong to families divorced due to failure to maintain work-life balance. Generation X grows under financially and socially insecure conditions where rapid change occurs. This generation are also called "latch key kids". These children are named so, since they open the doors to their homes by themselves because both of their parents are at work when they come home and they have to wait for them by watching TV, playing computer and video games at home and occasionally spending time with a small group of friends [8].

The positive characteristics of this generation are multitasking, peace attained by adapting to change and differences, technical competence, creativity, innovativeness, independence and creation of practical

solutions in problem solving [9, 10]. Generation X members consider baby boomers as overly cautious, competitive, blindly loyal and extremely keen on hierarchical structuring [11].

The characteristics of Generation X may be summarised as the following [6]:

- Autonomy and independence are important values.
- They prefer open communication.
- They want to seek and find reasons behind events.
- They do not believe in official payments.
- They believe in the balance between life and work.
- They seek a shared goal (Generation X is especially inspired by visions of business places).
- They are willing to assume the leader role at workplace.

Generation Y: Generation Y is a sophisticated generation comprised of individuals born between 1980 and 1999, most of whom are well-educated, proficient in technology like never seen in the past and travel a lot. The members of this generation live in the world of computers, internet, DVD's and cellular phones. They are goal-oriented rather than process-oriented. They are sensitive to social duties and moral values; but they value earning money. It is also important for this generation to make a contribution to society and social roles.

The main characteristics of Generation Y may be summarised as follows [6]:

- They have a wide understanding of information technologies and mass media.
- They have sound work ethic principles, entrepreneurial spirit and sense of responsibility.
- They can easily accept change.
- They seek building a more tolerant and open society.
- They consider solidarity, cooperation and communication as important values to achieve goals.
- They have high self-confidence regarding the future and have a positive view of it.
- Making an effort towards their personal development via coaching and mentoring is an important value.
- They are well-educated. They consider success in their field of skill and expertise important.
- They do not commit themselves to their companies for a long period; however, they have personal commitment towards employees.
- Personal values and goals are more important than the ones related to work.
- They may quit their jobs for more money and more flexible working programmes.

This generation wants immediate feedback and reward. Motivating employees by intimidation is not a proper approach for every generation. Such a situation may pose a quite serious problem for Generation Y. Employees of this generation have different communication skills and managers have to notice this. They do not communicate like Baby Boomers and Veterans do; they gain knowledge, learn and communicate with each other via e-mail, cell phone text messages, social network sites, blogs, Google and other types of technology. Individuals who manage the members of this generation need participatory management experience and channels through which they can use more communication skills. This generation can never tolerate ineffectual meetings. For them, it is important and effective that they learn, their attention is drawn and they are convinced that acquisitions will be needed. Learning is only necessary when it is goal-oriented for employees of this generation; hence, learning activities shall be based on more practice and less theory. Generation Y embraces flexibility and freedom in determining their own working hours, possesses independence and autonomy in their work life alongside a sense of belonging, wants to create opportunities in order to learn new things, values differences in society, security and work-life balance and wants to have a meaningful job [12, 13, 14]. In their working life, employees of this generation expect open communication and do not care about titles and positions as long as they are given feedback. This generation is accustomed to receive rewards; however, a manager who is to give negative feedback has to possess the skills to handle the situation. This generation's employees consider feedbacks and training provided by most of their work leaders in order to improve personal and organisational performance to be unnecessary. The members of Generation Y are not aware of the amount of education they need. For this generation, what and for what they will acquire in the short term is important. Since they do not develop a commitment to an organisation in the long-term, they show resistance against this type of training [15].

Most of Generation Y employees seem to want everything; however, they value being assisted via mentorship in the global world more. Nevertheless, it is very difficult to find older and experienced employees in organisations who want to spare time for other employees. Obviously it is significant that older employees transfer their knowledge to the youth. The young generation will thus learn the culture and policies of an organisation. Nonetheless, Generation Y is reluctant to obtain said knowledge from an older generation and prefer learning it from their own friends and by experiencing with their teams. This generation is also sensitive about skill-based appointment and career development. They prioritise appointment on the basis of skill and capability against appointment depending on rank [16].

Comparison of generation on the basis of certain parameters is summarised in Table 1.

As seen in Table 1, expectations of each generation from their organisations, jobs and managers differentiate depending on their characteristics.

Generation Y is a generation that is keen on its independence, proficient in technology, works hard and shows flexibility, which is quite similar to Generation X in this regard [18]. However, Generation Y is less aggressive than Generation X when their independence is at stake. This generation has work contracts but no commitments. Both Generation X and Y are less committed to their jobs compared to Baby Boomers and Veterans. Furthermore, both generations believe that life is more important than work; this is especially the case for Generation Y. They embrace the philosophy of "work to live" instead of "live to work". This generation believes that long work hours deteriorate the quality of life and that living in balance is dependent on working more carefully [19].

It is observed that both Generation X and Y employees have a good understanding of technology, but are not very successful or adequate in interpersonal relations and communication skills compared to the other generations. Especially Generation Y has little patience and does what it desires instantaneously. This generation can easily get bored [20].

There is only a limited literature on how this generation is to be managed. Steiner (2007) states that there are millions of individuals belonging to Baby Boomers generation in the labour force market that will retire shortly and Generation X and Y employees will replace these to a large extent. Dooley (2007) also emphasises that 40% of the labour force market will be comprised of Generation Y employees in 15 years. Apparently, most of the Baby Boomers are pressured into retiring or resigning due to financial crisis. In this case, Generation Y will largely dominate the labour force market.

Houlihan [21] argues that for successful management it is necessary to understand general differences between generations, to have knowledge regarding the strong and weak aspects of generations and to determine a management style for each generation.

