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Altruistic Values amongst Multigenerational Faculty Members

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Abstract: ***The changing scenario of academic structure especially with the different age groups of faculty members has lead to varying expectations. Each generation has a different set of skills and experience and that needs to be shared amongst other faculty members. But due to the behavioral differences between the generations, it leads to hindrance in communication and sharing of knowledge. This empirical paper highlights the difference in altruistic behavior of Multi-Generational Faculty members. For this purpose study group included 383 faculty members from Prayagraj and Lucknow. Cohort Analysis will help in understanding the importance of encouraging altruistic behavior amongst Multi-Generational Faculty members. In this paper three generations that are Baby Boomers, Gen X, and Gen Y has been taken for the study. It was also analyzed to find out the difference that the altruistic behavior amongst the generation and within the generation varies or not. The findings and results are based on ANOVA analysis and further on Tukey HSD Test.***

Keywords: Altruistic values, Multi-Generational Faculty Members, Respect, Help, Tolerance, Baby Boomers, Gen X and Gen Y

I. INTRODUCTION

In current scenario the workforce is diverse on gender, race, ethnicity, culture, work styles, and age. Employees from different generations have varying expectations of what they value from the workplace and therefore approach towards their work is different. Generational differences can lead to mistrust and communication breakdowns. They can also impact job satisfaction and productivity.

This paper is about Multi Generational Faculty Members (MGFM) in higher education. MGFM in higher education all the generations working have some distinct skill and talent and it is not possible for any organization to document all the knowledge of the workforce (Anderson, 2016). Sometimes people are resistant to share what they acquire because of insecurity, lack of trust and fear of negative comments from their colleagues. So it is very important for organizations to develop such an organizational environment which gives a feeling of trust and togetherness where workforce feels free to share their knowledge (Alessia & Herzfeldt, 2008).

(Lamm, 2009) argued that intergenerational conflict may cause problems such as increased tension, distrust, higher levels of turnover and lower employee retention, poor work ethics, unprofessional verbal confrontations, misunderstandings, hindering innovation, weak corporate citizenship, poor levels of communication, and productivity losses.

A. Definitions

The following operational definitions are intended to clarify the use of terms in this study:

1) *Multi -Generational Faculty Members:* MGFM is a generational cohort refers to four predetermined age groups of individuals based on birth year ranges born around the same time who share distinctive social or historical life events during critical developmental periods. The four groups are Seniors (1900- 1945), Baby Boomers (1946-1964), Generation X (1965-1980), and Generation Y/Millennials (1981-2000) (Ghosh & Chaudhary, 2009). Depending on which study is referenced, the date of birth range for Generation X and Generation Y cohort group may vary from approximately one to three years in the beginning or end, causing interpretation difficulties (Brokel & Binder, 2007)The dates referenced above, however, will be referenced during this study. Generational cohorts reflect the values emphasized during these particular events or periods of time (Erich, Tziner, & Christinel, 2010).
2) *Altruistic Values:* Altruistic values are defined as a social and universal behavior (Boehm, 1979) which means particularly shows behavior of helping others (Hu, Li, Jia, & Xie, 2016), giving respect and tolerating the different behavior of others.

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3) *Justification:* Why altruistic behavior of MGFM is important? Altruistic behavior of MGFM is important, both the workplace and in life, it promotes happiness because finding the time to assist others boosts motivation. Whether it's about helping an elderly generation or a colleague complete a crucial project, the very act of stepping up and putting forward to form a difference to someone else's life changes life of the person. This type of endeavor is great for morale, also as retention of promising talent. Researchers in the past have shown link between helping someone at work and someone's happiness levels. Just because of the motivation someone feels to form a difference, and therefore the belief that it does make a difference, is related to greater happiness. Furthermore, altruism within the workplace can boost the extent of friendships between colleagues. By helping a fellow member of staff complete a crucial work task, you'll build a robust network within the office, one which can be reciprocated when in need.
4) *Research Question:* What are the differences in altruistic values amongst Multi-Generational Faculty members?

B. Objectives of the Study

1) To understand the factors effecting altruistic values amongst the MGFM.
2) To analyze the difference in altruistic values amongst different generations.

The social issues that will be addressed include the multi-generational gap which exists within organizations that affect work ethic, team cohesiveness, employee motivation and morale, work variance in management and performance expectations, and employee intention to remain with an organization. Managing multi-generations in the workplace is a trend that will continue for years to come; therefore, identifying and understanding ways that each generation can grow and thrive and contribute effectively in an organization is significant.

II. REVIEW OF LITERATURE

Research has found that service standards have a profound effect on information exchange. Voluntary values such as helping others, respecting colleagues and tolerance play an important role in exchanging information. People who enjoy helping others have higher self-sacrificing values and make it easier to pass on information (Ma & Chan, 2014).