Table 1: Comparison of generation on the basis of certain parameters

Parameter	Veterans	Baby Boomers	Generation X	Generation Y
Work Ethic	Working hard	Workaholic	Working hard when necessary	Working when necessary
Attitude towards authority/norms	Top down management approach and behaviours compliant with authority and norms	Some of them are uncomfortable while interacting with authority figures.	It is a generation that can establish comfortable relations with management cannot be intimidated by management and considers interaction with superiors as normal.	They believe that respect has to be earned.
Expectations regarding respect	Obedience, Special treatment, Valuing management's views more	Obedience, Special treatment, Valuing management's views more	A generation that wants to be secure and heard, but does not expect respect.	A generation that wants to be secure and heard, but does not expect respect.
Means preferred to learn required work skills	On the job learning, discussion groups, peer interaction and feedback, learning by doing, one on one coaching	Discussion groups, One on one coaching, Learning by doing, Peer interaction and feedback	On the job learning, One on one coaching, Peer interaction and feedback, Evaluation and feedback, Discussion groups	On the job learning, Peer interaction and feedback, Discussion groups, Receiving assistance from a single coach, Evaluation and feedback
Means preferred to learn difficult skills	Learning by doing, On the job learning, Workbooks and guides, Learning by books and reading	Learning by doing, On the job learning, Workbooks and guides, Learning by books and reading	Learning by doing, On the job learning, Workbooks and guides, Learning by books and reading	Learning by doing, On the job learning, Workbooks and guides, Learning by books and reading, One on one coaching, Computer based learning
Feedback and counselling	Close relations with baby boomers	Instant and continuous	Instant and continuous	Considering constant supervision an insult
Attitude regarding loyalty to employer	Approximately 70% of them want to spend the rest of their work life in the organisation they are currently working.	Commitment and loyalty to workplace are important values. Approximately 65% of them want to spend the rest of their work life in the organisation they are currently working.	They are not much committed and loyal towards their workplaces; however they are highly committed to their fellow employees. Approximately 40% of them want to spend the rest of their work life in the organisation they are currently working.	Their commitment and loyalty lie with ideas and products but not with workplace. Approximately 20% of them want to spend the rest of their work life in the organisation they are currently working.
Work - life balance		Personal life is sacrificed in favour of work.	Work life balance is an important value.	Work life balance is an important value.
Important constituents of success at workplace	Meetings held, Willingness to learn new things, Working with people, Speaking openly and briefly	Computer use, Willingness to learn new things, Working with people, Meetings held, Organisational skills	Computer use, Meetings held, Willingness to learn new things, Speaking openly and briefly, Working with people	Computer use, Meetings held, Multiple tasks, Willingness to learn new things, Speaking openly and briefly
Most important fields of development	Skills training in the field of expertise, Team building	Skills training in the field of expertise, Leadership, Computer training	Leadership, Skills training in the field of expertise, Team building	Leadership, Problem solving and decision making, Skills training in the field of expertise
Preferred leadership attitudes	Trustworthy, Good listener, Reliable	Trustworthy, Reliable, Devoted to work	Trustworthy, Reliable, Farsighted	Good listener, Independent Farsighted

Source: [17]

Generations X and Y differentiate greatly from the prior generations in terms of job commitment, expectations from the organisation and management, preferred learning methods and expectations from counselling services. It is seen in Table 1 that Generation Y is less committed to their organisations, wants less supervision, is proficient in information and computer technologies, is more independent, does not associate respect with authority and believes that respect should be earned, expects leaders to be independent, is focused on problem solving and decision making and may act individually rather than building a team. Despite demonstrating similar characteristics to Generation Y, Generation X acts rather as a team, want instantaneous and continuous feedback and wants to work more when necessary and so as to earn more money.

Job Expectation: In an organisation, one of the main factors that determine the relationship between individual and organisation is the expectations of the individual. This is due to the fact that an individual joins an organisation in order to realise certain expectations and one's actions during one's time in the organisation are affected by the expectations this individual initially has as well as those adopted during one's work life. The Oxford Dictionary defines *expectation* as "a strong belief that something will happen or be the case" and "a belief that someone will or should achieve something". According to Hampton *et al*. [22] expectation is a belief regarding which action causes which result. Expectation from a job, on the other hand, is anything that employees consider probable to happen in their jobs at the current moment or in the future, whether spoken or not [23] Job expectation is a concept that indicates, between employer-employee, what one party shall do in return for what the other gives and finds its theoretical basis in a "psychological contract".

The expectations of employees at organisations are categorised in various ways. Mullins (1996, p. 481) classifies these expectations under three categories: economic rewards, intrinsic satisfaction and expectations from social relationships. In some job satisfaction studies [24], job satisfaction is defined as fulfilment of expectations regarding different dimensions of a job. In this respect, job expectation is categorised into expectations from the job itself, colleagues, wages, opportunities for promotion, supervision, work groups and subordinates, working conditions and organisational environment.

Inscape Publishing [23], on the other hand, classifies job expectations under ten categories: (1) Organisational

structure: What an organisation and organisation's employees want to do, how they do it and how they reach resources, (2) Diversity: Working with individuals with diverse points of view and backgrounds, (3) Recognition: A working environment with approval and rewards, (4) Autonomy: Individuals' autonomy and freedom in determining how to perform tasks and decision making, (5) Environment: Relation between individual's happiness and social and physical environment of workplace, (6) Expression: A working environment suitable for sharing and expressing ideas openly, (7) Teamwork: Executing common and share values in cooperation in order to achieve goals at work, (8) Stability: Job security and consistency in working environment, (9) Balance: A balance between personas and organisational goals and (10) Career Growth: Career planning in order to realise personal expectations.