A study of Dutch teacher information sharing materials has shown that knowledge gives confidence in one's abilities. People with advanced experience expect the benefits of the organization.

It has been found that people with higher self-sacrifice rates are more productive than those with experience but lower self-sufficiency rates (Acker & Vermeulen, 2014).

The problem of understanding tolerance, which is very important especially in the education system, it is at the heart of cultural diversity many communities (Karpov, 2016). Tolerance is a principle of morality and virtue (Wong & Coulon, 2008) Tolerance means that one should treat others in the same way, as one needs others to treat him (Boehm, 1979). Tolerance is also important ensuring social functioning and protecting nationality, race and as in dangerous political ideologies (Zheng, 2017). Tolerance works impartially; with an open mind too meekness to those who disagree with beliefs, customs, and traditions is the background, meaning freedom from intolerance (Zolotukhin, 2001).

Outcome from Review of Literature for the basis of Structured Questionnaire

1) *Altruistic Values:* Respect, Help and Tolerance
2) *Respect:* MGFM don't value my knowledge
3) *Help:* Fear that knowledge Exchange is misused and credit is given to others
4) *Tolerance:* Restrict my knowledge and experience to my age group

III.RESEARCH DESIGN

The study adopted Descriptive research design. The Descriptive Research is Cross Sectional in nature as it involved study of higher education faculty members on their key characteristic that is age. Different age group faculty members are studied in this research. Based on population sample size was calculated as 383 faculty members of multi-generation. Self Structured Questionnaire was designed for the study.

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IV. DATA INTERPRETATION

ANOVA (Diminishing Altruistic Values)							
		Sum of Squares	df	Mean Square	F	Sig.	Welch test
B20	Between Groups	5.811	2	2.906	3.654	.027	.038
	Within Groups	301.374	379	.795			
	Total	307.186	381				
B29	Between Groups	9.356	2	4.678	3.569	.029	.029
	Within Groups	498.038	380	1.311			
	Total	507.394	382				
B30	Between Groups	12.917	2	6.459	5.063	.007	.005
	Within Groups	484.785	380	1.276			
	Total	497.702	382				

Tukey HSD Multiple Comparisons (Diminishing Altruistic Values)							
Dependent Variable	(I) BirthYear	(J) BirthYear	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
B20	Baby Boomer	Generation X	.241	.131	.158	-.07	.55
		Generation Y	.338*	.125	.020	.04	.63
	Generation X	Baby Boomer	-.241	.131	.158	-.55	.07
		Generation Y	.097	.102	.612	-.14	.34
	Generation Y	Baby Boomer	-.338*	.125	.020	-.63	-.04
		Generation X	-.097	.102	.612	-.34	.14
B29	Baby Boomer	Generation X	.324	.168	.134	-.07	.72
		Generation Y	.428*	.160	.022	.05	.81
	Generation X	Baby Boomer	-.324	.168	.134	-.72	.07
		Generation Y	.104	.131	.708	-.20	.41
	Generation Y	Baby Boomer	-.428*	.160	.022	-.81	-.05
		Generation X	-.104	.131	.708	-.41	.20
B30	Baby Boomer	Generation X	.389	.166	.052	.00	.78
		Generation Y	.502*	.158	.005	.13	.87
	Generation X	Baby Boomer	-.389	.166	.052	-.78	.00
		Generation Y	.113	.129	.657	-.19	.42
	Generation Y	Baby Boomer	-.502*	.158	.005	-.87	-.13
		Generation X	-.113	.129	.657	-.42	.19
*. The mean difference is significant at the 0.05 level.							

Measures of Association (Diminishing Altruistic Values)

	Eta	Eta Squared
RespectValues * Birth Year	.138	.019
HelpValues * Birth Year	.136	.018
ToleranceValues * Birth Year	.161	.026

- *Interpretation:* One way ANOVA was conducted to compare the effect of Birth Year on Diminishing Altruistic Values. There was significant difference in all the factors.

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1) *B20:* There was a significant effect of IV (Birth Year) on DV (MGFM don't value my knowledge) at the p<.05 level for the three conditions [F (2,380) = 3.654, p = .027] But on applying Welch Test significance value changed to .038. In Post Hoc Tukey test Baby Boomer and Generation Y showing significant difference less than .05.
2) *B29:* There was a significant effect of IV (Birth Year) on DV (fear KE misused credit to others) at the p<.05 level for the three conditions [F (2,380) = 3.569, p = .029]. And on applying Welch Test significance value remain unchanged to .029. In Post Hoc Tukey test Baby Boomer and Generation Y showing significant difference less than .05.
3) *B30:* There was a significant effect of IV (Birth Year) on DV (restrict my experience to my age group) at the p<.05 level for the three conditions [F (2,380) = 5.063, p = .007]. But on applying Welch Test significance value reduced to .005. In Post Hoc Tukey test Baby Boomer and Generation Y showing significant difference less than .05.

The results show that the response of the various generations differs on various components of Altruistic Values: Respect, Help, and Tolerance. Thus it can be inferred that Baby Boomers and Generation Y don't value each other's knowledge. Results showing that Generation X is little reluctant to help other FM. And Baby Boomers and Generation Y they both can't tolerate behavioral differences amongst them.

V. CONCLUSIONS

The results of the study revealed that faculty members differentiated in their altruistic values. And on the basis of data analysis it is concluded that statistically significant values of respect, help and tolerance is highlighted. So it is important to motivate faculty members with reward.

The environment of the University or college should be such that Multi-generational faculty members can see the good they are doing and they should feel proud and appreciated for their high altruistic acts. At the same time healthy competition should also be encouraged.

For developing this culture generational mapping should be done. For future study it can be analyzed that what are the differences in altruistic values amongst different gender of multi-generational faculty members.

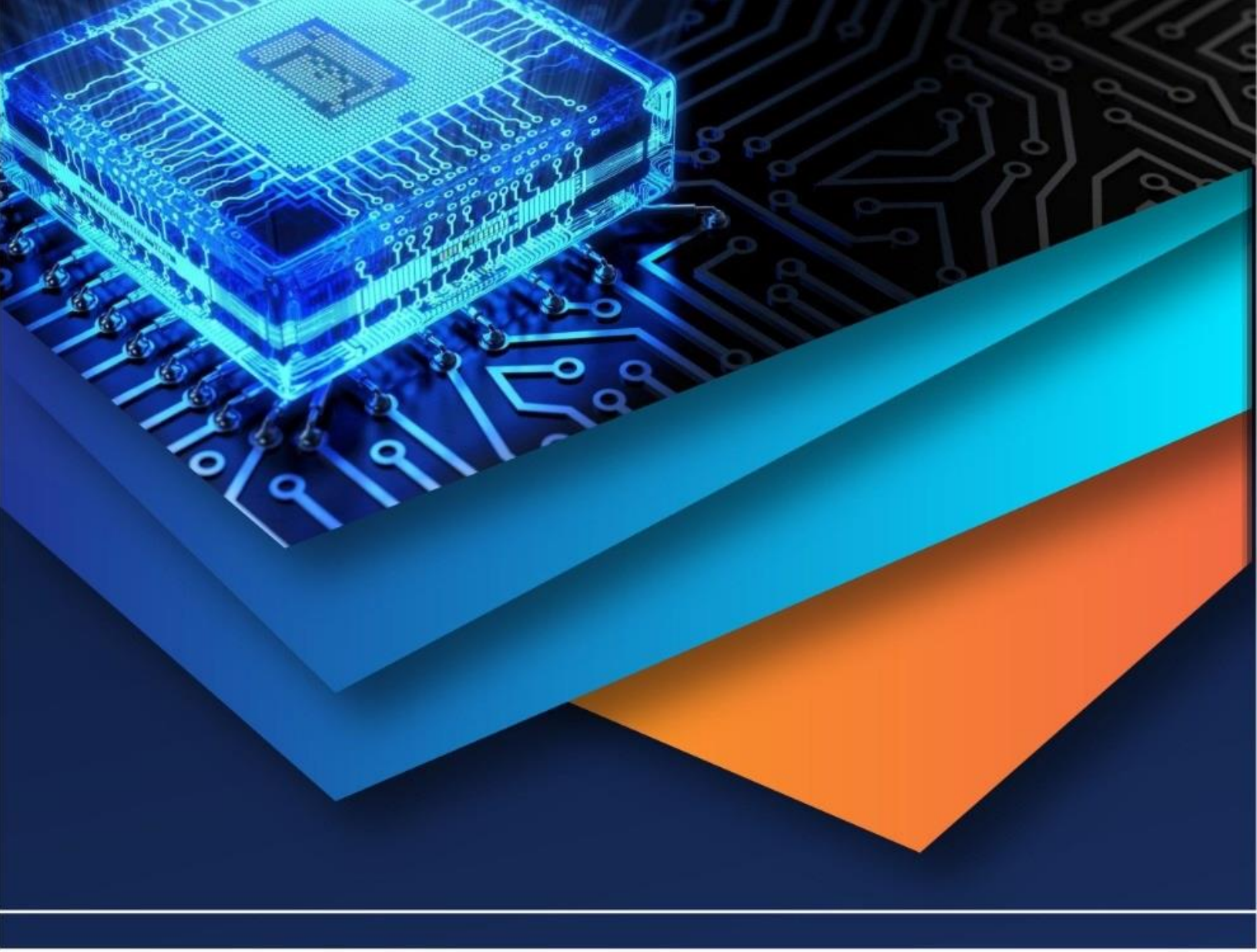
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