It is apparent that the concept of job expectation is closely related to morale, motivation and job satisfaction concepts. Morale, which is described by Engel [25] as "professional interest and effort displayed by an individual to achieve personal and group goals in a job situation", increases as individual fulfils her expectations from the organisation or feels that she may fulfil them; otherwise, it decreases [26]. High morale is a valid indicator demonstrating that the individual is satisfied with the operation and achievements of organisation [27]. Since high morale in employees leads to improved employee attitude, stronger commitment, less absenteeism, fewer complaints, more effort, less wasted time, more significant activities and creation of a cooperative environment [28], employees' high morale is considered to be important in achieving organisational goals.

Another concept that is closely related to expectations is "motivation". Owens [29] defines motivation as "an intrinsic situation that moves or actuate individuals" and states that motivation is comprised of intrinsic conditions identified as desires, wishes, motives etc. The concept of motivation involves variables that are effective on commencement, direction and intensity of behaviour. If these variables are known, they may be oriented in order to help individuals contribute to organisational goals at the highest level. Understanding motivation means understanding the reasons behind people's behaviours. Because, behaviour is an effort to satisfy needs that motivates an individual. For this reason, the basis of understanding motivation in organisations lies in understanding needs that motivates individuals in that organisation [29].

Expectations in an organisational environment may be grouped in two with regard to their relation to motivation: (1) the expectation that effort leads to performance and (2) the expectation that performance leads to reward-output. Performance is the degree to which an individual successfully accomplishes a task. It is affected by various factors such as individual's skills and characteristics, role clarity and acceptance and benefits. In short, according to "expectation motivation model", due to an expectation regarding effort leads to performance and performance to output consecutively and the possibility that outputs providing a valued reward, the individual is motivated to perform [30]. Under these circumstances, organisation managers, who expect high performance from their employees, have to know about their expectations and try to fulfil these expectations within the confines of available resources in order to motive them.

The fulfilment of an individual's job expectations is also related to job satisfaction. Lock (1976) defines job satisfaction as "individual's appreciation of her job or job related life as a state resulted in pleasure or positive feeling" [31]. In its broadest meaning, job satisfaction may be defined as a positive feeling in an individual created by the degree to which her expectations from her organisation and job are realised [32]. Cockburn [33] states that job satisfaction varies depending on the degree to which an individual's needs that are to be satisfied in a job are actually satisfied. Individuals who lack job satisfaction and are unhappy, have rather low affinity towards their jobs, frequently show up late and be absent at work [24, 31].

Studies of Buckley, Veres, Fedor, Wiese and Carraher (1998), Turnly and Feldman (1998) and Wanous, Poland, Premack and Davis (1992), in addition to the study of Inscape Publishing (2001), demonstrate that clear statement of job expectations to employees causes an increase production, decrease the number of resignations, leads to higher commitment to job and causes to develop a positive attitude towards working. Especially employees today want their job expectations to be determined and defined clearly. Unspoken and unmet expectations may cause a decline in production and job dissatisfaction in employees; employees may further feel distraught and disrespected [34]. In such cases, employees start displaying emotional distrust and discrimination against their employers, accompanied by decline in production and even resignations under suitable circumstances [35].

Apparently, in today's business world, when employers discuss their employees' expectations openly, the properties of rarely spoken psychological contract are expressed and work relations become more efficient. According to Turnley and Feldman [36], studies also actually show that expectation is the key concept in management and these shall be communicated. If an employer is unaware of her employees' expectations, there will be no opportunity for both organisation and employees to learn in order to eliminate and minimize negative consequences.

Since it is necessary to determine job expectations that have an integral role in employee's job satisfaction, morale, motivation and obviously efficiency by management through deliberate research, determining these expectations on the basis of working generations poses further importance. This is due to the fact that, as discussed above, there are significant differences between generations' job expectations. The current study has been conducted in order to demonstrate job expectations of Generation X and Y teachers employed at public schools.

MATERIALS NAD METHODS

Research Model: The current study has been conducted according to the "mixed research" [37, 38], model where qualitative and quantitative research techniques are employed together. In this regard, firstly "Job Expectation Scale" was applied to X and Y Generation teachers in order to determine their job expectations; later, teachers from these generations were interviewed using the interview form developed on the basis of said scale. In this respect, the study is a survey model descriptive work.

Study Group: The target population of the research is teachers employed at primary and secondary education institutions subordinate to the Ministry of National Education. The quantitative data of the study were collected from the "research group" in consideration that it would be convenient in terms of time and accessibility. The research group is comprised of teachers of various branches who attended an in-service training activity organised by the Ministry of National Education in 2010-2011 academic year. The study's quantitative data collection tool was filled in by 218 teachers who participated in the study voluntarily. The distribution of teachers who participated in the study with regard to their personal information is shown in Table 2.

Table 2: Personal Information Regarding Teachers Participated in Study

		N	%
Sex	Female	122	**56.0**
	Male	96	**44.0**
Date of Birth	Born in 1965-1979	109	**50.0**
	Born in 1980 and after	109	**50.0**
Experience	1-5 years	71	**32.6**
	6-10 years	69	**31.7**
	11-15 years	50	**22.9**
	16-20 years	21	**9.6**
	21 years and more	7	**3.2**
Education	Undergraduate	192	**88.1**
	Graduate	25	**11.5**
	PhD	**1**	**0.5**

As seen in Table 2, 109 (50%) of the 218 teachers participated in the study belong to Generation X, while the remaining 109 (50%) belong to Generation Y. 56% of the teachers are female and 44% of them are male. The majority of the teachers participated in the study have 1 to 10 years of experience. In addition, 88.1% of them have an undergraduate degree and 11.5% a graduate degree, whereas only one teacher has a PhD.

The qualitative data of the research, on the other hand, were collected via deep interview performed with five Generation X and five Generation Y teachers employed at the Ministry of National Education.

Data Collection Tools: The quantitative data required in the study was collected using the Job Expectation Scale developed by the researchers. In order to develop the scale, firstly, a pool of expectation statements was formed based on the literature review. Then, the draft data collection tool that was developed on the basis of this pool was submitted to experts for review and after making required corrections, it was prepared for pilot application. The pilot application was conducted on a total of 120 teachers of various branches who attended the "Programme Development Techniques" seminar held at Aksaray In-service Training Institute on 20-24.09.2010 in 2009-2010 academic year. Exploratory factor analysis was employed in order to test construct validity of the data collection tool on the basis of pilot application data and Cronbach Alpha reliability coefficient was calculated (Cronbach Alpha =.92) to test reliability level. KMO (Kaiser-Meyer-Olkin) value was calculated as .819 and Bartlett's as 1.398 for factor analysis. Items whose item factor loading values were below .30 were removed from the scale. The item factor loading values of the scale are provided in Appendix1. The item compared one by one because of this is not an attitude scale. In order to collect qualitative data for the study, the researchers developed the "Job Expectation Interview Form" based on the Job Expectation Scale. There are a total of 10 questions on the interview form. The clarity, content validity and articulation of the q uestions on the interview form were discussed with a group comprised of teachers. The interviews were voice recorded by their kind permission. In order to test validity of the interviews made, teachers' statements were approved by themselves after being presented the records. To test the reliability of the interviews, the researchers and an expert in the field encoded the teachers' statements separately and a high consistency was determined between these codes.

Data Analysis: SPSS software was used for the analysis of the quantitative data. Percentage and frequency distribution of the participants' personal information were calculated. In order to determine job expectation levels of Generation X and Y teachers, arithmetic mean and standard deviation were computed. T-test was employed so as to test the significance of differences between the expectation levels of teachers from two different generations. In significance tests, $p \leq .05$ was taken as the significance level.

Qualitative data obtained via deep interview form was analysed via content analysis method. In the analysis, firstly, the data were described, in the second phase encoded, in the third phase codes were classified into higher level categories and finally were classified under certain themes. Direct quotations were frequently cited so as to reflect the participants' views more dramatically. As also mentioned above, the researchers and an expert in the field encoded descriptive data independently to test the reliability of the study; as a result a high consistency was detected between the codes. The teachers' statements were approved by themselves for the validity of the findings. Percentages and Frequencies of Teachers' Answers to Semi-structured Interview Form have been given in Appendix 2.

RESULTS

The study's findings are obtained by analysing quantitative and qualitative data collected using data collection tools (Job Expectation Scale and Job Expectation Interview Form) and interpreted conjunctively in order to allow comparison. Table 3 briefly displays the descriptive statistics demonstrating Generation X and Y teachers' job expectation levels and the results of significance test (t-test) regarding the differences between expectation levels.

Table 3: Generation X and Y teachers job expectation levels and significance test of differences between these levels

Items		X	SS	df	T	P
1. I expect my job to allow me to use my creativity instead of routine work activities.	**Gen X**	2.45	1.13	216	-16.98	0.00
	Gen Y	4.56	0.63	216		
2. I want my workplace to be enjoyable for me to be efficient at work.	**Gen X**	2.51	1.24	216	-15.25	0.00
	Gen Y	4.59	0.68	216		
3. I want to identify myself with my job.	**Gen X**	4.66	0.60	216	33.65	0.00
	Gen Y	1.42	0.81	216		
4. I expect my workplace to provide me with the knowledge and training I need.	**Gen X**	4.23	0.92	216	21.33	0.00
	Gen Y	1.65	0.86	216		
5. I expect promotion in my job on the basis of working performance, not rank.	**Gen X**	2.27	1.08	216	-17.62	0.00
	Gen Y	4.54	0.81	216		
6. I expect on the job development trainings to be functional.	**Gen X**	4.57	0.58	216	-0.11	0.91
	Gen Y	4.58	0.64	216		
7. I expect promotion on the basis of skills rather than rank in my workplace.	**Gen X**	2.19	0.97	216	-16.61	0.00
	Gen Y	4.36	0.96	216		
8. I do not want my job to be just a tool to pay my bills.	**Gen X**	4.67	0.64	216	37.04	0.00
	Gen Y	1.27	0.72	216		
9. I would like to work with people who have good human relations instead of people with developed technical skills.	**Gen X**	4.50	4.01	216	6.42	0.00
	Gen Y	1.97	0.93	216		
10. I want to receive a salary in line with my educational level and experience.	**Gen X**	4.51	0.86	216	0.85	0.40
	Gen Y	4.41	0.89	216		
11. I expect more payment to work more.	**Gen X**	1.94	0.97	216	-12.23	0.00
	Gen Y	3.74	1.19	216		
12. I expect empowerment on the basis of expertise instead of rank in my workplace.	**Gen X**	2.05	1.17	216	-17.43	0.00
	Gen Y	4.41	0.81	216		
13. I expect flexible working hours in my workplace.	**Gen X**	1.76	1.00	216	-15.86	0.00
	Gen Y	3.97	1.06	216		
14. I expect to have access to high technology to be efficient in my job.	**Gen X**	1.90	1.29	216	-18.15	0.00
	Gen Y	4.49	0.74	216		
15. I do not want to have rigid rules in my workplace.	**Gen X**	1.91	1.04	216	-17.19	0.00
	Gen Y	4.21	0.93	216		
16. I expect experienced employees to help young employees in my workplace.	**Gen X**	4.41	0.82	216	-0.42	0.67
	Gen Y	4.46	0.78	216		
17. I want to be in mutual commitment with my colleagues.	**Gen X**	4.52	0.69	216	29.75	0.00
	Gen Y	1.51	0.80	216		
18. I want to respect my colleagues in my workplace not because they are experienced, but they act in a certain way that earns my respect.	**Gen X**	1.87	1.12	216	-17.27	0.00
	Gen Y	4.28	0.92	216		
19. I expect to be able to perform joint studies instead of individual work in my workplace.	**Gen X**	4.19	0.86	216	23.11	0.00
	Gen Y	1.75	0.70	216		
20. I do not want experienced employees to oppress young employees.	**Gen X**	4.57	0.70	216	-0.70	0.49
	Gen Y	4.63	0.66	216		
21. I expect young employees to be respectful towards experienced employees in my workplace.	**Gen X**	4.28	0.95	216	-0.64	0.53
	Gen Y	4.36	0.74	216		
22. I want to see that I am valued in my workplace.	**Gen X**	4.72	0.62	216	43.76	0.00
	Gen Y	1.19	0.57	216		
23. I expect my superiors to have leadership qualities.	**Gen X**	4.73	0.59	216	20.44	0.00
	Gen Y	2.21	1.15	216		
24. I expect to participate in decisions regarding me in my workplace.	**Gen X**	4.66	0.66	216	24.67	0.00
	Gen Y	2.37	0.72	216		
25. I want concord between the organisation's goals and my personal goals in my workplace	**Gen X**	4,50	0.69	216	22,33	0.00
	Gen Y	1,94	0,54	216		

When the t-test results in Table 3 are examined, it is observed that there are no significant differences between X and Y Generation teachers' expectation levels regarding items *"I expect on-the-job development trainings to be functional."* [t (216)=-0.11 (p> .05)], *"I want to receive a salary in line with my educational level and experience."* [t (216)= 0.85 (p> .05)], *"I expect experienced employees to help young employees in my workplace."* [t (216)= -0.42 (p> .05)], *"I do not want experienced employees to oppress young employees"* [t (216)= -0.70, (p> .05)], *"I expect young employees to be respectful towards experienced employees in my workplace."* [t (216)= -0.64 (p> .05)]. According to this, teachers belonging to these two generations expect on-the-job trainings to be functional and experienced employees to help young employees in their workplace. At the same time, teachers from these two generations want to receive salaries in line with their educational levels and experiences, while they do not want experienced employees to oppress young employees.

The *"I do not want to have rigid rules in my workplace."* item in Table 3 is different for Generation X and Y teachers [t (216)= 17.19 p<.00]. Generation X teachers (X=2.19) expect more rigid rules in workplace that Generation Y teachers do (X=4.36). As a matter of fact, it is determined in qualitative interviews that two teachers from Generation X believe that there should be rigid rules in workplace, while three teachers believe that there should be rules. Two of the Generation Y teachers, on the other hand, believe that there should be rules in workplace while three of them believe that there should be flexible rules. One of the Generation X teachers (X2) explains his/her expectations regarding rules in the following statement:

There must be rules in a workplace, but these rules should be sorted out. Some rules prevent us from doing our job. Communication is very important in a hierarchical structure. We usually communicate top-down. In fact, this does not bother us much, since we grew up in this way for years. The youth, on the other hand, is more relaxed. They follow rules when necessary. I think we are more rigid in this respect. Also, teamwork is very important in horizontal relations. The young ones generally don't want to do joint work.

One of the Generation Y teachers (Y5) explains his/her expectations from rules in workplace with the following statement:

In my opinion, there must be rules as much as needed. Unnecessary rules tie my hands. They issued lots of unnecessary rules in workplaces, schools. A person should feel free. Of course, it would be wrong to say that there should be no rules at all, but in our institutions the rules are over the top. You can't apply any rule anywhere.

The *"I want to be in mutual commitment with my colleagues."* item in Table 3 is also different for the Generation X and Y teachers [t (216)= 29,75 p< .00]. The Generation X teachers (X=4.52) expect more to be in commitment with their colleagues in workplace, compared to the Generation Y teachers (X=1.51). The findings obtained from qualitative interviews of the study also support the qualitative data: when the teachers' responses regarding their expectations at work regarding loyalty are analysed, it is seen that all of the Generation X teachers believe that commitment should be to organisation, while the Generation Y teachers believe that commitment should be made to tasks. The situation is expressed by a Generation X teacher (X2) as:

For me, commitment to the institution is important. Institution's goals should overlap with my goals. I'm working for this institution; of course I expect to be reciprocated, but, I can make sacrifices for my institution. For example, I've been working in this school for nearly 10 years. Although this school is not close to my home, I don't request a reassignment. Because, I feel committed to my students, school administration and fellow teachers. Here, we're like a family. I may not find much of this in a school I might go.

On the other hand, a generation Y teacher (Y1) explains this situation as follows: *"I prefer working job-oriented. I'm committed to my job rather than workplace. If they offer me a higher salary and more freedom, I'd go to another institution without a second thought."*

The "I expect to be able to perform joint studies instead of individual work in my workplace." item in Table 3 is also different for the Generation X and Y teachers [t (216)= 23.11, p< .00]. The Generation X teachers (X=4.19) regard performing joint studies more highly, compared to the Generation Y teachers (X=1.75). The qualitative findings related to this issue also support the quantitative findings. According to the qualitative study findings, three of the Generation X teachers mentioned teamwork as the basis of being successful at

work, while one mentions about holding meetings and another about working hard. Three of the Generation Y teachers mention using high technology as the basis of being successful at work, while one mentions about working and another about teamwork. The view of a teacher (X2) belonging to Generation X is as follows:

In my opinion, it is necessary to do teamwork. Teachers, school principals, everyone should be able to do joint work. For example, I don't believe that technology should be definitely be used. We can do wonderful things with what we already have.

A Generation Y teacher (Y5) states the situation as follows:

To be successful, one firstly should have all the required equipment. If we can't make experiments in the classroom and don't have a projector, no one should ask me to be great. Recently, they've been going on and on about joint working and teamwork. For instance, I can't get along with my colleagues in my branch. They are more normative, prolong every issue and talk for hours, but in the end they do nothing. I prefer doing some work rather than talking. So I prefer working on my own.

It is apparent that the Generation Y teacher's statement is consistent with the responses given to the item *"I expect to have access to high technology to be efficient in my job."* in the quantitative study. The Generation X and Y teachers differentiate in this item [t (216) = 18.15, p< .00]. The Generation Y teachers (X=4.49) want higher technologies in workplace more than the Generation X teachers do (X=1.90). Related to this issue, also for the *"I would like to work with people who have good human relations instead of people with developed technical skills."* item, the Generation X and Y teachers have different expectations [t (216)= -6.42 p< .00]. The Generation X teachers (X=4.50) want to work with people with good human relations in their workplaces more than the Generation Y teachers do (X=1.94).

According to Table 3, the Generation X and Y teachers' expectation levels differentiate [t (216)= 20.44 p< .00] in the item *"I expect my superiors to have leadership qualities"*. The Generation X teachers (X=4.73) expect their superiors have leadership qualities more than the Generation Y do (X=2.21). However, no significant difference is observed in the qualitative interviews regarding the Generation X and Y teachers'

expectations towards leadership behaviour. Both generations believe that managers should have guidance qualities and be good listeners, trustworthy, respectful and knowledgeable.

According to Table 3, in the item *"I want to respect my colleagues in my workplace not because they are experienced, but they act in a certain way that earns my respect."* the Generation X and Y teachers' expectation levels also differentiate [t (216)= -17.27, p< .00]. The Generation Y teachers (X=4.28) expect actions that earn respect rather than experience more than the Generation X (X=1.87). In the qualitative interviews conducted, all of the Generation X teachers that participated in the study stated that in the workplace "authority should be respected", while the Generation Y teachers stated that "personality should be respected". A Generation X teacher (X4) expresses his/her opinion on the issue as: "In my opinion, authority is important. Respect towards authority is important. I don't have to respect the personality, but I have to respect the authority."

A Generation Y teacher (Y1), on the other hand, emphasises that respect should be directed at personality with his/her statement regarding respect at work: "I don't expect unconditional obedience at work. If my manager is someone I can respect, then I'll show respect."

As seen in Table 3, in the item *"I expect flexible working hours in my workplace."* the Generation X and Y teachers' expectation levels differentiate [t (216)= 18.15, p< .00]. The Generation Y teachers (X=3.97) want flexible working hours more than the Generation X teachers do (X=1.76). Similarly, the Generation X teachers express their working style expectations as "working hard", while the Generation Y teachers state it "working hard when necessary". During interviews, it is detected that the Generation X teachers expect to work hard at work and some even believe that it is necessary to work to the extent of workaholicism. It is seen, on the other hand, that the Generation Y teachers believe that one has to work hard only when it is necessary. Two teachers belonging to the Generation Y (Y1 and Y4) state that they believe that one has to work hard as long as work done is beneficial.

The Generation X and Y teachers' expectation levels regarding the item *"I do not want my job to be just a tool to pay my bills."* differentiate [t (216)= 37.04 p< .00]. The Generation X teachers (X=4.67) do not want their jobs to be just a tool to pay their bills more strongly than the Generation Y teachers do (X=1.27). Qualitative findings also show that four of the Generation X teachers believe

that work is more important than their lives, while one believes that there should be a balance between the two. It is determined, on the contrary, that four of the Generation Y teachers believe private life to have more precedence over work life, while one believes that work and private lives should be in balance.

One of the Generation X teachers (X3) indicates this situation with the statement *"When we do our jobs affectionately, we can establish the work life balance. If we view a job as just a tool for money or status, then we can't be successful. However, there must still be a balance between work life and personal life."*, while a Generation Y teacher (Y4) explains it this way: *"My private life is very important for me. I see working as just earning money."*.

As a matter of fact, there is also difference between the Generation X and Y teachers' expectation levels regarding this item in the scale: "I expect more payment to work more." [t (216)= -12.23 p< .00]. The Generation Y teachers (X=3.74) expect more payment to work more compared to the Generation X teachers (X=1.94).

According to Table 3, in the item *"I expect my workplace to provide me with the knowledge and training I need."* the Generation X and Y teachers' expectation levels also differentiate [t (216)= 21.33, p< .00]. The Generation X (X=4.23) expects knowledge and education it needs from workplace more than the Generation Y does (X=1.42) Difference is observed in the qualitative interviews, between responses given regarding learning required skills at work. Three of the Generation X teachers state that they want to learn the job by performing – living, one states that she wants to learn it by reading books and one indicates that learning style may change depending on the job. A Generation X teacher (X3) points out the differences between generations with this statement: *"I prefer learning by performing - living. Especially, teaching as a profession requires learning by doing and living. We can't use computers like the young ones do. We also aren't a generation that reads much. We can learn rather through a master – apprentice relationship.*

One of the Generation Y teachers states that s/he wants to learn by performing – living, one that there should be learning practices that change according to activity and three teachers state that they want to learn via computer. A generation Y teacher (Y3) expresses his/her ideas on the issue as this: *"I believe that having knowledge on technology is most crucial. Technology is needed to execute tasks faster and more quickly.*

Training may be provided in this subject if possible. Sometimes we are defined as cocky by our superiors since we perform tasks fast and quickly. What can we do? They should learn also."

As seen in Table 3, in the items *"I want to see that I am valued in my workplace."* [t (216)= 43.76, p< .00], *"I want concord between the organisation's goals and my personal goals in my workplace."* [t (216)= 22.33 p< .00] and *"I expect to participate in decisions regarding me in my workplace."* [t (216)= 24.67 p< .00], the Generation X and Y teachers' expectation levels differentiate. According to this, the Generation X teachers expect more to see that they are valued in their workplace, there is concord between organisations' goals and their goals and they participate in decisions regarding themselves, compared to the Generation Y teachers.

On the other side, three of the Generation X teachers participated in the study state that counselling services should be received only when it is necessary, while two of them state that counselling services are very necessary. A Generation X teacher (X2) expresses his/her ideas on the subject with this statement: *"In my opinion, counselling is necessary. We've known certain things for years, but we lack some knowledge. Or we've learnt certain things the wrong way, but we continue for years. So we shouldn't take offence from counselling. We can frequently receive counselling when possible."*

Four of the Generation Y teachers state that there is no need for counselling, while only one indicates that s/he can receive counselling when necessary. A teacher (Y5) expresses their opinion on the issue in the following statement:

If I were the school principle, I'd not tell anybody what to do. We're teachers at a certain age. We know how to behave in specific conditions. Repeating it again and again is unnecessary. I expect them to treat me in the same way. At first, my school principal started supervising me constantly. Later on he realised that I can handle any task and now he doesn't act that way.

As seen in Table 3, in the items *"I expect my job to allow me to use my creativity instead of routine work activities."* [t (216)=-16.98 p< .00], *"I want my workplace to be enjoyable for me to be efficient at work."* [t (216)= -16.98 p< .00], *"I expect promotion in my job on the basis of working performance, not rank."* [t (216)= -17.62, p< .00], *"I expect promotion on the basis of skills rather than rank in my workplace."*

[t (216)= -1.61 p< .00], *"I expect empowerment on the basis of expertise instead of rank in my workplace."* [t (216)= -17.43 p< .00] expectation levels of the Generation X and Y differentiate. According to this, the Generation Y wants its job to allow using creativity, the workplace to be enjoyable, promotion on the basis of performance and promotion on the basis of skills instead of promotion depending on rank and empowerment on the basis of expertise more than the Generation X does.

Finally, it is observed in the responses provided by the teachers to the question regarding "development areas needed at work" that the Generation X and Y teachers need different development areas. The Generation X teachers indicate that they need development areas such as leadership, technology, human relations and problem solving, while the Generation Y teachers state that they rather need development areas related to expertise training and problem solving. The statement of a Generation X teacher (X2) regarding the issue at hand is as follows:

We need training about any topic. I frequently read to improve myself. We can't use technology as the young ones do. We can't think as quickly as they do. I accept these; but there is a group of teachers at our age and they act like they know everything. They don't want to give the young ones any opportunity. It is true that the youth is raised deprived of certain values. But we must accept that they know about stuff more than we do.

One of the Generation Y teachers (Y2), on the other hand, defines the situation like this:

At work, I feel difficulties rather about human relations. II have problems with teachers older than me. They want to take it slow and do things according to the procedure. However, the important thing for me is to finalise the task at hand as soon as possible. So I have problems related to human relations.

DISCUSSION, CONCLUSION AND SUGGESTIONS

The administration levels of institutions carry the responsibility of fulfilling expectations of people from different generations who happen to work together. This is due to the fact that, employees' expectations are directly related to their organisational commitment, organisational satisfaction and organisational efficiency. As one would appreciate, employees' expectations should

be determined in the first place in order to fulfil them. Determining employees' expectations via an empirical study would probably be the most adequate way. It is apparent that, these are also true for schools as educational institutions and teachers as their most basic and predominant employees.

In the current study, Generation X and Y teachers' job expectations are tried to be determined using quantitative and qualitative data collection techniques together. As a result of the study, it is detected that Generation X teachers identify themselves with their jobs more, develop more organisational commitment to their workplace and colleagues, want more concord between the organisations' goals and their personal goals, do not want their jobs to be just tools to pay their bills, want to perform more joint studies instead of individual work and expect their workplaces to provide them with the knowledge and training they need more compared to Generation Y teachers. It is also found that Generation X adopts a working style to the extent of workaholicism, value their jobs more than their lives, prefer rigid rules at work, pays respect to authority at work rather than personality, prefers learning rather by performing - living, needs counselling services frequently and develops loyalty to institution at work rather than job itself.

Similar findings were obtained in a study conducted in England on academicians. In that study, the relation between colleagues' behaviours and job satisfaction and expectation according to generations was tested. The findings show that there is a positive relation between colleagues' behaviours and job expectations for old generation academicians. The state and sincerity of old generation academicians' colleagues with whom they spend most of their time and establishment of friendly relationships and cooperation between them have a positive effect on their job satisfaction [39]. Because, according to the study, a working group provides an employee an environment of social solidarity. If there is harmony in a working group and their world views are compatible, job satisfaction increases [40]. In a study conducted by Ma and MacMillan [41], it is found that job satisfaction, depending on differences between generations, determines whether individuals a) commit to the organisation emotionally, b) follow orders and c) quit the job, or not.

In the current study, it is concluded that Generation Y wants to use more high technology at work and values performance and skills rather than rank compared to Generation X. Generation Y teachers feel less

organisational commitment towards their workplaces in comparison to Generation X. Furthermore, Generation Y teachers expect to respect their colleagues at work on the basis of actions that earn respect rather than mere experience. Teachers of this generation see their jobs as a tool to pay their bills; want to work hard only when it is necessary; prefers learning certain skills via computer at work and do not consider counselling services necessary. They expect that commitment is made to the job instead of institution and prefer their private lives to their jobs in the work - life balance.

Increased variety in production and service sectors, financial crises and differentiation in the value system in the world, lead to changes in employees' economic expectations. Generation Y individuals who were born and raised in the Generation Y era and employed in large numbers at enterprises currently, live relatively under better economic conditions and in prosperity compared to Generation X [42], However, in the recent years, Generation X struggles against economic uncertainty and difficulties. Although most of this generation live in prosperity [12]; only 16% of them actually live in prosperity [43]. Not expecting much from their jobs financially, this generation embraces the philosophy of "work to live" instead of "live to work" [2].

These conclusions may be drawn from the findings regarding practical applications: In Turkey, educational organisations', that is, schools' structure and administration could not surpass beyond the classical bureaucratic structuring. Rigid standards and rules, fixed working hours, hierarchical relations, adaption's precedence over competence, strict administration and supervision and excessive expectation of stability from organisation are some of the characteristics of this structure. These characteristics obviously overlap to a large extent with Generation X's understanding and practices. However, since we cannot assume everyone as Generation X, "How can we have Generation Y teachers commit themselves to organisations and maintain their satisfaction and efficiency with an understanding of organisation and administration that is incompatible to them?" remains as the basic question to be answered especially regarding organisation administration. Moreover, obviously, the number of Generation Y employees in organisations will increase in years to come. For this reason, it is necessary to establish an organisation and administration practice compatible with their expectations in order for them to commit organisationally, be happy and efficient at work.

Apparently, this generation's expectations can be met to an extent by promoting horizontal organisation in schools to restructure them to be more comfortable and flexible and, in this direction, adopting horizontal coordination and collective solidarity and an understanding of dynamic and constantly learning organisation. Obviously, new studies should be conducted regarding what Generation Y's understanding of organisation and expectations about administration.

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Appendix 1

Items	Communalities Extraction
1. I expect my job to allow me to use my creativity instead of routine work activities.	0,581
2. I want my workplace to be enjoyable for me to be efficient at work.	0,503
3. I want to identify myself with my job.	0,484
4. I expect my workplace to provide me with the knowledge and training I need.	0,567
5. I expect promotion in my job on the basis of working performance, not rank.	0,735
6. I expect on the job development trainings to be functional.	0,570
7. I expect promotion on the basis of skills rather than rank in my workplace.	0,762
8. I do not want my job to be just a tool to pay my bills.	0,590
9. I would like to work with people who have good human relations instead of people with developed technical skills.	0,694
10. I want to receive a salary in line with my educational level and experience.	0,520
11. I expect more payment to work more.	0,584
12. I expect empowerment on the basis of expertise instead of rank in my workplace.	0,656
13. I expect flexible working hours in my workplace.	0,568
14. I expect to have access to high technology to be efficient in my job.	0,442
15. I do not want to have rigid rules in my workplace.	0,559
16. I expect experienced employees to help young employees in my workplace.	0,447
17. I want to be in mutual commitment with my colleagues.	0,585
18. I want to respect my colleagues in my workplace not because they are experienced, but they act in a certain way that earns my respect.	0,460
19. I expect to be able to perform joint studies instead of individual work in my workplace.	0,467
20. I do not want experienced employees to oppress young employees.	0,576
21. I expect young employees to be respectful towards experienced employees in my workplace.	0,555
22. I want to see that I am valued in my workplace.	0,570
23. I expect my superiors to have leadership qualities.	0,652
24. I expect to participate in decisions regarding me in my workplace.	0,501
25. I want concord between the organisation's goals and my personal goals in my workplace.	0,564

Appendix 2

Percentages and Frequency of Teachers' Answers to Semi-structured Interview Form

1. Percentages and Frequencies of Teachers' Answers on "Work Ethic"

		Workaholic	Working hard	Working when necessary
Gen X	f	2	3	-
	%	20	30	
Gen Y	f	-	-	5
	%			50

2. Percentages and Frequencies of Teachers' Answers on "Rules of Work Place"

		Rules when necessary	Strict Rules	Fexible Rules
Gen X	f	3	2	-
	%	30	20	
Gen Y	f	2	-	3
	%	20		30

3. Percentages and Frequencies of Teachers' Answers on "Expectations Regarding Respect"

		Respect to Position	Respect to Personality
Gen X	f	5	-
	%	50	
Gen Y	f	-	5
	%	-	50

4. Percentages and Frequencies of Teachers' Answers on "Preferred to Learn required work skills"

		Learning by Practicing	Learning by Theoretical	Learning via Computer
Gen X	f	4	1	-
	%	40	10	
Gen Y	f	2	-	3
	%	20		30

5. Percentages and Frequencies of Teachers' Answers on "Feedback and counselling"

		Instant and continuous	Vital	Considering constant supervision an insult
Gen X	f	3	2	-
	%	30	20	
Gen Y	f	1	-	4
	%	10		40

6. Percentages and Frequencies of Teachers' Answers on "Attitude regarding loyalty to employer"

		Commitment and loyalty to workplace	Commitment and loyalty lie with ideas and products
Gen X	f	5	-
	%	50	
Gen Y	f	-	5
	%		50

7. Percentages and Frequencies of Teachers' Answers on "Work - life balance"

		Work is more important	Private life is more important	It should be balance
Gen X	f	4	-	1
	%	40		10
Gen Y	f	-	4	1
	%		40	10

8. Percentages and Frequencies of Teachers' Answers on "Preferred leadership attitudes"

		Trustworthy	Reliable	Farsighted	Good listener	Independent
Gen X	f	2	-	1	2	-
	%	20		10	20	
Gen Y	f	1	-	1	1	2
	%	10		10	10	20

9. Percentages and Frequencies of Teachers' Answers on "Important constituents of success at workplace"

		Working with people	Meetings held	Willingness to learn new things	Computer use
Gen X	f	3	1	1	-
	%	30	10	10	
Gen Y	f	1	-	1	3
	%	10		10	30

10. Percentages and Frequencies of Teachers' Answers on " Most important fields of development"

		Leadership	Computer training	Team building	Problem solving and decision making	Skills training in the field of expertise
Gen X	f	1	1	1	1	1
	%	10	10	10	10	10
Gen Y	f	1	-	-	2	2
	%	10			20	20